SCHOOL DROPOUT IN PRE-UNIVERSITY EDUCATION

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Abstract: *This material presents the causes, effects and measures taken to prevent and combat the phenomenon called school dropout.*

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Dropping out of school is a big problem of society at the national level

I.1. School dropout:

Considering the statistical situation given by INSSE, it can be observed that starting with 2016, the number of pupils in Argeș country regarding pre-university education is decreasing as follows (www.insse.ro):

From 2016 to 2017 the number of pupils decreased by 398 children enrolled in school, and from 2016 to 2019 we can say that the number of pupils decreased by 1906 children, which leads to the following causes:

1. Decreasing the number of children from a demographic point of view in this area
2. School dropout, the cause being of a socio-economic nature, and the main factor is the family budget.

An important problem of our society can be considered school dropout.

The road from one absence, two to school dropout is sometimes very short. Some pupils start with skipping school, then form a habit from it, slipping very easily to attend classes as poorly as possible.

I.2. Factors that lead to school dropout:

1. <u>Individual factors</u> - are those related to pupil adaptation; some have a higher adaptive potential and others a lower one.

The *presence of the mother* in the child's life is very important, her absence can create hyper-emotively, anxiety.

The pupil should not be labelled as weak or bad because these *labels* can lower self-esteem and lead to deviant behaviours.

Priority is the *state of health* that leads the pupil to school success or failure.

2. <u>Family environment</u>

The safety of the child, the way of socializing, the satisfaction of the basic needs, the love from the family, the protection received against certain external aggressions lead the pupil to success.

Children who drop out of school come from families:

- With many children and precarious financial situation, especially in rural areas;
- Single parent;
- With parents working abroad;
- Disorganized (alcoholics, domestic violence, drug addicts, etc.)

3. <u>School environment:</u>
- Large number of pupils in the class;
- The age and individual characteristics of the pupils are not taken into account;
- Substitute teachers, especially in rural areas;
- Almost non-existent material endowments in the educational institutions from the villages;
- Sometimes even the lack of schools in rural areas, which leads to commuting to neighboring towns;
- Unqualified teachers.

4. <u>Economic factors</u>

Poor countries have a higher dropout rate compared to high-income per capita countries (Șchiopu Ursula, Verza, 1995).

There are families who do not have the financial resources for school supplies, school transportation, uniform or clothing, as the case may be. Thus, the child's frustration with poverty appears, which is sometimes observed by others in clothing or in the absence of a packet for lunch, which leads directly to dropping out of school (Verza, 2000).

5. <u>Psychological factors</u>

Each pupil has different reactions to conflicts, here I refer to those with school leadership or those with failure (Zlate, 2000).

Because of these reactions, some pupils cope and continue their studies, correcting their behaviour, while at the opposite pole are those who run away, drop out of school.

6. <u>Pedagogical factors</u>:

- There is no correlation between the contents to be learned and the needs, the needs of the pupils;
- Evaluation methods;
- School and professional orientation;
- The school's collaboration with the local community.

7. <u>Social factors</u>:

Due to the background, pupils in rural areas are stigmatized. Although there are some programs designed to support rural education, they are not well implemented.

I.3. Causes for dropping out of school

The main causes of this phenomenon can be: lack of motivation, learning difficulties encountered, lack of support from the family, poor financial condition, but also lack of guidance in the future.

Education in Romania is free, but in reality the school involves costs (supplies, clothes, food, auxiliary materials, extracurricular activities, etc.). Few rural families can financially support their children, with some parents preferring to implicate them in agricultural activities.

On the other hand, in order to be able to send their children to school, many families go to work abroad for money, not realizing that their lack does as much harm to the child. Minors are left in the care of their grandparents, they are unsupervised and they even drop out of school.

The highest rate of early school leaving exists in rural education given the poor professional training of parents.

I.4. Effects of school dropout:

School is motivation, self-image, and intelligence. For those who have made the decision to drop out of school, sooner or later, negative effects appear:

- Low chances of being integrated on the labor market;

- Dependence on everything that means maintenance and help program;
- Juvenile delinquency (theft, violation of laws, crimes, violence).

I.5. Measures to prevent school dropout:

For pupils who have dropped out of school in a compulsory education cycle, certain programs are recommended to complete their studies, such as: "The second chance/A doua sansa" or part-time education.

As preventive measures can propose:

a) Measures at community level:
- Involvement of the local community through the social assistance department;
- Campaigns supported by NGOs, companies against unemployment;
- Job fairs
b) Measures at family level:
- the existence of a parents' association with a clear record of pupils at risk of dropping out of school;
- The family should be seen as the school, a direct factor in the education of pupils;
- Parents to come to the aid of children with problems through a parental style, neither authoritarian nor permissive nor too permissive nor authoritarian;
c) Measures at the pupils' level:
- Psycho-pedagogical counseling, both individual and group;
- As many psychological tests as possible to know the psychological profile of the child;
- Additional training, even remedial for pupils with learning disabilities, knowledge gaps due to absenteeism.
d) Measures at school level:
- Close and permanent school-family collaboration;
- The psychological counselor has the most important role and must keep in touch with the teacher and other teachers;
- In special situations, the management of the educational institution must be consulted;
- Involvement of these children in school and extracurricular activities in which they are interested;
- We need to know the child's personality;
- We need rewards, but also a sanction, depending on the facts;
- Permanent supervision and counseling of pupils is required.

School supplies provided by the town hall, social scholarships, the provision of public transport for free for rural pupils and the provision of a hot meal.

Another important measure is the attitude of teachers and colleagues who are not in this situation, regarding the risk of dropping out of school.

Teachers, both through initial and continuing training, should benefit from better training in this regard in order to be able to guide both the child and his family towards education.

I.6. The evolution of the school population by levels of education

Pupils enrolled in pre-university (attending) education	Country	2016	2017	2018	2019
Total	Total	2,44 mil	2,41 mil	2,37 mil	2,34 mil
	Argeș	73,4 thousand	72,6 thousand	71 thousand	70,6 thousand

Source: statistici.insse.ro:8077/tempo-ins/print

According to INSSE data, we can say that in Argeș County, in 2016 there were 73.44 thousand students enrolled in pre-university education, full-time/frequency education, in 2017 72.60 thousand students, in 2018 71.08 thousand students, following that in 2019 there will be 70.62 students.

We conclude that there is a decrease in the number of students from one year to another.

Comparing between 2016 and 2019, the school population decreased by almost 3 thousand students.

There is a downward trend, the reasons for this may be the declining birth rate and school dropout.

Levels of education	Country	2015	2016	2017	2018
Primary and gymnasium	total	1,8	1,6	1,7	1,6
	Argeș	1	1	1,1	0,9

Source: statistici.insse.ro:8077/tempo-ins/print

According to the table above of INSSE, which shows the dropout rate in pre-university education for Argeș country, there is an improvement in the percentage, but not very large one.

If in 2015 the percentage for primary and secondary education was 1%, remaining the same in the following year, then in 2017 it increases to 1.1% and then in 2018 to decrease to 0.9%, it can be concluded that school dropout, being the problem of the whole society, begins to shrink little by little.

Conclusions

Dropping out of school has a negative effect on society in the long run because those who left school will become inactive citizens of society. They will never be the labour force for the economy.

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