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# **Reasons for Teenagers school dropout from occupational studies in Europe**

LITERATURE REVIEW

DEGREE PROGRAMME IN NURSING

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<p>Abstract</p> <p>This literature review addresses the growing number of teenage dropouts across Europe, which clarify the reasons for early school leaving. Besides, it introduces major mental disorders that leads to early school leaving in occupational education.</p> <p>Theoretical background section describes the key concepts as follows, dropout, adolescence, cognitive conception, occupational studies and Learners mental wellbeing.</p> <p>This literature review has used a descriptive literature review method, to address all the critical parts with the aid of IMRAD format that is; introduction, methods, results, and discussion (Ferrari 2015). The data gathering method involved collecting reliable and academic sources such as Google scholar, Ebsco, PubMed, Cinahl and science direct. Data was collected based on the topic, language, key concepts, and the year of publication. Critical appraisal of data has been done on all the selected articles, before using the inductive approach of the content analysis.</p> <p>The data analysis focused on the extent of reasons and effects of teenagers drop out from occupation studies in Europe. The collected data was analyzed using critical appraisal method to avoid poor quality, irrelevant or biased data.</p> <p>As a result, this literature review seeks to answer the research questions;  What are the causes of adolescent school drop across Europe?  What are the effects of school dropout to society?</p> <p>Literature review found that reasons for school drop include school poor performance, absenteeism, sickness, school administration difficulties, family setbacks example low income, domestic violence, and grade repetition. Although early school leaving is connected to family aspects, children with health problems seems to have low opportunities to qualify compared to healthy children.</p>		
<p><u>Key words</u></p> <p>Occupational studies, Adolescent, Literature review, Dropout</p>		

# 1 INTRODUCTION

Education is a critical determinant of future employment and a sustainable source of income (Hjorth, Bilgrav, Frandsen Overgaard, Nielsen & Böggild 2016.), more so among the young people. Thus, early education leavers are considered to face challenges in the labour market (Eurostat 2019). This study will focus on causes and effects of school dropout in occupational studies across Europe.

The aim of this literature review is to find the reasons and effects of school dropout among teenagers in Europe. Our objective will be to provide information to Satakunta University of Applied Sciences (SAMK) subscribers with information related to the high number of school dropouts among teenagers in Europe.

SAMK is a multi-disciplinary and international higher education institute with approximately 6,000 students, 400 employees and offering different degree programmes which include 30-degree programmes in Finnish and 13 degrees programs in English. Among the bachelor's degrees is nursing and health care which comprises 210 credits. The programme takes 3.5 years and it consists of contact classes, projects, clinical simulations, and online studies. (website of SAMK 2018.)

This knowledge will deepen the authors, learners and concerned stakeholders, especially nurses, to learn more on the health issues that lead to school discontinuations and how such societal setbacks can be prevented in the future.

This literature review will provide diversified insights related to school dropout as a result of other health issues for example poor performance at school, absenteeism, school administration difficulties, family setbacks such as low income, domestic violence and grade repetition.(Tas, Selvitopu, Bora & Demirkaya 2013.)

## 2 THEORETICAL BACKGROUND

This literature review focuses on discovering and analyzing the past research (Ferrari 2015), that relates to teenagers drop out across Europe. Besides, the study has applied a descriptive literature review in searching and filtering information (Yuvaraj & Singh 2012), that is critical in addressing the extent of school drop out in Europe.

### 2.1 Dropout

Brunello & Paola (2014), refers to drop out, as the situation whereby young adults have discontinued their studies prior to completion of upper secondary studies, in addition to people who have never joined any given study programmes in a learning institution. Besides, Hjorth et al. (2016), defines dropout as a situation whereby a student leaves their studies before finishing the final exam.

According (Dupéré, Dion, Leventhal, Archambault, Crosnoe & Janosz 2018), a student is considered as a dropout when they inhibit any of the following conditions; first, the student presents an official notice of discontinuing their studies before attaining a diploma. Secondly, in case of moving to higher studies before completing their current studies, many of those end up not participating in the studies and those who participate, less than 1/3 attain a diploma. Thirdly, teenagers who might have stopped participating in their studies without informing their institutions or requesting for a transfer. Those that failed to report to school for at least one month without explanation were also regarded as dropout.

Parviainen, Aunola, Torppa, Maija Poikkeus & Vasalampi (2020)., considers drop out as the last phase of a lengthy process before terminating studies, as follows: School difficulties often appear early and may progressively generate school disengagement and absenteeism. Also, they may lead to physical or psychological disorders, altered social relationships and support, use of substances such as tobacco, alcohol, cannabis, and other illicit drugs to cope with difficulties, and lack of sports or physical activities.

These factors may in turn alter the physical and mental capacities and may consequently reduce the chance for re-engaging in learning. Indeed, tobacco and alcohol consumption affect physical and psychomotor functions and cognitive performance. (Vancampfort, Firth, Schuch, Rosenbaum, Probst, Ward, Van Damme, De Hert. & Stubbs 2016.)

The Eurostar (2019), report defines early school leaving or dropout as a process whereby a person between the age of 18-24 has achieved only secondary school certificate and has not continued with further education. Furthermore Brunello Brunello & Paola (2014), classifies dropout into two categories; either the inclusive explanation that relies on the society standard of education or under the exclusive category whereby a learner fails to complete the studies started. Thus, failing to finalize or enroll in upper secondary school at the age of 22 latest (Blondal, Kristjana & Adalbjarnardottir 2009).

## 2.2 Adolescent

Adolescent is a transformation change of growth and development that occurs between childhood and adulthood (WHO 2018). The world health organization (WHO 2018) defines adolescents as any person between the ages of 10-19. In many regions, adolescence is equally compared with puberty and the series of physical transformations occurring in reproductive development. (Csikszentmihalyi 2019.) In other regions adolescence is perceived widely which comprises psychological, social, moral behavior and precisely physical attributes of becoming mature. (Csikszentmihalyi 2019.)

Rendschmidt (2013), explains that adolescents begin with puberty which is associated with biological and mental transformations. This perspective is also supported by (Imran, Nawaz & Susimetsä 2019), which states that biological conception of man at an early stage provides genetic insights, physiological and neurological characteristics that impact studying at early stages. From a biological perspective, adolescence involves somatic and psychological transformations which results in sexual and body development (Imran, Nawaz & Susimetsä 2019).

Viewing from the sociological perspective, adolescence can be described as a transitional phase whereby maturity occurs biologically, but the person is not eligible to the general human rights and duties which allows a person to participate in the important practices of the society.(Renschmidt 2013.)

Adolescence is a crucial development period widely known as the time between the start of puberty and when a child develops a state of being independent. The common definition of adolescence involves the ages between 10 and 18 but might include also 9-26 years differing

with the origin. Theoretically, it can be defined as a changing period through the lenses of physiologic, psychosocial, temporal, and cultural view. (Curtis 2015.)

### 2.3 Learners cognitive conception at early ages

Cognition is the process perceiving information and its prevailing knowledge; thus, the cognitive process aims in the understanding, remembering, sustainable learning and the thinking capacity of a student. (Munyoro ,Mukherjee & Susimetsä 2019.)

The cognitive factors aid in human behaviour, interpreting encounters, judging situations, anticipating outcomes of diversified life events, not forgetting the incorporation of societal integration and behaviour towards it. (Munyoro et al. 2019.)

Mercer (2013), argues that social brains help in contemplating diverse dynamics of social exposure, iterative relations between individual and his/her decision making. Munyoro, et al. (2019), states that for a mind to function well, one must conduct a self-monitoring towards a behaviour, its determinants and effects that one learns during the given encounter. Besides, Susimetsä (2018), highlights that the Piaget theories and cognitivists found that humans are interested and curious to learn based on the environment they are subjected to.

Therefore, with the aid of cognitive conceptions of learners at the early school life, a teacher can recognize their skills and knowledge in a particular area (Munyoro et al. 2019). Hence aiding them to assimilate information, process it, analyze situations, store the facts and related feelings that helps in developing mental pictures, words applicable in the environment they are in. Thus, the learners can digest new information, skills and integrate them in real encounters. (Susimetsä 2018.)

When a learner's concentration is, otherwise, extra care must be applied to recognize the student's self-regulation skills and learning disabilities that hinders the learner's active participation in school. (Munyoro et al. 2019.) Also, social, and cultural aspects of the learning environment affect the learner's concentration at school, some students may have developed mental problems that affect their learning and its outcome.



## 2.4 Occupational studies as a career

Occupational studies entail professional skills which prepares learners from classroom to their work environment (Wolf 2011). In many cases, the programme takes two years and during the studies, the students are allowed to select their field of interests. Degree titles differ within different countries, some countries such as Finland refer occupational studies as vocational studies while other countries refer it to tertiary education. (Csikszentmihalyi 2019.) The purpose of vocational studies is to improve young adults' career abilities and the skills needed in the working field and supporting work (Niittylahti, Annala & Mäkinen 2019.)

Wolf (2011), argues that there is no clear definition of occupational studies in England, in addition that the term is used to refer to different programmes which are highly competitive, demanding and selective which offers many opportunities to young adults and brings huge impacts to their lives and the economy. According to Niittylahti et al. (2019), such benefits provide the ability and skills required for individual growth and furthering of education.

The occupational studies graduates achieve diverse skills and knowledge essential in their respective career (Csikszentmihalyi 2019). Such programmes are offered by the developed engineering companies which offer training to young adults with particularly low educational attainments. (Wolf 2011.) Other professional areas include information technology, practical nurse, electrician, business management, mechanics among others (Csikszentmihalyi 2019).

According to Parviainen et al. (2020), students change their study programme to other career, in this case dropping out does not necessarily lead to quitting studies completely, but students disengage with the studies intentionally with an aim of changing the current study programme.

A learner Intelligence Quotient (IQ) especially in teenagers, is determined by their social and environmental condition, previous educational attainment, and rank, besides their occupational goals, which supports learning with lower IQ and improving adult functioning of children with ADHD. (Ramos-Olazagasti, Castellanos, Mannuza & Klein 2018.)

## 2.5 Learners mental-well-being.

The World health organization (WHO) defines mental wellbeing as a state whereby an individual understands his or her own potentials manage normal stress related to life, work productively and provide valued aids to the community (WHO 2014).

Poor health interferes with education careers precisely by delaying cognitive development and affecting focus on the long-term goal, either in education and or in employment. It eventually leads to discontinuity of school and high negative interaction, stigmatization and school absenteeism. (Susimetsä 2018.)

Continuous engagement with school nurtures mental wellbeing such as positive emotions and life satisfaction. Furthermore, some appropriate factors, such as parental, teachers support and good atmosphere in the school leads to student engagement with school (Upadyaya & Salmela 2013), hence promoting a successful completion of occupational studies. Besides, an individual mental wellbeing is built by different social, economic, and physical environments which functions at different phases of life. They are manifested by underlying predisposing factors of most mental illnesses as a result of social imbalance. (Allen, Balfour & Marmot 2014.)

For instance, according to Upadyaya & Salmela (2013), mental well-being is associated with the development of students' engagement with the school, their future success and personal well-being in different social settings. School engagement concepts contribute to a child's mental well-being through behaviors, cognitive and affective engagement as applied in North American and the student's strength, interest and dedication as practiced in Europe. Both areas of intervention show that high levels of school engagements are positively associated with academic success and negatively associated with student poor being, for example attentive deficit, depression, anxiety, and stress. (Upadyaya & Salmela 2013.)

Mental disorders are considered a great contributor to school dropout, that affect young people all over the world (Polanczyk, Salum, Sugaya, Caye & Rohde 2015). Kieling, Baker-Henningham, Belfer, Conti, Ertem, Omigbodun, Rohde, Srinath, Ulkuer. & Rahman 2011), note that mental health issues comprise 10-20% of children and young adults globally. The cognitive concepts help in identifying, evaluating, integrating, assimilating new knowledge, and problem-solving during brain development which is critical during early school ages. (Scheider, Gerdes, Haack & Lawton 2013.)

### 3 PURPOSE, OBJECTIVE AND THE RESEARCH QUESTIONS

The objective of this study is to provide information to Satakunta university of applied sciences (SAMK) subscribers with information related to school dropout among people within occupational studies.

The aim of this study is to address the causes and its effects related to school dropout among teenagers in Europe.

Research questions are:

- i) What are the causes of school dropout among teenagers in Europe?
- ii) What are the effects of school dropout?

### 4 METHODOLOGY AND DATA

#### 4.1 Literature review

This study has applied a descriptive literature review method which focuses on discovering and analyzing the past research, preventing repetition and finding new study subjects which have not been reviewed. (Ferrari 2015.) Besides, literature reviews provide theoretical objective and critical analysis of a given literature regarding a topic under review (Ward-Smith 2016).

According to Yuvaraj & Singh (2012), descriptive review focuses on revealing an interpretable pattern from the present literature and summarizes that its study “produces some quantification, typically within the variety of frequency analysis, for instance, publication time, research methodology, research outcomes and others.

A literature review entails evidence-based practical application during the study, as it identifies and critically describes the best information to use while addressing a given topic. (Ward-Smith 2016.) It also provides guidance in which topic is under investigation and has been explored, thus, applying literature review method. This thesis provides a problem-

based setting, identifying key reviews to apply and hence achieving the best practice in identifying a research gap.

However, this narrative review does neither possess a specific method of data collection nor have any restriction (Ferrari 2015). Generally, it seeks literature evidence that supports a research area and aids in organizing diversified knowledge into an applicable and reliable format that relates to the study area. (Ward-Smith 2016).

The research question reflects the whole topic under study, a successful research should not be too broad or too narrow (Ferrari 2015). Mainly because, the data chosen in the study is guided by the research question, which helps in providing literature that supports the topic one is studying (Rhoades 2011).

Based on the findings of Rhoades (2011), a comprehensive research finding represents scientific findings, provides guidance in decision-making for practitioners, creates room for academic development, in addition to uncovering diversified challenges in society.

#### 4.2 Inclusion and exclusion criteria

The study has applied the following inclusion and exclusion criteria during the entire study.

Table 1. Inclusion and exclusion criteria.

Inclusion	Exclusion
Studies/articles in English or Finnish	Articles in other different languages
Scientific publication	All the other literature reviews will be excluded from the data for this research.
Peer reviewed studies	All articles that are not peer reviewed will be excluded.
Year of publication 2010-2020	Article less than year 2009
Full text access that answers to research questions and relevance abstract - responds	Irrelevant articles
Studies based on the research topic; Reasons for teenager's school drop out in Europe and relevant abstract.	Irrelevant articles

#### 4.3 Data Search Process

The research was done by gathering reliable material from previously written articles. The articles were chosen based on topic, keywords, and a year of publication. The used data sources were EBSCO, google scholar PubMed and CINAHL.

The literature review critically followed the following process: collecting data based on the title, abstract, full text and year. The data collection was based on electronic databases that included EBSCO, google scholar, CINAHL and PUBMED. The following search keywords were used “Occupational studies” AND “Teenagers OR Adolescents”, “School dropout” and

“ADHD”, “Europe”. These search terms integrated 3 publications from CINAHL, 10 publications from EBSCO, PUBMED 15 and 80 articles from google scholar. After reading the titles of the publications, 108 of them were chosen based on their title.

The second stage included reading the abstracts of these 108 articles. Abstracts gave a complete view of the publications’ content. In this phase, it was noted that some of the articles chosen based on their title, did not fit the inclusion criteria. The literature review articles were chosen based on the research questions; full articles written in English in the final stage. This literature review included 21 articles found from the databases mentioned as described below in table 2. In addition, the data search process involved review from diversified evidence-based materials that supported different key terms.

Table 2. Data search table

Databases	Key terms	Results	Chosen in term of title or abstract.	Relevant studies
CINAHL	Occupational studies and dropout AND Teenagers	164	3	3
Google scholar	ADHD AND dropout	900	10	3
EBSCO	Adolescent AND Teenagers AND occupational studies	54	10	2
Google scholar	Causes AND drop out OR teenagers.	800	20	2
Google scholar	Effects AND drop out OR teenagers.	600	20	2
Google scholar	Mental health, adolescents AND school disengagement	1500	25	3
Google Scholar	Occupational studies dropout AND teenagers OR adolescent	1700	5	5
PubMed	Occupational studies AND Teenagers OR Adolescent	37	15	0

#### 4.4 Critical Appraisal

Burls (2014), defines critical appraisal as a practice whereby data is completely and scientifically analyzed to judge its value, relevance and trustworthiness at a specific framework. The goal of every research work involves collecting information and analyzing the data in order to produce significant information. A reviewed literature does not have poor quality, irrelevant or biased data. Hence, the data analysis applied an already recognized criteria to evaluate the articles.

The Critical Appraisal Skills Programme (CASP) is used to analyze the collected data. The authors discovered it easily understandable and considered it suitable for verifying the quality of the articles used. CASP programmes allow users to develop essential competences to apprehend the scientific data and offers ready to use checklists. This checklist evaluates the validity, results and relevance of the research data. (Burls 2014.) The CASP permits their users to critically review the articles having different research practices, entirely there are eight tools accessible online. The programme is offered freely to the public to analyze data online. (Burls 2014.)

According to CASP (2017), 3 main stages are considered in relation to appraising the data for evidence. The first stage aims at assessing if the data collected has good quality according (valid) or not. Assessing validity of an article, allows the researcher to know if the data is evidence based. Second step involves assessing relevancy of the data regarding the presented results. The relevancy of the articles also defines whether the research can be transferred on a local global magnitude. Evaluation of transferability of the articles is the last part of the CASP.

The CASP requires the user to answer roughly 11 questions using the word “Yes”, “No”, or “Can’t tell”. The authors had to carefully read the questions and the articles well in order to be able to appraise the articles clearly according to CASP tools instructions.

The authors chose to use CASP (Critical appraisal skills program) tool to critically evaluate the articles and find out if they are relevant by answering 3 questions that are: “Are the results of the study valid?” “What are the results?” and “Will the result help locally?” CASP tool comprises a checklist of 11 questions that are intended to assist the researcher to think logically, and findings are recorded as “yes”, “no” or “can't tell”. (CASP 2017.) In this literature review each section of the question and question answered “yes” acquires two points to the grade. Each one answered “can’t tell” acquires one point and each one

answered “no” acquires zero points to the grade. Results were recorded using a numerical scale of 1-25.

Based on these recommendations, five (n=5) of the articles did not reach the requirements because they had significant lower scores and did not answer the research questions clearly compared to the others. A total number of twenty-four (n=24) articles were analyzed. The tables for critical appraisal, complete search, and description of the literature are available for consultation in the appendixes.



#### 4.5 Analyzing of literature

Inductive analysis is a process done through coding abstraction and creating categories (Elo & kyngäs 2008). The main reason what made the authors of this thesis to choose inductive content analysis was because there is no other previous study that handles the same phenomenon that was under consideration, that is no other theories that were used in previous studies. As indicated by Aveyard Content analysis explore the meaning and come up with the proper comprehension of the research topic under consideration.

Bengtson (2016) indicates that there are four important stages in content analysis that should be followed in the process of analyzing the data. These steps are contextualizing compilation, decontextualization and categorization. In this thesis decontextualization was taken by reading the article carefully and noting the overall impression. This was done several times to understand the article deeply. When reading the articles, the authors took some small notes by identifying their meanings that are related to the content. At this state a sheet was made that contained all the phrases and heading that were transferred and described.

Recontextualization is the subsequent phase where meaning is delivered from the contextualization phase compared to the main text to check if it is okay (Bengtson 2016). Afterwards, the whole meaning was cross-examined to make sure that they meet the objectives of the thesis.

Categorization was also taken into consideration. After the author has identified the overall impression of the text, Categories and subcategories were appropriate to come up. The main purpose was to simply understand the process by coding them into themes and subthemes. For instance, the codes were clustered to form subcategories. That is from the subcategories there were themes and main categories that were formed taking into consideration that they were generated from the data. compilation of the finding started once themes were formed.

The main focus of the data analysis concentrated on information mainly relating to the research question of this study. First phase of the data analysis consisted of reading the selected data more cautiously. Describe step by step the processes involved in analyzing the data. Example: articles were read several times; relevant data was extracted; data was coded;

sorted coded data into groups (themes) and sub- themes; name the themes; and interpret patterns.

As mentioned, the analysis process of this literature review began by coding the topics. Each phase was analyzed and coded with its class. Similar data was highlighted using the same colour. This made it possible to form categories. The coloured topics resulted in 4 main categories, these are Health, Family, School, and social environment factors which were classified based on collected data. After the main categories were created, the subcategories were formed which made the literature review process to continue smoothly. The authors presented the whole process in the table below.

Table 3. Content analysis causes and effects of school drop out

Categories	subcategories	Key finding (Data analysis)	Comment
Health	Depressive disorder	Depression and stress are risk factors for grade repetition leading to poor social and cognitive hence reduced concentration.	Depression impairs young adults social and cognitive performance resulting in reduced concentration and attention which contributes to school dropout.
	Substance abuse	Drugs are known to cause impaired cognitive and depression leading in young adult leading to poor concentration hence school dropout.	Substance abuse has been highly connected with school dropout in Europe, research has shown that use of alcohol, cannabis and tobacco increases the risks of poor school performance, absenteeism, poor concentration and school dropout.
	Anxiety disorders	Adolescents with anxiety disorders experience a lower social competence relative to their healthy peer, feeling excluding at school hence poor school dropout.	Anxiety disorders are characterized by higher increased negativity within interpersonal relationships, higher levels of loneliness, and victimization which in return increases the chances of dropping out from school.
	Childhood trauma	Physical early ages lead to mental health which to mental health	Maltreatment or physical attack in early ages leads to mental health which causes personality disorders thus low school performance.
Family factors	Domestic violence	Divorce and separation lead to high school drop out	Divorce and separation lead to high school dropout since the single parent or the new stepparent is not able to handle the parental role like the blood parents.

	Poverty and unemployment	Financial problems make family lack basic needs thus affect student upbringing and school life.	Low financial status results in parents not being able to create a comfortable environment for all the family members which in return affect the child school life resulting to terminating their studies.
	Lack of parental support	Lack of parental love, interest financial status lead to poor communication, low self-esteem that lead to school dropout.	Parents' failure to help children with school homework and other stuff related to school, less teachers' communication and parents having less expectations about student's school attainments can lead to students dropping out of their studies.
School related factors	Lower grades	Low grades at school leads to stress and lack of motivation.	Lower attainments at school makes students to have stress and lack school motivation thus resulting in school nonattendance and finally terminates their studies
	Grade repetition	Grade repetition and lack of capabilities makes youths lack desire to study.	Students view grade repetition as a way of punishment from their teachers and results in students staying longer in school and increases the chances of not completing their studies.

Social environment	Lack of social support	Lack of student and teacher trust low socioeconomic status, teachers admistration and peer altitude towards student has a great impact on students.	Lack of students and teachers trust results to early school leaving since students fear to ask guidance from teachers.  Teachers, administration, and peers' attitude towards students have a great impact on teenagers' dropout.
	Lack of teachers support	Lack support and guidance from teachers increases the chances of school dropout.	Teachers' support plays a big role in education. Lack of guidance and failure from teachers to their students increases the chances of school termination.
	Lack of motivation	Low level of education ignorance and lack of interest among parent towards their children discourages the youths from studying.	Parents' ignorance and lack of interest in guiding their children with schoolwork for instance assignments kills the child school motivation resulting to early school leaving.

	<p>School administration difficulties</p>	<p>Lack of teachers' knowledge, student and teacher trust, teachers, administration, and peer attitude towards students,</p> <p>low level of education and ignorance towards youths.</p>	<p>Most of young adults aged 18 years drops out after school after completing lower secondary studies, due to strictness of the school administration.</p> <p>Poor school administration and communication skills leads to misunderstanding between students, parents, and teachers, leading to school dropout.</p>
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Table 5. Comparison of causes and effects; key findings

Classification	Similarities	Differences	Comment
Health	Depression, stress, and concentration at school and home gave meaning to cognitive development.	Low school performance is correlated to children mistreatment, drug abuse, absenteeism,	Main reason for school drop were attributed by mental disorders
Family	Family background and the children's age gives meaning to a child's way of life.	Coping up with a stepparent led to violent youth	Teenagers found it difficult to cope up with a new parent which affected their contraction at school.
School-related	School performance reflects studies continuation	Studies desires are impacted by the school environment.	A friendly school environment highly motivates learning
Social environment	The degree of socialness and study motivation at a young age arouses children's curiosity to learn more.	Teachers, other students, school amenities, are key factors to encourage learning for young minds.	Teacher-students oriented schools can facilitate a smooth-running environment.

## 5 FINDINGS

This result analysis section has applied an inductive content analysis to analyze diversified data by preparing, organizing, and reporting (Elo & Kyngäs 2008), the impact of school dropout across Europe. Cabus & Witte (2011), comment that if students stay longer in school, then many students will acquire a higher secondary diploma. According to Andrei, Teodorescu & Oancea (2011), the rate of school dropout in Europe based on the guidance of Eurostat for 2010 is 14.4% of young people aged 18 years, which amounts to 6 million.

Mental disorders, especially ADHD is one of the key findings leading to teenage school dropout. According to (Wittchen, Jacobi, Rehm, Gustavsson, Svensson Jönsson, Olesen, Allgulander, Alonso, Faravelli & Fratiglioni 2011), ADHD is a major mental disorder that affects student's concentration especially at a young age. Fredriksen, Dahl, Martinsen, Klungsoyr, Faraone & Peleikis (2014). state that ADHD is a neurological illness that begins in childhood due to insufficient levels of concentration, lack of attention, hyperactivity behavior and impulsivity. Polanczyk, Willcutt, Salum, Kieling & Rohde (2014), adds that ADHD is a neurodevelopmental illness characterized by unrelenting repetition, lack of concentration, hyperactivity and impulsivity that is prevalent within settings and results in several levels of brain functional losses.

Parviainen et al. (2020), states that being mentally unwell can affect the student school performance in different ways such as lower grades and less contribution to schoolwork which in return lead to dropping out from school. Based on Brunello & Paola (2014), the school dropout across Europe is escalating, raising the headline of Europe 2020 Strategic framework of Education and Training Cooperation among the EU member countries. The diversified geographic countries of the European Union are; Northern Europe, Southern Europe, Eastern Europe and Central Europe (World Atlas 2018).

Mental disorders lead to school absenteeism, negative attitudes towards studying, use of drugs, low paternal care (Gubbels, Vander & Assink 2019). These factors lead to school dropout due to grade retention, low IQ, learning challenges, and low grades.

Presently, health issues have remained unidentified and lack enough treatment in many European countries, this has led to worsening of the symptoms and disabilities among young



adults due to lack of efficient treatment.(Kooij, Bijlenga, Salerno, Jaeschke Bitter, Balazs, Thome, Dom, Kasper, Filipe & Stes 2019.) High levels of attention deficit disorder symptom severity in childhood were related to dropping out of high school were higher numbers of hyperactive–impulsive symptoms in childhood. Childhood hyperactive–impulsive symptoms and overall severity of childhood attention deficit hyperactivity disorder symptoms were related to high school dropout rates. (Fredriksen et al. 2014.)

In Europe, adolescents who possess declining behaviour and emotional engagement at school have increased delinquency and substance use (Wang & Fredricks 2014). Long term effects of students with mental illnesses are characterized by minimum education accomplishment, in this case emphasizing the crucial status of studies impairment as evaluation and intervening objective for this target group.(DuPaul & Langberg 2015.)

In Europe, school absenteeism is a problem associated with individual personalities in youths, social economic conditions, family structure school and society the significances of extensive school absence can be disadvantageous for the teenagers school non-attendance was projected by externalizing behavior, family work, health and school environment. (Pflug & Schneider 2016.)

Absenteeism students tend to live less with both parents since they are on a lower socioeconomic status and leading to emotional problems, behavioral problems and less prosocial behavior than attending students. Therefore, acting as an indicator of widespread problems in teenagers, school absenteeism which advocates for more attention. (Pflug & Schneider 2016.)

### 5.1 Causes of school dropout

Hallberg, Klingberg, Setsaa & Möller (2010), has stated that there are four identified reasons for school drop in Europe; being different from others; wanting to be like everybody else; keeping medical treatment a secret; and feeling worried about the future. Wittchen et al. (2011), states that every year it is estimated that 38.2% of the EU population encounters a mental illness that is related with school dropout which is based on age and comorbidity, this relates to 164.8 million people who have been affected.

According to Chirtes (2010), the main reasons for school dropout are as a result of four main factors: family factors, school related factors, social environment and health problems/disability. These causes are here below explained in details.

#### 5.1.1 Health related problems

Mental disorders mainly manifest in the early stages of childhood and continue all the way to adolescence and adulthood (Hsu, Chen, Yang & Chou, 2019; Fredriksen et al. 2014).

Lack of good health in childhood and adolescents has been related with a high rate of early school leaving, on the contrary students who described their health to be poor had high chances of not completing their studies compared to their peers who viewed their health to be good. Some of the health conditions such as Asthma usually begin at early childhood and may start to negatively affect the student performance as early as the beginning of their studies. (Breslau 2010.)

In childhood, health problems are among the most popular causes of school dropout amongst this age group, diagnosis and treatment facilities are accessible in many parts of Europe (Kooij, et al. 2019). Mental disorders are life span illness continuing as degenerating slowly with steady symptoms and subsequent treatment and psychosocial damages. Attention deficit hyperactivity disorder might persist into adulthood inflicting disruptions to each skilled and private life.(Vancampfort, Firth, Schuch, Rosenbaum, Probst, Ward, Van Damme, De Hert, & Stubbs 2016.)

Ercan, Bilac, Ozasalan & Rohde (2015), states that mental disorders are amongst the major mental illnesses of childhood which causes remarkable effects in the educational field, social life and mental problems with extended negative outcomes at school. For example, youths with synchronic learning disabilities are in danger for poor educational and social outcomes, besides underlying psychological feature deficits, like poor working memory, in which they seem to be unresponsive to current treatments for learning disability. (Gray, Chaban, Martinussen, Goldberg, Gotlieb, Kronitz, Hockenberry, & Tannock, 2012.)

According to Trampush et al. (2010), health problems especially, ADHD is noticeable through a learner's lower IQ, it is highly characterized by the reading ability, effect of drug

use, and limited paternal contacts, which results in school dropout. This is because cognitive and psychosocial factors are related to the learner ability to concentrate in school. (Trampush, Miller, Newcorn & Halperin 2010.)

Thomas, Briggs & Little (2020), states that ADHD is characterized in three key stages as a result of extensive levels of hyperactive behavior and attention which depends on the learners age. These key areas are at the key stage 2 the child is at the age of 7 years, whereby the ADHD is characterized by both hyperactive behavior and attention at lower levels. At the key stage 3 the child is at the age of 11 years, ADHD tends to be at an inactive level of predominance (only inattentive symptoms are noticed) for instance, slow learning and poor performance, and finally at the age of 13 and above the ADHD is present at high levels of hyperactivity and the child engages in diversifies social setbacks.

#### 5.1.2 Depressive disorder

Depressive disorder is a mental illness that is portrayed by depressed moods, lack of interest for instance in education, impaired cognitive conditions which in some cases result in abnormal sleep and loss of appetite which leads to skipping classes. (Otte, Gold, Penninx, Pariante, Etkin, Fava, Mohr, & Schatzberg 2016.) While Quiroga, Janosz, Bisset & Morin (2013), states that depression can impair young adults' social and cognitive performance resulting in reduced concentration and attention for example affecting the school performance and increasing the rate of school dropout.

Depression contributes to school dropout and moreover to those students with academic problems (Quiroga, Janosz, Lyons & Morin 2012). According to Quiroga, Janosz, Bisset & Morin (2013), depression has been highly linked with poor school performance among teenagers which eventually leads to dropout.

Besides Quiroga, Janosz, Bisset & Morin (2013) states that emotional stress and depression are in most cases related with grade repetition and one of the most risk factors of school termination. While Quiroga, Janosz, Lyons & Morin (2012) adds that emotional stress has a great effect moreover to those students with history of grade repetition.

### 5.1.3 Substance use disorder

Mental disorders symptoms progress throughout early childhood development stages (Hsu, Chen, Yang, & Chou 2019), adults who use drugs and alcohol are at a high risk of dropping out of school (Fredriksen et al. 2014). Substance abuse has been highly connected with school dropout in Europe, research has shown that use of alcohol, cannabis and tobacco has risk factors of school termination among young students. Cannabis has been rated with higher effects of poor school performance, absenteeism, poor concentration, and school dropout. Use of Tobacco and other illicit drugs were found to cause depression among students which impairs cognitive operation which results in students having poor concentration and impaired social connections thus leading to dropping out.(Legleye, Obradovic, Janssen, Spilka, Le Nézet & Beck 2010.)

Excessive use of alcohol leads to an uncondusive environment for safe learning especially for children (Chirtes 2010). Besides, substance abuse among school going children results in higher drop rates (Lila, Gracia & Catala 2020).

In addition, use of alcohol among students has been found to cause hangovers resulting in absenteeism, poor school performance and social problems. Use of many drugs also known as polydrug has been found to cause school disengagement among young adults in Europe. (Kelly, Evans-Whipp, Smith, Chan, Toumbourou, Patton, Hemphill, Hall & Catalano 2015.)

### 5.1.4 Anxiety disorder

According to (De Lijster, Dieleman, Utens, Dierckx, Wierenga, Verhulst & Legerstee 2018), adolescents who have anxiety disorders experience a lower social competence relative to their healthy peers. Anxiety disorders are characterized by higher increased negativity within interpersonal relationships, higher levels of loneliness, and victimization. Besides, it notes that most adolescents who experienced anxiety disorders felt being singled-out at school leading to increased chances of dropping out of school.

For instance, an observational study carried out by (Walter, Hautmann, Rizk, Petermann, Minkus, Sinzig, Lehmkuhl & Doepfner 2010) to check out the treatment changes with inpatient cognitive-behavioural for teenagers with chronic anxious-depressive, college

absenteeism and with comorbid disruptive symptoms. The study found that 147 adolescents aged 12–18 years had either of following symptoms: specific phobia, completely different mental disturbance, a depressive episode, or a mixed disorder of conduct emotions. These adolescents totally stopped to attend college, showed irregular school attendance and, they underwent an inpatient cognitive-behavioral treatment.

#### 5.1.5 Childhood trauma

Childhood trauma can be defined as any threatening that happens during a child's life, manifestation to such occasions such as violence can lead to poor school performance and school failure (Diette, Goldsmith, Hamilton & Darity 2017). According to Diette, Goldsmith, Hamilton & Darity (2017), paths connected to traumatic oppression leads to poor educational attainment. Besides, being exposed to traumatic incidents such as brutality discourages young students from investing in education and in the long run causes youths to drop out of school by impairing their ambitions, inspiration, social skills, and mental effectiveness.

Mistreatment in upbringing involving physical attack, watching violence at home and sexual abuse impairs mental health which stimulates personality-destructive characters for instance abuse of alcohol and use of illicit drugs that reduces the desire to perform well in school. (Diette, Goldsmith, Hamilton & Darity 2017.)

Depressive incidents during upbringing can influence a person's mental health through different stages of life. For instance, young adults who experienced sexual and physical abuse during their childhood are more likely to develop anxiety symptoms, those who had physical and emotional abuse are more likely to terminate their studies and those who had hatred are more likely to get involved in substance abuse such as use of cigarettes and unprotected sex which eventually leads to dropping out from school. (Roberts, English, Thompson & White 2018.)

### 5.1.6 Obesity

Overweight in children can be defined as having a BMI higher than the sex specific. Overweight leads to other illnesses such as sleep apnea, and diabetes. In addition, overweight students suffer discrimination during their school life. The stigma leads to lack of school interest resulting in poor school attainments and school discontinuation as a long-term effect. Overweight students are more likely to perform poorly in school compared with their normal weight peers. (Breslau 2010.)

### 5.2 School related factors

School plays a significant role in termination of studies for students, lack of accomplishments during the early period of schooling might be the start of negative experience about studies which results in students lacking interest in education leading to school dropout. School termination is a long process and is characterized by different factors such as absenteeism, bad school experience. This usually starts in early stages of schooling and becomes strong with time when the students start feeling excluded and lack motivation about education. (Szabo 2018.) In addition, students with poor student teacher relationships are more likely to terminate their studies than their peers who have good relationships with their teachers.

Apart from teachers, the school contributes to school dropout. For instance, if the student does have a good feeling towards the school, if the establishment is founded on authoritative governance or if the institution does not embrace or support progressing students character it may have an impact on early school leaving. (Szabo 2018.)

Fundamental qualities of the learning system, such as grade repetition, strict teaching, and conversion points can lead to elevated school dropout levels, some school elements for instance insecure faculty atmosphere, disconnected learning or lack of student involvement. (Oomen 2014.)

### 5.2.1 Lower grades and school performance

Lower school grades in school can make students terminate their studies before graduation time. Lower attainments at school makes students to have stress and lack school motivation thus resulting in school nonattendance and finally terminates their studies. Other non-health factors leading to school dropout include peer networks. (Breslau 2010.)

### 5.2.2 Grade repetition

Grade repetition causes students to dropout from their studies though appears to be hard and contradicting. Students view grade repetition as a way of punishment from their teachers and results in students staying longer in school and increases the chances of not completing their studies. Lack of capabilities causes poor performance which makes a person lack the desire and eventually to terminate their studies. (Szabo 2018.)

School dropout is also contributed by other factors such as poor physical health of the student, age of the student as chances of school termination escalates as a child grows older, state of the parent for instance poor mental health of the parent and lack of employment, low socioeconomic status of the parents and divorce. (Gubbels, Van & Addink 2019.)

Absenteeism as a cause of school dropout is contributed by many factors for instance student refusal to attend school due to depression, anxiety, education phobia also referred as fear which in most cases is connected with lack of observation from the parents, schooling problems or social problems such as poor living and missing some classes. (Szabo 2018.) Childhood abuse for instance sexual harassment, use of alcohol and physical fights among parent can reduce the child motivation for education resulting to dropout (Szabo 2018).

## 5.3 Family factors

Below are family factors resulting to school dropout.

### 5.3.1 Domestic violence

According to Chirtes (2010), divorce and separation among parents highly contributes to school dropout, whereby 40% of students terminate their studies. In addition, when either of their parents lives with their new partners makes the child feel neglected by the parent who was exempted from the family, in some cases the stepparent is not able to deliver the right learning environment thus leading to students dropping out from school.

A study was carried to test if parental engagement influenced young people in their academics where 1056 youths participated 51% males: Europeans American, 40% Africans American and 70% others. This showed in youths' parental involvement was found to improve academic and emotional functioning. In addition, involvement of parents leads to teenagers academic success and mental health directly and indirectly through behavioural and emotional engagement. (Wang & Sheikh-Khalil 2014.)

### 5.3.2 Poverty and unemployment

Low financial status results in parents not being able to create a comfortable environment for all the family members due to lack of comfortable living due to difficult situations, low financial status can affect the students a lot. In addition, this kind of situation results in parents' low contribution in their children's schooling and upbringing which end up these students terminating their studies. In some areas some students have been pushed by their parents to work in order to help raise their younger siblings. (Chirtes 2010.)

### 5.3.3 Lack of parental support

Parents' failure to help children with school homework and other stuff related to school, less teachers' communication and parents having less expectations about student's school attainments can lead to students dropping out of their studies. Moreover, when the parent fails to read with their young adults or fails to support them in their school activities can result in studies termination. Lack of parental love to the child makes the child feel neglected from the family and lowers the student self-esteem thus leading to school disengagement. (Gubbels, Van & Addink 2019.)



## 5.4 Social environment

Mentioned below are the social environments factor which contributes to school dropout.

### 5.4.1 Lack of teachers support.

Lack of good support and guidance from the teachers increases the likelihood of school dropout. This occurs mostly when a teenage student who enters vocational school with lower grades and past history of education related problems. When adolescents lack trust with their teachers, they cannot ask for guidance and thus result in school dropout. (Dale 2010.)

### 5.4.2 Lack of social support

Most of the families have tried to support their teenagers, but some could not due to low socioeconomic status. Teachers, peers and school administration attitudes towards students have a great impact on students who are at a high risk of school dropout. Additionally, most adolescents prefer to talk with psychologists, for guidance and counselling services. It is known that school dropout causes various issues socially and individually. Some precautions ought to be taken to prevent it. (Tas, Selvitopu, Bora, & Demirkaya 2013.)

Student's personal features associated with school dropout include students having abnormal behaviour whereby even the teacher is unable to comply with, when the students think career studies are not an achievement. In addition, peers have an influence on the school dropout, negative influence from peers can make students terminate their studies. (Szabo 2018.)

### 5.4.3 Lack of motivation

Chirtes (2010) states that if parents have a low level of education status it results in their children lack school motivation which results in poor school attendance. Besides, parents' ignorance and lack of interest in helping their children with schoolwork for instance assignments discourages them in learning.

#### 5.4.4 School administration difficulties

Based on Eurostat (2020), an average of 10.2% of young adults aged 18 years dropped out after completing lower secondary studies, due to strictness of the school administration. The rate dropped from 3% in Croatia to 17.3% in Spain. In addition, Andrei, Teodorescu, & Oancea (2011) states that in Europe Romania, Malta, Portugal, and Spain have the highest cases of school dropout. According to Clark (2011), lack of teacher's knowledge on how to handle students lead to poor performance hence school dropout.

#### 5.4.5 Ethnicity

The negative effects of violation at schools result in psychological stress, poor social life, anger and school failure. Students with different ethnicity backgrounds are more likely to be bullied and harassed in schools compared with their peers from the same ethnicity. Being exposed to different kinds of violations such as harassment instills fear for continuing studying resulting in school dropout. Violence based on racial ethnicity increases school dropout among students with immigrant background. (Peguero 2011.)

Immigrants students with cultural identity, which is symbolized by their religion, for example mode of dressing, highly define their social appearance, hence affecting their educational achievements. The sense of academic belonging and strong religious identity have resulted in their divided mind in continuing studying, leading to a high rate of absenteeism and eventually drop out of school. (Weber, Kronberger, & Appel 2017.)

#### 5.4.6 Social networks

A learner's school attendance, academic performance and social development affects students' degree of socialness. This includes home, friends, and school which determines students' consistency in studying as it gives meaning to their study interests, identifying performance measures and interventions vital in boosting a child's education. (Rasmy, Selvadurai & Sulehan, 2017.)

## 5.5 Effects of school dropout

Terminating studies before completion possesses huge impacts personally and to society. For example, a dropout will suffer major education inadequacy, for instance, white collar jobs. According to (Tas et al. 2013), lack of sustainable jobs leads to social impact for instance crime rates, social exclusion, revenue imbalance, health issues like increased pressure and crime numbers.

School dropouts are more likely to suffer from unemployment compared to their peers who completed their studies, more likely to do more part time black jobs without good security, and shorter life expectancy. In most cases early school leavers are more likely to suffer from early unplanned pregnancy and engage themselves in substance abuse, crime, alcohol and violence. (Dale 2010.)

According to Borgna & Struffolino (2017), gender effects are moderately facilitated by academic performance, whereby vital factor and tougher factor among low achieving students results in higher flexibility of girl's school dropout. On the other hand, parental education in boys is highly protected, thus low tendency of boys drop out hence better employment opportunities in formal and labor market.

Mental health progresses from childhood to adulthood, it results in more serious long-term effects, bad educational attainment, prolonged period of work inability which in turn affect brain functioning in adulthood resulting in more personalized negative effects. (Fredriksen et al. 2014.) For instance, students who abandon their studies before graduation experience less chances in the labor field and if they get employed, it is requiring less qualification thus subjecting them to low income, poor chances in future career wise and poor health conditions, they are more likely to suffer from cardiovascular diseases, diabetes and other illnesses. (Szabo 2018.)

Andrei, Teodorescu & Oancea (2011), states that in Europe 17.4% of young adults aged 18 years have completed only primary school. In addition, Tas, Selvitopu, Bora & Demirkaya (2013), highlights that some young adults are unwilling to resume studies soon after school holiday, some deciding to completely quit studying. Similarly, some are happy quitting school with no regrets because they are able to work and earn some money to sustain their respective livelihood.

## 6 CONCLUSION AND DISCUSSION

### 6.1 Review results

According to Mikkonen et al. (2018), more than 20% of school dropouts are attributed to infancy health conditions, more so mental disorders. Thus, initial signs of mental problems are attributed to the main causes of increasing school dropout. This call for teachers and parents to take extra care in identifying any form of mental disorder with the child so as to take health precaution as early as possible.

It is worthy to note that, adolescent health problems contribute to dropout at teenage period and also which creates independence parental socioeconomic status. Early school leaving is related to family status more so among children having poor health conditions. The government should extend its hand to public health policies that ensure children having poor health are able to access the best attainable knowledge. (De Ridder, Pape, Johnsen, Holmen, Westin & Bjørngaard 2013.)

The family factors conditions that can be corrected for instance depressions, issues on behavior, educational values, besides family's supervision should be properly taken of so as to finish high schools and thus increasing opportunity for furthering education.(Zendarski, Sciberras, Mensah & Hiscock 2017.)

Lack of parental social support and participation leads to poor school performance which results in grade repetition and eventually students terminating their studies. It has been noted that students with good parent-child relationships perform well at school compared with their peers. Negative attitude from parents concerning school, low life expectancy and bad parenting leads to low school performance and eventually to studies termination. (Blount 2012.)

School Children suffer from numerous social, environmental, and contextual reasons to face a day-to-day life. At times, before students come to school, they have encountered environmental difficulties which no child, at the young age of 14 or 15, should have to experience. (Blount 2012.) In addition to unfriendly school environment caused by different ethnicity (Peguero 2011) and overweight caused by an existing illness arises discrimination

at school leading to poor performance which ends up to school termination (Breslau 2010). In this case, teachers should be cautious to notice any different behaviour from their students at school. Besides, students should be encouraged to report any kind of harassment they might encounter to their teachers and or parents.

According to Tas, Selvitopu, Bora Demirkaya (2013), most of the teenagers drop out of school due to unpleasant experiences they face from the teachers, school administration and peers toward them. Thus making the student think that their practices or performance are not good enough, which leads them to develop a fear of associating themselves with their teachers and classmates. In addition, lack of proper guidance and counseling services, poor communication guidance and or ignorance at school in relation to solving students' problems results in losing interest with school eventually leading to school dropout. Teachers and school administration should create a conducive environment for smooth children learning.

Mental disorders, grade repetition and low grades remain the highest leading factors in school dropout. It is the duty of teachers and parents to create a good and friendly environment to enable an easy interaction with the student which reflects a good learning environment and performance. (Fredriksen et al. 2014), hence avoiding any loophole of students dropping out of school.

Lastly but not least, this study drew to a conclusion that learners who suffered from health problems in their early ages possessed remarkably shorter time in school and a high rate of school dropout. This observation could lead to adulthood mental disorder, as highlighted by Fredriksen et. al (2014.) Besides, mental disorders at adulthood could be connected to advanced risks of extended working disability.

## 6.2 Reliability of the results

The studies involved in this literature review are peer-reviewed in order to attain data trustworthiness. The studies applied referring and interpreting diversified reviewed articles for their accuracy, integrity and impartiality so as to bring coherent insights in this study. The research questions aimed answering all the incorporated articles. The data search process applied to the use of various databases, such as Cinahl, Ebsco, Science direct, Google Scholar for data search. These search engines contributed to finding scientific

publications that supported this study. Finally, the study aimed at data reliability and accuracy of the chosen studies, hence yielding positive results.

### 6.3 Ethical viewpoints

This literature review has been done according to the ethical principles of research (TENK 2019) the writers followed the ethical guidance for thesis writing in universities of Applied sciences in Finland. These recommendations include honesty, confidentiality and non-discrimination.

According to (Žukauskas, Vveinhardt & Andriukaitienė 2018), it is the duty of every researcher to respect copy rights and any other intellectual properties. In this literature review the authors have avoided use of unpublished data and findings without consent. On the other hand, the writers have used appropriate citations thus avoiding plagiarism.

The study has applied peer review articles, which were collected from a diversified reliable database. The inclusion and exclusion section provided well defined areas of study while collecting the data. The most appropriate data was included in the study. All the sources used are deemed reliable as they were incorporated based on their degree of relevance.

Writing faults are common and might affect the outcomes of the study. The literature review integrated is up to date during this review, thus after a duration the data may change, due to new or updated data regarding causes and effects of school drop across the entire Europe region.

### 6.4 Further proposals

Health problems are ceaseless impairing conditions, they are stigmatized by inadequate knowledge which tends to increase the patient's vulnerability. If there is adequate education on lifelong perspective, assessing the diagnosis and treatment of mental health then an increased awareness of learner's health, mental health, and psychiatry could be incorporated very well. This proposal is supported by Trampush et al. (2010), that a systematic follow-up of learners with a lower intelligent quotient (IQ) as a result of use of drugs and paternal contact could aid in reducing the likelihood of school dropout.

Teachers empowerment regarding handling of children facing consistency absenteeism calls for stronger and in depth understanding of the learner's background, so as to intervene their underlying issues. More so, at the critical young age of 12-18 years that defines their future, if the child fails in school it impacts their future life and vice versa. Therefore, a teachers' impact on handling initial absenteeism and interpreting its consistency is subject to research, since if a teacher lacks knowledge in identifying a steady absenteeism of a learner, then the child will eventually drop out of the school.

Based on the thesis findings, a child's cognitive conception and development is vital in assimilating new information. The method applied in enriching the learner's mind reflects the extent they can grasp new knowledge and skills, thus their mental health, family background, school-related issues and social environment defines their degree of coping up with the academic life. Further research in the areas of information communication and technology could be applied in areas where the child cognitive skills are inadequate, thus learning through and or integrating computerized systems could aid in equally advancing learners who find difficulty in coping up with the physical classes.

The level of socialness and study motivation at early stages of children arises children's curiosity to learn more, thus teachers, parents and peers are the key factors to encourage young people. Teachers and parents' impact on study motivation and interaction among children should be highly considered hence reducing the number of school's dropout.

Good parental relationships promote good mental health and encourages children motivation to study which promotes good school performance and hence completion. On the other hand, family violence affects child's mental health which results in poor school performance, absenteeism and finally drop out. Further research should be suggested on how family violence affects the mental wellbeing of young adults and its relationship with school dropout.

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Table 6. Data search process

Author and publication year	Research Purpose	Target groups, number of participants, data collection, analysing methods / project methods	Results
<p>Auerbach, R.P., Alonso, J., Axinn, W.G., Cuijpers, P., Ebert, D.D., Green, J.G., Hwang, I., Kessler, R.C., Liu, H., Mortier, P. &amp; Nock, M.K., 2016. Mental disorders among college students in the World Health Organization world mental health surveys. <i>Psychological medicine</i>, 46(14), pp.2955-2970. Accessed 28.7.2020.</p>	<p>The purpose of the research was to find out the relationship between mental illnesses, college students and college dropouts within the same age group in 21 countries.</p>	<p>The participants were college students, nonstudents and dropout within the same age limit (18-22 years) from 21 countries. These countries were divided as follows; 4 low/ lower middle income, 5 upper/middle income, 1 lower-middle and 11 from high income class. The data was analyzed using cross-tabulations.</p>	<p>The results found out that one-fifth of those studying in colleges had 12 DSM-IV/CIDI illnesses. 83.1% of the cases had pre-matriculation onset, these illnesses were more crucial than the ones with the post-matriculation onset. Only 16.4% of students with these 12 months mental illnesses received healthcare treatment for their illnesses.</p>
<p>Blondal, K. S. &amp; Adalbjarnardottir, S. (2009) 'Parenting Practices and School Dropout: A Longitudinal Study', <i>Adolescence</i>, 44(176), pp. 729-749. Available at: <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=ip&amp;db=aph&amp;AN=47715861&amp;site=ehost-live&amp;scope=site">https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=ip&amp;db=aph&amp;AN=47715861&amp;site=ehost-live&amp;scope=site</a> (Accessed: 24 March 2020).</p>	<p>The aim of the study was to examine how Icelandic teenagers on how they view parents' involvement in their studies and parental guidance.</p>	<p>Target group was 1,010 14-year-old students (51% female) attending 9th grade of mandatory studies in Iceland.</p> <p>Those who participated were 427 adolescents at age 14 and in 9th grade of compulsory school in Iceland and among them 51% female, the students were further divided into four parenting methods namely; "Authoritative, authoritarian,</p>	<p>The results indicated that young adults at 14 years who reported their parents to be influential were more likely to finish their upper studies at 22yrs than young adults from non influential family backgrounds. They way parents bring up their young adults can anticipate more to school termination than parents' involvement. The study concluded that good parental child relationships play a huge role in decreasing school dropout.</p>

		indulgent and neglectful”.	
<p>Fredriksen, M., Dahl, A.A., Martinsen, E.W., Klungsoyr, O., Faraone, S.V. &amp; Peleikis, D.E., 2014. Childhood and persistent ADHD symptoms associated with educational failure and long-term occupational disability in adult ADHD. ADHD Attention Deficit and Hyperactivity Disorders, 6(2), pp.87-99.</p>	<p>The purpose of the research was to find out how childhood persistent ADHD symptoms are related to school dropout and long-term work disabilities in adults.</p>	<p>The target group was 620 adults with ADHD diagnosis but only 250 participated in the study, both males and females aged 31 years old. The data was collected through interviews conducted by 2 psychiatrists. Collected data were analyzed using the descriptive PASW statistics method for windows package.</p>	<p>The results indicated, people who suffered more hyperactive and impulsive symptoms and full ADHD symptoms in early growth had a remarkably shorter time of studies and had a high risk of dropping out from high school.</p> <p>In conclusion, steadfast ADHD symptoms and other mental illnesses in adults were highly related with risk of long-term work dysfunction.</p>
<p>Gray, S.A., Chaban, P., Martinussen, R., Goldberg, R., Gotlieb, H., Kronitz, R., Hockenberry, M. &amp; Tannock, R., 2012. Effects of a computerized working memory training program on working memory, attention, and academics in adolescents with severe LD and comorbid</p>	<p>Purpose of the research was to see the effects of computerized working training memory, attention and academic in youths with severe learning disorder and comorbid ADHD</p>	<p>Target: 12-17 years old with ADHD. 52 male, 8 female, IQ&gt;80.</p> <p>Methodology: Randomized computerized intervention method.</p>	<p>Results: working memory training of youth with ADHD is vital in enhancing transfer impacts to other body functions.</p>



<p>ADHD: a randomized controlled trial. <i>Journal of Child Psychology and Psychiatry</i>, 53(12), pp.1277-1284.</p>			
<p>Gubbels, J., van der Put, C.E. &amp; Assink, M., 2019. Risk factors for school absenteeism and dropout: a meta-analytic review. <i>Journal of youth and adolescence</i>. Vol. 48(9), pp.1637-1667.</p>	<p>The aim of the study was to find out the risk factors of school dropout and absenteeism</p>	<p>Target; 75 studies; 781 potential risks related to school absenteeism and 42 risks related to dropout.</p> <p>Participants: data was gathered through electronic databases such as Google, Google Scholar, ScienceDirect, PsycINFO, Web of Science, and Sociological Abstracts. 75 studies met all inclusion criteria and were included in the current study.</p> <p>Methodology: meta-analysis</p>	<p>Finding: etiology knowledge transfer related to absenteeism and dropout for a conducive understanding of the problem development among the adolescents.</p>
<p>Hallberg, U., Klingberg, G., Setsaa, W. &amp; Möller, A., (2010). Hiding parts of one's self from others—a grounded theory study on teenagers diagnosed with ADHD. <i>Scandinavian Journal of Disability Research</i>. Vol. 12(3), pp.211-220.</p>	<p>Purpose to gain deeper understanding how ADHD teenagers experience disorders, treatment and the challenges they face in life.</p>	<p>Target group: Teenagers</p> <p>Participant; 10 teenagers</p> <p>Methodology: Interviews method.</p> <p>Analysis; ground theory method</p>	<p>Teenagers tended to be like everyone else.</p>

<p>Hjorth C., Bilgrav L., Frandsen L. Overgaard C., Nielsen B., &amp; Bøggild H., (2016). Mental health and school dropout across educational levels and genders: a 4.8-year follow-up study. BMC public health. Vol. 16(1), pp.976.</p>	<p>The aim was to outline the occurrence of poor mental health among young people in Danish and to explore the association between poor mental health and school dropout among students.</p>	<p>Target group were young adults in Danish and the participants were based between 16-29 ages.</p> <p>Methodology: data was collected through surveys and questionnaires related to mental health and well being.</p> <p>Descriptive statistical analyses were used to study the relationship between education, gender and mental health.</p>	<p>Poor mental health was found to be the highest cause of school dropout amongst vocational school students.</p>
<p>Le H., Hodgkin P. &amp; Doshi J., (2014). "Economic impact of childhood/adolescent ADHD in a European setting: the Netherlands as a reference case." European child &amp; adolescent psychiatry 23.7 (2014) Le H., Hodgkin P. &amp; Doshi J., (2014). "Economic impact of childhood/adolescent ADHD in a European setting: the Netherlands as a reference case." European child &amp; adolescent psychiatry 23.7 (2014) Le H., Hodgkin P. &amp; Doshi J., (2014). "Economic impact of childhood/adolescent ADHD in a European setting: the Netherlands as a reference case." European child &amp; adolescent psychiatry 23.7 (2014)</p>	<p>The aim was to find out how ADHD diagnosed at early childhood/adolescence affects the economic status in European setting. Data was gathered through online databases using search words and analyzed through base case analysis.</p>	<p>Data was gathered through online databases using search words and analyzed through base case analysis.</p>	<p>ADHD poses a great threat to multiple public sectors in Europe.</p>

<p>Mikkonen, J., Moustgaard, H., Remes, H. &amp; Martikainen, P., 2018. The population impact of childhood health conditions on dropout from upper-secondary education. <i>The Journal of pediatrics</i>. Vol. 196, pp.283-290.</p>	<p>The aim was to find out how many cases of school dropout are related to childhood health illnesses</p> <p>and to evaluate chances of dropout around different physical and mental health states.</p>	<p>The Target group was young Finnish adults. The data was collected through random sampling of families consisting of children aged between 1-14 years and statistical data from the national register. Statistical analysis was used in analyzing the data.</p>	<p>Young adults with any health ailment in need of inpatient or outpatient care at ages 10-16 years were more likely to terminate studies at 17 years of age.</p>
<p>Niittyalahti, S., Annala, J. &amp; Mäkinen, M., (2019). Student engagement at the beginning of vocational studies. <i>Nordic journal of vocational education and training</i>. Vol. 9(1), pp. 21-24.</p>	<p>The aim was to find out why students terminate studies in the beginning of their studies. The purpose was to find out students' assurance about their career choices.</p>	<p>Target group was First year vocational students in Finland. Participants were 390 first year students in vocational studies. Data was collected through a mixed method approach which included questionnaires and interviews data was analysed using thematic analysis.</p>	<p>Student commitment at the start of vocational studies is associated with conquering unreliability. In addition, students' commitment and career choices are supported by the support and confirmation they receive, the students' interest in their education, their general abilities and their coping skills.</p>
<p>Polanczyk G., Salum G., Sugaya L., Caye A., &amp; Rohde L., (2015). Annual research review: A meta-analysis of the worldwide prevalence of mental disorders in children and adolescents. <i>Journal of child psychology and psychiatry</i>. Vol 56(3), pp. 345-345.</p>	<p>Aim was to conduct a meta-analysis of the worldwide spread of mental disorders in children and adolescents</p>	<p>Target group: children and Teenager</p> <p>Analysis systematic review of the literature searching in PubMed, PsycINFO, and EMBASE</p>	<p>Results included 41 studies conducted in 27 countries from every world region</p> <p>mental disorders: 13.4%.</p> <p>Anxiety disorder: 6.5%</p> <p>Depressive disorder: 2.6%</p> <p>Attention-deficit hyperactivity disorder was 3.4%</p>

			Disruptive disorder was 5.7%
Polanczyk, G., Willcutt, E., Salum, G.A., Kieling, C. & Rohde, L.A., (2014). ADHD prevalence estimates across three decades: an updated systematic review and meta-regression analysis. <i>International journal of epidemiology</i> , 43(2), pp.434-442.	Aim: to find the rates of ADHD diagnosis and treatment throughout the past few decades	Target group: Teenagers  Analysis method: Meta-regression analyses	Past three decades, there has been no evidence to suggest an increase in the number of children in the community who meet criteria for ADHD when standardized diagnostic procedures are followed.
Ramos-Olazagasti M., Castellanos F., Mannuza S., & Klein R., (2018). Predicting the adult functional outcomes of boys with ADHD 33 years later. <i>Journal of the American academy of child and adolescent psychiatry</i> . Vol. 57(8), pp. 578-582.	Aim; to identify early features of children with ADHD	Target: white boys (6-12years), aged 8 years with ADHD.  Longitudinal Assessment.	Childhood IQ was linked to educational attainment, occupational rank, social and occupational adjustment.
Scheider B., Gerdes A., Haack L., & Lawton K., (2013). Predicting treatment dropout in parent training interventions for families of school-aged children with ADHD. <i>Child &amp; family behaviour therapy</i> . Vol. 35(2), pp.144-169.	Aim; to examine diversified child, parental & family factors that contribute to dropout for families of children with ADHD during treatment.	Target;73 families who sought ADHD treatment at a University - Based clinic.	Result: Dropout was related to ethnicity, ADHD medication status, behavior problems, single parents' families.

<p>Tas A., Selvitopu A., Bora, V., &amp; Demirkaya Y., (2013). Reasons for dropout for vocational high school students. Educational sciences: theory and practice. Vol.13(3), pp. 1561-1565.</p>	<p>Aim: To find out why people drop out of school without attaining vocational education or without any diploma.</p>	<p>Target: 19 persons,</p> <p>Methodology: Structured intervene forms and inductive content analysis method.</p>	<p>Dropout was a result of individual reasons, school, family background, and neighbourhood setup.</p> <p>Attitudes and behaviours of teachers, peers and school administration contribute to dropout risks.</p>
<p>Thomas, L., Briggs, P., &amp; Little L., (2010). A case study: The impact of using location-based services with a behaviour-disordered child. NordiCHI 2010: Extending boundaries-proceedings of the Nordic Conference on Human-Computer Interaction.<a href="https://doi.org/503-510.10.1145/1868914.1868971">https://doi.org/503-510.10.1145/1868914.1868971</a>.</p>	<p>Aim: is to understand how young to old people in the society communicate and interact with each other in the real world and its inhabitants</p>	<p>Target: youths and old</p>	<p>Work on space related cognition is related to the usability of a geographic environment.</p>
<p>Trampush J., Miller C., Newcorn J., &amp; Halperin J., (2010). The impact of childhood ADHD on dropping out of school in urban adolescents/young adults. Available online: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2729363/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2729363/</a>. Accessed on 06.10.2020.</p>	<p>Aim; to find out cognitive and psychosocial factors linked with high school dropout in among adolescents affected by ADHD.</p>	<p>Target: 49 adolescents/young adults.</p> <p>Methodology; longitudinal study</p>	<p>Results: Lower IQ, comprehension, marijuana use, limited paternal contacts related to dropout and ADHD disease.</p>
<p>Wittchen, H.U., Jacobi, F., Rehm, J., Gustavsson, A., Svensson, M., Jönsson, B., Olesen, J., Allgulander, C., Alonso, J., Faravelli, C. &amp; Fratiglioni, L., (2011). The size and burden of mental disorders and other disorders of the brain in</p>	<p>Aim: to provide 12-month prevalence and disability burden estimates of diversified mental disorders in the European Union.</p>	<p>Method: stepwise multi-method approach including systematic literature reviews, reanalyzing data, survey and expert consultations.</p>	<p>Result: Every year 38.2% of Eu populations suffers from a mental disorder, based on age and comorbidity.</p>

<p>Europe 2010. European neuropsychopharmacology. Vol. 21(9), pp.655-679.</p>			
<p>Vancampfort, D., Firth, J., Schuch, F.B., Rosenbaum, S., Probst, M., Ward, P.B., Van Damme, T., De Hert, M. &amp; Stubbs, B., (2016). Dropout from physical activity interventions in children and adolescents with attention deficit hyperactivity disorder: a systematic review and meta-analysis. Mental Health and Physical Activity. Vol.11, pp.46-52.</p>	<p>Aim: To find the prevalence and predictors of treatment regarding dropout from Physical Activity (PA) interventions in children and adolescents having ADHD.</p>	<p>Methodology: Meta-analysis and meta-regression analyses.</p> <p>Target: 8 studies, 9 PA, and 148 children or adolescents having a PA session.</p>	<p>Finding suggestion: to maximize PA attendance; health benefits sport activity should be integrated to the treatment of ADHD.</p>
<p>Zendarski, N., Sciberras, E., Mensah, F. &amp; Hiscock, H., (2017). Early high school engagement in students with attention/deficit hyperactivity disorder. British journal of educational psychology. Vol. 87(2), pp.127-145.</p>	<p>The aim was to explore studies commitment among ADHD students during the critical secondary school transformation period and to study features related with low school participation.</p>	<p>Target group: adolescents</p> <p>in the first and third year of high school with diagnosed ADHD.</p> <p>130 Participants were examined from 21 paediatric practices.</p> <p>Methodology: Cross-sectional study.</p> <p>Data was gathered through direct evaluation and child, parent, and teacher surveys.</p>	<p>First year students diagnosed with ADHD had less motivation and less connection compared with their peers.</p>

## APPENDIX 2

Table 7. critical appraisal process conducted by the researchers in details

Author, year	Title	Purpose of the study	Article type	Findings	CASP score
Borgna, C. & Struffolino, E., 2017.	Pushed or pulled? Girls and boys facing early school leaving risk in Italy.	Cross examining of gender differences in ESL, assessing the role of scholastic performance, parental education, and differential employment opportunities.	Social Science Research.	Gender effects are mediated by scholastic performance, a crucial push factor, which contributes to low-achieving students pointing to a higher resilience of girls in reference to academic failure besides parental education is highly protected for the boys.	25/25
Breslau, J., 2010.	Health in childhood and adolescence and high school dropout.	To determine the causal effect of health problems leading to dropout and the potential intervention to reduce the proportions of high school student dropout.	Research Project	Physical and mental disorders besides pregnancy and obesity affects the continuation of learners in their early school life.	25/25
Chirtes, G., 2010.	A Case Study into the Causes of School Dropout	The aim of the research was to investigate factors leading to school dropout among young adults and how it can be decreased and prevented.	Case study	Poverty was found to be the main cause of school dropout along with lack of motivation, parent low education levels and learning difficulties. prevention of school dis engagement is a complex disaster which needs the contribution and implications of social institutions (ministries, national authorities, city councils, social care, educational institutions, health departments, NGOs)	25/25

Dale, R., 2010.	Early School Leaving. Lessons from research for policy makers.	To examine the causes, consequences, and possible remedies for early school leaving (ESL) in Europe.	Report	A rate of 16.9% of boys and 12.7% of girls at the age of 18-24 years old have a lower school secondary education or they didn't further their education. Home and family, school-related, migrants, societal factors are contributors of ESL.	24/25
De Lijster, J.M., Dieleman, G.C., Utens, E.M., Dierckx, B., Wierenga, M., Verhulst, F.C. and Legerstee, J.S., 2018.	Social and academic functioning in adolescents with anxiety disorders.	To find out the problems experienced by teenagers suffering from anxiety disorders both in social and academic life	Systematic review	Adolescents having anxiety disorders go through a range of remarkable complications in both social and academic performance.	24/25
Fredriksen, M., Dahl, A.A., Martinsen, E.W., Klungsoyr, O., Faraone, S.V. & Peleikis, D.E., 2014.	Childhood and persistent ADHD symptoms associated with educational failure and long-term occupational disability in adult ADHD	Impact of ADHD among youth's functional outcome	Case study	The findings underlined the importance of early treatment of ADHD and psychiatric disorders and further suggest inattentive symptoms be focused to prevent long term school problems	24/25
Gray, S.A., Chaban, P., Martinussen, R., Goldberg, R., Gotlieb, H., Kronitz, R., Hockenberry, M. & Tannock, R., 2012	Effects of a computerized working memory training program on working memory, attention, and academics in adolescents with severe learning disorders and comorbid ADHD: a randomized controlled trial.	The aim of the study was to find out how teenagers with severe learning disorders and ADHD are at risk of poor academic and social outcomes.	Qualitative research	Children with learning disorders and ADHD are at high risk of school drop out because treatment related improvement were not accompanied by gains in academic and social outcomes and changes may occur later resulting in longer follow up.	24/25



<p>Gubbels, J., Van der Put, C.E. &amp; Assink, M., 2019.</p>	<p>Risk factors for school absenteeism and dropout.</p>	<p>The study aimed at integrating the existing data on risk elements of school nonattendance and dropout.</p>	<p>Meta-analytic review</p>	<p>Factors contributing to absenteeism and school dropout include physical and mental wellbeing of the child for instance presence of mental disorders, substance abuse, anti-social behavior, problems with the institution, school features, low social income and lack of parent's contribution.</p>	<p>25/25</p>
<p>Hallberg, U., Klingberg, G., Setsaa, W. &amp; Möller, A., 2010.</p>	<p>Hiding parts of one's self from others—a grounded theory study on teenagers diagnosed with ADHD.</p>	<p>The aim of the study was to find out the main concerns about daily living with the diagnosis of ADHD as undergone and reported by ten teenagers in Sweden and Norway.</p>	<p>Qualitative research</p>	<p>The participants described their daily life as a struggle because they feel discriminated against by other teenagers, feel being different from other teenagers and feel they have to hide some part of their lives. In this case, they feel comfortable being with their families rather than their peers.</p>	<p>24/25</p>
<p>Hsu, Y.C., Chen, C.T., Yang, H.J. &amp; Chou, P., 2019.</p>	<p>Family structure, birth order, and aggressive behaviors among school-aged boys with attention deficit hyperactivity disorder (ADHD).</p>	<p>To evaluate the associations between family structure, birth order, and aggressive behaviors among school-aged boys with ADHD. To assess the relationship between family types, birth orders and aggressive behaviour among young students with ADH.</p>	<p>Case study</p>	<p>Families with one or both parents missing and the child being the first born increases the risk of aggressiveness among on school going teenagers.</p>	<p>25/25</p>

<p>Le H., Hodgkin P. &amp; Doshi J., 2014.</p>	<p>Economic impact of childhood/adolescent ADHD in a European setting: the Netherlands as a reference case. European child &amp; adolescent psychiatry.</p>	<p>The study aim was to review accessible European based research of ADHD related cost and use the results to the Netherlands to approximate annual national cost for Teenagers from the society's perspective.</p>	<p>Systematic review</p>	<p>Results indicated that ADHD enforces a major financial burden on various municipal areas in Europe</p>	<p>23/25</p>
<p>Legleye S., Obradovic I., Janssen E., Spilka S., Le Nézet O &amp; Beck F., 2010.</p>	<p>Influence of cannabis use trajectories, grade repetition and family background on the school-dropout rate at the age of 17 years in France</p>	<p>The aim was to if use of Cannabis on 17yrs old in France had any influence in grade repetition and family background.</p>	<p>Qualitative research</p>	<p>Factors connected with school dropout included low family socio-economic status, early grade repetition, single-parent families and daily tobacco smoking.</p>	<p>25/25</p>
<p>Lila M., Gracia E., &amp; Catala-minana., 2020.</p>	<p>More likely to dropout, but what if they don't? Partner violence offenders with alcohol abuse problems completing batterer intervention programs</p>	<p>To evaluate dropout rates among offenders with alcohol abuse problems and investigate whether perpetrators with alcohol abuse problems completing a batterer intervention program differ from those who do not have alcohol abuse problems in a number of outcomes.</p>	<p>Qualitative research</p>	<p>Findings found that there were high rates dropouts among perpetrators with alcohol abuse problems. Findings also showed a decrease in alcohol abuse among perpetrators with alcohol abuse problems completing the batterer intervention program. Finally, results showed that, regardless of alcohol abuse problems, perpetrators who completed the batterer intervention program showed improvements in all intervention outcomes analyzed.</p>	<p>23/25</p>

Oomen, A. & Plant, P., 2014.	Early school leaving and lifelong guidance.	The impact of early school leaving (ESL), for individuals, society and the economy.	Longitudinal study	ESL led to an unstable economy, low self-esteem, and the risk of social exclusion.	25/25
Robert, Y.H., English, D., Thompson, R., & White, C.R., 2018.	The impact of childhood stressful life events on health and behavior in at risk youth	To investigate the connection between earlier experienced hard life incidents and psychosocial wellbeing and dangerous actions in young adults.	Cohort study	A Number Of connections between abuse and psychosocial wellbeing were discovered. Such As, youths with experiences of sexual harassments were more likely to account for anxious arousal indications, those who suffered physical abuse and emotional mistreatment were more likely to leave studies before time, and teenagers who experienced negligence were more likely to disengage from studies, have unprotected sex and use cigarettes.	24/25
Quiroga, C.V., Janosz, M., Lyons, J.S. and Morin, A.J., 2012.	Grade retention and seventh-grade depression symptoms in the course of school dropout among high-risk adolescents.	The aim was to examine whether depression in teenagers contributes to grade repetition and school dropout.	Qualitative	Findings indicated that depression plays a major role in the process of grade repetition and school dropout among ongoing school teenagers.	25/25

Quiroga, C.V., Janosz, M., Bisset, S. and Morin, A.J., 2013.	Early Adolescent Depression Symptoms and School Dropout: Mediating Processes Involving Self-Reported Academic Competence and Achievement.	This study evaluated intervention practices connecting depression symptoms, self-perceived academic competence, and self-reported attainment in 7th grade to dropping out of school in later adolescence	Qualitative research	School dropout is a progressive practice contributed by many different factors. Depression plays a big role between poor performance at school. Grade repetition and school disengagement.	25/25
Szabó, C. M. 2018.	Causes of Early School Leaving in Secondary Education	Purpose was to investigate the major causes of early school Leaving in accordance to teachers' opinions.	Qualitative research	Results found that five factors namely school factors, family factors, peers, teachers and school may contribute to early school leaving. Amongst the five factors teachers think students and institutions play the greatest role in dropping out.	25/25
Tas A., Selvitopu A., Bora, V., & Demirkaya Y., 2013.	Reasons for dropout for vocational high school students. Educational sciences: theory and practice.	To determine the reasons for dropout for persons who have not completed vocational education programmes and left school without a diploma.	Journal	The findings showed that the reasons for school dropout are individual basis, school, family, and neighborhood. Some families supported their children others did not due to low-income.	25/25
Walter, D., Hautmann, C., Rizk, S., Petermann, M., Minkus, J., Sinzig, J., Lehmkuhl, G. & Doepfner, M., 2010.	Short term effects of inpatient cognitive behavioral treatment of adolescents with anxious-depressed school absenteeism	To examine the adjustments during inpatient cognitive behavioral treatment (CBT= of teenagers having chronic anxious depressive school missing with or without comorbid disruptive symptoms	Observation study.	The findings found significant decrease of school nonattendance and mental health complications during treatment and subsequent follow-up.	23/25

<p>Wang, M.T. &amp; Fredricks, J.A., (2014). Child development. Vol. 85(2), pp.722-737.</p>	<p>The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence</p>	<p>The study investigated if behavioral, emotional and cognitive engagement are connected to changes in behaviour changes in 7th through 11th (approximately 12-17 yrs.) grade teenagers.</p>	<p>Empirical article</p>	<p>Teenagers who experienced a reduced relationship between behavioral and emotional with school had a tendency of increased risk of engaging in crimes and substance use with time.</p>	<p>25/25</p>
<p>Wang MT &amp; Sheikh-Khalil S. 2014</p>	<p>Does parental involvement matter for student achievement and mental health in high school.</p>	<p>To analyze the impacts of various forms of parental participation in 10th grade on student attainment and depression in 11th grade</p>	<p>Empirical article</p>	<p>Parental participation was discovered to enhance educational and emotional performance amongst teenagers, it also anticipated educational achievement and mental wellbeing both direct and indirect through social and emotional relationships.</p>	<p>24/25</p>
<p>Weber S., Kronberger N., &amp; Appel M., 2017.</p>	<p>Immigrants student's educational trajectories: The influence of cultural identity and stereotype threat. Self and Identity</p>	<p>Examines the impacts of persistent occurrences of stereotype incidents at school, and how youthful immigrants' ethnic personality and stereotype exposure alter their study attainment.</p>	<p>Cohort/longitudinal study.</p>	<p>The results indicated a strong decline of immigrants' (vs. non-immigrants'), and perception of educational belonging, as well as increased dropout levels. Above Average stereotype exposure projected a greater reduction in GPA, and low rates of study achievements. Stronger cultural personality was associated with above an average stereotype exposure.</p>	<p>25/25</p>

<p>Vancampfort, D., Firth, J., Schuch, F.B., Rosenbaum, S., Probst, M., Ward, P.B., Van Damme, T., De Hert, M. &amp; Stubbs, B., 2016.</p>	<p>Dropout from physical activity interventions in children and adolescents with attention deficit hyperactivity disorder:</p>	<p>To examine the possibilities and risk factors of treatments and school dis engagement from physical activity measures in children and teenagers with ADHD.</p>	<p>Systematic review and meta-analysis</p>	<p>Findings recommended that for the purpose of increasing physical activities involvement, health benefits, sport related measures should be added in the multidisciplinary treatment of children and teenagers suffering from mental illness.</p>	<p>25/25</p>
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