



Identifying the factors affecting the school dropout of female first grade elementary students

Poolad Nejahi¹, Behrang Esmaceli shad^{2*}

1. M.A. of educational management, Department of Educational Sciences, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran.
2. Assistant Professor of educational management, Department of Educational Sciences, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran

Article history:

Received date: 21 October 2019

Review date: 22 November 2019

Accepted date: 26 November 2019

Keywords:

School dropout, Female Students, first grad elementary school , educational, personal ,culture beliefs, Family factors

Abstract

Purpose: The aim of the current study was to identify the factors affecting female student's dropout rate in Jargalan section of North Khorasan province. **Methodology:** fundamental and applied method was employed to cover the goal of this study also descriptive casual comparative was use for data collection. Mixed method (quantitative-qualitative) also was employed through using grounded theory(GT). The statistical population consisted of all female students leaving school in the first semester of the elementary school from 2017 to 2018, which included 200 students. In the qualitative phase, the sampling was saturated with 20 individuals and in the quantitative section, 128 students were selected based on available sampling. Semi-structured interviews and a researcher-made questionnaire based on interviews were used for data collection. The face and content validity of the questionnaire was confirmed by experts and the combined reliability was calculated with Cronbach's alpha. Confirmatory factor analysis was used to analyze the research questions. **Findings:** The results of grounded theory showed that economic, educational, personal beliefs, factors related to specific culture and family factors are the factors that play a role in the dropout rate. The results also showed parental resistance and children's participation in home affairs, financial constraints and bottlenecks, parental literacy, and lack of attention and importance to education of girls as much as boys, were the main causes of girls leaving school. **Conclusion:** Education is a long-term management tool for human resource education and long-term investment that clarifies the talents and how they contribute to the economic and social growth of societies. And the most important contributor to any society's stagnation and decline is its advancement and progress, and this enormous fertility education and responsibility holds all the talents of the present and future generations of society in expectation and expectation. Provide for growth and development because failure to complete primary education results in numerous individual and societal disadvantages, with dropouts being one of the most important.

Please cite this article as: Nejahi P, Esmaceli Shad B. (2019). Identifying the factors affecting the school dropout of female first grad elementary students. *Iranian journal of educational Sociology*. 2(1):161-170.

* Corresponding Author Email: behrang_esmaceli@yahoo.com

1. Introduction

Education is now one of the most important social institutions in any country, which has a crucial role in the economic, social, cultural and political development of any country. The independence and sustainability of a society depends on its education. Entering education is the starting point for moving on the path of growth. In today's world, with the complexity of the process of developing the economy without educational investment, education is one of the most important social institutions that play an important role in education. And education, a broad look at education as an effective factor in achieving human perfection, highlights the importance of this institution beforehand (Baluch Zahi, 2016: 3).

Education is the most important instrument of human resource education, which nourishes every society of its stagnation and degeneration in its development and progress, and as one of its most important and decisive individuals. It is education that is responsible for the enormous fertility, growth and prosperity of all the talents of the present and future generations of society. In today's societies, people have different expectations of education, they want the education system to take the lead in solving social problems, to lead society to prosperity, and to lead people through the process of education and development. Better and fairer. Education is the natural right of every human being and is an integral part of every human life. According to Article 20 of the Declaration of Human Rights, adopted in 1984, all persons are entitled to free basic education free of charge (Jafari Sani, Keshavarzi, Seadatee Shamir, 2017).

Continuing education in the world is recognized as a value, and Iranian society as a developing society is no exception, and in the thirtieth constitution of the Islamic Islamic Republic of Iran, the principle of the rights of the nation and its sovereignty is the same. And provide free education to all peoples by the end of high school and extend the facilities of higher education to the extent of self-sufficiency in the country for free. Unfortunately, this institution suffers from many problems in achieving its goals, which is one of the most important issues of education systems in the field of "education" or "wasting in education", which is a matter of concern and concern. This is going to be a waste of time, especially in developing countries, because of the limited resources and facilities and the need to save on education and training costs, thus eliminating the urgent need to make it as accessible as possible. Reduced and further expanded its education and improvement (Moayeri, 2007: 8).

Leaving school or leaving school early is the condition of a student leaving the course before the end of the last year of a course in which he or she has enrolled. This type of dropout, which occurs before the end of the course, is called early drop-out (Golshan Foumani, 2005: 166); or a student's failure to complete a course, such as a first high school diploma before completing a degree, Leave the course (Sepidaneh, Momeni, Suleiman Nejad, 2016: 168). Today, education in all countries of the world is considered as a global phenomenon. In almost all developing countries, education has become a favorite area for scholars and policy makers. According to the Poverty Report (2005), the phenomenon of dropout has been identified as one of the increasing challenges and obstacles to achieving national policies (Okumu Mike & et al., 2008). Research at the European level indicates that about 16.9% of boys and about 12.7% of girls face early school leaving (Ness & Sateesh Sekher, 2009).

In Central America, for example, two countries, Honduras and Nicaragua, had 42% and 43% of high school dropouts, respectively (Adelman & Zackley, 2015). In Iran, this phenomenon has become one of the main concerns and concerns of the education system. According to the Iran Statistics Center, more than a quarter of students drop out of school annually. Although it is unfortunate that the exact number of people leaving school for a variety of reasons (such as the existence of different providers, the inaccuracy of actual statistics, the consequences of such a phenomenon, concealing the weaknesses of the education system, etc.) is unclear, but the readings are Differences among officials can testify to the extent of the number of people leaving school. North Khorasan province as one of the less developed border provinces also faces this problem. Especially in the Jerglan border region. Reportedly, many female students do not enroll in high school annually or do not complete the course if enrolled. According to the statistics of the Secretariat of

Education of Jar and Golan in the academic year 1396-1396, 226 female students graduated from the study area and only 140 of them entered the first secondary school, ie 86 have dropped out. Given the range of adverse effects of dropout, this study seeks to identify the causes and contribution of each of them and provide suggestions for eliminating or reducing them.

2. Literature Review

Sepidaneh & et al. (2016) In their research, they identified the reasons for dropout in elementary school students in the Musaan area of education. E and the three coding stages were open, axial, and selective. Finally, eight main categories were identified in relation to the present topic and were set in a paradigmatic model with the central theme of "integrated rural poverty as a field of study". According to the findings, "economic challenges" were identified as causal in various ways. Areas such as "particular cultural beliefs" and "tribal / ethnic conflicts" have also been influenced by causal conditions alongside the conditions. Interfering factors with the three categories of "family training", "inadequate teacher / student interactive space" and "in and out of school" also include strategies and strategies such as "frequent absences", "lack of interest in reading" and "The blame for the academic promotion system has led to academic disruptions and has ultimately led to consequences such as 'lack of education', 'literacy' and 'promotion of dropout' under the category of 'disbelief in literacy'. (Lotfi, Seadatee Shamir, 2016).

In his research, Ahmadi Mirzaei Gholi (2016) studied the phenomenological study of first grade high school students in Zirkoh. The research area consisted of 13 girls who survived the first high school education in Zirkoh County. Based on the findings of the study, factors affecting the interviewee's education were classified into five main themes, including family, individual, school, social and environmental factors, among which the share of school factors is more than other factors. Most interviewees have a negative view of school, most also regret leaving school, and the consequences of leaving school based on research findings are: employment, housekeeping, parenting and returning to school, including the theme " Housekeeping »As predicted most by the interviewees. Baluch Zahi and Abdollahi (2016) in their research identified the factors of female student's dropout in Sistan and Baluchestan province. The results showed that the most important factors for dropout: low self-esteem, bilingualism, lack of interest in family education: lack of parental attention to educational issues, lack of education or parental illiteracy, existence Family disputes in educational matters: Inadequate educational facilities, inadequate educational facilities, distance to and from school to residence, in economic matters: preferential employment, employment and employment, income and employment. Lack of vehicles and in the cultural field are: Low Q. H motivation to study because of unemployment or low incomes for educated people, associating with bad friends, the existence of traditional and ethnic prejudices, especially about girls' education, scattering the crowd and impassable paths, early marriages are students.

In his research, Baluch Zahi (2016) sought to identify the factors affecting the attainment of primary school students and provide strategies for preventing them in Sistan and Baluchistan. Statistical analysis of the data showed that among the effective factors on educational attainment, educational factors had the most effect and cultural factors had the least effect on students' dropout. The results also showed that the most important factors for dropout are: low self-esteem, bilingualism, lack of interest in family education: parental inattention to educational issues, parental illiteracy or illiteracy, Family differences in educational factors: Lack of educational facilities, inadequate educational facilities, distance to and from school to residence, in economic factors: preferential employment, employment and employment, income and employment. And the lack of vehicles and in the cultural field are: down High levels of motivation to study because of low employment or low income for the educated, socializing with unmarried friends, traditional and ethnic prejudices, especially with regard to girls' education, population scarcity, and pathways, are early marriages for students. The results also indicated that there was a difference between individual, economic

and cultural factors in terms of the factors governing education and teachers, but there was no difference between principals and teachers in the factors of family and educational factors.

In their research, Aghdasi and Zeinal Fam (2012) investigated the environmental and social factors affecting female high school dropouts in Miandoab. The results of data analysis showed that environmental, family, economic, school-leaving factors, peer group were different between normal and surviving students and this difference was statistically significant, meaning that the mentioned factors had the most role. The mean dropout rate of students was 1.28 based on their living environment (rural and urban), which indicates that most students drop out of rural to urban environment, but this difference is statistically significant. It is not. That is, the environment has not played a major role in dropping out of female students. Arefi (2004) identifies intra-school factors and variables (school experiences) that lead to early school leaving girls (in West Azarbaijan province). Conclusion: Study hours per day, maladaptive behavior at school, self-esteem, and girls' beliefs and beliefs are related to their average grade point average but do not have a direct impact on school dropout, while school-leaving feeling, fun, and belief in the relationship between effort and success have a significant relationship with dropout. Asgari (2003) in the study of factors related to dropout of male and female students in junior high school shows that there is a relationship between dropout and attitude of principals, teachers and assistants, lack of schools and possibility of higher education, teaching methods and methods. Teachers, economic poverty of families, student work to finance education, parental occupation, early marriage, lack of beliefs about education and social status in the future, employment status of educated people, lack of interest in education and lack of interest in some at school, the lack of a respectful relationship between students and teachers was significant there is.

Sakhaei (2003) in a study of factors affecting rural girls' education in Fereidan city in Isfahan province indicates that premarital marriage, anxiety about job prospects, lack of access to school and distance from school, teacher teaching methods, prejudices Local and family literacy, parental illiteracy, family parenting styles, family management style, access to educational materials, students' academic motivation, and their ability to learn have a significant impact on dropout. The results of Dash Home (2001) show that there is a difference between girls and boys in terms of equal access to educational opportunities and this difference is with more girls being deprived than boys. Also, extracurricular factors (cultural and economic factors) to a greater extent deprive girls of public education. Shahin & et all (2016) examined a study on the causes of "student absenteeism and dropout" in Turkey. The results showed that factors such as parent-child relationships in the family, economic problems and problems within the family, looking at education, teacher-teacher relationships with students, and how the teacher-student interaction within the classroom were the main reasons for leaving. Have expressed an education. The results of Hernes & et all (2016) study showed that there is a significant relationship between economic and social well-being and students' dropout rate. Research by Shahidul and Zahadul Karim (2015) showed that the important factors for education include: economic, family, school and cultural factors, and religious beliefs.

Kurebwa (2015) in his qualitative research on the reasons for leaving school with teachers pointed to factors such as girls' early marriage, poor financial status, poverty, religious beliefs and beliefs. Gouda & Sekher (2014) in a survey of primary schools in India has shown that parental resistance and children's participation in home affairs, financial constraints and bottlenecks, parental literacy, and lack of attention and importance to girls' education are as important as boys'. Have been one of the main causes of dropout. The results of the Mishra (2014) study show that family factors have a significant relationship with school dropouts, which is mainly related to economic and social aspects. Gul & et al. (2013) showed that poverty, illiteracy, parental disability, and unemployment were identified as the main causes of dropout. Joubish and Mahmoud Ashraf (2011) in a survey of Pakistani primary schools on factors such as poverty, parental illiteracy, lack of motivation among children, learning difficulties, child labor, corporal punishment, teacher attitudes, lack of extracurricular programs and school environment. Has been effective in dropping out of school. The results of a study by Chow & et al (2003) about students at risk of dropout, negative experiences

of students with teachers and school administrators, personal problems and negative experiences with other students in the school environment, and the feeling of loneliness in the lower grades. He mentioned one of the most important causes and reasons for dropout. Jonsuz & et al. (2000) showed that school performance and behavior are important dimensions of dropout. The cultural gap was one of the issues that the researcher pointed to as the areas where the gap widened were more likely to drop out of school.

3. Methodology

The research method is fundamental in terms of purpose and in terms of data collection it is descriptive-casual comparative and it is in terms of method of study is mixed (quantitative-qualitative) method. In these types of designs, which collect quantitative and qualitative data simultaneously, the researcher categorizes the qualitative data using coding and lists each category by employing grounded theory. In the qualitative phase, semi-structured interviews were conducted with 20 individuals of the statistical population. Statistical sample size was snowball method which reached theoretical saturation with 20 people. In this way, at every step that the researcher attains data richness, the sampling process stops, in other words, the sampling continues until the data is saturated. After several interviews with the participants and their analysis, data saturation is obtained when the new information is no longer available and the data collected is a repeat of previous data. In qualitative research, data saturation is an indication of sample size adequacy. Since qualitative research focuses more on information obtained from the situation or event than on the sample size, the study also saturated the information after interviewing 20 students. In the quantitative phase, the statistical population is the first grade high school students in Jerglan area who have been educated in the years 2016 to 2018, including 200 people. Sample size The sampling method is available by first obtaining a complete list of dropouts and 128 individuals were selected based on the Cochran formula. The research tool was a researcher-made questionnaire that after observing the prevailing conditions in the area and interviewing the principals, teachers and parents, information was collected about factors affecting the dropout rate of first grade high school students in Jarglan area and then the information obtained from the interview. The above and a library study of the theoretical foundations of the research and backgrounds of research obtained from previous research were also used to construct the questionnaire.

Interview questions were: What factors cause students to drop out of high school? What are the most important in-school factors that cause students to drop out of school? What are the individual and social factors that cause students to drop out of school? Which of the factors listed above had the most impact on the dropout rate, respectively? After summarizing and analyzing the themes of the interviews, a questionnaire was designed to identify the factors affecting secondary school girls' education. This questionnaire consisted of two parts: personal information and the second part consisting of: 1) personal factors (unwillingness to study, lack of confidence). Self-care, malnutrition, organ or disease disorders, anxiety and anxiety), 2- Economic factors (service charge, tuition, homework expenses, lack of fixed family allowance, father unemployment, lack of supportive institutions) 3- Educational Factors (Lack of Separate Middle School in Your Village - Lack of Educational Facilities - Lack of School Service - Boy Harassment - Complex Classroom Teacher inappropriate behavior with students - Promoting literacy skills - Promoting school dropout patterns - Fighting with teachers - School punishment - Students discouragement - Poor schooling - Lack of interest in reading - Frequent school absences 4- Family factors (Parental illness - Divorce - Parental care - Parenting issues - Parenting - Failure to interact with children at home - Parental illiteracy or one of them - Need help and work with children - Priority in work - Parenting age and 5 - Specific cultural beliefs (belief in early marriage - Preference for the role of housewife - Being a teacher (D) promoting the Turkish model Thsly- avoid sending children to nearby villages). To determine face and content validity, a questionnaire was provided to 10 university professors for approval. Cronbach's alpha coefficient was 0.8 to determine reliability.

Table 1. Combined Reliability Results

Dropping out factors	Combined reliability
Educational Factors	0.861
Economic factors	0.880
personal factors	0.824
Culture-specific factors	0.845
Family factors	0.881

To investigate the divergent validity of the model under study, the Fernel Larker criterion method was used, the results of which are as follows.

Table 2. Corresponding to the Fornell Larker criterion

Dropping out factors	Educational	Economic	personal	Cultural	Family	AVE
Educational Factors	0.845					0.411
Economic factors	0.744	0.864				0.554
personal factors	0.735	0.746	0.775			0.540
Culture-specific factors	0.483	0.711	0.410	0.725		0.525
Family factors	0.736	0.669	0.703	0.561	0.885	0.483

As the results of Table (2) show, the values corresponding to the composite reliability criterion for the questionnaire constructs are above 0.7, indicating appropriate model reliability. Table 2 shows the AVE values of each construct. As can be seen in the table, the AVE values for economic, individual, and cultural factors are higher than 0.5, and for educational and family factors greater than 0.4, it should be noted that Magner & et al. (1996). The values above 0.4 are considered sufficient for AVE, so it can be said that convergent validity is appropriate. Table 2. Convergent validity of the investigated structures. As Table (2) shows, the numerical value presented in the original diameter of the matrix is greater than the correlation value found in their lower and left houses, so it can be stated that in the present study, Structures (present variables) in the model have more interaction with their indices than with other constructs, in other words, the divergent validity of the model is appropriate, and pls software was used for statistical analysis of the questions.

4. Findings

Five of the subjects were 12 years old, 33 were 13 years old, 40 were 14 years old, 30 were 15 years old, 11 were 16 years old, 5 were 17 years old and 4 were 18 years old. To answer the research question, Table 1 shows the coefficients of the factor loadings of each question on the structure under study. The results of each of the questions presented and the omitted questions are also specified.

Table 3. Factor Load Factors

Personal factors		Economic factors		Instructional factor		Family factors		Factors of special beliefs	
questions	Factor load	questions	Factor load	questions	Factor load	questions	Factor load	questions	Factor load
36	0.646	1	0.703	7	Remove	21	0.706	31	0.574
37	0.733	2	0.783	8	Remove	22	0.611	32	0.838
38	0.725	3	0.829	9	Remove	23	0.781	33	0.811
39	0.787	4	0.817	10	Remove	24	0.692	34	0.701
		5	0.713	11	0.490	25	Remove		
		6	0.596	12	0.660	26	0.783		
				13	0.671	27	0.594		
				14	0.585	28	Remove		
				15	0.743	29	0.607		

	16	0.694	30	0.555
	17	0.667		
	18	Remove		
	19	0.590		
	20	0.636		

As the results of Table (3) show and considering that the criterion value for the coefficients of factor loadings is 0.4 it can be stated that one of the reliability criteria has been met. Factors such as the lack of a separate middle school in their village, lack of educational facilities, lack of school services, boy's harassment, poor educational attainment, parents' willingness to drop out, and the need for family help and work were among the factors that were less than 0.4. Were obtained and thus not significantly detected and eliminated. To investigate the suitability of the structural model of the research, the relationship of hidden variables was investigated using Z-coefficients.

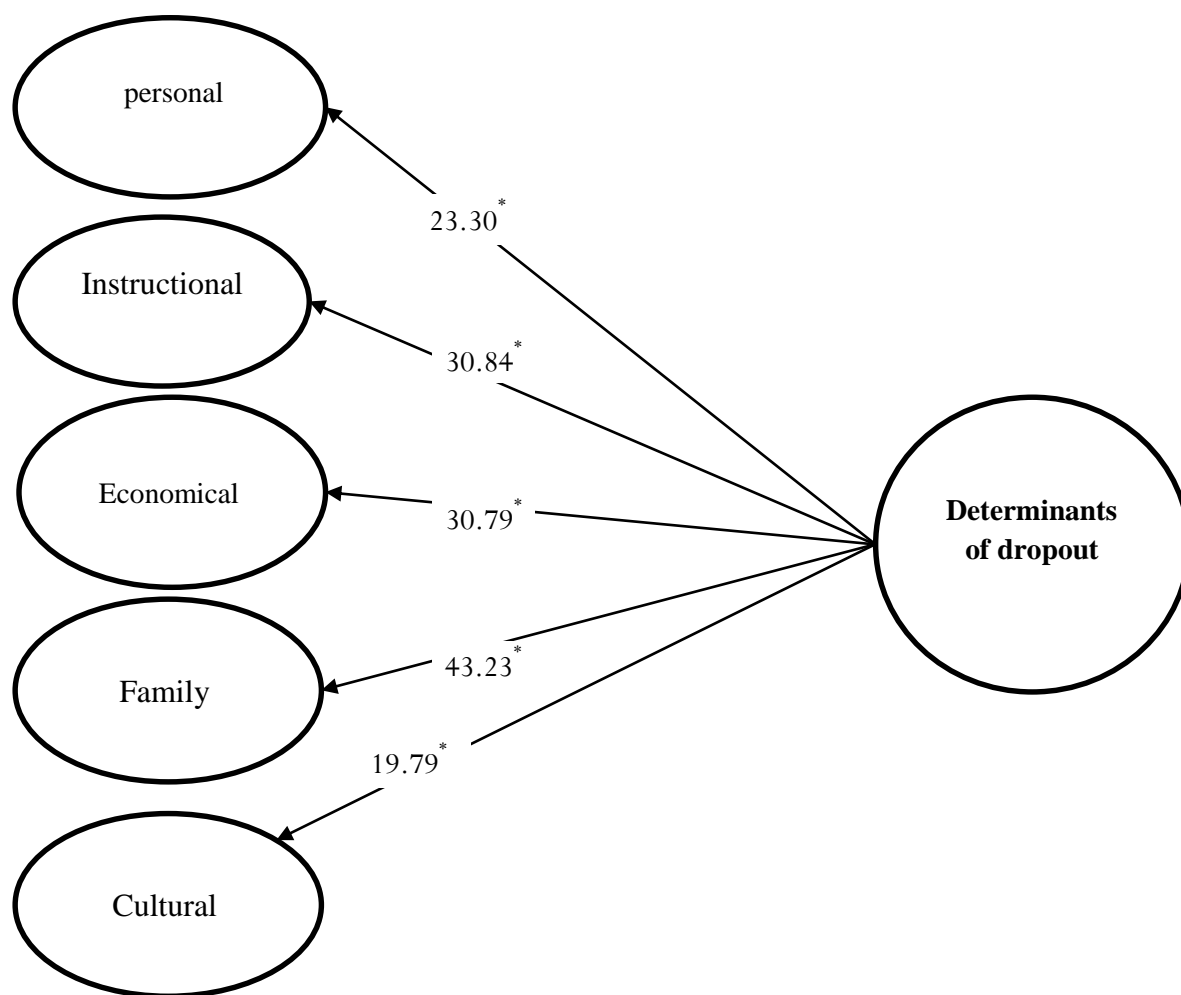


Figure 1. Corresponding significance of z coefficients

As the results in Fig. 1 show, since the t value is greater than 1.95, the fit of the structural model is confirmed at 95% confidence level. In fact, since the coefficients for all paths are higher than 1.95, the significance of all paths and the suitability of the structural model is confirmed. Also, as can be seen in the figure, the coefficients of significance for each of the existing questions are higher than 1.96, indicating that there is no need to omit any of the existing questions. To measure the predictive power of each model construct, the Q2 criterion of the Stone-Geyser criterion was used, the results of which are presented in Table 4.

Table 4. Corresponding to the Stone-Geizer Index

	SSO	SSE	(1-SSE/SSO)
Educational Factors	179.572	115.422	0.357
Economic factors	114.336	72.412	0.367
Individual factors	73.847	38.758	0.475
Culture-specific factors	110.255	71.515	0.351
Family factors	143.832	79.650	0.446

Q2 indicates the predictive power of the model. If the Q2 value is greater than 0.3, it indicates the high predictive power of the model for this structure. The results showed that all factors including economic factors, educational factors, factors related to individual beliefs, factors related to specific culture and family factors are factors that contribute to the dropout rate of first grade girls in Jerglan.

5. Discussion

Education and its related problems have been and are one of the most controversial issues in different societies. Reasons for this importance can also be attributed to the need for proper education of the next generation, the sensitivity and fragility of children, the investment of statesmen to achieve greater success using the expertise of the younger generation, and the parents' emphasis on the proper education of children. Taheri, dortaj, delavar, Seadatee Shamir. (2019). Student dropout is one of the problems that can be considered a deterrent to the educational structure of societies, which annually depletes many of the potential human resources and economic resources of the community and removes personal and social disruptions. Leaving school not only wastes a nation's enormous resources but also causes despair, depression, and sometimes humiliation (Ahmadi Mirzaei Gholi, 2016: 6). In the light of the above, the present study investigated the factors affecting girls' dropout in Jerglan area. The results of the present study are in line with the findings of Shahidul and Zahadul Karim (2015) and Kurebwa (2015), which showed that the important factors for dropout include: economic, family, school and cultural factors and religious beliefs. Gouda & et al. (2014) also showed that parental resistance and children's participation in home affairs, financial constraints and bottlenecks, parental literacy, and lack of attention and importance to girls' education as much as boys, were the main causes of abandonment. Girls' education has been consistent with the findings of the present study. (Mishra 2014), Gul & et al. (2013), Ahmadi Mirzaei Gholi (2016), Aghdasi and Zinal Fam (2012) and Baluch Zahi (2016) also achieved similar results in different societies.

In explaining the results of the research and drawing on the conclusions of many findings (Marzi seadatee shamir, 2017) It can be said that education is a long-term investment that contributes to the economic and social growth of societies by developing talents and directing them. It makes sense. Education is the most important instrument of human resource education, which nourishes every society from the stagnation and degeneration of its society in the direction of its growth and development, and that education is the ultimate responsibility of fertility, growth and fertility. The current and future of society is in charge. Seadatee Shamir, Sane'e'l Hamzanlouyi (2017). They believe that, given the importance of education, everyone expects education to provide a fair environment for growth and development. Failure to complete primary education can lead to numerous personal and social injuries. Adolescents who play adult roles and behaviors

in adulthood suffer a great deal because adolescents gain more educational experience in adolescence, are better able to cope with the challenges of adulthood (Seadatee Shamir, Mazboohi, MARZI. 2019). Based on the findings of the present study, the following suggestions are offered: 1-Improving students' attitudes toward education and feeling the need to reinforce their academic motivation. 2-Identifying students with behavioral problems and paying special attention to them and helping them to adapt to the school environment. 3-Correcting students' negative attitudes toward their abilities by realizing their abilities and talents in other areas and creating a positive image of themselves. 4-Extend parent education and familiarity with appropriate educational patterns and development of indigenous and cultural literacy. 5-Forming school trustees and engaging parents and local community in educational matters. 6-Establishing a link between the content of textbooks and the daily needs of students and their application. 7-Assigning gender to the workforce and employing experienced forces. 8-Due to the problems of students with learning disabilities, neglect of assignments, academic failure and cheating in lessons. 9-No punishment, humiliation and insult to students and avoid commanding and forcing discipline in the classroom. 10-Providing suitable educational spaces, as well as equipping the school facilities in terms of safety, educational materials and hygiene. 11-Improvement of information and communication technologies to make teleconferencing feasible. 12-Considering the need for poverty alleviation through economic development programs and payment of scholarships to poor families. The most important limitations of the present study were the lack of useful library information resources in North Khorasan province, inadequate access to education statistics in the province, the high extent and distribution of the area, the high travel costs and the lack of access Easy to test subjects.

References

- Adelman M, Zackley M. (2015). School Dropout in Central America an Overview of Trends, Causes, Consequences, and Promising Interventions. Policy Research Working Paper. 7561: 1-59.
- Aghdasi A, Zeinal Fam A. (2012). Environmental and Social Factors Affecting Drop Out (Female Survivors) of Female High School Students in Miandoab City in the Academic Year 89-90. Quarterly Journal of Educational Sciences, Fifth Year. 17: 113-130. [In Persian].
- Ahmadi Mirzaei Gholi E. (2016). Phenomenological study of first grade high school students in Zirkoh. M.Sc., Faculty of Psychology and Educational Sciences, Birjand University. [In Persian].
- Arefi M. (2004). Identifying Variables Influencing Early Schooling for Girls in School Guidance, Women's Research. 2 (3): 161-147. [In Persian].
- Asgari M. (2003). Investigating Factors Related to Female and Male Adolescent School dropout from the viewpoints of students and teachers, Research Council of Hamadan Education Organization. [In Persian].
- Baluch Zahi, Abdollahi H. (2016). 4, Factors Influencing Elementary School Students in Sistan and Baluchistan Province and Presenting Strategies for Preventing them in the Academic Year of 2015-94, First National Congress of Community Empowerment and Social and Cultural Studies, Tehran. [In Persian].
- Baluch Zahi A. (2016), Identifying Factors Influencing Elementary School Students and Providing Solutions to Prevent It in Sistan and Baluchistan Province. Master's Thesis, Faculty of Psychology and Educational Sciences. [In Persian].
- Chow S. (2003). Dropping Out in Ogden City Schools: THE voice of the student, Rural Education and Small Schools., West ED. San Francisco, CA. ERIC Accession No.- ED405160.
- Golshan Foumani, M R (2005) Sociology of Education, Tehran, Doran Publication. [In Persian].
- Gouda M, Sateesh Sekher T V. (2014). Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Data, Journal of Research & Method in Education, 4(6): 75-83.
- Gul R, Arshad A. (2013). Causes of Dropout Rate in Government High Schools (male). American International Journal of Research in Humanities, Arts and Social Sciences. 3(1): 120-125.
- Hernes Q, Markussen S, Røed K. (2016). Can Welfare Conditionality Combat High School Dropout? IZA Discussion Paper, No. 9644: 1-44.
- Jafari Sani S, Keshavarzi Z, Seadatee Shamir A. (2017). The effects of train composition with brain learning approach based on the Educational self-efficacy and written ability of students. Iranian journal of educational sociology. 1(3): 56-65. [In Persian].
- Jonsuz M, Blanc M, Boulerice B, Tremblay R E. (2000). Predicting Different Types, of school Dropouts: A Typological Approach with Two Longitudinal Samples. Journal of Educational Psychology. 92(1): 171-190.

- Joubish M, Mahmoud Ashraf Kh. (2011). Determining the Factors Influencing the Drop out in Government Primary Schools of Karachi. *Middle-East Journal of Scientific Research*. 7(3): 417-420.
- Kurebwa Okumu Mike I. (2015). Socioeconomic Determinants of Primary School Dropout: The Logistic Model Analysis. Economic Policy Research Centre, Research Series No. 54.
- lotfi N, Seadatee Shamir A. (2016). The relationship between personality characteristics and attachment styles and emotional breakdown. *Research in clinical psychology and counseling* .6(1): 98- 112. [In Persian].
- Marzi S, seadatee Shamir A. (2017). A confirmatory factor analysis and validation of the forms of self-criticism/reassurance scale among teachers. *Iranian journal of educational sociology*. 1(3): 26-34. [In Persian].
- Marzi S, Seadatee Shamir A. (2019). The Role of Self-efficacy and Happiness in Predicting Self-criticism/reassurance among Teachers. *frooyesh*. 8 (5): 153-162. [In Persian].
- Mishra P J. (2014). Family Etiology of School Dropouts: A Psychosocial Study. *International Journal of Language & Linguistics*. 1(1): 45-50.
- Moayeri M T. (2007). Education issues. Tehran: Amir Kabir Publication. [In Persian].
- Ness M, Sateesh Sekher T.V. (2009). Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Data, IOSR. *Journal of Research & Method in Education*. 4: PP 75-83.
- Okumu Mike I, Nakajjo A, Isoke D. (2008). Socioeconomic Determinants of Primary School Dropout: The Logistic Model Analysis. Economic Policy Research Centre, Munich Personal RePEc Archive. 851:1-25
- Seadatee Shamir A, Mazboohi S, MARZI S. (2019). A confirmatory factor analysis and validation of the forms of self-criticism/reassurance scale among teachers. *Quarterly journal of Educational Measurement*. 9(34): 133-147. [In Persian].
- Seadatee Shamir A, Sane'e I Hamzanlouyi R. (2017). Relationship between Intelligence Beliefs and Achievement Motivation with Self-Regulated Learning in Students with Veteran Parents Injured More than 40%. *Iranian Journal of War & Public Health*. 9(4):205-210. [In Persian].
- Sepidaneh B, Momeni H, Suleiman Nejad M. (2016). Identifying the reasons for the dropout of elementary school students in the Musian Education Area (Rural Areas). *Journal of Local Development (Rural-Urban) Eighth*. 1: 198-167. [In Persian].
- Shahidul S M, Zahadul Karim a H M. (2015). factors contributing to school dropout among the girls: a review of literature. *European Journal of Research and Reflection in Educational Sciences*. 3(2): 25-36
- Shahin Ş, Arseven Z, Kılıç A. (2016). Causes of Student Absenteeism and School Dropouts. *International Journal of Instruction*. 9(1):195-210
- Sokhaei D. (2003). Investigating the Factors Affecting the Rural Girls' Education in Fereidan City in the Year 2001-2002, Research Council of Isfahan General Education Department. [In Persian].
- Taheri F, dortaj F, delavar A, Seadatee Shamir A. (2019). The Effectiveness of Mindfulness Program on Academic Engagement: The Mediating roles of Academic Stress and Academic Burnout. *Journal of Psychological Studies*. 14(4): 157-174. [In Persian].