
The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2016

Volume 5, Pages 116-120

ICRES 2016: International Conference on Research in Education and Science

THE REASONS WHY STUDENTS DECIDE TO ABANDON STUDIES IN THE REPUBLIC OF KOSOVA

Artan Luma
See-University

Azir Aliu
See-University

Sadri Alija
See-University

Abstract: One of the most disturbing problems of our society is the problem of students' school abandoning. It is a phenomenon that in many stages followed up our society. It is much more profound problem than actually it is considered, because it is inherited from one generation to the other. In this study we consider many fragilities of elementary and pre university education in Kosova. The right for education is guaranteed in all international convents; therefore the society should do much more in analyzing the main factors of abandoning, in order to make efforts in the direction of stopping the factors which influence it. In this research we are analyzing the main reasons of this phenomenon. For this purpose there are prepared the special questionnaires. The first questioner is fulfilled by the students and the second questioner is fulfilled by the teachers. In total there were surveyed 450 students and 229 teachers from both elementary and high schools in the Republic of Kosova. These data provided descriptive information, quantitative and statistical interpretation. The statistical analysis of the data is made by using the SPSS software. Also we made the prediction of the future reasons using Google prediction system.

Keywords: Abandoning, institution, poverty, phenomenon, education, stimulation

Introduction

The phenomenon of abandoning the studies is one of the most disturbing problems in the educational process in republic of Kosova. There are two basic forms of this phenomenon. The first is that they do not decide to follow the studies at all. The second is that they decide to interrupt their studies. By this research we want to analyze the basic factors and to emphasize the reason why the students decide to take such kind of step. In Sahay and Mehta (2010) a design of a web based system for solving issues related to student performance in higher education is proposed. A novel approach to identifying the factors of influencing to the students success is proposed in Lemmerich et al. (2011) Some predicting methods for drop-out are proposed in Bayer et al. (2011). Trends of this phenomenon in the USA can be found at Chapman et al. (2010). We don't have information that there is done such kind of research in the Republic of Kosova. In order to fulfill the purpose of our research at the beginning we took some information concerning the phenomenon from the responsible institutions in the Republic of Kosova Hoxhaj (2009) and Shatri (2206). In order to strength the results of our conclusion; we prepared the questionnaire both for the students and professors, in order to compare their opinions concerning the reasons of this phenomenon. Also by the gathered information's from the questionnaire we can conclude concerning some interesting facts which have the big influence to this process. Also, we can give some recommendations as well as suggestions concerning the steps that should be taken from responsible institutions in order to decrease the percentage of this disturbing phenomenon for the society.

- This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

- Selection and peer-review under responsibility of the Organizing Committee of the conference

*Corresponding author: Artan Luma- E-Mail: A.luma@seeu.edu.mk

Methods

As we mentioned above, the population of the study is consisted of the students and teachers from high schools in Republic of Kosova. During the academic year 2014-2015 we surveyed 229 randomly chosen teachers and 425 randomly chosen students from the high schools of 7 different regions in Republic of Kosova.

The questionnaire consisted of questions concerning some important data about the students and teachers, as well as questions concerning difficulties that they are faced during the teaching process, other difficulties at school as well as the other reasons of abandoning the studies. There were also questions about the encouragement and help that they take from the schools and other institutions and the role of these institutions in preventing of appearing of this phenomenon. In order to get a clear illustration concerning the interpretation of the gathered data, making conclusions and decisions, we have used the Statistical Analysis Software SPSS.

At the beginning we analyzed some elements from the descriptive statistics concerning some characteristics, and then we continued with an analysis concerning the reasons of abandonin, depending on some of these characteristics. For analyzing of the obtained data in this research we have used Cross Tabulations. This is done with the purpose to get clearer picture for this phenomenon. By cross tabulation we can detect the reasons of abandoning versus some other characteristics.

Results and Discussion

From the processed data we can see that the gender distribution of the surveyed students is as follows: 44.5 % of them are male and 55.5 % female. 90% of teachers are well informed about this phenomenon and just 10% of them have no enough information. 81% of teachers have answered that they do not have any difficulties in their work versus 19% who answered that there are some difficulties. Concerning the abandoning of the studies the majotiry of teachers (79.5%) think that the main reason is the economical situation. Interesting fact is that 14% of teachers think that the parents are the main reason of abandoning. On the other hand majority of students are answering that they will not abandon the studies at all. Just 15.3% of them are answering that they will abandon the studies at the first opportunity. Just 3% of the students think that the attendance is not important. Below we give the table of some of the obtained descriptive results given in percentages.

Table 1. Description of sample for students

Characteristic	Percent	
Gender	Male	44.5
	Female	55.5
Do you think that the attendance is important?	Yes	97
	No	3
Do you feel secure at school?	Yes	86.03
	No	13.97
Are the students informed concerning the abandoning phenomenon?	Yes	85.18
	No	14.82
How secure is the school environment?	1 (not secure)	9.88
	2 (Satisfactory)	7.29
	3 (Good)	15.8
	4 (Very Good)	38.71
	5 (Excellent)	28.32
I think to abandon the studies.	Yes	84.7
	No	15.3
Do you have any difficulty during the educative and teaching process?	I have no difficulties	9.41
	Yes I have often difficulties	25.41
	Sometimes I have difficulties	65.18
What are the reasons of abandoning the studies?	Parents are not taking care for them	13.6
	Violence in school	4.5
	Economical aspect	81.5

In order to get a detailed picture concerning the influence of some analyzed characteristic in the process of abandoning the studies, we have used a Chi-square test of the so called Pearson factor. The null hypothesis is that there is no dependence between two characteristics. If the obtained value of Pearson's significant factor is less than 0.05, then we will reject the null hypothesis, and conclude that there is a significant dependence between two analyzed characteristics.

Table 2. Description of sample for teachers

Characteristic		Percent
Are you informed about the phenomenon of abandoning?	Yes	90
	No	10
Do you have any difficulty during the educative and teaching process?	Yes	19
	No	81
Do you feel secure at school?	Yes	86.03
	No	13.97
Are the teachers informed concerning the abandoning phenomenon?	Yes	90.9
	No	9.1
What is the most negative phenomenon with which are faced your students?	Drug	2.2
	Alcohol	5.1
	Cigaret	30.8
	Conflicts among students	38.1
	Non supporting from school	7.3
	Lack of success	16.5
Does the school organize different activities (seminars, round tables etc.) for supporting the students?	Yes	83.3
	No	16.7
Which informative method has the biggest impact in protection from this negative phenomenon?	Organizing lectures concerning this issue	60.26
	Delivering printing materials	14.85
	Informative emissions on TV	14.85
	Delivering of video materials	5.24
	Supporting the consulting offices	4.80
What are the reasons of abandoning the studies?	Parents are not taking care for them	11
	Violence in school	7.5
	Economical aspekt	79.5
	Teachers are not taking care for them	2

The Chi-square test concerning the negative phenomenon's by which students are facing with, shows that there is no significant influence of this phenomenon into the abandoning the studies.

The Chi-square test concerning the reasons of abandoning the studies and the abandoning itself gives the table below:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.363 ^a	12	.015
Likelihood Ratio	23.502	12	.017
Linear-by-Linear Association	.784	1	.376
N of Valid Cases	229		

The Pearson significant number is 0.015. This number is less than 0.05, which means that we will reject the null hypothesis of no dependence. Just in 1.5% of cases the null hypothesis is valid, which means just in 1.5% of cases the reasons are not influencing the abandoning process. There is a significant dependence between the economical status of the students with their decision of abandoning the studies. The Chi-square test concerning the economical status of the students gives the table obtained below:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.404 ^a	12	.035
Likelihood Ratio	22.077	12	.050
Linear-by-Linear Association	6.359	1	.013
N of Valid Cases	229		

The Pearson significant number is 0.035. This number is less than 0.05, which means that we will reject the null hypothesis of no dependence. Just in 3.5% of cases the null hypothesis is valid, which means just in 3.5% of cases the economical status is not influencing the abandoning process. By cross-tabulation we can see that the majority of the students which are faced with difficulties chose to abandon the studies. Approximately 75% of these students decide to abandon, versus the students who haven't faced with such problems where just 5% of these category decide to abandon the studies. Another interesting fact by cross tabulation shows that there is a significant influence of the impact of school and other institutions to this phenomenon. Only 21% of students who have attended the seminars and other similar activities decided to abandon the studies, versus 45% who have decided to abandon the studies and they haven't participated in such kind of activities. Another interesting phenomenon which influences in abandoning decision is the phenomenon of blood feud. 42.6% of students where this phenomenon is still active decide to abandon the studies, versus 18.4% of students who come from the regions where this phenomenon is not active. Another fact that can be concluded by the cross-tabulation is that 26% of the students who answered by YES to the question that they have difficulties on school, decide to abandon the studies versus just 4% of them who answered that they have no difficulties. By the Cross-tabulation we can conclude that if teachers and other responsible institutions increase their interest for the students (informing them for different issues, asking if they have problems, taking care for different needs of students etc.), they can decrease the percentage of abandoning phenomenon. Approximately 18% of students who don't feel being under such type of care, decide to abandon the studies. On the other hand, just 5% of students who feel that such a care exists, decide to abandon the studies.

Conclusion

Using the results of this research one can create a clearer and detailed picture concerning the abandoning of studies among the high school students in Republic of Kosova. From the research one can see that the main reasons of abandoning the studies are the economical reasons. Approximately 80% of teachers think that the main reason of this process is economical status of the family. Also by using the Pearson's chi-square test, we have shown that there is a big significant correlation between the economical status and the abandoning process. Except this reason there are many other influencing factors. The blood feud is one of such factors which places an important role on appearing of this phenomenon. By the research we have concluded that helping students in solving their difficulties on the school decreases the level of this phenomenon. Also responsible institutions can influence to decreasing of this phenomenon by organizing different seminars and other trainings. Both teachers and responsible institutions can contribute for decreasing the abandoning phenomenon by just increasing their interest to the students, simply taking care for their problems etc. All of this is shown by cross-tabulation of the

data gathered from the questionnaires. By the Pearsons Chi-square test we have shown that the reasons are very important. There is a big significant correlation between the reasons of abandoning and the process itself. So trying eliminating the reasons one can help in decreasing of this phenomenon.

References

- Sahay, A. & Mehta, K. (2010). Assisting higher education in assessing, predicting and managing issues related to student success. A web-based software using data mining and quality function deployment. Academic and Business Research Institute Conference, 2010..
- Lemmerich, F., Ifland, M. & Puppe, F. (2011). Identifying influence factors on students success by subgroup discovery. Proceedings of the 4th international Conference on Educational Data Mining, Eindhoven, Netherlands, pp. 345-346.
- Bayer, J., Bydzovska, H., Geryk, J., & Popelinsky, L. (2011). Predicting drop-out from social behaviour of students. Brno, University of Technology.
- Chapman, C., Laird, J., & KewalRamani, A. (2010). Trends in High School drop-out and completion rates in the United states: 1972-2008.
- Hoxhaj, E. (2009). Sprovat e arsimit shqip në Kosovë”, Universtiy of Prishtina.
- Shatri, .B (2006) Arsimi fillor në Kosovë në shekullin XX. Prishtinë: Libri Shkollor.School book of the ministry of Education.