



Analysis of Factors Influencing Dropout Rates Among Students in Physical Education Schools in Kurdistan Province

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Abstract

This research aimed to investigate the factors contributing to dropout rates among students in physical education high schools in Kurdistan province. The study employed a qualitative approach, specifically utilizing the systematic data-based strategy developed by Strauss and Corbin. Sixteen male students were purposefully selected based on theoretical saturation. Data collection methods included semi-structured interviews, online media analysis, and document reviews. Following the extraction of perspectives from the qualitative interview texts, the content of these texts, along with online media and documents, was analyzed using a three-stage coding process: open, axial, and selective coding. Initially, 332 open codes were identified, which were subsequently refined to 234 primary codes and 20 axial codes by eliminating redundancies. To ensure the reliability and validity of the data, several strategies were implemented, including rigorous research stages, author characteristics, resource enrichment, data triangulation, and participant validation. The findings revealed that causal factors for dropout included internal demotivation, family financial difficulties, and peer pressure. Background factors consisted of an inappropriate family atmosphere, parental illiteracy, and discrepancies in societal literacy. Intervention factors contributing to dropout included parental coercion regarding education and inadequate school facilities and infrastructure. Proposed strategies to reduce dropout rates encompass support from school staff, attention to students facing challenges, and fostering teacher empathy. Ultimately, the consequences of student dropout include diminished social competencies and negative attitudes toward education.

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Introduction

In today's world, literacy levels serve as a key indicator distinguishing developed societies from underdeveloped ones. Central to this distinction is the equitable distribution of educational resources and opportunities across different social classes, which is essential for achieving educational equality (Ada & Anyaogu, 2022). People now have heightened expectations of educational systems, demanding that they address educational challenges and guide society toward improvement and development. However, we must ask: Does the educational system possess the capacity to reduce educational inequality, instill hope for continued education, and elevate the social status of all community members? (Adam, Adom & Bediako, 2016). The core philosophy of educational systems is knowledge acquisition, typically spanning about 12 years of a student's life. Yet, one pressing issue threatening education today is student dropout, which is a significant concern not only nationally but also within the European Union and globally (Adhikari, 2021).

One of the most pressing challenges facing educational systems today is student dropout. Each year, a significant number of potential human and economic resources are lost due to students leaving school, resulting in profound consequences for individuals, families, and society as a whole (Afia, 2023). This phenomenon is widely recognized as both an educational and social issue that affects all societies (Weber, 2018). The reality of student dropout indicates that society is grappling with a crisis in human capital, which can have alarming implications, particularly for countries like Iran (Agar, 2022). Globally, reaching the age of 18 is typically considered the threshold for defining a dropout. Researchers have proposed various definitions of this phenomenon. Alexopoulou, Batsou, and Drigas (2023) describe dropout as the early departure of students, leading to empty classrooms due to many children remaining out of school. Lu (2017) defines a dropout as "a person who has failed in general school adaptation," highlighting that this is not necessarily linked to specific learning disabilities but rather broader educational challenges. Pearson and Shahidol (2023) refer to early school leaving as a "false early" event, prematurely thrusting teenagers into adult responsibilities. Dropouts can be categorized in several ways:

Expelled Students: Those dissatisfied with their school environment, often displaying disruptive behavior.

Unaffiliated Students: Individuals who lack strong connections to their school or peers, resulting in minimal interaction.

Failed Students: Those unable to meet academic requirements, often including late learners or exceptional students.

Gifted Students: Talented individuals who disregard academic demands and the pursuit of diplomas.

Students Taking Academic Breaks: Those who leave school for work or other responsibilities but may return later (Andiema & Manasi, 2022).

Meiri (2022) suggests that dropout factors reflect complex societal issues, making it difficult to address the problem effectively. For instance, Finn's self-esteem failure model illustrates how poor academic performance can diminish students' self-worth, ultimately contributing to dropout rates (Angrosino, 2024). Students who drop out face higher unemployment rates, lower lifetime earnings, increased likelihood of criminal activity, and greater health issues compared to those who complete high school or pursue further education (Ansari et al., 2024). Dora Bianchi et al. (2022) note that students living in absolute poverty have a higher tendency to drop out, while peer acceptance significantly impacts dropout intentions and self-esteem, particularly among immigrant students. Over time, the interplay between dropping out and self-esteem tends to exacerbate.

Student dropout has emerged as one of the most pressing challenges in education today, particularly in developing countries. Researchers and policymakers increasingly recognize dropout as a critical issue that threatens educational progress (Aziz & Mishra, 2023). This complex phenomenon is a global concern, affecting education systems worldwide and resulting in significant losses of material, human, and spiritual resources each year. Research indicates that approximately 16.9% of male students and 12.7% of female students in European countries experience dropout (Archambault et al., 2024). In Iran, rising dropout rates have become a major concern, impacting the educational landscape and hindering scientific advancement. According to national statistics, over one-third of students leave school annually (Asadzadeh et al., 2017). Additionally, the vice president of the country's literacy movement reported that there are approximately 8.7 million illiterate individuals in Iran, including 1.44 million children aged 6 to 17 who were not enrolled in any school during the 2018-2019 academic year (Bacote, 2018). The dropout issue is particularly critical in physical education schools in Kurdistan Province, where there has been insufficient research and minimal support for students who leave. Investigating the factors contributing to dropout among these students is essential for understanding the underlying causes and for developing targeted strategies to mitigate this issue. This research aims to conduct a qualitative, multidimensional analysis of the dropout phenomenon in physical education schools in Kurdistan Province. By deeply evaluating the root causes and cultural factors associated with dropout, the study seeks to propose effective

solutions for prevention and reduction. Ultimately, it aims to address the question: under what conditions does the dropout phenomenon occur among students in physical education schools in Kurdistan Province?

The phenomenon of student dropout signifies that society is grappling with a crisis in human capital, which can have far-reaching social consequences. This situation is particularly alarming for countries like Iran (Khenifar, 2022). The dropout of students, including those in conservatories, contributes to the widening gap between "advanced" countries and their peripheral counterparts, making the latter increasingly vulnerable. As a result, planners, intellectuals, politicians, and decision-makers worldwide are actively seeking solutions to address the issue of student dropout, particularly among disadvantaged groups. Dropping out is not merely a matter of leaving school; it represents a larger societal problem that threatens the fabric of educational systems. Each year, significant financial and human resources are lost due to this complex issue (Baghrifar et al., 2022).

The significance of this research lies in the recognition that student academic progress is a crucial indicator of the educational system's effectiveness within any society. A high dropout rate reflects the shortcomings of the educational system, prompting many societies to downplay these statistics. We live in a digital era characterized by rapid change and transformation, which necessitates equipping the current generation with technological skills (Kennedy et al., 2018). A strong educational system is essential for societal advancement, as it serves as the foundation for unlocking human potential and creativity. The dropout phenomenon represents a widespread crisis for educational systems, imposing substantial economic and social costs on society each year. This issue inflicts severe and lasting damage to the community (Bandura, 2018). The phenomenon of student dropout not only signals a regression in educational standards but also has detrimental effects on family dynamics and social life (Barth, J. R., Cebula & Shen, 2023).

School sports gained prominence in England and the United States, particularly in private and boarding institutions. The primary objective was to cultivate virtuous, disciplined, and team-oriented young men. Additionally, sports were viewed as a means to promote physical health, instill discipline, encourage healthy competition, and foster character development. Popular sports in schools included cricket, American football, baseball, track and field, and rowing. Over time, sports also became integrated into public school curricula, rapidly evolving into a vital component of the student experience. This growth was accompanied by an increase in competitions, championships, and media coverage of school sports (Balkis, 2022).

Gradually, sports opportunities for girls

expanded, although they were initially more limited. School sports became a crucial factor in fostering school identity, uniting students, and strengthening social relationships. However, the pressure to win sometimes resulted in elite athletes being prioritized over their peers. This focus raised concerns about sports injuries, substance abuse, and the psychological effects of intense competition. Access to sports opportunities has not always been equitable, particularly for students from diverse socioeconomic backgrounds. Additionally, an excessive focus on sports can negatively impact academic performance. Despite these challenges, sports remain an essential part of the school curriculum, offering numerous benefits to students. Schools provide a wide range of sports and physical activities to enrich the student experience (Baghrifar et al., 2022).

Emphasis on Health: There is a growing focus on promoting the physical and mental well-being of students, reducing injuries, and creating a safe and supportive environment in sports.

Integration with Education: Efforts are underway to align sports with educational objectives and to cultivate essential life skills among students.

In our country's education system, student dropout remains a significant issue that has garnered the attention of administrators. Each year, this problem results in the misallocation of resources that could otherwise enhance the quality and expansion of education. As scientific advancement accelerates, researchers are inundated with vast amounts of information. To navigate this information overload effectively, it is crucial to extract available resources in a structured manner (Khenifar, 2022).

This approach helps minimize biases and reduce errors (Nahtani & Marzieh, 2022). Research into the dropout phenomenon among students of physical education schools in Kurdistan Province is essential. Such research will deepen our understanding of the factors contributing to dropout rates and facilitate the identification of targeted strategies to reduce or prevent these occurrences. These strategies should be incorporated into the country's macro policies and programs in a specialized and practical manner to effectively address the underlying issues. By considering the unique economic, social, and cultural conditions of each province or region, these programs can provide valuable feedback to the government, ultimately encouraging students to return and fostering hope for continued education. Therefore, it is crucial to identify the factors leading to student dropout in Kurdistan Province and to develop effective strategies for prevention and intervention. This dual approach should focus not only on preventing dropouts but also on facilitating the reintegration of students into the educational system.

Research Methodology

The present research employs a qualitative approach, specifically utilizing the systematic data-based strategy developed by Strauss and Corbin, which is widely recognized in grounded theory. This method is often referred to as the paradigmatic approach due to its structured framework and is commonly used in qualitative studies. The participants included all male students who dropped out of physical education schools in Kurdistan Province between 1398 and 1401. The primary selection criterion was the experience of dropping out, followed by a purposeful selection of individuals willing to participate in the study. Data were collected through semi-structured in-depth interviews, lasting between 35 and 45 minutes. According to records from the physical education schools in the province up to 1402, a total of 56 students had dropped out. Using purposive sampling based on specific criteria, 16 students were selected for the study from 1398 to 1402 until data saturation was reached. Interviews were conducted in person with 9 participants and by telephone with 7 participants, continuing until theoretical saturation was achieved. Theoretical saturation occurs when the researcher determines that further interviews or observations no longer yield new information and merely repeat previous insights. Interviews began with open-ended questions, such as "Why and how did you drop out of school?" followed by

exploratory prompts like "Please elaborate on this issue," encouraging participants to provide more in-depth responses. Field notes were transcribed verbatim after each interview. Data were recorded through various media, including educational videos, websites, and recordings related to student academic failure. After transcription, the field notes were digitally organized and stored securely, allowing for the creation of additional questions for further clarification from the interviewees, which were then coded appropriately. Guidance for data collection was provided by the Provincial Directorate of Education and the principals of provincial physical education schools. Data analysis utilized Strauss and Corbin's three-stage coding process. During analysis, the data were meticulously reviewed and categorized based on observed characteristics, leading to the identification of key themes for the research. The interviews were revisited multiple times to ensure thorough analysis. Validation of the qualitative case study adhered to criteria such as verifiability, transferability, credibility, and reliability. Internal validity was enhanced through diverse data sources, participant validation, expert review by non-participants, and triangulation of data collection methods. To ensure reliability, the research process was reviewed by the supervisor, who approved the findings. MAXQDA software was utilized for data analysis and output.

Table 1. Demographic information of interviewees

City	Interview method	Job	Ratio	Interview duration	Age	Participant
Bijar	By phone	Engine building	Dropping out of school	20	19	1
Saqqez	In person	Apprentice mechanic	Dropping out of school	34	14	2
Sanandaj	In person	Freelance job	Dropping out of school	33	14	3
Marivan	By phone	Tailor	Dropping out of school	17	15	4
Saqqez	In person	Unemployed	Dropping out of school	30	14	5
Qorveh	By phone	Apprentice mechanic	Dropping out of school	35	16	6
Saqqez	By phone	Freelance job	Dropping out of school	36	16	7
Sanandaj	By phone	Freelance job	Dropping out of school	18	14	8
Marivan	By phone	Farmer	Dropping out of school	17	15	9
Saqqez	In person	Driver	Dropping out of school	31	15	10
Bijar	By phone	Baker	Dropping out of school	15	12	11
Sanandaj	In person	Freelance job	Dropping out of school	34	13	12
Bijar	By phone	Hairdresser	Dropping out of school	20	18	13
Saqqez	In person	Unemployed	Dropping out of school	36	16	14
Marivan	In person	Oil change	Dropping out of school	36	15	15
Qorveh	By phone	Oil change	Dropping out of school	18	12	16

Findings

The purpose of this qualitative study was to analyze the factors contributing to student dropout rates in physical education schools in Kurdistan Province from 1398 to 1402. This section examines the data and highlights the general themes that emerged through its interpretation, providing deeper insights into the research questions. The research questions guided the thematic development, which was then organized into broader themes identified during the

data analysis process. In this chapter, the findings are discussed in relation to the research questions. Additionally, this chapter expands on the topic by presenting a frequency table of the identified codes (open, central, and selective) related to causal, contextual, and intervening factors, as well as strategies and consequences.

Causal Factors: Causal conditions are the elements that influence the central phenomenon, contributing to its emergence and development.

Table 2. Coding of Causal Factors Contributing to Student Dropout

Dimensions	Selective codes	Axial codes	Open codes
Causal factors	Lack of internal motivation among students	- Disinterest in studying - lack of confidence in learning	Distractions in class, Inability to study effectively, Lack of motivation to continue education, Apathy towards academic subjects, Negative feelings towards books and lessons, Irregular attendance and frequent absences, Difficulty maintaining focus during lessons, Unpleasantness with the conservatory environment, Inability to complete homework assignments, Lack of mental well-being within the conservatory, Feelings of sadness related to the conservatory, Disinterest in learning, Low cognitive abilities, Difficulty understanding lesson content, Student anxiety, Lack of improvement in physical health, Weak intellectual and mental capabilities, Emotional distress
	Financial difficulties within the family	- High family expenses - Inability to afford school supplies - Low income of the family head	Exorbitant education costs impacting family life, Challenges related to family livelihood, Inability to purchase conservatory supplies, Pressure from a high cost of living, Financial struggles of the family head, Inability to cover family expenses, Low occupational status of the family head, Insufficient income from the family head, Lack of financial stability within the family, Limited income of the family head, Rising living costs
	Feelings of helplessness in relation to peers	- Lack of emotional connection with classmates - Feelings of isolation as a student - Avoidance of social groups	Inability to develop interpersonal relationships with peers, Feelings of isolation and aloofness, Incompatibility among students in the conservatory, Shame and embarrassment from older students, Feelings of rejection within the conservatory, Avoidance of classmate groups, Inappropriate behavior towards peers, Difficulty in making friends, Inability to maintain relationships with peers, Lack of affectionate connections with friends

Causal Factors: These are specific conditions that influence strategies. Highly related variables are often categorized as causal conditions, while less related ones fall under background or contextual factors. In other words, background conditions provide the context in which strategies and actions shape the phenomenon (Amini Bagh, 2023).

Lack of Internal Motivation Among Students: This code reflects a student's inherent disinterest or lack of drive in their studies. Contributing factors may include the curriculum's irrelevance to their interests, ineffective teaching methods, excessive academic pressure, or underlying emotional and psychological issues. This lack of motivation can predict school dropout, as disengaged students are less likely to persist. It underscores the need for engaging pedagogical approaches that cater to

individual student needs. Early intervention is crucial for reigniting intrinsic motivation and preventing disengagement. Additionally, addressing emotional and psychological factors is essential. Supportive mentoring can significantly enhance student engagement and persistence.

Financial difficulties within the family: This code highlights the significant economic challenges faced by students' families, which hinder their ability to continue their education. Financial strain affects access to essential resources, such as school supplies, tuition fees, and basic necessities. This directly links poverty to school dropout, emphasizing disparities in educational opportunities. Support systems, such as scholarships and financial aid, are crucial for alleviating this barrier. Additionally, addressing systemic

inequalities that perpetuate economic hardship is essential for long-term solutions. Targeted support for low-income families can make a significant difference.

Feelings of helplessness in relation to peers: This code reflects the negative impact of poor social dynamics and inadequate peer relationships on students' school experiences. Feelings of isolation, exclusion, or inability to connect with classmates can lead to disengagement and a desire to withdraw from the school environment. A supportive and

inclusive school atmosphere is essential for fostering a sense of belonging and mitigating these effects. This underscores the importance of social-emotional learning and peer support programs. Intervention strategies should focus on addressing bullying, reducing social isolation, and promoting positive peer interactions.

Table 3. Coding related to factors underlying students' dropout

Dimensions	Selective codes	Axial codes	Open codes
Intervening factors	Improper Family Atmosphere	- Disturbed family atmosphere - Divorce of parents - Disharmony Between Family Members	Challenges in Family Dynamics, Step-Parent Care, Moral Corruption, Inadequate Discipline, Step-Mother's Lack of Effort, Caregiving Responsibilities, Neglect of Academic Needs, Family Conflicts, Insufficient Study Space, Parental Separation, Large Family Size, Sibling Rivalry, Deficient Parental Supervision, Lack of Mutual Respect, High Parental Expectations
	Parents' illiteracy	- Underestimating Literacy - Lack of a Supportive Learning Environment - Prioritizing Work Over Education	Misconceptions About Education, Reluctance to Pursue Further Education, Indifference to Academic Achievement, Unawareness of Literacy's Importance, Limited Educational Background, Prioritizing Work Over Education, Poor Morale Among Family Members, Minimal Involvement in Education, Lack of Regulation of Student Activities, Absence of Role Models, Destruction of Educational Materials
	Style as a Source of Literacy in Society	- Promoting a Negative View of Literacy - Lack of Community Support for Education	Misconceptions About Studying, Exploitation of Female Students, Negative Societal Attitudes, Misunderstandings About Literacy, Devaluation of Education, Preference for Labor Over Learning:

Intervening Factors: Intervening factors encompass the general background conditions that influence strategies. These conditions arise from a set of intermediary variables that either facilitate or hinder the effectiveness of other factors. In essence, intervening conditions are broad elements—such as culture and environment—that serve as either enablers or constraints on strategic implementation. They can expedite the execution of strategies or present obstacles that delay progress.

Improper Family Atmosphere: This code refers to a dysfunctional home environment that adversely affects a student's academic life. It includes various issues such as parental conflict, inconsistent parenting styles, and a lack of parental support or involvement in education, as well as instances of abuse or neglect. Such instability creates stress and distractions, hindering academic focus and motivation. A deficiency in emotional support and a disruptive home life can significantly contribute to poor school performance and an increased risk of dropping out. This underscores the crucial role that a stable and supportive home environment plays in a student's overall well-being and academic success. Intervention strategies often involve family counseling and support services.

Parental Illiteracy: This code highlights the direct correlation between parental literacy levels and a child's educational outcomes. Illiterate parents may

lack the skills necessary to assist with homework, advocate for their child's educational needs, or fully appreciate the importance of education. As a result, the child may receive insufficient support and encouragement at home, which can hinder academic progress. The absence of parental guidance in academic matters can exacerbate the challenges a child faces in school. Consequently, a lack of educational support within the home can contribute to higher dropout rates among students. Addressing this issue requires the implementation of community-based literacy programs for parents, along with stronger partnerships between schools and the community.

Style as a Source of Literacy in Society: This code emphasizes that societal attitudes and values significantly influence individuals' perceptions of the importance of education and literacy. When a society fails to prioritize education, it can diminish students' motivation to pursue academic goals. A culture that values other aspects of life over education often results in reduced parental support and lower educational aspirations among students. This underscores the necessity for broader societal changes that recognize education as a vital asset for both individual and community advancement. Promoting the significance of literacy requires systemic change through educational reforms and awareness campaigns that highlight its importance.

Table 4. Coding related to factors interfering with school dropout

Dimensions	Selective codes	Axial codes	Open codes
interfering factors	Parental Pressure to Study	- Pressure to Achieve High Grades - Fostering Aimless Competitiveness - Parental Threats Regarding Academic Performance	Obligation to Study, Pressure to Achieve High Grades, Family Pressure Throughout Education, Forced Competition with Peers, Punishments at Home, Isolation as a Form of Discipline, Strict Parental Discipline, Frequent Warnings from Family, Fear of Parents:
	Inadequate School Facilities and Infrastructure	- Insufficient Educational Equipment - Uninspiring Educational Environment - Absence of Welfare Services in Schools	Limited and Insufficient Resources, Inadequate Comfort Facilities, Uninspiring School Atmosphere: Lack of Teaching Aids, Non-Motivational Environment, Poor Educational Environment for Enjoyment, Unsuitable Physical Environment, Hygiene Concerns, Absence of Technological Equipment, Lack of Educational Materials, Use of Abandoned Buildings as Classrooms

Strategies: Strategies are actions taken in response to the central category. They encompass specific interactions or measures that arise from the central phenomenon.

Parental Pressure to Study: This code highlights the external pressure placed on students to study, often contrary to their intrinsic interests and motivations. It involves situations where parents impose high expectations, demanding good grades or compelling their children to compete with peers. Such demands may be accompanied by punishments or restrictions if expectations are not met. This pressure can foster resentment and resistance toward education, increasing the likelihood of disengagement and potential dropout. It underscores how excessive pressure can adversely affect a student's intrinsic motivation and overall well-being. Ultimately, this situation creates stress and anxiety,

which can diminish both motivation to study and academic performance.

Inadequate School Facilities and Infrastructure: This code highlights the detrimental effects of inadequate resources and a poor learning environment on students' educational experiences. Key issues include insufficient equipment, uncomfortable or uninspiring classrooms, and a lack of technology or teaching aids. Such deficiencies hinder students' chances for success, fostering disinterest and discouraging learning while contributing to feelings of frustration and hopelessness. This underscores the vital role that schools play in providing a supportive and well-equipped learning environment. Improving facilities and infrastructure is essential for fostering student engagement and enhancing academic outcomes.

Table 5. Coding related to strategies for reducing dropout

Dimensions	Selective codes	Axial codes	Open codes
Strategies	Support for Teaching Staff at the Conservatory	- Openness of Educational Members with Students - Creating a Safe Space in Schools	Attention to Dropout Students, Director Follow-Up, Acknowledging Student Issues, Emotional and Psychological Support, Encouraging Environment: Strengthening Family Connections, Increasing Cooperation, Communication Accessibility, Utilizing Counselors, Personalized Meetings:
	Supporting Students in Challenging Academic Conditions	- Coping with Challenging Academic Situations - Student Persistence in Achieving Goals - Self-Belief in Adversity	Individual Effort and Perseverance, Understanding the Link Between Effort and Success, Diligence in Study, Focus on Learning, Effective Planning, Commitment to Goals, Utilizing Talents: Sense of Responsibility, High Self-Confidence, Time Management, Resilience and Flexibility
	Teachers' Favoritism Toward Students	- Fostering Teacher Empathy for Students - Establishing Warm and Open Communication	Building Close Relationships, Encouragement and Empowerment, Supporting Students with Challenges, Guidance for Personal Growth, Teaching Social and Emotional Skills, Recognizing Individual Differences, Creating Focus, Alleviating Anxiety and Worries, Cultivating Interest in Learning, Kindness and Compassion, Spending Individual Time, Openness and Transparency, Expressing Gratitude:

Table 5 outlines essential strategies to prevent student dropouts. Based on participants' perspectives, the most effective strategies include fostering open communication between teaching staff and students, creating a safe school environment, providing support for conservatory school, helping students navigate challenging academic conditions, and encouraging persistence in achieving their goals.

Support for Teaching Staff at the Conservatory: This code highlights the critical role of active involvement and support from the conservatory's teaching staff in preventing student dropout. It emphasizes the importance of teachers paying attention to at-risk students, monitoring their progress, and demonstrating genuine care for their concerns. Providing emotional and psychological support fosters a nurturing environment and strengthens the connection between the conservatory and students' families. Additionally, creating a safe and encouraging space is integral to this support. Such proactive engagement allows for early identification of potential issues, enabling students to access the resources they need to succeed in their education.

Supporting Students in Challenging Academic Conditions: This code outlines strategies aimed at assisting students who are facing academic

challenges to prevent dropout. Key elements include understanding the connection between effort and success, maintaining focus on their studies, and developing effective study plans. Additionally, leveraging a student's skills and talents in their area of expertise can significantly enhance their ability to cope. Fostering resilience and flexibility in the face of adversity is also crucial. Ultimately, this approach is about equipping students with the tools and mindset necessary to persevere through difficult academic situations.

Teachers' Favoritism Towards Students: While often viewed negatively, this code highlights the importance of teachers forming close, caring relationships with their students. Such connections foster encouragement and support, which can help retain students and prevent dropout. This approach involves guiding students, teaching them social and emotional skills, and recognizing individual differences. Additionally, teachers demonstrate kindness by spending quality time with students and maintaining open lines of communication. Creating a supportive and understanding atmosphere that addresses individual needs is key. By engaging in these practices, teachers ensure that students remain focused and maintain a positive attitude toward their education.

Table 6: Coding Related to the Consequences of Student Dropout

Dimensions	Optional codes	Axial codes	Open source
consequences	Diminished Social Skills	- Conflict with Societal Norms - Diminished Social Capital	Aloofness and Rejection, Underdeveloped Social Skills, Diminished Sense of Community, Resistance to Socialization, Limited Awareness of Societal Issues, Cultural Alienation, Lack of Empathy, Denial of Social Responsibility
	Pessimistic Attitude Toward Education	- Undermining the Value of Education - Expanding the Trend of School Dropout	Education Without Application, Lack of Result-Oriented Learning, Inefficient Use of Study Time, Fragmented Educational Paths, Superficial Literacy

The table 6 outlines the consequences of student dropout. Participants identified several significant repercussions, including: Undermining the Value of Education, Reinforcing Dropout Trends, Negative Attitudes Toward Education, Conflict with Societal Norms, Diminished Social Prestige, Erosion of Social Skills.

Diminished Social Skills: This code highlights the negative consequences of dropping out of school on students' social skills and interactions. It indicates a decline in their ability to build and maintain healthy relationships, communicate effectively, and engage meaningfully in society. Such reductions can lead to isolation, challenges in forming connections with peers or colleagues, and difficulties in collaborative environments. The lack of social interaction and decreased participation in group activities can hinder personal growth and limit future opportunities. Ultimately, this impacts students'

ability to navigate social situations successfully in both the workforce and the broader community. Addressing these issues requires targeted support to enhance social skills and promote integration.

Pessimistic Attitude Toward Education: This code describes a cynical or pessimistic attitude toward education, often rooted in negative experiences, lack of support, or the perception that education is irrelevant or unproductive. Such a mentality can manifest as a belief that education is not worthwhile or unlikely to yield positive outcomes. This attitude is frequently self-fulfilling, leading to reduced motivation and creating barriers to successful participation and completion of studies. It poses a significant obstacle to achieving or maintaining educational goals, ultimately increasing the likelihood of dropping out. Addressing this issue requires targeted interventions to shift perceptions and reinforce the value of education.

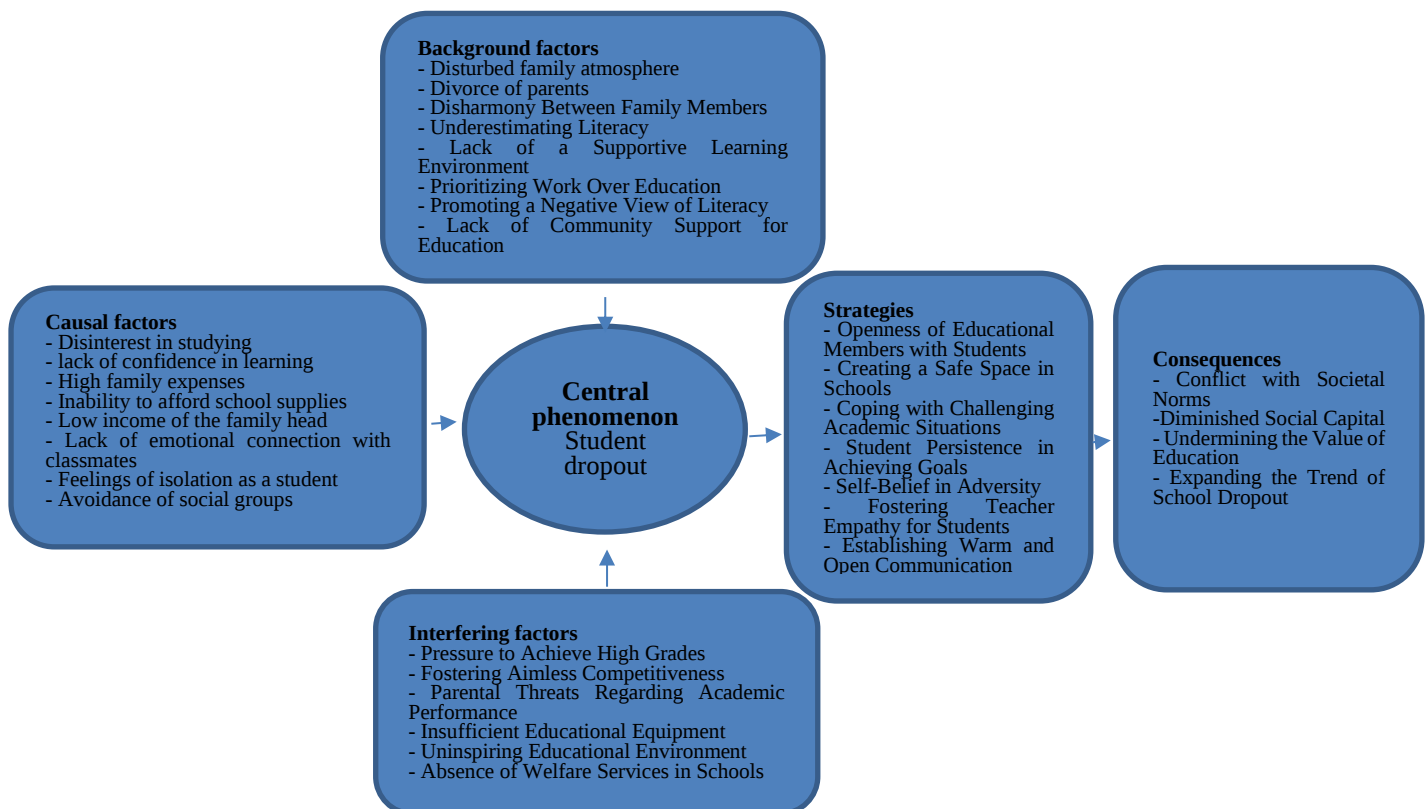


Diagram No. 1: Final Model of School Student Dropout in Kurdistan Province

Discussion and Conclusion

In this research, the authors explored thirteen themes identified as significant factors contributing to student dropout in physical education colleges in Kurdistan province. These factors include: Lack of internal motivation among students; Family financial difficulties; Feelings of helplessness in relation to peers; Disproportionate family dynamics; Low literacy levels of parents; Low literacy within the community; Parental pressure to study; Inadequate facilities and infrastructure in schools; Lack of support from teaching staff; Student dropout under challenging academic conditions; Teachers' favoritism toward certain students; Reduced social capabilities; Negative attitudes toward education

Additionally, the research identified several strategies to reduce and prevent dropout rates among physical education students in Kurdistan province: Supporting the teaching staff; Providing assistance to teachers; Fostering student resilience in challenging academic situations; Offering comprehensive support from the general administration of education for targeted families; Aligning educational policies with student needs; Implementing transparent and effective government strategies; Enhancing educational support from the education department for students

This study revealed that both family and school factors significantly contribute to the high dropout rates among students in physical education schools in Kurdistan province. Key factors include a lack of support from family members, parents who do not serve as educational role models, and financial stress experienced by students' families. Additionally, students from uneducated or low-educated backgrounds often struggle with motivation to continue their studies, making them more susceptible to dropping out. Societal undervaluation of education further exacerbates this issue; when families and communities fail to prioritize education and recognize its benefits, students are less inclined to attend school, complete assignments, or engage in the learning process. This resistance ultimately leads to increased dropout rates. Research by Farkhinejad and Fathi (2017) and Farzizadeh et al. supports these findings. Interviewees indicated that many came from low-income families, facing challenges in acquiring necessary educational resources such as phones, writing software, and transportation costs, which further hindered their ability to remain in school. These difficulties align with the findings of Sahin et al. (2016) and Jana et al. (2014). Moreover, many participants attributed their decision to stop studying to an unsuitable family environment and a lack of educational role models within their households.

This study also found that a lack of student goals, insufficient consideration of students' capabilities, and neglect of their learning by the educational system contribute to the high dropout rates among conservatory students. Many students struggle to set educational goals and perceive continuing their studies as pointless. However, when provided with adequate training on how to establish their educational objectives and the importance of perseverance, they can recognize the value of their education and remain committed to their studies. Family pressures and ineffective restrictions can also lead to student dropout. Interviewees reported experiencing significant pressure from their families, which often conflicted with their own reluctance to study. Many faced strict limitations that hindered their educational progress, ultimately forcing them to drop out. Additionally, the restrictions imposed by the COVID-19 pandemic further complicated their ability to continue their education. Many students lacked essential resources such as internet access and smartphones, which made studying difficult and led to discouragement and demotivation. Weak interpersonal relationships between school officials and students have also contributed to dropout rates in physical education schools in Kurdistan province. A primary challenge faced by students is the poor communication from school administrators with students and their families. Teachers rarely held personalized meetings to discuss students' issues, and there was a noticeable disconnect between the school environment and family dynamics. Furthermore, many schools lacked adequate facilities and essential educational resources, as noted by Sahin et al. (2016) and Jana et al. (2014). Participants expressed that their schools were not equipped with engaging facilities, and the welfare services provided were inadequate. Some school officials exhibited poor behavior and strained relationships with students, leading to academic decline and increased dropout rates. The lack of support from relevant organizations also played a role in students leaving school. When students face stress and life challenges during their educational journey, they often avoid attending school. The supportive role of teachers is crucial, as they can significantly boost students' morale and encourage them to continue their studies. By fostering a love for learning and being attentive to students' personal challenges, teachers can implement effective strategies to reduce academic dropout rates.

The results of this research study indicated that when the government or educational system implements targeted strategies to reduce or prevent student dropouts, it can make a significant impact.

Effective strategies include providing a flexible curriculum that engages both students and their families, fostering meaningful relationships, and supporting educational staff. Additionally, promoting student perseverance and self-efficacy in challenging academic conditions, offering comprehensive family support, and executing effective, transparent programs can greatly benefit students. Creating a positive classroom environment that prioritizes learning and encourages meaningful relationships was highlighted by many interviewees as a key factor in motivating students to remain in school. When schools provide stimulating, tailored environments that meet students' learning needs, teachers can help students establish connections and foster a supportive atmosphere. This sense of validation increases student engagement and interest in continuing their education. The findings of this study corroborate previous research, emphasizing that comprehensive support from the educational system, schools, and teachers is the most critical strategy for reducing dropout rates in physical education conservatories. Another effective approach is maintaining open communication with students about their personal lives, which can help mitigate dropout risks. According to self-determination theory, one of the fundamental human needs is the desire for connection with others. Therefore, providing annual training for school management on fostering meaningful relationships among staff and students, supporting diverse student characteristics, and enhancing school welfare services is essential. Selecting and promoting highly competent teachers can further strengthen student learning, while effective support from educational staff can help students remain engaged. Additionally, holding workshops for students' families to improve their literacy, creating friendly relationships between school members and students, and sharing personal challenges can contribute to a supportive school environment. It is also crucial to follow up on and address the necessary infrastructure needs of schools. However, the researchers encountered limitations in conducting this study. Many participants were unavailable at the scheduled times, and several interviewees, despite prior arrangements for face-to-face interviews, did not attend. During phone interviews, some kept their lines busy or disengaged after a few minutes, making it difficult to gather comprehensive data.

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