Dropout in high school: possible causes and solutions *School dropout in high school: possible causes and solutions*

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SUMMARY
Schooling has several benefits for the student and for society. In this context, this work aims to identify the possible factors that lead to school dropout in high school and the possible solutions highlighted in the literature. School dropout in high school is a complex and multifactorial issue, currently considered a critical situation in Brazil, as school dropout rates are alarming. Individuals with high levels of education have greater chances in the job market, not only the educational level, but also the level of knowledge of each individual, presents numerous benefits for their life in society. Among the factors that lead students to give up on their studies, we can divide them into intrinsic (within school) and extrinsic (outside school). The student's socioeconomic and cultural situation together with their family are the main extracurricular determinants that influence the student to drop out of school. Among the intra-school factors, the lack of interest generated in the student by the school's methodology is identified as the main influencer for school dropout. Therefore, the main solution suggested is for the school, together with the family and the community, to look for ways to keep the student motivated in their studies, showing them the importance of seeking knowledge. It is concluded from this research that school dropout in high school can be eradicated, as long as there is joint work between school-family-community. **Key words:** School dropout. Pedagogical Strategies. Intrinsic Factors. Extrinsic Factors.

ABSTRACT

Schooling has several benefits for the student and for society. In this context, this work aims to identify the possible factors that lead to high school dropout and the possible solutions pointed out in the literature. School dropout in high school is a complex and multifactorial theme, being considered a critical situation currently in Brazil, because the rates of school dropout are alarming. Individuals with high levels of education have higher chances in the labor market, not only the level of education, but also the level of knowledge of everyone, has numerous benefits for their life in society. Among the factors that lead the student to drop out of school, we can divide into intrinsic (within the school) and extrinsic (outside the school). The socioeconomic and cultural situation of the student together with his/her family are the main extra-school determinants that influence the student to drop out of school. Among the intraschool factors, the disinterest generated in the student by the school's methodology is pointed out as the main influencer for school dropout. Therefore, the main solution pointed out is for the school together with the family and the community to seek ways to keep the student motivated in their studies, to show them the importance of seeking knowledge. It is concluded with this research that school dropout in high school can be eradicated if there is a joint work between school-family-community. **Keywords:** Dropping out of school. Pedagogical Strategies. Intrinsic Factors. Extrinsic factors.

1. INTRODUCTION

School dropout in high school is an internationalized problem, present mainly in underdeveloped countries, and is considered critical in Brazil, due to several factors. School dropout is a complex phenomenon that affects all levels of the school, generating academic, social and economic consequences, damaging the process student's individual evolution, which can, in a broader way, affect society as a whole, in addition to the student's own educational institution (BATISTA et al., 2009; BORJA et al. 2014; SOARES et al. 2015).

It is a phenomenon with multifactorial etiology that must be understood taking into account the context in which it is inserted (socio-economic, political and cultural), highlighting inadequacies arising from the educational system itself (SILVA, 2012).

It is evident that education is a determining factor in the economic development of individuals in today's society. Several studies indicate that people with better levels of education have a greater chance of entering the job market, and once working, the chances of becoming unemployed are negligible. In addition to this, as

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The higher the educational level, the higher the salary ceilings for these individuals. However, there are associated non-economic benefits: better quality of life (health), reduced crime and greater social cohesion. Research shows that individuals with completed secondary education have salaries 60% higher than those with only primary education (FERNANDES, 2011; SILVA, 2012).

According to the Constitution of the Federative Republic of Brazil, education is a right granted to everyone and a duty of the state and the family (BRASIL, 1988, p. 177). It is considered a difference, as there are greater opportunities for individuals with higher levels of education, in addition to their effective participation in the life of society, gaining access to knowledge about their rights and duties, and being able to take advantage of them. (RIBEIRO et al., 2010; FERNANDES, 2011).

Such evidence raises a very important main question to be discussed: if there are so many benefits of education, why are dropout rates so high? This paradigm elucidates other uncertainties: what are the factors associated with this early dropout? And what are the prevention and control strategies?

In this context, this work aims to identify the possible factors that lead to school dropout in high school and the possible solutions highlighted in the literature.

2 CONTEXTUALIZATION

The global report Education for All 2000-2015, carried out by UNESCO, points out that only 57% of students who enter secondary education complete it at the age of 19. Furthermore, the report highlights that high school has little structure to receive students (RAMOS, 2015).

Data from the United Nations Development Program, pointed out by Diniz (2015) illustrate the situation of school dropout in Brazil in relation to other countries:

> [...] Brazil has the third highest school dropout rate among 100 countries that have the highest HDI (Human Development Index). The school dropout rate reached 24.3%. And the rate becomes even more worrying when compared to neighboring countries, such as Chile (2.6% evasion rate), Argentina (6.2%) and Uruguay (4.8%). In Latin America, only Guatemala (35.2%) and Nicaragua (51.6%) have higher evasion rates. Also according to this body, 23.6% of young people between 15 and 17 years old did not study and 70.2% of those who left school did so before reaching high school, in 2011 (DINIZ 2015).

Even with the creation of policies to encourage people to stay in schools, dropout rates are still an educational challenge, multifactorial in origin and not a specific problem that can be fully remedied with public policies (BORJA et al. 2014; RAMOS, 2015) .

According to data from IBGE (2013), among young people aged 15 and 17, 16% do not study and among these 80% do not work. Compared to previous years, high school dropout rates still show high rates. In 2007, 13.2% of high school students dropped out of school, this figure corresponds to around half a million students. According to the 2013 census, 8.1% of high school students left school early (BATISTA et al., 2009; RAMOS, 2015).

INEP data pointed out by Diniz (2015) demonstrate that "the national dropout rate is higher in the 1st year of high school: of the 782,944 students who abandoned this type of education in 2011, around 402,000 were in the 1st year".

Neri (2009) points out that only 53% of young people aged between 17 and 18 attend school. As this age is appropriate to attend the third year of high school, it ends up becoming evidence of a sign of deficiencies in Brazilian high school. However, a good portion of students who drop out have a history of failing. (FERNANDES, 2011)

2.1   POSSIBLE CAUSES OF SCHOOL EVASION

School dropout in Brazil is not a recent problem, it is the result of the action of diverse and complex factors. This paradigm makes it impossible for school dropout to be studied individually (SOUSA, 2011).

The problem of school dropout has historical origins, arising from numerous government interventions in the educational system, influenced by guidelines imposed by elites. Although Although a lot of progress had been made in recent years, the Brazilian school system remains extremely elitist. (MENESES, 2011).

The causes of dropout can be divided into intrinsic (related to problems within the school) and extrinsic (related to problems outside the school). Among the intrinsic factors we can mention: curriculum, workload, classes, teachers, successive failures, assessment/pedagogical practices, school environment, content, age/grade distortion. Among the extrinsic factors we can mention: early pregnancy, socioeconomic status, family, work, violence, drugs, unemployment, poor diet, lack of motivation, government policies, etc. (FERREIRA, 2011; MENESES

2011, QUEIROZ, 2011).

Espínola (2010) highlights:

> Regarding social issues, it is noted that low purchasing power not only affects families, but the physical aspect of some public schools, in relation to the most essential characteristics, in paradox at other levels of current society. These external and physical factors result from the lack of public investment that goes hand in hand with the lack of financial resources of those dependent on these schools to reconcile their studies with their social life (ESPINOLA, 2010).

Due to many students having to work to support themselves or their families, the decision to abandon their studies ends up being a consequence of tiredness from the workload, coupled with the low quality of teaching, generating demotivation and dropout. (DIAS, 2013).

Espínola (2010) further states that:

> What stands out as motivators for School Dropout is the need for work both on the part of parents, who need to stop attending school to take care of their children, and when the need arises for many children, of school age, to take care of their younger siblings and leave the school in the background to be able to take on adult roles (ESPÍNOLA, 2010).

Another factor identified as influencing school dropout is the family. School monitoring of children and support from parents, transmission of values   and even education of those responsible, reflect on the student's decision to leave school. (RAMOS, 2015). Early pregnancy is also pointed out in the literature as an influencing factor in school dropout. Teenagers end up abandoning their studies to dedicate themselves to children, or even due to prejudice and discrimination on the part of other students and teachers. This factor increases the risk of adolescents becoming unemployed and increasing financial dependence on their parents, increasing the rate of poverty and limited education. Teenagers who are the parents of the child, when they take on the child, end up having to enter the job market to be able to support their children, and due to a lack of experience and adequate training, they accept informal and low-paying jobs, which makes it difficult to balance work and school. (FERREIRA, 2011; MENESES 2011, QUEIROZ, 2011).

UNESCO data cited by Espínola (2010) contextualize this problem:

> [...] 25% of girls between 15 and 17 years old who leave school do so because of pregnancy, showing that early motherhood is already the main cause of school dropout among girls in this age group [...] of girls 15 to 17 years old who do not study, 31% live in the Northeast. In the country, 71% live in the interior and 12% in the outskirts (ESPINOLA, 2010).

As important and decisive as the factors mentioned above are for school dropout, school also plays a huge role in this phenomenon. No matter how much progress has been made in education, current classes, their methodology and structure remain the same, there are few situations of change in this regard (DAYRELL 2007). A survey carried out by Fundação Getúlio Vargas in 2009 points to the lack of interest in school on the part of students as the main cause of dropout rates in Brazil. In this survey, 40% of young people aged 15 to 17 gave up studying because it was uninteresting.

High school in Brazil is entirely based on and guided by books, which is why students find it difficult to follow along, necessitating a diversification of content. On several occasions, the classroom is not very stimulating and not very interactive, marked by silence and rigid schedules. This situation occurs in part because of school curricula, which are not adapted to the students' reality or their needs (BATISTA et al., 2009; RAMOS, 2015)

Espínola (2010) highlights that:

> The student is often discouraged by education because he is faced with a reality that is completely different from the one he has faced, being forced to interpret concepts that contradict his life and still accept equality among the inequalities suffered by himself (ESPINOLA, 2010)

Students who experience successive failures also feel discouraged, which results in age-series, influencing the decision to continue their studies or not (BORJA et al. 2014; RAMOS, 2015).

The biggest challenges of the public education network, in this context, are dropouts associated with repetition, as they are often linked to social, cultural, political and economic factors, however teachers bear their share of the blame, aggravating the situation with teaching methodologies outdated (BATISTA et al., 2009; BORJA et al. 2014).

The teacher has a truly indispensable and extremely important role in the challenge of school dropout. However, unfortunately, the working conditions experienced by teachers and the salary that is derisory to the importance of the profession, discourage these professionals from fighting and finding ways to get around this situation that is getting worse every day. The school system imposes demands and standards on teachers, which often make it difficult or prevent them from exercising

different methodologies, as there are different bureaucracies that surround their daily lives (NERI, 2009; MENESES, 2011).

2.2   POSSIBLE SOLUTIONS TO SCHOOL EVASION

As discussed throughout this work, school dropout is multifactorial and extremely complex, as it encompasses not only a student-school relationship, but also an entire socioeconomic-cultural context. Therefore, it is difficult to demand immediate solutions from both parents/guardians and the school, however it is possible to delegate suggestions to solve problems (SILVA, 2012; SOARES et al. 2015).

Espínola (2010) elucidates government programs that aim to reduce school dropout rates, but are not effective.

> The reality that affects the school, the municipality, the states and the country is worrying. Even though government measures are in place to eradicate School Dropout, such as the National School Meal Program, the creation of the Bolsa Família program, the implementation of the School Development Plan (PDE), among others, they prove to be insufficient to guarantee the continuation of school dropouts. child at school, as there are still very serious social problems (ESPINOLA, 2010).

As a way to prevent school dropout, it is interesting to discuss with students in the classroom the importance of schooling in their lives, as well as encouraging participation in school activities. The school can also seek family participation in this process, building a family-school relationship, with a space for debates and increasing the influence and participation of parents in their children's education (RIBEIRO et al., 2010; DIAS, 2013).

The next step is to develop strategies that attract young dropouts, contributing to reinclusion. To achieve this, the school needs to create a political pedagogical project, with family and community participation in this process being important (DAYRELL 2007; FERNANDES, 2011). Ribeiro et al. (2010) highlights:

> Execute a political-pedagogical plan, aimed exclusively at keeping students effectively at school, activating all the mechanisms that the school has to contain this phenomenon claimed by the educational institution so that we can work with a number of students compatible with the semester planning forecast or annual, in a more satisfactory and rational way (RIBEIRO et al., 2010).

A simple but essential attitude is the call, the school encourages teachers to make the call daily, this way it is possible to control student attendance, being able to then take the necessary measures for students who have many absences, seeking to encourage and motivate these students to go and stay at school (FERREIRA, 2011). Diniz (2015) highlights:

> [...] the school needs to create alternatives to become more attractive, stimulating and interesting. It is also necessary to make young people aware of the importance of studying in their lives, although they will only realize the impacts of low schooling in the future (DINIZ, 2015)

Another action that can be effective is the creation of incentives, which can be financial (financial incentives for low-income students, those at greater risk of dropping out) or indirect (promoting cultural and social sports activities, of interest to students) (FERNANDES, 2011).

Without a doubt, the quality of teaching is an issue that needs to be discussed and improved. If students learn more easily, the cost of staying in school decreases. However, there is a lot of discussion about the most effective way to become the school with the best quality. Adopt smaller classes, longer school hours, better paid teachers, among other actions that are not entirely possible to carry out solely through the will of the school (QUEIROZ, 2011; SOUSA, 2011).

Fernandes (2011) adds:

> By teaching quality we mean the actions carried out by schools and teachers that provide students with better learning for a given curriculum. This can occur either through actions that facilitate learning, at a given level of student effort, or through actions that induce students to increase their level of effort by, for example, increasing motivation and self-esteem (FERNANDES, 2011) .

School dropout is not sudden, it is part of a slow and gradual process of student disengagement. It is usually preceded by signs (absences, repetitions, failure to complete tasks, etc.), which the school can identify or even prevent before they happen, through the measures explained above (DINIZ, 2015; RAMOS, 2015).

FINAL CONSIDERATIONS

Based on what was exposed in the work, it can be concluded that school dropout is a complex issue that has several causes. Considered not only a problem for the school, but for society. It is important to reflect on this topic, as it is a point to be discussed in the effective implementation of educational policies.

To prevent student dropout from schools, the participation of family members as well as the school and its teaching staff is essential, as explained in the work, school dropout has causes intrinsic to the school, which must be remedied by the institution's teachers and technical staff, Just as there are extrinsic causes that must be identified by the school together with the family, if both work together it is possible to eradicate high school dropouts.

Debating this topic is necessary so that strategies can be defined and investments proposed to encourage school teaching staff to explore new teaching methodologies. However, it is work that requires the full participation and trust of students, teachers and directors, becoming a An arduous task, but with excellent results for the school and society as a whole, as individuals with knowledge contribute to the social, economic and cultural development of the country.

Finally, it is concluded that school dropout still requires a lot of struggle to achieve eradication, however small changes in teaching methodology, flexible schedules (for students who work and are mothers), stimulating and pleasant school environment, allow , even if slowly, the reduction in school dropout rates and improvements in education, in order to promote regional development.

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