



Cultures Issues and Increasing High School Dropouts Demographic characteristics, Cultural & Language, in Machala

Problemas culturales y aumento de la deserción escolar secundaria características demográficas, culturales y lingüísticas, en Machala

Problemas culturais e aumento do abandono do ensino médio características demográficas, culturais e linguísticas em Machala

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Ciencias de la educación

Artículo de revisión

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Resumen

Esta investigación muestra que cuesta más educar a algunos estudiantes, incluidos los que viven en la pobreza, los estudiantes del idioma inglés y los estudiantes con discapacidades. Reconociendo esta necesidad, algunos distritos han adoptado un modelo de financiación centrado en el alumno, que ajusta la cantidad de financiación en función de la demografía de los alumnos y las escuelas individuales, y alinea más estrechamente la financiación a sus necesidades únicas. La financiación flexible permite a las escuelas con poblaciones más desafiantes obtener acceso a más recursos para que puedan tomar los pasos necesarios, como reducir el tamaño de la clase, contratar maestros más experimentados y efectivos, e implementar otros programas y servicios para apoyar a los estudiantes con mayores necesidades. Aunque prácticamente cualquier estudiante podría beneficiarse de mayores oportunidades de aprendizaje y asociaciones entre la escuela, la familia y la comunidad, aquellos estudiantes en situaciones de alto riesgo o con dificultades en la escuela tenderán a beneficiarse más de las oportunidades de aprendizaje ampliadas de calidad, especialmente aquellos programas que implementan estrategias intencionales orientadas a ayudando a los estudiantes a graduarse de la escuela secundaria.

Palabras claves: Educación; necesidades mayores; enseñanza; aprendizaje.

Abstract

This research shows that it costs more to educate some students, including students living in poverty, English-language learners, and students with disabilities. Recognizing this need, some districts have adopted a student-centered funding model, which adjusts the funding amount based on the demographics of individual students and schools, and more closely aligns funding to their unique needs. Flexible funding enables schools with more challenging populations to gain access to more resources so they can take needed steps such as reducing class size, hiring more experienced and effective teachers, and implementing other programs and services to support students with greater needs. Although virtually any student could benefit from expanded learning opportunities and school-family-community partnerships, those students in high-risk situations or struggling in school will tend to benefit the most from quality expanded learning opportunities, especially those programs that implement intentional strategies geared to helping students graduate from high school.

Keywords: Education; greater needs; teaching; learning.

Resumo

Esta pesquisa mostra que custa mais para educar alguns estudantes, incluindo aqueles que vivem na pobreza, estudantes de inglês e estudantes com deficiência. Reconhecendo essa necessidade, alguns distritos adotaram um modelo de financiamento centrado no aluno, que ajusta o valor do financiamento com base na demografia de alunos e escolas individuais e alinha mais estreitamente o financiamento às suas necessidades exclusivas. O financiamento flexível permite que as escolas com populações mais desafiadoras obtenham acesso a mais recursos para que possam tomar as medidas necessárias, como reduzir o tamanho da turma, contratar professores mais experientes e eficazes e implementar outros programas e serviços para apoiar os alunos com maiores necessidades. Embora praticamente qualquer aluno possa se beneficiar do aumento das oportunidades de aprendizado e das parcerias entre a escola, a família e a comunidade, os alunos em situações de alto risco ou com dificuldades na escola tenderão a se beneficiar mais das oportunidades de aprendizado de qualidade expandida, especialmente os programas que implementam estratégias intencionais voltadas para ajudar os alunos a se formarem no ensino médio.

Palavras-chave: Educação; maiores necessidades; ensino; aprendizagem.

Introducción

The city of Machala is the capital of the province of El Oro, located south of Ecuador and is one of the most important poles of development. Known as The World's largest banana producing country, because from there through Port Bolivar this precious fruit is exported all over the world. It has an exceptional landscape for the enjoyment of the thousands of visitors who see in Machala a tourist spot for its beautiful parks, streets and warmth of the people.

Information about Machala City

Machala borders on the north with the El Guabo Canton, south of the canton Santa Rosa, east with Pasaje and Santa Rosa towns, west to the canton Santa Rosa and Jambelí channel. It has a land area of 349.9 square kilometers and is located 6 meters above sea level. Its rich region generates a large trade based on agricultural production, focusing on the cultivation of bananas, coffee and cocoa.

The city of Machala, has the largest monetary movement south west of Ecuador, this activity has allowed private banking rapid growth based on the export of bananas which represents the largest share of international trade in commodities of Ecuador. In the evenings, it becomes still, calm repose of a long day, Machala, Love and Hope.

In the city of Machala The World Banana Fair is performed. Here participating producing countries and buyers of fruit as Peru, Costa Rica, Colombia, Venezuela, Mexico, Paraguay, Uruguay, Bolivia, Argentina, Guatemala, Panama, Republic, Dominican Republic, El Salvado, Honduras and Ecuador. The city has recently become the center for the crystallization of significant businesses and opening of large companies. Machala, through urban regeneration has begun, enjoys new leisure and recreation sites, worth visiting.

Machala offers visitors several tourist attractions where we can mention the Jambelí Island with its sunny beaches surrounded by mangrove; Love Island, a populated ecological island of seabirds flock to the place to nest (pelicans, frigate birds, egrets, gray herons); Santa Clara Island, a haven for seabirds (blue-footed boobies, frigates, pelicans) where you can also enjoy the wonderful spectacle of passing whales and dolphins in the months of June to October.

Tourists visiting Machala have the opportunity to choose from a wide range typical local dishes like fried fish, Sango green, shrimp traps, roasted shells, green boulders, fried plantains, ceviche of shrimp and internationally recognized for its taste and freshness, they are brought from the sea to the table directly.

Machala is ideal for business, travelers and tourist destination, as well as regular tourists. It has a large hotel infrastructure with excellent facilities, mainly concentrated in the tourism sector.

Statement of the problem

Attrition refers to the dropout by the child and it is one of the problems that faced the General Basic Education, for the fact that children interrupt their education, it is worrying as it affects their lives in the present and future. Thus, the dropout rate is influenced by several factors including family, economic, migration, and health, emotional and educational that increase the risk to student dropouts.

High school students nowadays face more issues that affect self-esteem, self-image, and how others perceive you. Some students engage in activities they started doing outside of school grounds that lead them to drop out such as drugs, gangs, sexual activity, and even personal

problems at home. Then, you have a few select students that may have talent in which they can earn good money and work on getting their GED later. These are students that may be working toward a dream of being an entertainer of some sort.

There are students who drop out because they feel it is in their best interest. They may have a child to care for or a pregnancy they do not want others to know about. They may have taken on another lifestyle, they feel they do not have time for high school. In many cases, students are feeling somewhat discouraged to stay in school because they feel it is not necessary. Others feel they are content being able to earn a few bucks an hour working at a local store or business. There are students who have a hard time trying to visualize the bigger picture about why it is important to stay in high school.

While students are encouraged to stay in school, dropping out is not the end of the world. There are successful people that have gone back to school to earn their diploma. There are online classes available that make it easier for students to earn their diploma. Others feel students are still gambling their future when they do not take the time to get their education. A large number of students are too consumed with making money, getting material things, and trying to be like a celebrity. They may feel high school is not a big deal or it will not help them get to where they want to be.

Dropping out of school is an issue faced by many teens today. I feel that there are many reasons why students want to and do dropout of school. Due to my research students use dropping out of school as a way to escape from their problems.

One of the greatest problems students have in countries such as Ecuador is dropping out of school. We feel that the most average reason for students turning to dropping out is because of them being effected by their family problems. One way they could become effected is by their family, is having abusive parents. Students might feel if they stop going to school it could be the only way to get back at parents that act in such manner. Another reason for students dropping out of schools is because of their family income. Everyone knows that young people these days have the thought that they need flashy and expensive clothing to go to school. Students could also have the thought because of misguidance. They could have a family that has been raised on relying on something other than school for a key into happiness. Also could have family members around them that makes it look as if they are doing well without going to school but really isn't and is not letting it show. Changes of the family environment might also effect the student progression, if a

parent dies, another child is born, the student has a child, and the circumstances change significantly. The same goes for accidents, chronic illness and other health issues. If a student does not feel well, it is most likely that the student performance decreases.

For some students, dropping out is the culmination of years of academic hurdles, missteps, and wrong turns. For others, the decision to drop out is a response to conflicting life pressures, the need to help support their family financially or the demands of caring for siblings or their own child. Dropping out is sometimes about students being bored and seeing no connection between academic life and "real" life. It's about young people feeling disconnected from their peers and from teachers and other adults at school. And it's about schools and communities having too few resources to meet the complex emotional and academic needs of their most vulnerable youth.

Although the reasons for dropping out vary, the consequences of the decision are remarkably similar. Over a lifetime, dropouts typically earn less, suffer from poorer health as adults, and are more likely to wind up in jail than their diploma-earning peers. Mounting research on the causes and consequences of dropping out, coupled with more accurate reporting on the extent of the crisis, has led to increased public focus on what's been called the silent epidemic. And with that focus comes the possibility of more action at the local, state, and national levels to implement a mix of reforms that will support all students through high school graduation. Such reforms include early identification of and support for struggling students, more relevant and engaging courses, and structural and scheduling changes to the typical school day.

A successful student in the 21st century is expected to graduate from high school; be prepared for the workforce, additional postsecondary education, or military service; and be able to participate in society as a productive, engaged citizen—one who votes, pays taxes, and serves on juries when called. Yet nearly 25% of America's youth do not complete high school on time, and in low-income communities, the rate of dropping out is much higher than the national average (Stillwell, 2010). These young people consequently lack many of the basic skills needed for future success.

The anecdotal reasons provided by students for dropping out of school, both before and after they actually leave school, are well documented and have been consistent for more than a decade. Most of the reasons focus on students' dissatisfaction with school policies and practices. In addition, students in high-risk circumstances (such as poverty) demonstrate a high disengagement with school, sometimes starting very early in elementary school or even before enrolling in school. Generally, these are the most common reasons provided by students:

I didn't like school. I didn't like the teachers. I didn't see the value in the schoolwork I was asked to do. I had family issues

Even the most optimistic assessments of national dropout rates suggest that far too many students are leaving school early. Economic, societal, and equity considerations all point to the need for interventions that could cause some of the roughly one million students who leave school each year to make a different decision. The importance of reducing the number of school dropouts is also reflected in NCLB, which requires states to incorporate graduation rates in their accountability systems for schools and school districts.

A first step in thinking systematically about how to affect dropout decisions is to have a good understanding of the characteristics and lives of students most at risk of leaving school early. That is, who are the students who tend to drop out, and what causes them to leave school? Although researchers know quite a bit about the characteristics of students who leave school, we know much less about the causal factors that lead to the school-leaving decision.

There are many factors that put a student at risk to dropping out of school. Many times not all risk factors apply to all students. However, research has consistently indicated the following risk factors as variables that lead to a student dropping out of school:

- Lack of parent engagement
- Poor academic performance
- Work/Family economic needs
- Lack of a supportive adult
- Disconnect between school academics and work
- Not enough individualized attention
- Low student engagement

Based on our research, there appeared to be three main reasons students drop out of high school in Stanislaus County:

Parent Engagement

Research stated educational support (both financial and emotional) from parents is key to a child being successful and staying in school. If parents do not hold high aspirations for their child's educational attainment, their child will not see the purpose of staying in or doing well in school. If parents are engaged early in the child's educational career the child is more likely to be successful in school. The parent's interest and investment in their child's education shows the child that education is important. This consequently increases the child's likelihood of having good academic performance.

Academic performance

Is another key factor that was consistently cited as a factor that influences a student staying in school and graduating. Several research articles cited that the road to academic success starts early in the education system. Both school readiness and 3rd grade reading proficiency have been cited as indicators of future academic success. After the 3rd grade children are no longer learning to read, but are now reading to learn. Helping struggling students in the 3rd grade to read at or above reading proficiency will help be more prepared for success in the future.

Research has also indicated that success in middle school is a key indicator of whether a student will drop out of high school. In middle school, a student is bombarded with many social changes that affect success in school. The transition from elementary school, where children are primarily in one class with the same classmates and teacher, to middle school, where students are rotating classes, teachers and classmates, is a difficult transition for some students. The relationship with their teachers isn't as strong, due to the fact that they have multiple subjects. This makes it difficult for students to get the attention they need. Research has indicated that success in middle school is a strong indicator for success in high school.

Family economic needs

Also arose in research as a contributing factor to school dropout. For example, Russell Rumberger and Sun Ah Lim authors of the study *Why Students Drop out of School: A Review of 25 Years of Research* (2008), found that students from a lower socioeconomic status were more likely to drop out of school than a student from a higher socioeconomic status. Russell Rumberger and Sun Ah Lim's study also found that students who work more than 20 hours a week are more at risk to drop out.

Lack of a supportive adult

If there is not an adult to support you, it will be much harder for you to complete the high school education, and we are not only talking about money but also about moral support that could take another way for example early pregnancy, drugs, prostitution and low sociocultural status.

Disconnect between school academics and work

If a teenager quits studying, they won't succeed in their professional career and therefore they won't get a better lifestyle. Sadly, however, there is a big disconnect between the perception of higher education and the perception of employers when it comes to the employability of new college graduates. Colleges and universities think they're already doing a good job of preparing students for the job search. Less than a third of employers concur.

Not enough individualized attention

Unfortunately, schools are unable to give this needed individual attention to each student. That is why parents need to take an active role in their children's education at home. Only a parent is truly dedicated and loving enough to ensure that their children receive the best education.

Low student engagement

Students are not encouraged to study and prefer leaving their studies and get a job, because they think education is not important.

Impacts of dropping out. Individual and societal consequences

Today, without a high school diploma, an individual's chances of carving out a good future both socially and economically are slim. Young people with too little education, lack of experience and job skills are highly likely to become socially dependent or marginal. Below-par school attendance also has other negative consequences:

Generally poorer state of health;

Higher mortality rate;

Increased social dependence;

Some inability to cope with technological change.

Dropping out often leads to exclusion. This can take different forms: homelessness, drug addiction, prostitution, psychosocial problems, delinquency and crime. Exclusion engendered by dropping out of school may lead to social dropping out and result in young people not exercising to the fullest their rights or role as a citizen. It can also be an obstacle to integration into the workforce. The consequences of dropping out are felt as much socially as on the individual level. This makes it not only a personal problem for many young people, but also an issue with repercussions for society as a whole.

Consequences for the individual

The human consequences that can affect the young person in his/her individuality include:

Gaps in knowledge and know-how;

Lack of, or decreased, self-confidence or self-esteem;

Inability to understand oneself and others;

Diminished motivation and involvement;

No confidence in the future;

Bitterness toward others;

Feeling of exclusion;

Academic failure passed down through generations, and its economic consequences.

Dropping out also has enormous consequences for society as a whole:

Lost earnings;

Lost tax revenues;

Delinquency and increased costs of crime prevention and punishment;

Increased unemployment and social security benefits, and related costs;

Increased health care costs;

Difficulty in recruiting skilled workers and filling specific job vacancies, such as those in the knowledge economy.

Our economy is now knowledge-based and facing growing international competition in the creation of new technologies and the adoption of new human resource management practices. Those individuals who lack the minimum qualifications will be cut off from an increasingly

demanding labor market. Globalization also means that jobs requiring little schooling are bound to move to countries where wages are lower. It therefore behooves us to raise the general level of qualifications of the population to ensure a good quality of life and maintain our current rate of economic growth.

Consequences for the labor market

Young people lacking a diploma, even if they do find employment, run the risk in the medium and long term of:

Not being able to keep up with the needs of companies that must maintain a competitive edge and therefore require a specialized, competent, continually learning workforce; having poor employability prospects; getting bogged down by social exclusion and even delinquency.

The school dropout phenomenon can mean

Precarious employment for some, in underpaid jobs with unstable income; passing back and forth between periods of work and unemployment; being regarded by employers as a cheap source of labor, and being taken advantage of; earnings are directly connected to the level of education; the general economy suffers when fewer people have spending power.

Possible solutions

There are many causes for the dropouts in school but instead of thinking in the bad way, there are solutions that could have a great impact on the un-motivated people in school. That is why that, in order to decrease the dropout rate, the use of solutions for dropout prevention should be put into practice by the government.

First of all, we have to motivate the students. A lot of them quit school because they find school boring and not enjoyable, therefore, the school system should be improve in a way that it could be more enjoyable for the students. That is why student should be more supported by the teachers so that they would have a good relationship with the teachers who motivate them. They should also keep the subjects interesting to keep the students happy and ready for graduation.

Second of all, the family plays a big impact on the motivation of the student because if there are family problems in their family, it will most probably make the student have less good grades and

on a long time period, the student have no motivation. The support of the family for the student at school is more than very important for success.

Third of all, the extra-curriculum activities at school could also be a great solution because the students can be more motivated to go to school and have good grades because they have those activities that they like. For us to end the dropout crisis in our country, we can start by ere are ten strategies that can help reduce the dropout rate in your school or community. We begin with steps to connect students and parents to school and then address structural, programmatic, and funding changes:

Engage and partner with parents

It's an all-too-familiar story: Parent involvement declines as students get older and become more independent. But although the role of parents changes in secondary school, their ongoing engagement -- from regular communication with school staff to familiarity with their child's schedule, courses, and progress toward graduation -- remains central to students' success.

Cultivate relationships

A concerned teacher or trusted adult can make the difference between a student staying in school or dropping out. That's why secondary schools around the country are implementing advisories -- small groups of students that come together with a faculty member to create an in-school family of sorts. These advisories, which meet during the school day, provide a structured way of enabling those supporting relationships to grow and thrive. The most effective advisories meet regularly, stay together for several years, and involve staff development that helps teachers support the academic, social, and emotional needs of their students.

Pay attention to warning signs

Key indicators among eighth graders were a failing final grade in English or math and being absent for more than 20 percent of school days. Among ninth graders, poor attendance (defined as attending classes less than 70% of the time), earning fewer than two credits during 9th grade, and/or not being promoted to 10th grade on time were all factors that put students at significantly higher risk of not graduating, and were key predictors of dropping out. Armed with this information, staff members at the school district, city, and partner organizations have been

developing strategies and practices that give both dropouts and at-risk students a web of increased support and services, including providing dropout-prevention specialists in several high schools, establishing accelerated-learning programs for older students who are behind on credits, and implementing reading programs for older students whose skills are well below grade level.

Make learning relevant

Boredom and disengagement are two key reasons students stop attending class and wind up dropping out of school. In "The Silent Epidemic," 47 percent of dropouts said a major reason for leaving school was that their classes were not interesting. Instruction that takes students into the broader community provides opportunities for all students -- especially experiential learners -- to connect to academics in a deeper, more powerful way.

For example, at Big Picture Learning schools throughout the country, internships in local businesses and nonprofit organizations are integrated into the regular school week. Students work with teacher advisers to find out more about what interests them and to research and locate internships; then on-the-job mentors work with students and school faculty to design programs that build connections between work life and academics. Nationwide, Big Picture schools have an on-time graduation rate of 90 percent.

Raise the academic bar

Increased rigor doesn't have to mean increased dropout rates. Higher expectations and more challenging curriculum, coupled with the support students need to be successful, have proven to be an effective strategy not only for increasing graduation rates, but also for preparing students to graduate from high school with options.

Think small

For too many students, large comprehensive high schools are a place to get lost rather than to thrive. That's why districts throughout the country are working to personalize learning by creating

small schools or reorganizing large schools into small learning communities, as part of their strategy for reducing the dropout rate.

Rethink schedules

For some students, the demands of a job or family responsibilities make it impossible to attend school during the traditional bell schedule. Forward-thinking districts recognize the need to come up with alternatives.

Develop a community plan

Author Robert Balfanz describes three key elements of a community-driven plan: First is knowledge -- understanding the scope of the problem as well as current programs, practices, and resources targeted at addressing it. Second is strategy -- development of what Balfanz describes as a "dropout prevention, intervention, and recovery plan" that focuses community resources. Last is ongoing assessment -- regular evaluation and improvement of practices to ensure that community initiatives are having the desired effect.

Adopt a student-centered funding model

Research shows that it costs more to educate some students, including students living in poverty, English-language learners, and students with disabilities. Recognizing this need, some districts have adopted a student-centered funding model, which adjusts the funding amount based on the demographics of individual students and schools, and more closely aligns funding to their unique needs. Flexible funding enables schools with more challenging populations to gain access to more resources so they can take needed steps such as reducing class size, hiring more experienced and effective teachers, and implementing other programs and services to support students with greater needs.

Conclusion

Maximizing the Combined Power of Expanded Learning Opportunities and Dropout Prevention Programs

The lessons learned from both successful 21st Century Community Learning Centers programs, as well as other quality afterschool and summer learning programs, and successful dropout prevention programs should serve as the standard for all new or revised programs designed to increase high school graduation rates. Programs should provide students with these opportunities and supports:

Engage actively in the strategies found in both types of program environments.

Acquire extra critical thinking skills as well as basic skills.

Develop positive attitudes.

Keep on track to progress successfully through each step of the education pipeline (for example, maintain passing grades, develop regular attendance habits, stay out of trouble, bring up very low test scores).

Programs should also use these strategies

Engage community organizations and schools as collaborators in time beyond the typical school day (e.g., afterschool, weekends, summers) to help more students succeed.

Involve families outside the traditional school day, both in their own learning and supporting their child (ren)'s success.

Although virtually any student could benefit from expanded learning opportunities and school-family-community partnerships, those students in high-risk situations or struggling in school will tend to benefit the most from quality expanded learning opportunities, especially those programs that implement intentional strategies geared to helping students graduate from high school. Now is the time to tap the potential of quality afterschool and summer learning programs—especially those embracing the vision of the 21st Century Community Learning Centers initiative—in support of a nationwide commitment to increasing America's high school graduation rate.

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