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Factors Affecting School Dropout: Empirical Study In Nepal

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ABSTRACT

The main purpose of the study is to identify the factors that influence the student dropout in school especially in Kathmandu valley. Through questionnaires, the primary data were collected from 423 respondents including dropout students and their parents. The simple random sampling method was used for this study. Student and health-related factors (SH), School and teacher-related factors (ST), Family and economy-related factors (FF), Government related factors (GF) and Socio-cultural and parental attitude-related factors (SC) have been chosen as independent variables whereas school dropout as a dependent variable of the study. Likewise, parents' education is taken as a moderating variable for this study. The collected data were analysed through SPSS. SEM (structural equation modelling) smart PLS-4 is used to know the relationship between the independent and dependent variable as well as effect of moderating variable. The results demonstrate that parents' education plays a significant moderating role in the relationships between student and health-related factors and school and teacher-related factors with dropout decisions. However, parents' education does not demonstrate a significant moderating effect on the relationships between family and economy-related factors, government-related factors, and socio-cultural and parental attitude-related factors with dropout decisions in this study.

KEYWORDS

Parental- attitude, dropout, socio-culture, government, education

1. INTRODUCTION

Education is one of the primary determining factors of development for any country. It plays a crucial role in securing economic and social progress and improving income distribution, (Voumik & Ridwan, 2023). No country in the world can achieve sustainable economic development without substantial investment in human capital (Zhu, 2023) .Nepal has a relatively brief educational history. The Ministry of Education was established and a constitution that guaranteed all Nepalese citizens the right to an education was adopted in the latter half of the 20th century, marking the beginning of the country's educational expansion.

A significant portion of Nepalese people are living under the line of poverty. The distribution of development is not same throughout the country (Bista, 2022). Concern over the ongoing problem of student dropouts is growing across the country, despite the Nepalese government's efforts to improve the quality of education. Finding the underlying causes of the dropout process is crucial. However, there is a direct correlation between the occurrences with social difficulties.

Rich people typically send their kids to private schools, whereas those from lower socioeconomic classes send their kids to public schools. The number of private schools has increased and the quality of public education has declined as a result of declining government support. Middle-class parents are especially under financial pressure to send their kids to private schools since they don't trust public education and can't afford it.

School dropout is a concern in Nepal, especially in community schools. It affects many pupils nationwide and is not specific to any one demographic, (Dahal, Topping, & Levy, 2023).

It was discovered that the underprivileged, marginalized caste groups had low student retention rates. It was discovered that members of underprivileged groups were victims of superstitious religious beliefs and had a poor degree of educational understanding. (Gay, Sonnenschein, Sun, & Baker, 2021). Children's education at school serves as a foundation for their future mobility toward further education and work. Insufficient educational and training options lead to limited mobility and employer bias in hiring decisions. Education and skills empower kids to make their own decisions. (Khaidir & Suud, 2020). Parental participation is a major factor in the decreased dropout rates. When it comes to school attendance, performance, learning new skills, and continuity, parents are crucial. Dropout rates are significantly reduced when parents support, participate, express interest in their children's classes and teachers, interact with the administration, or pay attention to homework assignments. (Paul, Rashmi, & Srivastava, 2021).

A variety of variables contribute to school dropout. There are many different factors that affect student dropout rates, and school-level dropout management is undoubtedly a complex issue. Dropouts are students who leave school before finishing their education for a number of reasons. Both now and in the future, the dropout rate has a big influence on the development of productive human resources. It has been believed that school dropouts pose a problem for education.

Scholars and policymakers have suggested that preserving the school environment could reduce the high school dropout rate in recent years as a result of increased awareness of the factors that lead to dropout. This study looked at the reasons why students in Nepal drop out of high school, combined the causes of dropout in general, and developed a framework for reducing the dropout rate. Identifying the institutions most in need of dropout problem control is made easier by this study, which helps decision-makers decide on the best ways to create an early warning system.

2. Review of Literature

The causes behind dropouts vary from person to person, to level, and even from place to place. Each person may have different motivations for dropping out of school. The children might no longer be enrolled in various school levels and classes. The primary cause of Nepal's high secondary school dropout rate is peer pressure. This issue is caused by a number of negative perceptions, including poverty, child labor, and households that prioritize agriculture.
(Momo, Cabus, De Witte, & Groot, 2019).

Learning loss from missing school can have detrimental social and economic effects. The projected costs of dropout rates to society include missed wages, poverty, underemployment, unemployment, and expenses related to preventing and prosecuting criminal activities, totaling billions of dollars. (Liu, Lee, & Gershenson, 2021). Gender inequality has been found in Nepal's educational system, which treats women as a marginalized and oppressed group of people rather than as participants in the process of progress. Policymakers ignored caste and class bias in the system of special education provisions for girls in an effort to depoliticize the gender issue. This resulted in the development of temporary technical fixes rather than tackling enduring gender problems pertaining to women's literacy and girls' education. (Dahal, Topping, & Levy, 2023).

Yu emphasized how the mother's education and her children's education are intertwined. The study found that women with higher levels of education had a noticeable impact on their kids' academic persistence. (Yu, 2023). There has been discussion about menstruation as the reason why girls drop out of school. Bhusal has underlined that teenagers face a physiological and symptomatic obstacle when menstruation begins, which may restrict their activities and interactions with classmates and teachers and lead to school dropout. (Bhusal, 2020). Samuel and Burger affirmed that the education of female students is influenced by a combination of cultural and socioeconomic factors, gender, class distinction, and patriarchal family norms. These patterns are also observed to be shifting, albeit slowly. (Samuel & Burger, 2020).

The inadequate income of young dropouts eventually creates an unbearable financial strain, preventing them from fulfilling their basic necessities. As a result, their future opportunities are severely limited, and many turn to questionable means to meet their daily needs. (Wan, 2022).

Research shows that the dropout rate, academic achievement, and student behavior are all correlated. Academic difficulties, absenteeism, or disciplinary issues are common among dropouts. Baruah and Goswami found that exam failure and a lack of enthusiasm in learning are the main causes of school dropout. (Abid, Ali, & Ali, 2021). Rumberger and Lim portrayed those elements as being related to the individual qualities of kids as well as those of institutions like families, schools, and communities, although some present them as factors relating to family background and school-related aspects. (Rumberger & Lim, 2008). Asif, Hayat, and Khan's study looked at a number of factors, such as academic failure, low attendance, mental health conditions, and financial difficulties, that are associated with high school dropout rates. They investigated the impact of socioeconomic, demographic, and institutional factors on high school dropout risk. The results show that academic success, job, disinterest, and inadequate learning capacity were the main individual factors impacting high school dropout rates. (Asif, Hayat, & Khan, 2021).

Another significant factor linked to student dropout is the behavior of schools and teachers. Some studies suggest that altering the attitude of teachers towards students can contribute to retaining them in school.

Abid, and Ali state that teacher punishments and insufficient study materials may contribute to dropout cases among school-level students. (Abid, Ali, & Ali, 2021). According to Quinn, there is a high probability that students will leave school early because of a number of school-related issues, including inadequate assessments created by the institution, unsupportive staff, curriculum and teaching methods that do not prioritize the needs of the student, school accessibility, a lack of facilities, and a lack of attention paid to students with disabilities. (Quinn, 2013). Teachers, textbooks, and space are examples of the material and financial resources that schools provide. The degree to which school resources affect academic outcomes is a topic of much discussion in the literature on school effectiveness. Physical punishment is one of the main reasons students leave school early. (Shafiq, Munir & Aziz, 2021). Griggs and Fleet claim that a school curriculum that does not represent their culture has a detrimental effect on students' capacity to connect what they learn to their employment and academic objectives. Additionally, this has a detrimental effect on students' decisions to continue their study, which could result in dropout. Due to the limited possibilities provided by the current curriculum, kids may choose to drop out of school. (Griggs & Fleet, 2021). In addition, a number of factors related to the individual, family, school, and community affected the dropout process. It's noteworthy that a number of programs and interventions were implemented to assist families in overcoming adversity and marginalization. However, it was unclear if there were any synergies between these interventions and policies that would affect how soon kids finished primary school. (Hunt, 2008), Yangambi conducted research on dropout rates and student attendance in relation to school infrastructure. The infrastructure of the schools was found to have a major impact on both dropout rates and attendance. (Yangambi, 2023). Sorensen concluded that school administrators have a responsibility to hold themselves accountable for reducing the dropout rate since they play a significant impact in preventing kids from leaving school. School boards, superintendents, curriculum supervisors, school administrators, and teachers must establish a fruitful collaboration in order to collaborate and achieve a successful improvement agenda. School administrators must ensure that prevention intervention activities are tracked with sufficient resources, research-based training, technical assistance, and current student-driven data. (Sorensen 2019).

Factors related to the family include things like drug use in the home, socioeconomic status, composition, and environment. Students from lower-income families are five times more likely to drop out of school than students from higher-income families. This is founded on the observation that low-income families are typically dysfunctional, consisting of either single-parent homes or parents who don't support the value of education. (Weis, Farrar, & Petrie, 1989).Teens from households with poorer incomes and educational attainment typically reported being in worse health, which negatively impacted their likelihood of finishing high school. According to the results, strategies aimed at preventing high school dropouts should take adolescent health into account in addition to addressing the unequal chances caused by socioeconomic disadvantage. (Dirik & Arslan, 2021).

A lack of parental supervision in the classroom, large families, low family money, lack of study time, domestic chores, and teacher discipline are some of the reasons why more pupils will drop out of school. (Abid, Ali, & Ali, 2021). Similarly, there was a correlation between parental educational attainment and the likelihood of a student dropping out, with parents who dropped out of school early having a higher likelihood of producing children who did the same.
(Rumberger & Lim, 2008).

The two most commonly cited factors among the numerous others that have been connected to school dropouts are the status of the economy and parents' ignorance. However, a number of research point to different reasons as being more responsible for school dropout.

Poverty was named by UNICEF as the main cause (UNICEF, 2015).

Rekha Kaul noted that the primary causes of child dropouts in rural Karnataka were poverty and other financial pressures (Kaul, 2001).The financial consequences of dropping out of school are clearly still significant. Youth financial circumstances have suffered greatly as a result of early school departure (Boateng, F, & O.E, 2015). Asif, Hayat, and Khan found that there is a significant correlation between high school dropout rates and parental characteristics, such as financial status, lack of awareness, and education. Additional factors that are noteworthy and have a significant impact on the dropout rate in schools include siblings quitting school, flexibility and the influence of peer groups, additional responsibilities at home, and joint families (Asif, Hayat, & Khan, 2021).

The government can have a significant impact on reducing the number of school dropouts. In order to reduce the risk of student dropout, the federal government has to push states and school districts to support students as they advance through the educational system. Despite advancements and consolidations, the political environment currently exists is still sterile, and the reform process is highly dependent on funding from international donors and development organizations due to a lack of resources, which could postpone the creation of appropriate learning environments in all schools. Without enough time to create the necessary conditions and garner public support, an action bar will be set and an organizational structure will be put in place (GRS, 2001) .Even though Nepal has a long history of creating educational systems, the government still provides monthly government funding for community schools. In Nepal, this type of educational environment is known as

a public school. There is also a school that is managed by locals who are enthusiastic about having a school in their community. People are helping each other to manage even though they do not regularly receive grants from the government, so their faculties may be recognized as true community schools (Education, 2013).

The Mid-Day Meal (MDM) program is a groundbreaking endeavor that prioritizes the well-being of children. School meal programs are widely considered to be one of the best ways to improve academic performance and nutrition for students in developing countries. Children who take part in school lunch programs are less likely to experience severe hunger, which enhances their ability to concentrate and learn in class (Food for Life Nepal, 2015).The main causes of the low participation were the high rate of poverty and the opportunity cost of going to school. Finally, the picture was displayed both overall and broken down by gender and state (Joshi, 2010).

The two most significant factors influencing school dropouts are the family head's occupation and the economy. Additionally, financial pressure to supplement incomes, lack of funds, or the belief that education did not improve job prospects all operate as barriers to obtaining an education (Mondal, Khan, Chakma, & Hossain, 2009). It was discovered that a student's likelihood of dropping out of school was greatly increased by the average socioeconomic status and level of education in the community (Mussida, Sciulli & Signorelli, 2019).. Additionally, Moore & Rosenheck looked into what causes students to leave school before they graduate and discovered that falling behind in their coursework, moving, bullying, and language barriers were the main causes. His findings could assist educators in lowering the dropout rate and fostering more encouraging learning environments for all students (Moore & Rosenheck, 2017). Durlak and Wells assert that community indicators influenced students' decisions to continue or drop out of school. Ethnicity, culture, environment, social class, and support from the community are examples of community factors. The identity and history of a student greatly influence their decision to drop out. One community-related factor that is frequently linked to the dropout rate is poverty (Durlak & Wells, 1998). Balgopalan characterized discrimination against socially disadvantaged groups as exclusionary and disgusting. The children of the upper strata were found to be enrolled in private schools, whereas the impoverished were mainly educated in government institutions. At these government schools, some of the pupils were members of Scheduled Caste and Scheduled Tribe groups, while the teachers were also upper caste members. (Balagopalan, 2003).

To find out the dropout factors toward dropout decision (DD), five independent variables, i.e., Student and health-related factors (SH), School and teacher-related factors (ST), Family and economy-related factors (FF), Government related factors (GF) and Socio-cultural and parental attitude-related factors (SC) have been chosen as independent variables. The following hypotheses were tested;

H_{0a}: School and health-related factors is not positively associated with dropout decision.Top of Form

H_{0b}: School and teacher-related factors is not positively associated with dropout decision.

H_{0c}: Family and economy-related factors is not positively associated with dropout decision.

H_{0d}: Government-related factors is not positively associated with dropout decision.

H_{0e}: Socio-cultural and parental attitude-related factors is not positively associated with dropout decisions.

Similarly, educational level of parents is taken as moderating variable and some other hypotheses were tested to find out the moderating effects on both independent and dependent variables.

The traditional problem of school dropout is one that is frequently discussed by academics, professionals, policymakers, and stakeholders in education. It is seen as a significant barrier to the possibilities of many developments. Many people have researched the problem of school dropout in recent years. Scholars and several prior research on school dropout have demonstrated that the reasons behind school dropout differ from those of school dropout. It is evident, although, that the majority of earlier research did not fully examine it in relation to all predictor factors. In a country like Nepal, several studies have been conducted on school dropout. However most of the studies on dropout has been done only in remote rural areas, this study has attempted to focus the school dropout in urban and semi-urban areas.

3. Methods

A mixed-method approach, encompassing both qualitative and quantitative research methods, was adopted. A total of 423 respondents were taken, including dropout students, principal and parents, were chosen at random and asked to complete a questionnaire survey. Data for the study was gathered through the use of interviews, questionnaires, and observation techniques. Both closed-ended and open-ended questions were used for data collection. The current school principal, teachers, dropout students, and their parents were surveyed in order to gather information. Three types of variables demographic, factors affecting students drop out as an independent variable and drop out decisions as a dependent variable are selected and interpreted the results. Likewise, parents' education level taken as moderating variables. Content validity, criterion and construct validity was considered to evaluate how well the measurement aligns with established theories and concepts. Cronbach's Alpha was used to measure reliability in this study. Descriptive statistics and SEM model tests were used to analyze the data. SEM-PLS employed by the researcher and some alternative hypotheses were tested to find out the relation between two variables.

4. Results and Discussions

To know the different dropout factors and their association with school dropout decision, the study used Partial Least Square Structural Equation Modeling (Smart PLS-SEM) as direct and indirect model. However, this study, however, made use of reflectively defined constructs, and consistency, indicator, discriminant, and convergent validity analyses were used to evaluate the measurement quality. Additionally, the structural model path coefficient and hypotheses were assessed, and a structural model was employed for analysis.

4.1 Measurement Model

The Smart PLS algorithm was utilized to analyze the measurement model, assessing the validity and reliability of the measurement scales. Convergent validity was established by carefully scrutinizing the factor loading values, which were deemed satisfactory if they exceeded the 0.7 threshold (Hair Jr, et al., 2021).

Table No. 1 Statistics of Convergent Validity and Discriminant Validity

Factors	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
DD	0.933	0.945	0.947	0.749
ED	1.000	1.000	1.000	1.000
FF	0.973	1.001	0.978	0.882
GF	0.977	1.026	0.981	0.895
SC	0.885	0.912	0.912	0.636
SH	0.940	0.960	0.951	0.767
ST	0.973	0.987	0.978	0.880

Above table demonstrates strong evidence of both convergent validity and discriminant validity for the factors examined in the study. In terms of convergent validity, all factors exceed the widely accepted threshold of 0.7 for Cronbach's Alpha, indicating high internal consistency. Additionally, the Composite Reliability scores for each factor are well above the recommended threshold of 0.7, further affirming the reliability of the measurement scales. The Average Variance Extracted (AVE) values, which should ideally surpass 0.5 for adequate discriminant validity, also comfortably exceed this threshold for all factors.

Table No. 2 Discriminant Validity using the Fornell-Larcker Criterion

Factors	DD	ED	FF	GF	SC	SH	ST
DD	0.866						
ED	-0.084	1.000					
FF	0.078	-0.003	0.939				
GF	0.098	0.094	-0.151	0.946			
SC	0.141	-0.036	-0.095	0.260	0.797		
SH	-0.235	-0.002	0.062	0.171	-0.090	0.876	
ST	0.131	-0.017	0.196	0.000	0.019	-0.123	0.938

From the table, it appears that all diagonal elements are the square root of the AVE for their respective factors, which is a good sign for discriminant validity. However, in terms of off-diagonal elements, the values do not exceed the threshold of 0.5, suggesting that the factors are sufficiently distinct from one another.

Table No. 3 Discriminant Validity using Heterotrait-Monotrait Ratio (HTMT)

Factors	DD	ED	FF	GF	SC	SH	ST
DD							
ED	0.086						
FF	0.078	0.033					
GF	0.101	0.092	0.155				

SC	0.146	0.069	0.101	0.286			
SH	0.223	0.070	0.069	0.159	0.132		
ST	0.127	0.026	0.206	0.076	0.078	0.136	

Above table displays the Heterotrait-Monotrait Ratio (HTMT) for discriminant validity, which is used to assess the distinction between different constructs. In terms of HTMT values, a common threshold is 0.85, where values below this threshold indicate good discriminant validity.

4.2 Measurement Model

The aim of the measurement model is to conduct a confirmatory factor analysis on both endogenous and exogenous variables concurrently. This model verifies that each construct related to both exogenous and endogenous factors is accurately observed. Additionally, it ensures that the items within constructs are theoretically aligned in terms of factor loading and goodness of fit, as outlined by Hair Jr,et al. (Hair Jr, et al., 2021). The subsequent step in the analysis involves assessing the structural model using Partial Least Squares (PLS) Bootstrapping, aligning with the methodology prescribed by Hair et al. (2021). This phase aims to scrutinize the research hypotheses after ensuring the validation of the measurement model and meeting all criteria for the validity and reliability of the indicators (Hair, et al., 2021).

Direct Relationship:

Table no 4 Structural Model Testing Results with a Direct Relationship

Hypothesis	Relationship	Estimates	T Statistics (|O/STDEV|)	P Values	Decision
$H0_a$	FF -> DD	0.249	1.263	0.207	Supported
$H0_b$	GF -> DD	0.183	0.887	0.376	Supported
$H0_c$	SC -> DD	0.438	2.105	0.036	Not Supported
$H0_d$	SH -> DD	0.251	1.362	0.174	Supported
$H0_e$	ST -> DD	0.789	2.922	0.004	Not Supported

The results of evaluating the structural model with direct relationships for different hypotheses are shown in the above table. A judgment about each hypothesis, estimates, T statistics, P values, and the relationship between the several hypotheses (H0a, H0b, H0c, H0d, and H0e) are provided in each row.

H0a (FF -> DD): The direct relationship between family & economy related factors (FF) and dropout decision (DD) has an estimate of 0.249, a T statistic of 1.263, and a P value of 0.207. This relationship is "Supported" indicating that the data does not provide sufficient evidence to confirm this relationship which is same as previous findings (Carpenter & Ramirez, 2007)and (Weis, Farrar, & Petrie, 1989).

H0b (GF -> DD): The direct relationship between government related factors (GF) and dropout decision (DD) has an estimate of 0.183, a T statistic of 0.887, and a P value of 0.376. Similar to H1a, this relationship is "Supported". This finding is not consistence with previous findings (Pansiri, 2008).

H0c (SC -> DD): In this case, the direct relationship between social cultural & parental attitude (SC) and dropout decision (DD) has an estimate of 0.438, a T statistic of 2.105, and a P value of 0.036. This relationship is "Not Supported" which is similar with the finding of Durlak& Wells (Durlak & Wells, 1998) indicating that there is evidence to suggest a significant direct relationship between SC and DD. Finding is consistence with previous research done by Durlak& Wells (Durlak & Wells, 1998).

H0d (SH -> DD): The direct relationship between students and health related factors (SH) and dropout decision (DD) has an estimate of 0.251, a T statistic of 1.362, and a P value of 0.174. This relationship is "Supported". Current finding is not consistence with Brindis & Philleben (Brindis & Philleben, 1998).

H0e (ST -> DD): The direct relationship between school and teacher related factors (ST) and drop out decision (DD) has an estimate of 0.789, a T statistic of 2.922, and a P value of 0.004. This relationship is "Not Supported" indicating a significant direct relationship between ST and DD which is similar with Steinberg & Almedia (Steinberg & Almedia, 2008).

In summary, the results indicate mixed support for the hypotheses. While some factors showed significant positive associations with dropout decisions (H0c and H0e), others did not demonstrate a significant relationship (H_{0a}, H_{0b}, and H_{0d}). This suggests that certain factors may have a more substantial impact on dropout decisions than others in the context of this study.

Moderation Effects:

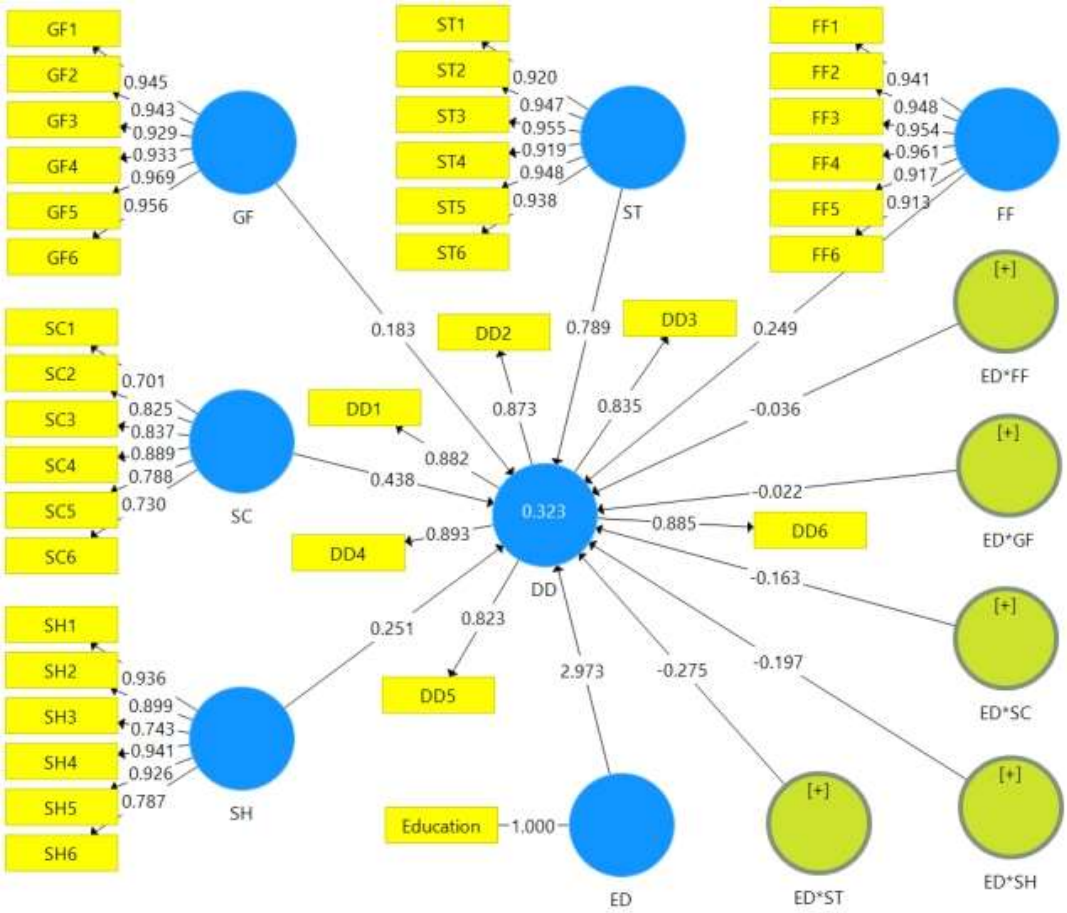

Figure 1: Coefficient of determination and outer loadings in structural model

Table No. 5 Structural Model Testing Results with a Moderation Analysis

Hypothesis	Relationships	Estimates	T Statistics (|O/STDEV|)	P Values	Decision
$H0_f$	ED*FF -> DD	-0.036	0.709	0.478	Supported
$H0_g$	ED*GF -> DD	-0.022	0.308	0.758	Supported
$H0_h$	ED*SC -> DD	-0.163	1.769	0.078	Supported
$H0_i$	ED*SH -> DD	-0.197	2.643	0.008	Not Supported
$H0_j$	ED*ST -> DD	-0.275	2.945	0.003	Not Supported

Above table presents the results of the structural model testing with a moderation analysis, examining the impact of education as a moderator on the relationship between various factors and dropout decisions.

Hypotheses H_{0f}, H_{0g}, and H_{0h} suggested that education would moderate the relationships between different factors; Family and economy-related factors (FF), Government-related factors (GF), and Socio-cultural and parental attitude-related factors (SC)) and dropout decisions, leading to a decrease in dropout rates with higher levels of education. However, the analysis provides sufficient support for these hypotheses. The estimates for the moderating effects were -0.036, -0.022, and -0.163, with corresponding T statistics of 0.709, 0.308, and 1.769, and P values of 0.478, 0.758, and 0.078, respectively. As a result, these hypotheses were supported which is similar with the finding of previous studies done by other scholars (Foley, Gallipoli, & Green, 2014).

In contrast, H_{0i} and H_{0j} proposed that education would moderate the relationships between Student and health-related factors (SH) and School and teacher-related factors (ST) respectively, and dropout decisions. The data did not support these hypotheses. The estimates for the moderating effects were -0.197 and -0.275, with corresponding T statistics of 2.643 and 2.945, and low P values of 0.008 and 0.003, respectively. This indicates a significant moderating effect, where higher levels

of education lead to a decrease in dropout decisions in the presence of these factors. This finding is consistence with the finding of Mukherjee & Das (Mukherjee & Das, 2008).

In conclusion, the results demonstrate that education plays a significant moderating role in the relationships between Student and health-related factors and School and teacher-related factors with dropout decisions. However, education does not demonstrate a significant moderating effect on the relationships between Family and economy-related factors, Government-related factors, and Socio-cultural and parental attitude-related factors with dropout decisions in this study.

Coefficient of determination (R square)

According to the coefficient of determination (R-squared) in this case, the factors in the structural model account for around 32.3% of the variation in dropout choices. This indicates that the moderating effect of education and the factors taken into consideration in the study—student and health-related, school and teacher-related, family and economy-related, government-related, and socio-cultural and parental attitude-related—together account for approximately 33.2% of the variation in dropout decisions. It indicates that the combined influence of these factors and the moderating role of education significantly contribute to understanding and predicting dropout decisions. While other unexamined factors may also play a role, the ones included in the model have a substantial impact on the likelihood of dropout decisions.

Table No. 6. Goodness of Fit of the Model

Parameters	Saturated Model	Estimated Model
SRMR	0.059	0.047
NFI	0.770	0.763

In structural equation modeling (SEM), the Standardized Root Mean Square Residual (SRMR) is a crucial metric that evaluates the difference between the model's observed and projected covariance matrices. A better fit is indicated by a lower SRMR value (<0.08), with values closer to zero denoting a more accurate representation of the data (Asparouhoy & Muthen, 2018). In this analysis, the estimated model boasts an SRMR of 0.047, surpassing the saturated model's SRMR of 0.059. This suggests that the estimated model provides a superior fit in terms of this metric, indicating a stronger alignment between the observed and predicted data.

On the other hand, the Normed Fit Index (NFI) evaluates the extent of improvement in fit that the estimated model demonstrates compared to a null model, which assumes no relationships between variables. NFI values range from 0 to 1, with higher values signifying a better fit. While there isn't a universally agreed-upon threshold for NFI, values exceeding 0.90 are generally viewed as indicative of an acceptable fit (Ding, Velicer, & Harlow, 1995) . In this case, the estimated model yields an NFI of 0.763, slightly lower than the saturated model's 0.770. This implies that the estimated model's fit is only marginally less favorable than the saturated model in terms of NFI.

5. Conclusion

The purpose of this study was to analyze the school dropouts' factors. Dropping school is one of the major issues which still exist in our society. The present study is related to school dropout necessity requisite analyses have made. Eventually, the findings may be difference from one place to another because of the way of life. The current study has taken 423 samples from among drop out students, parents and school principals/teachers. To gather primary data, a questionnaire was created and disseminated. The data were examined using a variety of statistical methods. According to the study, decisions about school dropout are influenced by parents' educational attainment. This association, which is "Supported" between dropout decision (DD) and family and economy-related variables (FF), indicates that there is not enough data to support this relationship. The connection between dropout decision (DD) and government-related factors (GF), This relationship is "Supported" in the same way as familial and economic reasons. In this instance, there appears to be evidence supporting a strong direct association between dropout choice (DD) and social, cultural, and parental attitude (SC). There is a "Supported" association between students' health-related variables (SH) and dropout choice (DD). There is a strong direct correlation between dropout decision (DD) and school and teacher related variables (ST), as seen by the association that is "Not Supported" between the two. The findings from the moderation analysis of the structural model testing, which looked at how education affected the link between different components and dropout decisions. The education would moderate the relationships between different factors; Family and economy-related factors (FF), Government-related factors (GF), and Socio-cultural and parental attitude-related factors (SC)) and dropout decisions, leading to a decrease in dropout rates with higher levels of education. The relationships between student and health-related factors (SH) and school and teacher-related factors (ST), on the other hand, would be moderated by education, and dropout decisions show a significant moderating effect in which higher levels of education reduce dropout decisions when these factors are present.

Declaration of Conflicting Interests

Regarding the research, authorship, and/or publication of this article, the authors have declared that they have no potential

conflicts of interest.

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