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Effects of Child Abuse on School Dropout Among Students in USA

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Abstract

School dropouts include leaving education before acquiring the minimum credential. The dropout is prompted by something that happens to the student outside of school, such as teen pregnancy, foster care placement and high school mobility. Hence, the study sought to examine the effects of child abuse on the school dropout rate among students in the USA. The study was literature-based, and the study's conclusions were based on the findings from the previous studies. The study found that child abuse affects the school dropout rate among students. Children who have been victims of physical violence are more likely to drop out of school before graduation than their counterparts. Students who drop out of school encounter more significant risks for problems associated with using nicotine, alcohol, cannabis, and other illegal substances. The study found that abused and neglected children are at greater risk for low educational attainment. For sexually abused children, cognitive ability and memory levels and academic achievement are less than their peers. The study concluded that dropping out of school drastically restricts the opportunities for future success for many children. Dropping out of school seriously hinders most learners' future success opportunities. It strengthens and passes on the chain of poverty to future generations. Getting a better education is the baseline through which several young people can get themselves out of poverty. The study recommended that child abuse is the most common concern in the USA and needs to be addressed. A multidisciplinary strategy is recommended to review and treat child abuse victims appropriately. The government should conduct awareness campaigns to ensure that parents and students appreciate the significance of primary education.

Keywords: *Child Abuse, School Dropout, Students, USA*

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1.0 Introduction

Child abuse is defined as any psychological, sexual, or physical mistreatment or neglect by a grown-up in a position of responsibility towards an individual below 18 years old (Finkelhor, Vanderminden, Turner, Hamby & Shattuck, 2019). School dropout has been specified as leaving education before acquiring a minimal credential, most often a higher secondary education diploma. Children who encounter violence in their early years have a 15% higher possibility of not completing senior high school. Child abuse and neglect cases are almost six times more for children with low socioeconomic status than children in households with higher socioeconomic status (Lefebvre, Fallon, Van Wert & Filippelli, 2020). Grown-up survivors of childhood abuse are highly likely to enter into high-risk habits such as smoking, alcohol and drug use, and unprotected sex. They are, again, most likely to record in general lower health than those that have not gone through childhood abuse.

Balfanz, Fox, Bridgeland and McNaught (2019) found that the United States is experiencing a dropout crisis. An average of 30% of public-school learners in the high school in 2000 did not get a diploma four years later in 2003-04. In Florida, over 30% of 9th graders did not graduate during the same time. Dropout rates are more for some learner populations, consisting of African American learners, Hispanic learners, English students, and learners with special needs. In some learning institutions and communities, up to half of all enrolling 9th-grade learners fail to finish. The social and economic costs of a high dropout rate for the United States are enormous. It is approximated that about 14 million learners will drop out over the following years or so, costing the United States around \$4 trillion (Montecel, Cortez & Cortez, 2018). Dropouts are far more likely to face decreased job and income opportunities, chronic joblessness, incarceration, or need for entitlement programs than the remaining population.

Rumberger (2020) argued that due to their failure to finish high school, dropouts encounter a host of adverse outcomes. Contrasted to high school graduates, dropouts have: huge rates of joblessness, reduced revenues, unfavorable health and mortality rates, more rates of criminal habits and imprisonment, increased reliance on public assistance, and are less likely to participate in the electoral process. The adverse results from dropouts produce enormous social costs. Federal, state, and local governments accumulate lower taxes from dropouts. The government also supports poorer health, higher criminal activity, and increased public assistance for dropouts (Maynard, Salas-Wright & Vaughn, 2021). One of the researchers discovered that each new secondary school graduate would undoubtedly make more than \$350,000 in government savings. Cutting the dropout rate in half from a single cohort of dropouts would create more significant than \$50 billion in savings for society at large.

Children who have been physical violence victims are more likely to quit high school before completion than their counterparts (Lansford, Dodge, Pettit, Bates, Crozier & Kaplow, 2021). One in 5 individuals in the USA drops out of high school before completion, lowering their lifetime earning capacity by 25 percent. Greater than 35 percent of the survey samples were victims of violence before 16 years. Learning institution dropouts consist of many teenagers (Baker & Duncan, 2019). For example, one-third of the USA school-age population and more than half of the youth in metropolitan areas are school dropouts.

<https://doi.org/10.53819/81018102t5065>

Dropping out of a learning institution is a serious academic problem and has necessary implications for various socioeconomic and health outcomes (Henry, Knight & Thornberry, 2018). Contrasted to secondary school graduates, school dropouts might have higher job instability and economic challenges. Epidemiological study has shown the relation between high school dropout, mental illness and chronic health conditions like asthma, diabetes and cardiovascular disease. Evidence indicates a correlation between school dropout and criminality consisting of violence, assault, and criminal activities associated with drugs. Learners who drop out of high school might encounter a higher risk for issues related to the use of nicotine, alcohol, marijuana, and other illegal substances (Patrick, Schulenberg & O'Malley, 2020).

2.0 Literature Review

Battin-Pearson, Newcomb, Abbott, Hill, Catalano and Hawkins (2020) performed a study to determine why one in five students in the USA drops out of high school. The study tries to discover the relationship between violence victimization as a youth on ultimately dropping out of senior high school and years of schooling completed. The direction has mostly been neglected in previous research, though around a third of all women and men report being victims of violence before the age of 15. By Utilizing information gotten from the National Comorbidity Study Replication and the National Study of American Life, the analysis discloses that women and men who are the victim's violence are more likely to quit high school than their counterparts who argue that they never were the victims of physical violence. Additionally, the adverse effects appear to be propelled by the effect of home violence for each gender, while men likewise encounter unfavorable effects from community violence.

A study by Nafees, Khan, Fatmi and Aslam (2019) reported that child abuse and dropping out of learning institutions have long been regarded as pervasive social issues internationally, and Pakistan is no exemption. The research intends to investigate the occurrence and incidence of child abuse in Pakistan kids who quit learning institutions, utilizing the ISPCAN Child abuse Screening Tool, Children's Version, an appropriate instrument for international comparisons. Information from a convenience sample of kids who drop out of school-age 12, 14, and 17 was gathered through questionnaires or interviews. The outcomes reveal that compared to kids who do not quit school, learners who drop out of school have more psychological and physical abuse and neglect rates within the family. The research does not just show the requirement for preventive regulations for child abuse and dropping out of learning institutions.

Wild and Ebbers (2020) argued that school therapists must establish initiatives that enhance academic success for all learners, consisting of those at risk of quitting the institution. Understanding vital signs of potential dropouts and present trends in dropout avoidance studies might help school counselors better understand this intricate concern. Implementing suggested intervention strategies consisting of longitudinal radar to determine learners that might later quit the learning institution, targeted programs for use with specific groups of learners at risk of dropping out, and offering school-wide approaches might assist school therapists much better fulfill the needs of possible dropouts.

A study by Shannon and Bylsma (2018) found that it needs a good knowledge of why learners drop out to resolve this dropout menace. Even though dropouts themselves report various factors

<https://doi.org/10.53819/81018102t5065>

for dropping out of school, some of the reasons do not disclose the underlying causes, particularly numerous aspects in elementary or middle school which might affect learners' attitudes, habits, and achievement in secondary school before dropping out. To better know the underlying reasons behind learners' decisions to drop out, the research examined the last 30 years of study on dropouts. The study is anchored on 312 articles that examined various national, state, and local information to recognize statistically considerable forecasters of secondary school dropout and graduation. Even though it is tough to show a causal relationship between any single aspect and the decision to quit a learning institution in every detailed research, vast volumes of research with comparable results recommend a vital consideration. This study review noted two types of aspects that forecast whether learners leave or complete high school: aspects related to the private qualities of learners and aspects associated with the institutional attributes of their family members, schools, and communities.

Janosz, Le Blanc, Boulerice, and Tremblay (2020) conducted research that followed 300 first-year students through 4 years of school and discovered that by their second term in school, learners who were noted to have experienced more than one type of childhood abuse (physical, sex-related, or psychological) and those who were sexually attacked but not otherwise abused were substantially much less likely to be enrolled than non-victims. By the end of their senior years, only 44% of numerous victims, 60% of those sexually mistreated only, and 40% of non-victims were enrolled. Signs of post-traumatic stress disorder (PTSD) at the second week of the freshman year were substantially related to school attendance at the fourth year, with a substantial interaction in between PTSD and abuse history as they related to remaining in or dropping out of school. Unless researchers researching the impact of childhood trauma in school samples are analyzing first-term freshmen, it is likely that the study is being carried out with just the healthiest of survivors, which can bring about incorrect conclusions concerning the abuse population as a whole.

Bowers and Sprott (2021) performed research targeting at analyzing the family aspects that leads to high school dropouts in France. Purposive and simple random sampling was utilized to choose 60 individuals. They consisted of 40 students who replied to questionnaires, 15 school drop outs who participated in an organized face-to-face interview survey, 5 head instructors and 5 heads of department from guidance and counseling participated in a study questionnaire, 5 councilors, 5 school heads and 2 District Student Social Welfare Officer replied to hand-posted organized qualitative questionnaire. The study outcomes revealed that there were numerous factors from the household level which led to high school dropouts. The main ones including the financial restrictions, low level of education of guardians, divorce of parents and death of parents/ guardians. It is suggested that the parents/guardians need to whatsoever cost engage in school tasks to make sure that they accustom, be enlightened, know the importance of education and recognize all efforts that enhance schooling and hinders school dropouts.

Mughal, Aldridge and Monaghan (2019) examined teachers' and heads' understandings on the poverty-related causes of school dropout amongst girls in Pakistan. An example of 40 arbitrarily picked teachers and also five heads from institutions participated in the research. An open-ended survey was administered to the teacher sample while heads were interviewed. The content analysis method was made use of to evaluate information. From the results, destitution was noted as the main source of school dropout, incorporated with more noticeable causes like HIV and AIDS,

<https://doi.org/10.53819/81018102t5065>

financial constraints, mindsets towards education, cultural practices, spiritual methods, transgression, schools and teachers, and peer influence. The results reveal a demand for common support systems to be encouraged to help battling families who cannot afford to pay for institution costs for their children. Cultural and domestic methods ought to be resolved to afford girl children opportunities to participate in school until they meaningfully finish their studies.

Archambault, Janosz, Fallu and Pagani (2019) discovered that a number of nationwide research report that learners decide to quit off school due to different reasons. Moreover, there are ethnic variants in the causes of early school dropping. In the current research, the partnership in between factors for leaving school and drug usage was explored. Different articles were studied to examine whether current study could give proof and a much broader knowledge of the connection between leaving high school and the usage of drugs like tobacco, alcohol, cannabis/marijuana and various other immoral substances. Leaving school before completing commonly co-occurs with drug usage. The aim of the research is to check out the kind of the relationship between school dropout and drug usage disorders. Different study outcomes reveal that school dropout is a predictor of drug usage. As per other researches, nevertheless, connection of these 2 cases is the reverse: drug usage triggers school dropout. A third feasible explanation supposes that the association between school dropout and drug usage is not causal, but instead both are caused by a third factor. Finally, researcher advises that extending the study on the connection in between drug use and school dropout in order to enhance prevention of these two issues. Suggestions are given for methods which the reasons for dropout and drug use can assist to educate households, teachers and psychological health institutions.

Weybright, Caldwell, Xie, Wegner and Smith (2021) reported that the large numbers of school dropout globally and their significance indicate the concern for close research of its reasons and effects. Literature has actually recommended that school dropout may be discussed by different causes at various levels. The goal of the research is to analyze the association between personal, family, school elements and school dropout. Judicial documents of all juvenile wrongdoers (323 men and 150 ladies) with a judicial chastening action in Sweden in the year 2018 were taken a look at. Multivariate logistic regression analyses were conducted to evaluate the connections in between schools' failure and personal, family and school variables. As for the private qualities, outcomes revealed that school dropouts were a lot more reckless than non-dropouts. Likewise, they had more rates of illegal substance usage and alcoholic abuse. Additionally, absence of parental monitoring became a crucial predictive element of school dropout, beyond the type of family structure in regards to the existence of both or only one instructional number. Lastly, school aspects did not reveal an important partnership to college failure. The results show that school dropout is a multidimensional process. School and family regulations that highlight the function of adult monitoring and avoid alcohol and drug abuse are suggested.

Kraft, Lamina, Kluckner, Wild and Prodingler (2018) conducted research to learn variables affecting dropout among boys in public primary learning institutions in Austria. The purposes of the research were; to identify the impact of learner's peer pressure, to develop the result of family stability, to identify the impact of school management and to develop the impact of overcrowded class, on the dropout rates amongst young boys in public primary schools. The research could be significant to Ministry of Education organizers in creating sustainable interventions to maintain

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the young boys in school, according to the numerous variables which impact their dropout rates. The study was performed in public primary schools in rural areas in Austria. The research sample included 34 head instructors, 80 instructors, 150 boys who had quit of school and 200 boys in class eight. Dependability of the tool was examined by piloting instruments in the rural areas and legitimacy was increased by asking specialists within the region of study approaches to analyze the instruments for content credibility. Qualitative and quantitative information was evaluated and offered in tables of frequencies, percentages and figures. It was found that; divorce, poverty in families and bad guidance by parents, degree of education of parents, demise of parent and homes with low value for education adversely impacted retention of boys in learning institutions. Engagement to unfavorable peer groups, engaging in income producing tasks, reduced self-motivation and lack of interest in education were noted by instructors as being the significant elements contributing to dropout. The boys that had quit out of school noted engagement in bad company, divorce of parents and income generating tasks as the main elements which affect dropout. Moreover, the boys still in school distinguished substance abuse, bad company, revenue generating tasks and health relevant troubles as the significant factors to children' dropouts. It is suggested that the government must bring in and enforce parental legislations to make sure kids do not succumb to abuse; public primary schools ought to improve co-curricular activities so the learners can establish their skills. The government must conduct recognition campaigns to guarantee parents and learners totally value the relevance of fundamental education.

A study by Turner, Finkelhor and Ormrod (2019) discovered that America has actually been advised that its supremacy in the worldwide economy is decreasing due to the nation's bad academic performance. Alabama lies in the bottom 20 states for the percent of learners graduating. For the 2008-09 academic years, more than 11,000 learners in grades 8-11 dropped out of learning institutions in Alabama. Dropouts cost Alabama millions of dollars annually. The expense consists of a minimum of \$169 million each year in taxes and government spending. High levels of destitution and reduced earnings housing have persistently been considered as a stimulus to the rise in the variety of senior high school dropouts. To address this concern, instructors, policy makers, community and business managers are analyzing methods to decrease the level of dropouts in each state. The research analyzes several of the economic and demographic elements which affect the variety of drop outs in Alabama High Schools. The level of dropouts by state was regressed on elements like region gross tax obligation revenue, per capita income, minority population, and destitution rate in a panel data. Outcomes revealed that nearly all variables adversely influence the variety of dropouts. As anticipated, percent minority population and its connected high poverty rates favorably impact dropout rates. Nonetheless, a state with a bigger tax earnings base is mostly likely to have even more dropouts than a state with a lower sized tax revenue base. The outcome is persistent with the present pattern in Alabama. Dropouts are greater in metropolitan regions than in rural school systems.

Dönmez and Soyly (2019) performed research to investigate the prevalence of child abuse in the USA and determine its relation to socio-demographic aspects and main teenage health risks. The National Longitudinal Research of Teenager Health is potential cohort research adhering to a nationwide sample of teenagers into their adult years. An interview was done by 20 125 youths in 2005-2010 (65.5% response rate), consisted of retrospective procedures of child abuse. We made

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use of this measure estimates to approximate the occurrence of self-reported supervision neglect, physical neglect, physical assault, and contact sexual assault throughout youth. Moreover, we performed the relation in between socio-demographic characteristics and abuse. Lastly, we checked out the organization between youngster abuse and teen self-rated health; overweight status; anxiety; cigarette, alcohol, cannabis, and inhalant usage; and terrible habits. Having been left home alone as a youngster, suggesting feasible guidance overlook, was most common (reported by 50% of participants), adhered to by physical assault (30.1%), physical neglect (12.4%), and contact sexual abuse (5.4%). Every socio-demographic attribute was related with various sorts of maltreatment, and race/ethnicity was related. Every sort of misuse was related to no fewer than 9 of the 12 teen health threats evaluated. Self-reported youth misuse was noted. The probability of misuse varied throughout numerous socio-demographic attributes. Each kind of abuse was related to multiple adolescent health risks.

A study by Mennen, Kim, Sang and Trickett (2018) argued that child abuse takes place when a grown-up shows prominence over a youngster by mistreating that kid physical, mentally, emotionally, or via neglect. The awful concern is prevalent in the United States presently and the rate of youngsters being abused continues to increase. Kids that have been used are affected in various ways, and the impacts can be both ravaging and long-lasting, depending upon the child. Educators are some of the only grown-up figures and good examples that youngsters have in their life. Given that educators see most learners between 6 and 8 hours daily, they must play the primary duty in finding and reporting child abuse. If the youngster reveals misuse to a teacher, the teacher has a lawful duty to report that abuse. Otherwise, according to the kind of abuse a youngster is a target, various indicators or signs could be present for a teacher to find and report. Teachers should comply with particular standards when reporting child abuse. When the abuse has been reported, a teacher must aid and follow up on the child's recovery. Nevertheless, none of those actions can be finished if instructors do not have information about child abuse. There is a gap in instructor education programs regarding child abuse. If future teachers are enlightened, they are more likely to report child abuse and more children are likely to be saved from abusive environments.

3.0 Research Findings

Based on the literature review, it was found that child abuse increases the school dropout rate among students. The study found that mistreated and neglected children are at higher threat of lower educational attainment and others drop out of school. Studies reveal that children who have gone through neglect show lower academic achievement than children who are physically mistreated. Children who are victims of abuse have higher instances of displaying inadequate social skills and classroom behavior problems. In the early five years of life, child abuse almost triples a child's possibility of having educational troubles. These children are far likelier to drop out of school before finishing high school. Children with special academic needs are significant than seven times most likely to endure physical abuse and neglect. Reduced educational success can trigger lifelong, unfavorable psychosocial and economic consequences.

Moreover, families that have already separated, poverty and poor supervision by parents, the level of academic of parents, loss of parents, and households with a low value for education adversely influence the retention of students in school. In sexually abused children, cognitive capacity and

memory ratings and academic success are lower than their counterparts. Many individuals do not understand that child sexual assault is one of the most considerable threats facing children today. One in ten children is a victim of sexual assault. The researchers noted that child abuse affects victims' education, long-term physical and mental health, and job performance and increases the threat of adult hostility, physical violence, and crime. Considering that teachers see most children between six and 8 hours each day, they can and need to play a significant duty in detecting and reporting child abuse.

4.0 Conclusion

It is concluded that child abuse increases the dropout of the students. Dropping out of school seriously hinders most learners' future success opportunities. It strengthens and passes on the chain of poverty to future generations. Getting a better education is the baseline through which several young people can get themselves out of poverty. Encountering these high school dropout issues will undoubtedly need dedication and increased investment in quality early childhood education, attention to social and psychological learning, continual surveillance of learner attendance and learning progression, intensive instruction for those left behind, usage of options for school push-out, ensuring a favorable school environment, and involvement with guardians and families. America's future relies on delivering high-quality education to all learners, no matter race/ethnicity, socioeconomic standing, sexual preference, or disability, to develop to their most significant potential.

Additionally, teachers can see physical indicators of abuse, emotional impacts of abuse, sexually symptomatic behavior, and signs which show a child is not being taken care of correctly. If any one of these signs is noted, educators are required to follow specific procedures. Depending on the school and school district, these policies may be different, but educators still must be knowledgeable about them. When the abuse has been reported, educators can also participate in the recovery procedure for the victim by promoting resilience and supporting the child psychologically. The significant elements contributing to child abuse include financial constraints, low level of parents' education, divorce of parents, and death of parents/ guardians.

5.0 Recommendations

The study recommended that child abuse is the most common concern in the USA and needs to be addressed. Even though home visitation programs have effectively protected against child abuse, most of the approach to and management of child abuse is directed by an expert point of view or legal requirement. A multidisciplinary strategy is recommended to review and treat child abuse victims appropriately; nevertheless, the responsibility typically lies with the family physician to identify and treat these cases in the beginning to avoid significant morbidity and mortality. Moreover, there is a need to deal with law enforcement and various other state and regional personnel to understand that stay-at-home policies need to be regulated when the home is dangerous. The government should conduct awareness campaigns to ensure that parents and students appreciate the significance of primary education.

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