

## How do Out-of-School Youth Perceive the Impact of Quality of Education on their Sense of Belonging and Dropping out of School in Israel?

**Nabeel Abu Wasel**

Girne American University (GAU)

**Dr. Cansu Soyer**

Co-writer:

Girne American University (GAU)

**Abstract**-The research aimed to highlight the in-depth discussion over different prospects of quality of education and sense of belonging regarding the way it affects the at-risk high school student dropping out in the case of Israel. It further evaluated the concept of risk of dropping out among high school students along with the dynamics and reasons of dropout rate in high schools of Israel. In addition, the impact of the quality of education and the sense of belonging on the at-risk high school students' dropping out is also evaluated. The research design of the study was mixed where both qualitative and quantitative data were analysed using thematic analysis and CB-SEM modelling respectively obtained from 600 respondents. It was found that a negative relationship is present between the quality of education and risk of dropout; sense of belonging and risk of dropping out; and that significant relation between perception of school and risk of dropout also exists followed by the subjective hypothesis that only little steps taken by schools towards reducing dropout rates will be found. Meanwhile, in the qualitative part, it was found that schools lack effective measures to reduce the dropout ratio. Hence, considerable measures are required to be taken by the Israeli government.

**Keywords:** Quality of education, sense of belonging, dropout rate, Israel, out-of-school youth

### 1. Introduction

In the current era, due to rapid advancement and development, education has become one of the basic necessities of life because it helps an individual to keep pace with the world. Education is considered as the source to gain and acquire knowledge regarding different subjects and fields that can contribute greatly in attaining numerous achievements in a professional career (Janks, 2014). Education is referred to as the most powerful driver of development and success that plays an imperative role in reducing poverty and opening the path of success for educated individuals (McCallumore & Sparapani, 2010). However, despite of education being as a powerful tool for attaining success and prosperity drop out of students from high schools is one of the crucial issues that exist in current society (Jackson, 2013; Heublein, 2014). The adverse effects of dropout from high school is not limited to the sustainability and success of individuals it possess the potential to negatively impact the economy of the country, employment rate and state industry (Mac Iver, 2011). Furthermore, an increase in dropout rate from high school can fuel the hazardous habits

among youngsters such as addiction to drugs and violence (Featherston, 2010; Hjalmarsson & Lochner, 2012). The concept of high school dropouts refers to the students that leave or quit the higher educational institute in the middle without completing their academic period properly (Wilkin & Bost, 2016).

There are numerous reasons and factors that trigger the decision to drop out from high school among students and the reasons can be different for each student (Shahidul & Karim, 2015). Quality of education, attitude of teachers towards students, classroom engagement, financial constraints, social pressures, and family background can become as the reason for dropout among high school students (Fall & Roberts, 2012; Lemon & Watson, 2011). Similarly, Burrus and Roberts (2012) highlighted that the students at risk of dropping out the schools demonstrate multiple identifiable characteristics that include some demographic concerns such as low family income, cultural prospects, and some reasons related to academic of students such as poor performance in class, low attendance, high failure rate, ethical behaviour issues and disengagement in class. The

study accumulated by Christenson, Reschly and Wylie (2012) implies that there is no such phenomenon called as sudden dropout because it is the process that triggers by the various external and internal factors and exhibits the multiple warning signs of dropping out in future. This particular study aims to cover the in-depth discussion over regarding the way quality of education and sense of belonging impacts the dropping of students at-risk from high school. Dropout rates in high schools of Israel is rapidly increasing and has become the major concern for the people, government, educational system and economic conditions of Israel (Razer et al, 2015).

According to the article published by Lazi (2017) highlights that quality of education in Israel is low resulting lower productivity and higher poverty rate. While investigating the reasons and consequences of high school dropout rate in Israel study accumulated by Isralowitz et al (2013) implied that social pressures and discrimination among students fuelling the drop rate in high schools of Israel significantly. Dropping from high school in Israel leads the youth to be involved in unethical activities such as Alcohol and drug addiction (Murad, 2015). This kind of pressure caused by the internal and external environment demotivates the students to continue their academic career smoothly due to the fear of being discriminated and bullied (O'keeffe, 2013). Discrimination among students on the basis of skills, expertise, intelligence and background is one of the leading issue in current society that fails to provide the student sense of belonging in educational institutes because they feel devalued. In this regard, the study accumulated by Wang and Eccles (2012) implied that to create the sense of belonging among students it is essential to value every students equally and appreciate the feedback and responses given by them rather than discouraging them by comparing with the other students.

Quality of education and sense of belonging are the essential factors that possess the potential to affects the dropping out rate among high school students in Israel. Receiving the education is not sufficient for attaining the sustainable development and success quality of education is a key source that helps students in future to retain

what they have learned and implement all the learnt knowledge and concepts practically in their professional career (O'Neill et al, 2011; Deschacht & Goeman, 2015). Dissatisfaction of students and parents with the standards of education can result in dropping out of student from high schools (Benos & Karagiannis, 2016). Poor quality of education fails the students to achieve career success and increases the difficulties in job hunting process that declines the importance of education among people and urge parents to drop their student from high school because they unable to observe the practical benefits of education in their children career. Sense of belonging is another factor or reason that influence the dropout rate among students and this factor has been frequently examined by previous researchers (Lee, 2012).

It is the essential responsibility of educational institutes to provide the sense of security and engagement to students that can work as a motivation factor for students to regularly attend the school and ensure active participation in academics resulting in low dropout rate (Cemalcilar, 2010). Furthermore, according to the study conducted by Elffers, Oort & Karsten (2012) stated that frequent involvement of students in extracurricular activities can develop their interest in school, evolve their sense of identity and greatly contribute in creating sense of satisfaction and accomplishments among them. In providing the sense of belonging to high school student quality of teaching plays imperative role in engaging the students in the class and refrain from doing any kind of discrimination among students. Every teacher possesses the different teaching style and approach depending upon their skills, experience and background these attributes reflects the way teacher handles the students. Estell & Perdue (2012) stated that in educational institutes many students at-risks intends to drop the school on immediate basis prior to their graduation without completing the specified academic period. However some students in similar school exist that intends to complete their graduation properly might be the sense of belonging work as the source of motivation for them. Various studies conducted over dropout rate in high schools tried to unveil the different factors that puts the

students at risk of dropping out such as attendance, frequent absenteeism, social pressures, poor academic achievements, discrimination, quality of teaching and reluctance towards education (Falls & Roberts, 2012; McCallumore & Sparapani, 2010). However, in this particular study researcher has adopted the two prospects that is quality of education and sense of belonging from diversified range of factors to investigate their impact over dropping out of students at-risk studying in high school.

## **2. Literature Review:**

### **2.1 The quality of education:**

The quality of education is defined in terms of learning environment in a school and student outcomes. A wide variety of policies and inputs, tailored to specific conditions, can bring about effective schooling. The EFA document states: A successful quality education program requires : (a) healthy, well-nourished and motivated students; (b) well-trained teachers and active learning techniques; (c) adequate facilities and learning materials; (d) relevant curriculum that can be taught and learned in a local language and that builds upon the knowledge and experience of the teachers and learners; (e) an environment that not only encourages learning but is welcoming, gender sensitive, healthy and safe; (f) clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; (g) participatory governs and management; and (h) respect for and engagement with local communities and cultures (UNESCO, 2000).

### **2.2 The students' sense of belonging**

The term sense of belonging can be defined as feeling of acceptance and like by the rest of the group, feeling connected to others and feeling like a member of a community. Every human being, especially adolescents, need strong social ties and value acceptance, care and support from others. In school, a sense of belonging gives students feelings of security, identity and community, which, in turn, support academic, psychological and social development (Jethwani-Keyser, 2008). Previous studies have shown that students who feel that they are part of a school community are more likely to perform better academically and be more motivated in school. Moreover, when

students feel a connection with school, they are less likely to engage in risky and antisocial behavior. Furthermore, Students with strong and rewarding social ties at school are less likely to drop out of school and never return or to engage in substance abuse and truancy (Catalano et al., 2004; Lee & Burkam, 2003; Shochet et al., 2006) Previous studies also showed the importance of developing a sense of belonging among students by both teachers and parents, a significant positive correlation was found between feelings of belonging at school and academic achievement, a sense of belonging leads to higher academic achievement, and high academic achievement leads to greater social acceptance and sense of belonging (Wentzel, 1998; Ogbu, 2003).

### **2.3 Definitions of the dropouts:**

Dropout of youth in compulsory education age from the formal education system is a phenomenon that accompanies the education system in Israel and abroad since its inception. Classification students as dropouts or not is a complex process. The common view is that a student, who is over the school-graduation age and who formally has withdrew from school, and who has reported that he/she will not continue to pursue any additional education, has dropped out of high school. This definition is limited and does not cover the various cases of students leaving school. For example, students who have simply stopped coming to school and for whom no further information is available (Timbal, 2019)

A student is considered to be a dropout if he/she fell into one of the following categories; first, students who withdrew from the system to join the workforce, the military, or due to pregnancy or were needed to assist at home. Some students provide this kind of information about their plans for the future (Hughes et. al, 2017). Second, students who were removed from the school system for non-attendance but they did not formally withdraw from school. This category contains students who are under the legal school-graduation age but who have stopped attending school and have not given a reason for leaving, and they cannot be located (Ricard & Pelletier, 2016). Third, students with incomplete information, particularly students who were removed from the educational system but with no

clear explanation of the dropout reason, or students who have neither officially been removed from the registrations nor are listed as being registered. Essentially, the latter group of students has “disappeared,” with no indication of registration or disenrollment. Fourth, expelled students from school are considered dropouts due to the fact that it is unclear whether these students will be able to continue their education. Fifth, Students who were imprisoned in a juvenile justice facility not under the authority of the public schools. Imprisoned students are perhaps the most difficult to assess. (Lee & Burkam, 2003)

#### **2.4 At-risk students:**

There has been considerable literary works defining youth at-risk. At-Risk: “Include elementary and secondary school students who, on the one hand, run the risk of not acquiring the knowledge, skills, and attitudes needed to become successful adults and, on the other hand, behave in ways that put them at-risk for not graduating from high school” (Herr, 1989, p. 201).

Children and youth at risk and in need are those who life situations endanger them in their family and in their environment and these conditions affected their ability to enjoy from their rights in the following areas: physical existence, health and development; belonging to the family, learning and skills, social and emotional health, affiliation and social participation; protection against others and against dangerous behavior. Conceptually, the term at-risk youth involves four main components usually lead in order to form of delinquency: risk antecedents, risk markers, risk behavior and risk outcomes (Resnick & Burt, 1996).

**Risk factors** - forces in immediate environment influence the adolescent and may have negative impact on his/her development. This category is usually identified three prominent factors: poverty, criminal social environment, and non - functional family (Artuch-Garde et al., 2017).

**Signs of risk** - the behaviors of an adolescent which combined with the above risk factors significantly raise the likelihood of injury and negative behavior. Many researchers usually mention two prominent phenomena that affect adolescents: school dysfunction (total: disengagement and dropping out of school), involvement in crime / delinquency (including

expenses from home and / or reference to community care services) (Etzion & Romi, 2015).

**Risk behaviors** - Behaviors which are distinguished as having the potential to injure the adolescent directly or indirectly (for example, damage to the environment of the adolescent who has also affect the adolescent himself) , and are typically identified with risk factors and signs of risk mentioned above. Examples of such behaviors are: frequent absences from school, frequent escapes from home, having sex early, early use of cigarettes, alcohol and drugs, joining criminal groups.

**Risk outcomes** - Risk outcomes are results of all the factors listed above and the main ones are: early pregnancy, maternity / paternity young, homeless and escapees, involving in prostitution [including sexual abuse, sexually transmitted diseases, etc.], involving in the use of drugs and alcohol, involvement in criminal activity and delinquency, dropping out and separation from the educational systems and social community. (Gerard & Buehler, 2004).

### **3. The Study Methodology**

A combined research methodology will be used within this study, employing both qualitative and quantitative methods. The use of both quantitative and qualitative methods provided the opportunity to learn the “why” and “how”. I choose a quantitative method, which is appropriate to the subject of this study because it is based on assumptions that are based on theoretical literature and determine its contents. Quantitative research provides the researcher an opportunity to solidify or validate the questions and hypotheses he is investigating, as well as tools for generalization of the findings. The qualitative helps the researcher to understand people and beliefs, experiences, attitudes, behaviour, and interactions of the study participants through conducting interviews.

### **4. Results:**

#### **SEM Analysis**

The model has r-squared 25.60% which means 25.6% variability of the risk of dropout can be explained by quality of education, sense of belonging, preventive measures by school, school

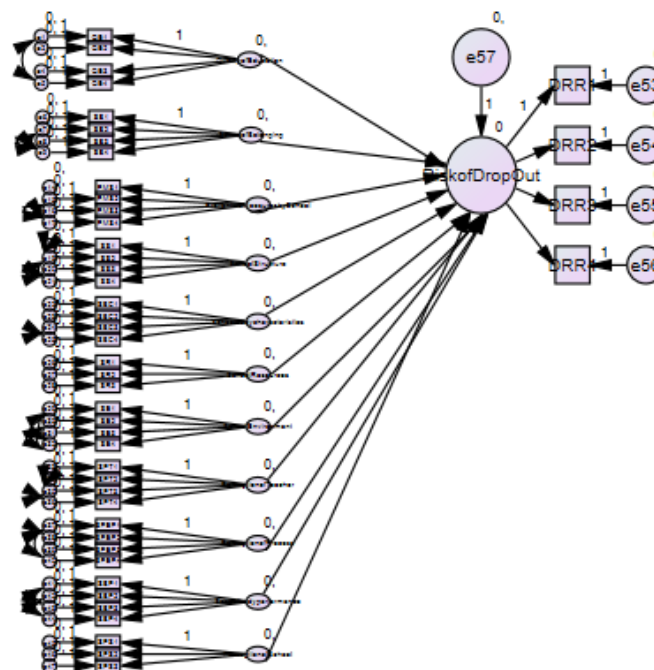
structure, school body characteristics, school resources, school environment and perception of teacher. However, remaining variability of the risk of dropout is residual of the model that can be explained by other variables that creates

circumstances and increases risk of dropout (Nakagawa, Johnson and Schielzeth, 2017). Furthermore, coefficients of each variable explain effect whereas p value provides significance of effect in following table including SEM model

**Table 1 Coefficients Table**

|                  |      |                               | Estimate  | S.E.  | C.R.    | P    |
|------------------|------|-------------------------------|-----------|-------|---------|------|
| Risk of Drop-out | <--- | Quality of Education          | -0.028    | 0.033 | -0.847  | 0.40 |
| Risk of Drop-out | <--- | Sense of Belonging            | -0.09***  | 0.026 | -3.391  | ***  |
| Risk of Drop-out | <--- | Preventive Measures by School | 0.013     | 0.021 | 0.598   | 0.55 |
| Risk of Drop-out | <--- | School Structure              | 0.068     | 0.027 | 2.563   | **   |
| Risk of Drop-out | <--- | School body characteristics   | -0.045*   | 0.025 | -1.776  | 0.08 |
| Risk of Drop-out | <--- | School Resources              | -0.415*** | 0.04  | -10.374 | ***  |
| Risk of Drop-out | <--- | School Environment            | 0.033     | 0.028 | 1.178   | 0.24 |
| Risk of Drop-out | <--- | Perception of Teacher         | -0.03     | 0.025 | -1.169  | 0.24 |
| Risk of Drop-out | <--- | Perception of Process         | 0.005     | 0.024 | 0.215   | 0.83 |
| Risk of Drop-out | <--- | School body performance       | -0.006    | 0.03  | -0.204  | 0.84 |
| Risk of Drop-out | <--- | Perception of School          | -0.063*** | 0.022 | -2.881  | ***  |
| R-squared:       |      | 25.60%                        |           |       |         |      |

**Figure 1: SEM Model**



The estimates of coefficient indicates that if there is variation of one unit into the quality of education, sense of belonging, preventive measures by school, school structure, school body

characteristics, school resources, school environment and perception of teacher then risk of dropout will change by -0.028 [ $p>0.05$ ], -0.09 [ $p<0.05$ ], 0.013 [ $p>0.05$ ], 0.068 [ $p<0.05$ ], -0.045

[ $p > 0.05$ ], -0.415 [ $p < 0.05$ ], 0.033 [ $p > 0.05$ ], -0.03 [ $p > 0.05$ ], 0.005 [ $p > 0.05$ ], -0.006 [ $p > 0.05$ ] and -0.06 [ $p < 0.05$ ] respectively. This implies that there is negative effect of sense of belonging, school structure and perception of school on the dropout ratio and effect is also statistically significant at 0.05. However, effect of school structure on the dropout is positive and significant; hence it can be determined that if the sense of belonging, school

#### Summary of Hypothesis Testing

resources and perception of school can be improved then risk of dropout among the students could be reduced significantly (Gogtay Deshpande, and Thatte, 2017). On the other hand, it is also found that school structure has positive effect meaning that it is increasing chances of dropouts hence the structure of the school must be revised to reduce the dropout rates within country.

**Table 2 Hypotheses Assessment Summary**

| Hypothesis                                                                                                                                   | Decision | Source      |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|
| 1. Negative relationship has been found between the quality of education and the risk of dropping out among at-risk students.                | Accept   | Table 1     |
| 2. Negative relationship has been found between the sense of belonging and the risk of dropping out among at-risk students.                  | Accept   | Table 1     |
| 3. Significant relationship has been found between school-related dropout factors and the risk of dropping out among at-risk students.       | Reject   | Table 1     |
| 4. Significant relationship has been found between the at-risk students' perception of schools and the risk of dropping out.                 | Accept   | Table 1     |
| 5. Significant relationship has been found between the at-risk students' perception of teachers and the risk of dropping out.                | Reject   | Table 1     |
| 6. Significant relationship has been found between the at-risk students' perception of the educational process and the risk of dropping out. | Reject   | Table 1     |
| 7. Only little steps taken by schools towards reducing dropout rates.                                                                        | Accept   | Qualitative |

In order to test the hypothesis of the study, SEM model results presented in table 2 were reviewed and among seven hypothesis four of the hypothesis are accepted that implies that negative relationship is present between the quality of education and risk of dropout; sense of belonging and risk of dropping out; and that significant relation between perception of school and risk off dropout also exists followed by the subjective

#### 5. Discussion

As the study is focused towards the risk of dropping out among the students of high school, it is necessary to mention that what are the reasons which leads a student towards dropping out. In this regard, it was observed that there are multiple factors which affect the productivity of the student and lead them towards the risk of dropping out. Therefore, it has become clear that whenever the students are required to meet the requirement of their respective institution, it is also necessary that

hypothesis that only little steps taken by schools towards reducing dropout rates will be found. Meanwhile, in qualitative part it was found that schools lack effective measures to reduce the drop out ratio. On the other hand, three hypotheses have been rejected based on the fact that relations were not significant between the school related factors and risk of drop out.

the teachers at their school must understand their learning approach and guide them accordingly. As

per the study of Dupéré, et al. (2018), it was observed that some of the students are required to be guided extensively due to their weak learning approach or it is also possible that the issues regarding their weakness might be related to their behaviour. While going deep down for the study of behavioural approach of the students causing the risk of drop out from their high school, it was observed that the circumstances has a great

influence over the behaviour of the student (Dupéré, et al. 2018). Therefore, in this regard, it becomes necessary that the surroundings must influence positively in order to reduce the rate of dropping out from their high school.

In this study, it has been observed that there are mainly three elements which has a great influence over the rate of dropping out from the high school such as quality of education, sense of belonging and the risk of dropping out from their high school which nurtures in students when they are exposed towards the risk. This study followed a method for the investigation of the impact in which the quantitative data was collected from the out of school youth in general about their perception regarding the risk of dropping out from the school which is usually associated with the consequences of dropping out.

When it comes to discuss about the risk of dropping out among students is that, there are some of the students which are facing difficulties in terms of meeting the requirement of their institutes and they have been provided the warning from their institute that if they would be unable to upgrade their performance they would be dropped out. It has been studied that there are mainly two types of behaviour among the students when they are at risk of dropping out that wither they start improving their performance or their performance start decreasing instead of sustaining (Ogresta, et al. 2019). Therefore, in this regard, it becomes necessary to analyse that how the performance could be enhanced when the students are at the risk of dropping out.

Another aspect, which has been observed that some of the students are being forced to stay focused to their studies and they are also bound to limit their social life which increases the level of anxiety among them (Colbert, 2017). Therefore, their intentions and focus towards studies start deviating which results in their decreased performance. However, the quality of education being provided at the school has a great influence in this regard as the schools providing high-quality education and having strict policies are likely to have a higher rate of risk of dropping out among their students

When it comes to discussing the sense of belonging, it has been observed that there is a

negative relation between the sense of belonging and the risk of dropping out among at-risk students. Therefore, in this regard, it becomes necessary that the schools should focus on the perception of students about their school so that they would be able to focus their performance. It has also been studied in the study of Peguero, and Hong, (2019), that sense of belonging from the school is being derived from the perception of the students regarding their school. However, it is not necessary that the students' perception regarding their school would remain same before and after getting admission to it. Perception of school is being generated by the alumni of the school, those who are studying at it currently and also the quality of education they have been providing as well as they policies regarding their students. Therefore, it is also important that the students should be provided with the sufficient support from their school in terms of education as well as guidance regarding their future education and their professional career. In such a case, where the students would be able to have a clear understanding that how their high school education is going to contribute in their professional career, there is a greater probability that they would start focusing and their performance would increase gradually (Jones, 2019).

Furthermore, it has also been observed that the resources which have been used by the school in order to provide education to their student also plays a vital role in this regard (Cisneros, 2016). However, the risk of dropping out does not have a direct relation to it but it has been observed that this has been derived through the resources of schools. It can be clearly seen that whenever the school are using modern technology and providing the extensive support to their students by using all of their resources, the students starts creating a positive image of their school which results in the enhanced performance of an individual. In this regard, it is also important that the student should also be provided with the support of the school from various aspects such as what should be their future preference when it comes to decide about their profession.

Results have rejected the hypothesis of which indicates that a significant relationship between

school-related dropout factors and the risk of dropping out among at-risk students. However, it has been observed that in this study various factors were included regarding the schools, family of the students, school related factors, individual factors and also the perception of the students. Among these factors, there were some of the sub-factors as well which were analysed through the collected data through the questionnaire which was developed on the basis of these factors and sub factors. Furthermore, a significant relationship has been found between the at-risk students' perception of schools and the risk of dropping out. Therefore, this study has made it clear that the major focus of the schools is towards the performance of the students, however, this has been derived through the various elements such as the perception of the school, sense of belonging and the resources that the schools are using. Furthermore, the method of intervention has also been used in this study which has made it clear that the intervention plays a vital role to develop the intentions among the students to enhance their educational performance. While the interventions were provided to the students in this study, they were guided regarding the importance of education, their performance measures, methods and remedies to enhance their performance and their understanding was developed regarding the criticalities of the educational performance.

It has been observed that there is an insignificant relationship between the at-risk students' perception of teachers and the risk of dropping out. However, it has been studied that the teachers' major focus should be towards the productivity of the student and if the students is not being able to meet the requirement for remaining risk free from being dropped out, it is necessary that the school should focus such students and deal the matter in an efficient manner. It has also been identified in this study that, there is insignificant relationship between the at-risk students' perception of the educational process and the risk of dropping out.

This study has also focused that how the schools have been treating the matter of drop out for the students and it was observed that various schools have different strategies in their context but the

thing which was found in common among the schools and in the literature as well is that they all focused that intentions of the students. Therefore, it can be said that it is not possible for any of the school to reduce the rate of dropping out or the risk of dropping out among the students until they start focusing their own performance. In such a case, the major role is being identified by the interventions where the students are being provided with the remedies for the improvement of their performance as well as the importance of education in their life along with other methods to improve their morale for better performance. It has been observed that together these element impacted significantly over the intention of the students and they started improving their performance which could be helpful for the high schools to reduce the rate of dropping out students as well as the rate of at risk of dropping out. However, it was observed that only little steps taken by schools towards reducing dropout rates. Therefore, it is needed that the schools and educational departments should focus these aspects on order to avoid consequences in future

## 6. Conclusion

With the above comprehensive discussion, it can be concluded that the dropout issue is a significant hindrance for educational institutes in the way of providing quality education as well as increase students' engagement and academic-related activities. The manner in which dropping out risks are pervaded in the educational institutes of Israel warrant the requisite need to improve quality of education as well ensure students' engagement, not only for improving their academic grades but also to boost up their motivation and confidence particularly when it comes to understanding class lectures delivered by preceptors along with studying with the group settings of students. It was also inferred from this study the dropping out rate is higher in the region of Israel for which the major causes emanated from the research.

## References

- [1] Artuch-Garde R., González-Torres MdC., de la Fuente J., Vera MM., Fernández-Cabezas M. & López-García M. (2017). Relationship between Resilience and Self-regulation: A



- Study of Spanish Youth at Risk of Social Exclusion. *Front. Psychol*, 8(612). doi: 10.3389/fpsyg.2017.00612
- [2] Burrus, J., & Roberts, R. D. (2012). Dropping out of high school: Prevalence, risk factors, and remediation strategies. *R & D Connections*, 18(2), 1-9.
  - [3] Cemalcilar, Z. (2010). Schools as socialisation contexts: Understanding the impact of school climate factors on students' sense of school belonging. *Applied psychology*, 59(2), 243-272.
  - [4] Catalano, R.F. et al. (2004), "The importance of bonding to school for healthy development: findings from the social development research group", *Journal of School Health*, Vol. 74/7, pp. 252-261, <http://dx.doi.org/10.1111/j.1746-1561.2004.tb08281.x>.
  - [5] Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. Springer Science & Business Media.
  - [6] Cisneros, M., 2016. Sacrifice for Knowledge: Success Factors Contributing to Latino High School Student Completion of High School Degree After Dropping Out.
  - [7] Colbert, J.L., 2017. Examining the Phenomenon of Dropping Out of High School Through the Perspectives and Experiences of the African American Male.
  - [8] Deschacht, N., & Goeman, K. (2015). The effect of blended learning on course persistence and performance of adult learners: A difference-in-differences analysis. *Computers & Education*, 87, 83-89.
  - [9] Dupéré, V., Dion, E., Leventhal, T., Archambault, I., Crosnoe, R. and Janosz, M., 2018. High school dropout in proximal context: The triggering role of stressful life events. *Child Development*, 89(2), pp.e107-e122.
  - [10] Elffers, L., Oort, F. J., & Karsten, S. (2012). Making the connection: The role of social and academic school experiences in students' emotional engagement with school in post-secondary vocational education. *Learning and Individual Differences*, 22(2), 242-250.
  - [11] Estell, D. B., & Perdue, N. H. (2013). Social support and behavioral and affective school engagement: The effects of peers, parents, and teachers. *Psychology in the Schools*, 50(4), 325-339.
  - [12] Etzion, D. & Romi, Sh. (2015). Children and Youth Services Review. *Children and Youth Services Review* 59, 184–195
  - [13] Fall, A. M., & Roberts, G. (2012). High school dropouts: Interactions between social context, self-perceptions, school engagement, and student dropout. *Journal of adolescence*, 35(4), 787-798.
  - [14] Featherston III, C. B. (2010). HIGH SCHOOL DROPOUT PREVENTION: A REVIEW OF THE LITERATURE. *Review of Higher Education & Self-Learning*, 3(7).
  - [15] Gerard, JM. & Buehler, C. (2004). Cumulative Environmental Risk and Youth Problem Behavior. *Journal of Marriage and Family*, 66 , 702–720
  - [16] Herr, E. (1989). *Counseling in a dynamic society: Opportunities and challenges*. Alexandria, VA: American Association for Counseling and Development
  - [17] Heublein, U. (2014). Student Drop-out from German Higher Education Institutions. *European Journal of Education*, 49(4), 497-513.
  - [18] Hjalmarsson, R., & Lochner, L. (2012). The impact of education on crime: international evidence. *CESifo DICE Report*, 10(2), 49-55.
  - [19] Hughes, j., Cao Q., West, S. G., Smith, P. A. & Cerda, C. (2017). Effect of retention in elementary grades on dropping out of school early. *Journal of School Psychology*, 1-17
  - [20] Isralowitz, R., Reznik, A., Segal-Engelchin, D., & Schneid, K. (2013). Substance use trends and treatment among Israeli school dropouts. *International Journal of Mental Health and Addiction*, 11(4), 424-430.
  - [21] Janks, H. (2014). Critical literacy's ongoing importance for education. *Journal of Adolescent & Adult Literacy*, 57(5), 349-356.
  - [22] Juvonen, J. (2006) "Sense of belonging, social bonds, and school functioning", in P.A. Alexander and P.H. Winne (eds.), *Handbook of Educational Psychology*, Vol. 2, pp. 655-674, Lawrence Erlbaum Associates

- Publishers, New Jersey,  
<http://psycnet.apa.org/psycinfo/> 2006-07986-028.
- [23] Lazi, G. (2017). *Israelis study for many years, but the quality of education is low'* (2020). Available at: <https://www.jpost.com/Israel-News/Israelis-study-for-many-years-but-the-quality-of-education-is-low-517883> (Accessed: 7 January 2020).
- [24] Lee, J. S. (2012). The effects of the teacher-student relationship and academic press on student engagement and academic performance. *International Journal of Educational Research*, 53, 330-340.
- [25] Lee, V.E. and D.T. Burkam (2003), "Dropping out of high school: The role of school organization and structure", *American Educational Research Journal*, Vol. 40/2, pp. 353-393,  
<http://journals.sagepub.com/doi/abs/10.3102/00028312040002353>.
- [26] Lemon, J. C., & Watson, J. C. (2011). Early Identification of Potential High School Dropouts: An Investigation of the Relationship Among At-Risk Status, Wellness, Perceived Stress, and Matterling. *Journal of At-Risk Issues*, 16(2), 17-23.
- [27] McCallumore, K. M., & Sparapani, E. F. (2010). The importance of the ninth grade on high school graduation rates and student success. *The Education Digest*, 76(2), 60.
- [28] Mac Iver, M. A. (2011). The challenge of improving urban high school graduation outcomes: Findings from a randomized study of dropout prevention efforts. *Journal of Education for Students Placed at Risk (JESPAR)*, 16(3), 167-184.
- [29] Murad, T. (2015). PRACTICES FOR PREVENTING HIGH SCHOOL DROPOUT IN ISRAEL AND MOLDOVA. *Главный редактор*, 108.
- [30] O'Keeffe, P., 2013. A sense of belonging: Improving student retention. *College Student Journal*, 47(4), pp.605-613.
- [31] O'Neill, L. D., Wallstedt, B., Eika, B., & Hartvigsen, J. (2011). Factors associated with dropout in medical education: a literature review. *Medical Education*, 45(5), 440-454.
- [32] Ogresta, J., Ajduković, M., Rezo, I. and Kožljan, P., 2019, April. Pathways of dropping out from high school. In *European Conference for Social Work Research 2019*.
- [33] Peguero, A.A. and Hong, J.S., 2019. Are violence and disorder at school placing adolescents within immigrant families at higher risk of dropping out?. *Journal of School Violence*, 18(2), pp.241-258.
- [34] Razer, M., Mittelberg, D., Motola, M., & Bar-Gosen, N. (2015). Israeli high school teachers' perceptions and attitudes towards a pedagogy of inclusion. *International Journal of Inclusive Education*, 19(9), 944-964.
- [35] Resnick, G. & Burt, M. R. (1996). Youth at risk: definition and implication service delivery. *American Journal of Orthopsychiatry*, 66 (2), 172-190
- [36] Ricard, N. C. & Pelletier L. G. (2016). Dropping out of high school: The role of parent and teacher self-determination support, reciprocal friendships and academic motivation," *Contemporary Educational Psychology*, 1-9,
- [37] Shochet, I.M. et al. (2006) "School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study", *Journal of Clinical Child & Adolescent Psychology*, Vol. 35/2, pp. 170-179, [http://dx.doi.org/10.1207/s15374424jccp3502\\_1](http://dx.doi.org/10.1207/s15374424jccp3502_1).
- [38] Timbal, MA., (2019). Analysis of Student-at-Risk of Dropping out (SARDO) Using Decision Tree: An Intelligent Predictive Model for Reduction, *International Journal of Machine Learning and Computing*, 9(3).
- [39] UNESCO. (2000). *Education world forum final report*. Dakar
- [40] Wang, M.T. and Eccles, J.S., 2012. Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence*, 22(1), pp.31-39.
- [41] World Education Forum (2000) *The Dakar Framework for Action*. Paris: UNESCO
- [42] Wilkins, J., & Bost, L. W. (2016). Dropout prevention in middle and high schools: From

research to practice. *Intervention in School  
and Clinic*, 51(5), 267-275.