

Why teenagers drop out of school?



Linguistics

Keywords: adolescence, school dropout, secret abandonment, education model, communication model, school context.

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Abstract

Nowadays we come across a negative phenomenon that has its roots in a much earlier time: the school dropout of senior students. Despite having been said, deining an actipg in the best mitigation and dissovement of this phenomenon, the today reality, based on actual statistical data shows that there remains much to do for its disappearance. Given the knowledge of the causes and factors that influence this phenomenon, will aim to prove the hypothesis that academic institution plays a priority role, on the one hand, in facilitating its elimination and, on the other hand, on the functional coordination of relations between institutional triad: family-school-society. The main goal of this paper is the research, discovery and interpretation of causes, key factors that directly affect dropping out of school by the group age of Albanian teenagers or youngers. Knowing the motives and reasons why this group age reaches the action and behavior (even with a deviant background), such as school dropout, enables us to detect and interpret the causes and factors that constrain them. The methods we used are: research methods (data and statistics from different sources of information about the number of students, their origin, and socioeconomic status), questionnaires and interviews with a broad sample of adolescents (3 Elbasan district schools, age 12-18 years old), case study or biography, methods of analysis and interpretation of data, factorial causing interpretation.

From 24 years and on, the Albanian society is living in a new democratic system, which has brought changes of a political, cultural, socioeconomic, and which are reflected in the relations of individuals to each other in everyday life. This lifestyle change is reflected in almost all areas of life. Communicative and educational model that family offers, favors and enables motivation of students in attendance, individual responsibility for education and promoting high academic results from this peer group. In contrast to the absence of supports in the nature of educational, communicative, but also emotional, directly affects the loss of interests and further demotivation of students in involvement and participation physical, social, intellectual, emotional, etc., in the learning process and its overall formation.

The above factors are related to the cognition of the whole developmental features of the peer-groups, so the teenagers, which make the possible the building of a communication, bridge, in the goodness of the thrift of emotional, psychological, social and intellectual.

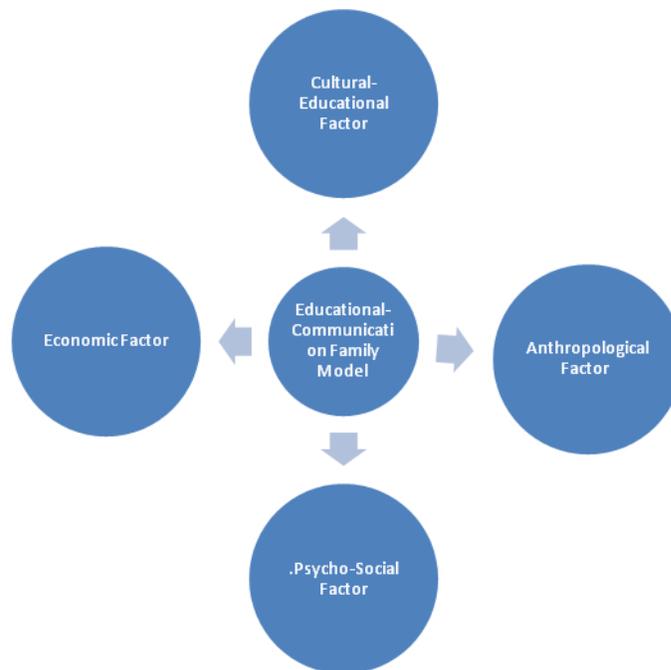
The miscognition of development, emotional, psychological, moral, social and intellectual feature of peer-group, could possibly bring to the so-called "conflict of generations", which has often severe consequences on teenagers.

Is motivated precisely by this lack of cognition, or the way of thinking, the conception of the world, life and concrete acting through adolescent deviant behavior in relation to other family members. Communication parents - teenage constitutes a cornerstone in shaping the personality of the young, and otherwise bring this personality deviation due to the lack of spirit of constructive and supportive relationship run by parents and adolescents.

This communication should aim frequent interactions with constructive spirit and with the known tendency to approach his desires and expectations, and motivations and concerns, specifically about the school and society. Language expressions such as: *you, you do not understand, do not bother, are not interested in, you bothered my life, you ignore me, make me sick, you do not need my opinion, I know it myself, I do not need you etc., mean psychological and emotional features of his or her development.*

The rebellion expressed through the semantics of linguistic expressions mean a deviant trend that is characteristic of the young man who tries to find his identity. This rebellion is reinforced and exacerbated when the teenager is in countering -faced with verbal expression with negative connection by teachers who conceive to him " the salvation to escape from such a tense and depressive situation ", such as school dropout. It happens that under socio-economic and social pressure, he is subject to "silence" obeying terms for the "survival" of his or family as a whole. He takes over the shoulder the prematurely increasing of parental figure“.

Fig.1. *Factors that affect the line of a behavioral model with communicative and educational family values*



Here are some facts from teenagers regardig school dropout¹:

The child with the initials F. P.

I am 13 years old and continue school. My dad works at the communal municipal enterprise, while mom is unemployed. We are four children and I am the oldest. I like school and parents do not stop to go to school and learn. But time goes on there. As I finish classes I get home, I get out there and roll with sunflower seeds and peanuts and go for the park. I do this work from lunch to dinner. Some days I close down earlier because I finish the sunflower seeds peanuts, other days later. I want to sell other things but my parents do not allow me. They mostly say they are quite enough peanuts and seeds. I send home the all money I get and not pend any for myself. I pick 2,000 leks daily but I do not know how much of them are profit and how much are not.

Child by initials L. D

16 years old. Pack the house too early. I live on the outskirts of the city. Dad and my mom do not work. They say they have not found work. Coming to town with the bus in the morning, with my mum , we more stay there, somewhere near downtown. We sell various items, generally perfumes, pens, lotions, manicure for women

¹Note: data are taken from interviews and conversations taken confidentiality with adolescents.

and girls. Mom makes the supply and I sell. I left school in second grade. Parents told us they need to find work to feed. We are seven children. We found this place that has a lot of buzz. We sell much and earn less. In one day we earn 500 leks. I do not know whether to continue school. I read a lot, I drop out school a few years ago and now I have forgotten the classes. It is not that I do not want to go to school, but mom says I should feel fed.

Although numbers have decreased from year to year, phenomenon is present even in peripheral areas of the city, even in districts and beyond etc.

A. T. *15 years residing in the outskirts of the city. For the second year in a row A. does not go to school. Interruption of classes to him is done for economic reasons, as mother and his two smaller sisters expect to be fed by his work. "I sell packs of cigarettes every day, chewing gums and free stuff. People buy my clubs and I earn money, to have bread at home. At school I want to go, but what do I do? We need Leks."*

RM 17 *years old originally from a village of Elbasan, has not started this school year. He finished sixth grade and for several months he has been working in a car wash. "I will do night school. Uncle will register me in night school, to not lose job."*

From conversations with parents of students with low educational achievement we understood that they generally do not see the value of education in the knowledge that the kids get. Plans for their children, according to them, do not require mathematics, physics and literature. For these surveyed groups the purpose of school is just getting the certificate of release. As it seems there is an agreement between parents and students with low academic scores, with the motivation that their child would not fail. From such a broad agreement and respected item, the biggest loser is society as a whole, mostly - the future. Attention shifts from school interest to an insured economic resource, which is motivated not only because of the above circumstances, but also because of the impact of social model outside school (peers, and self-understanding of their beliefs, etc.). Social model affects mostly in the cultivation of "devaluation of education" giving importance "euphoric pleasures of age", trends, idolatry and hobbies, curiosity to experiment new experiences emotionally and socially, and a "new style of life" induced by foreign models offered by media (internet, software, websites, television media, movies, soap operas, etc.). Also, a specific linguistic feature of adolescent behavior is jargon, which attracts more attention, which symbolizes freedom that young people have at this stage of their lives, to challenge linguistic norms and at the same time to test their interpersonal relationships, while seeking to establish new identities and relationships through the worlds.

Collection of lexemes and expressions of this jargon and semantics reveals a wide lexomatic and semantic as indicators of emotional and psychological development, such as: superiority, inferiority, fear, anxiety, contempt, hatred, affection, failure, pride, judgment, categorization, evaluation, persuasion, etc. The aim is to produce rhetorical effects such as unsuitability, lack of respect or exaggeration. At the same time we find considerable pleasure in language as an expressive tool, almost poetic, highlighted by rhymes, alliteration, metaphors, onomatopoeic and other forms of language.

It has to be referred primary the mosaic of words used in the school that has been a trend over the years for students' language (even long before the 90s). These designations are created on the basis of relations teacher - student, student - student, student - parents. E.g.: for school, prison, golden cage, big brother.

For school head: station, detention, .. mined. etc *Teachers:* Snowwhite (beautiful and quiet teacher), Shrek (ugly), Gramcey (bad teachers), The beast (awful soul), Hitler (authoritarian) etc. *Students:* Value (friend not to betray, that helps), nail (companion that does not show, not even regale, ungenerous). Pall (fool), Darius (abbreviation of bullying balance, incapacitated). Rogue international patent (big liar). Trendy (of time). Delycate (ironically for a person who claims). World Guy (guess guy). Read chicken (girl who reads books or

capable). Rural suite (hick). Alpine (bumpkin, meaning silly). Aut (excluding, that is not included, or not at all here). Benchmarking guy (guy who knows the rules, etc.). *Parents*: boss, the boss, state, sovereign, bank, sponsor, moralists, ready group, etc. Or *expression*, gave me drink, put off my PUK (turn down my mind with bullshit), I closed my handset (threat - you gag), I change the card (to cancel), I turn off the phone (hands left from something) etc.

The role of academic institution, its stakeholders and structures

Dropping out of school and secret abandoning

The dropout phenomenon is present in many districts, areas and zones of Albania. The numbers go on a decrease, however school authorities are not satisfied and declared it a priority to reduce the number toward zero. Based on the statistics on this phenomenon from sources received by the respective institutions, it can be said that generally the students of this class have decided to leave school and their name formally results in the school records. Roma children are the largest contingent unschooled who go to the streets, while many other teenagers and minors, mainly income families in recent years to urban areas, mostly coastal, were added to the number of students who leave school.

The fact that MAS declared the sharp reduction in the number of students who leave school in compulsory education has put in difficulty position the subordinate institutions of this ministry. On the other hand, much is played with the figures in terms of the teaching staff. School principals report fictitious statistics to justify this by claiming that in this way they will preserve the teaching staff, the opposite was shortened organically. Below we present the latest statistics regarding the number of students who drop out of school, their age, the community to which they belong, and the factors that influence this dropout.

No	Name Surname	SCHOOL	Sex	Year	Class	Roma	Egypt	AK	Others	
No	Name Surname	SCHOOL	Sex	Age	Class	Roma	Egypt	AK	Others	Reasons
										Economic Reasons
1			M	12	VI		EGJ			Economic
2			F	15	VII		EGJ			Economic
3			M	15	VII					Social-Economic
4			M	14	II		EGJ			Problems Repetitive
5			M	15	VII					Economic Reasons
6			F		VIII		EGJ			Economic Reasons
7			M	12	IV		EGJ			Gone to Tirana with Family
8			M	12	IV		EGJ			Engaged Family Inhibition
9			F	15	VI		EGJ			Engaged Family Inhibition
10			F	11	VI		EGJ			Family Inhibition
11			F	15	VI		EGJ			Works
12			F	13	VI					Works
13			F	12	VI		EGJ			Gone to Tirana
14			M	13	v		EGJ			Family Inhibition
15			F	14	V		EGJ			Hospital Italy
16			M	16	IX		EGJ			Economic
17			F	16	IX		EGJ			Economic

18			M	11	V					Economic
19			M	15	VI					Economic
20			F	15	VIII					Economic
21			F	13	VIII					Economic
22			M	16	IX					Sick Outside Country
23			F	17	VIII					Outside Country
24			M	15	VI					Economic
25			M	14	IX					Distance to School
26			M	14	IX					Health Reasons
27			F	13	VIII					Economic
28			F	16	VI					Economic
29			M	7	I			AK		Emmigrant Relatives
30			M	17	IX					Gone to Greece
31			M	15	VI					Gone to Greece
32			M	16	V					Gone to Italy
33			M	13	VI					Economic
34			M	15	IX					Economic
35			M	15	IX					
36			M		VI					

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Albania

Index	Percentage of registration neto
Mean of education years	11.9%
Pre-school	50%
Oblidged basic School	92%
High School	57%
Proessional high school	19%

Source : MAS, SKAP 2009-2013

A problem remains with children of families with low incomes, in remote areas, girls in backward areas mentality and other social problems. The problems affecting the aforementioned categories in increasing the level of dropout. Referring to statistics, it turns out that among children who enroll in compulsory education, the number of girls who drop out of school is higher. These statistics outline the factors that influence dropping out of school at the national level, where the most dominant are socio-economic and demographic phenomena of migration and immigration. Although so far there were no policies and projects designed and approved by the MAS, aiming intervention in resolving the problems of dropout children, showing achievements and significant improvement of the situation in the two decades, remains to be done.

How is the situation in relation to this phenomenon in the area of Elbasan?

Elbasan has a significant number of students who have dropped out of school. This figure is made problematic by the fact that in this city, lives a Roma community with little interest to education.

The School District of Elbasan and the other principals must refresh, should further clarify not only statistics but going in the concrete analysis of the causes and consequences of this phenomenon. The most efficient solutions and functional (and not to avoid constantly making public statistics pf students that have dropped out of school after the start of the research emphasize the research we have done on the internet)².

Perhaps there are several reasons that lead this institution to make such a move. We express this starting on the fact that going out in the morning hours near school premises or pubs ,we will see this issue of leaving the classes by students.

The number of children in this district is about 14,000, of whom 3200 are considered to be excluded from community life. At the regional level, there are 1852 children living with one parent and 175 others who are without parents. According to statistics, there are 167 children who have dropped out of school and live in the street , making them to work and in the risk of trafficking.

In the district of Elbasan there is a a large Roma community, the majority of children who lack protection. Living conditions are not suitable for normal growth of children in this country. Especially the group of children suffering domestic violence, parental abandonment, etc.

Dropout

2013-2014	All	Roma Students	Edipitian Students	Disabled Students				
	All	Females	All	Females	All	Females	All	Females
Elementary	9	1	0	0	3	1	1	1
High low Edu.	27	13	0	0	12	8	0	0

2. Statistical data taken from INSTAT

Actual state

2013-2014	Pupils in second chance		Teacher	Psychologist	Learners immobilized		Teacher	Psychologist	Pupil with a disability				Assisting teacher	Coming from outside the state	
	All	Females			All	Females			Mental health		Physical			all	Females
			2	0			All	Females	All	Females	All	Females			
Elementary	15	9	0	0	0	0	0	0	15	5	6	1	0	1	1
High low Edu.	15	5	0	0	0	0	0	0	13	3	12	4	0	0	0
Kindergarten									14	4	1	0	0		

2013-2014	Klasa									Total
	I	II	III	IV	V	VI	VII	VIII	IX	
Sec.Chanse	13	0	1	0	1	3	2	9	1	30
Immobilized	0	0	0	0	0	0	0	0	0	0
Roma	36	49	32	17	22	10	15	4	5	190
Disabled	3	5	4	7	2	5	7	6	5	44
Coming out the state	26	20	30	23	25	20	34	24	10	212

Source: These data are received in confidence from RED Elasan city.

Some of the reasons that motivate these data are: Elbasan district as a region with a large population, has suffered the negative consequences of uncontrolled migration of people, which has led to frequent change of country living, irregular attendance school of children and inaccurate data for children who attend primary school.

Also there are schools that have small and some larger with students, depending on the community. Each school students each year identifies and informs DAR for dropouts or ZA, and consequently MAS. A part of school leavers after identifying make an effort to attract these students in school, some more schools. This according to the school principal, teachers' staff, but concerns and traditions of the school. The goal is to present the DAR, the number of students sitting dropouts, and without excluding any pact with their parents.

Lack of inclusion has not brought a positive change of this phenomenon. With inclusion we meant to include all stakeholders of the school (principal, teachers, school board, parents, school council, the school

social worker), the respective Municipal unit etc., to mitigate the phenomenon in question, at first through the development of a work plan and then its implementation.

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From confidential conversations with various teachers and principals of different schools there is a lacked of critical thinking about the phenomenon in question.

If a student does not enroll and do not have absences, there will definitelt be needed to have appreciation. And this assessment can be understood. Sometimes, when the teacher did not make such assessment and there is no shortage put at the end of the semester, then filled the student might be with lack and understanding the mode how absences will match that issued the headteacher at the end with them in the case where we earlier referred.

Secret Abandon

Secret abandoning has to do with the concept of leaving in limbo or neglect, even to the exclusion of students from involvement in learning time. Even though it may be present physically, the student may feel excluded inetelectually and psychologically from misengagement in this process. Furthermore, a direct indication is the fact that he / they could go to school without books, notebooks, without homeworks , only to not take absences and are not excluded from school. This number threatens to grow as long as teachers do not report accurate data or hide this phenomenon, in order to maintain the highest possible number of students and thereby keep their job.

On the other hand, communicative and educational model with negative connotations of teachers / teacher, director, etc., affect the total abandonment of school by these students who are actually likely to make relinquishment of classes until the final leave from school. Of those students who start with the *secret abandonment* and then again the total abandonment of school, can rightly say that work with this target - group is scarce, non formal and serious. All the cases mentioned clearly show that from some of the leaders of the school the dropout phenomenon can be covered risks or deleted. Covering this phenomenon, the managerial staff may favor him, even develop further, rather than to minimize the blot. Thus we can say that the presentation of the situation can not be real, but biased as propagating desired but not realized. Hence the public can have a misinformation and accept for grant (used of deffence mechanisms) these figures notified from relevant institutions. Also students transferred without attending school at all, leads to increased illiteracy "with receipt" passing grade and significantly facticious in the highest degree.

Regarding communication environment, the educational curriculum, teacher plays a very important role. From the interviews, conversations and questionnaires conducted with students and with teachers, we affirm that the teacher can "provide" not only their attendance in school, but also can motivate collaborating with parents, engaging them in the learning process, in order to achieving good academic results, but also to impose the importance of education for the future.

Despised, contempt, irony, sarcasm, ridicule, verbal offences, punishments are forms of communication that distort desire to educate and promote the need for solutions that directly aim school total abandonment.

From interviews with students but also adolescents, pre-adolescents, we gain some information regarding the communication of certain teachers in the classroom with students. A teenager claimed: This teacher does not call students to name: He called girls and boys "hey" or with negative verbal expression: "You can not speak. You do not understand at all. It is useless to you. Will go to zero. You will bring an hour of a word, but nevertheless good. You've put some "sixth" in the exam, but in vain have I put that you are on "fours". Sit, "four", bringing me here. Sit taken heck! You do not see well or what? You bothers me! You do not know two words. You there at the end, do you understand or none at all? Stupid, do not hang me like dick. How did you write this you are supposedly good student! Etc.

On the other hand, in one of the interviews or questionnaire questions "What is the teacher you evaluate the most and why?", they respond willingly and enthusiastically as: "I want more geography teacher who makes us laugh", "Teacher M. do not watches us to the director", "Biology teacher that listens to our concerns", "Chemistry teacher for not crying at all and treats us as friends", "Language teacher for behaving well and understands us" "B, because do not clutch the note and not cry out". These behaviors cause the students encouragement or disincentives that motivate or demotivate them, whether good involvement and engagement in the learning process to achieve high academic scores, but also involvement in the abandonment of the secret to dropping out of school.

In conclusion, we can state that the family and society must accord with the educational mission of their academic institution. The school institution carries the largest weight in the coordination of roles and responsibilities for the dissolvment of this phenomenon, where the model already teachers play a major role and services of other academic institution actors: Director, teaching staff, social worker, the school psychologist etc. Each of them must not only perform with professionalism and accountability in competent role and duties but must interact within the school context, as well as outside it. It should be abandoned the mentality that the supervising teacher carries all interfaces with parents and bears the burden of care and the educational mission of forming students. Also, to ease the economic stalemate of certain families, schools, and other external institutions, shall provide this contingent and wider, the basic materials, such as books, equipment etc.

Despite major achievements in the field of design of school curricula, problems arising from the negative consequences of the dropout phenomenon should be taken into consideration when drafting the goals and objectives of school curricula, which should be seen as a priority aspect of psychopedagogic report teacher - pupil and vice versa in terms of their motivation, drawing in school and ensuring its continuity and completion, subject curricula to meet as many interests and expectations of the age, and the content of the teaching process was adapted with their intellectual capacity.

Therefore, as a conclusion it can be said that the hypothesis that the school plays the primary role in minimizing dropouts, coordinating a productive and functional relationships with other contexts as family and friends, is proved in this paper, relying on the data and concrete results on their analysis and interpretation.

The school as a social, moral, cultural and educational institution constitutes the main model of inspiration, personality formation and development of a society, especially of the younger generation, who will ensure the prosperity and its future.

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