

## REASONS BEHIND STUDENTS DISCONTINUING PARTICIPATION

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The problem in schools nowadays includes students' dropping their classes or failing their grades and losing their interest in a particular subject. There are several factors that determine why students do not attend their class.

Most students do not attend their classes because of special educational needs. As an illustration, some individuals might grapple with learning disabilities or encounter emotional and behavioral obstacles that hinder their progress and accomplishments. Others could be students originating from cultural backgrounds that do not seamlessly align with the prevailing school culture. Additionally, there are those who come from home environments where academic achievement lacks backing and encouragement.

Students encountering potential difficulties emerge from a diverse array of socioeconomic contexts; however, youngsters from economically disadvantaged, single-parent households are more inclined to terminate their formal education prior to high school graduation. Furthermore, dropping out is more commonly observed among boys than girls.

Moreover, students in both expansive urban centers and remote rural settings are more prone to leaving school compared to their peers in more closely-knit communities.

A history of academic failure. Individuals who opt to leave school prematurely often possess a track record of unsatisfactory academic performance. On average, they demonstrate less proficient reading and study abilities, achieve lower grades, attain lower scores on achievement tests, and have a higher likelihood of grade repetition in contrast

to their peers who successfully graduate. Additionally, these potential dropouts frequently find themselves older than their classmates due to the prevalence of grade repetition among those who struggle academically. Some, but not all, research studies find that students who are overage in comparison with classmates are especially prone to dropping out of school.

Possibly, the allure of school diminishes when students find themselves attending classes alongside peers they perceive as physically and socially less mature than themselves. Emotional and behavioral challenges: Individuals at risk of dropping out often grapple with lower self-esteem compared to their more successful classmates. They are also more inclined to exhibit disruptive behavior in class, engage in substance abuse, and become involved in criminal activities. Regular interaction with underachieving peers: Students who eventually drop out frequently form associations with peers who exhibit lower academic performance, and in some instances, display antisocial behavior.

These peers might advocate against the value of education, ultimately diverting students' attention away from academic pursuits. Lack of psychological attachment to school.

In reality, numerous individuals who eventually drop out of high school exhibit early signs of disengagement from the educational system well before their official departure. During the period leading up to their eventual departure, prospective dropouts tend to display increased instances of school absenteeism, a trend that can be observed as early as elementary school. Furthermore, they are more prone to facing school suspensions and engaging in a cyclic pattern of leaving school, reenrolling, and subsequently dropping out once again. However, these attributes do not serve as definitive indicators of which students will ultimately decide to discontinue their education.

For instance, certain dropouts originate from two-parent, middle-income households, and a subset of them remain engaged in school-related endeavors until shortly before their departure. Additional factors leading to dropping out encompass pregnancy, employment commitments, financial constraints, health issues, disabilities, waning interest, unforeseen natural disasters, and instances of family mistreatment.

*References:*

<http://www.education.com/reference/article/characteristics-students-risk/>

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