

**PROMOTING SCHOOL COMPLETION THROUGH
UNDERSTANDING SCHOOL FAILURE:
A MULTI-FACTORIAL MODEL OF DROPPING OUT AS A
DEVELOPMENTAL PROCESS**

**ÎNCURAJAREA FINALIZĂRII EDUCAȚIEI ȘCOLARE PRIN
ÎNȚELEGEREA EȘECULUI ȘCOLAR: UN MODEL
MULTIFACTORIAL AL FENOMENULUI ABANDONULUI
ȘCOLAR CA PROCES AL DEZVOLTĂRII**

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Abstract

In a progressively more globalized economy, completion of upper secondary school (e.g., high school) is becoming increasingly more important in countries throughout the world. Current research reveals that upper secondary school completion is associated with positive individual outcomes, as well as societal benefits. Many models have been created to explain the progression of the school dropout process. This article provides a brief review of salient scholarship that informs our understanding of the many dynamic factors associated with school completion and dropout. Furthermore, in an effort to advance both science and practice, a multi-factorial developmental model is outlined. Implications for school psychologists are discussed, emphasizing the numerous opportunities to facilitate the social and cognitive competence, academic success, and school completion of students.

Keywords: academic success, school failure, development models

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