Intention to Leave Scale: A Study of Adaptation into Turkish Language and Culture for High School Students *

RESEARCH ARTICLE

Mustafa KEMER[1], Tuğba KONAKLI[2]

1 School Deputy Principal, Ministry of National Education, Yahya Kaptan Primary School, mstfkmr@gmail.com. 0000-0001-5750-1461

2 Assoc. Prof. Dr., Kocaeli University, Faculty of Education, tdegirmenci@kocaeli.edu.tr. 0000-0003-4745-1805

Gönderilme Tarihi: 17.09.2024 Kabul Tarihi: 25.04.2025 DOI: 10.37669/milliegitim.1551495

Citation: "Kemer, M., & Konaklı, T. (2025). Intention to leave scale: Adaptation and validation for high school students. *Milli Eğitim, 54*(248), 2131-2168. DOI: 10.37669/milliegitim.1551495"

Abstract

It is an undesirable situation for a student leaving the educational process and to drop out of school. Intention to leave school is considered a strong antecedent of school dropout. Currently, the utilization of a valid and dependable Turkish assessment instrument can aid in comprehending students' intentions to withdraw from school. Gaining insight into students' perceptions regarding their inclination to discontinue their education can offer valuable data for educational policies and interventions designed to diminish the rate of school dropout. The objective of this study is adaptation of "Intension to Leave" scale into Turkish language and culture, which developed by Frostad et al. (2015). The research sample comprises 370 students enrolled in public high schools located in the İzmit district of the Kocaeli province. The Confirmatory Factor Analysis (CFA) was conducted to assess the construct validity of the scale. The fit indices of the scale were determined to be acceptable and perfect fit. The reliability of the scale, which comprises 8 items and one factor, was assessed in the Turkish version using the internal consistency coefficient and two-half test coefficients, similar to the original version. The internal consistency coefficient was determined to be 0.86, while the Spearman Brown and Guttman split half test coefficients were calculated to be 0.87. The research shows that the Turkish-adapted Intention to Leave Scale is a valid and reliable tool for assessing high school students' intention to leave school. This scale is expected to help prevent dropouts and inform policy development.

Keywords: *intention to leave, school dropout, high school students, scale adaptation*

*This study is derived from the first author's PhD thesis entitled 'Investigation of High School Students' Intentions to Leave School in Terms of School Belonging and Social Justice Leadership', conducted under the supervision of the second author. The research was presented as an oral presentation at the 20th International Scientific Research Congress (UBAK).

Ayrılma Niyeti Ölçeği: Ortaöğretim Öğrencileri İçin Türk Dili ve Kültürüne Uyarlama Çalışması

ARAŞTIRMA MAKALESİ

Öz

Öğrencilerin eğitim sürecinin dışına çıkması ve okulu bırakması istenmeyen bir durumdur. Okuldan ayrılma niyeti, okul terkinin güçlü bir öncülü olarak kabul edilmektedir. Bu bağlamda günümüzde geçerli ve güvenilir bir Türkçe ölçme aracının kullanılmasının, öğrencilerin okuldan ayrılma niyetlerini anlamada yardımcı olabileceği düşünülmektedir. Öğrencilerin okuldan ayrılma eğilimlerine ilişkin algılarına dair fikir edinmek, okul terk oranını azaltmak için tasarlanmış eğitim politikaları ve müdahaleleri için değerli veriler sunabilir. Bu çalışmanın amacı, Frostad vd. (2015) tarafından geliştirilen "Ayrılma Niyeti Ölçeği"ni Türkçe diline ve kültürüne uyarlamaktır. Araştırmanın örneklemi, Kocaeli ili İzmit ilçesinde bulunan devlet ortaöğretim okullarına kayıtlı 370 öğrenciden oluşmaktadır. Ölçeğin yapı geçerliliğini değerlendirmek için Doğrulayıcı Faktör Analizi (DFA) yapılmıştır. DFA sonucunda ölçeğin uyum indekslerinin kabul edilebilir ve mükemmel uyum gösterdiği saptanmıştır. Sekiz madde ve bir faktörden oluşan ölçeğin güvenirliği, orijinal versiyona benzer şekilde, Türkçe versiyonda iç tutarlılık katsayısı ve iki yarım test katsayıları kullanılarak değerlendirilmiştir. İç tutarlılık katsayısı 0.86 olarak belirlenirken, Spearman Brown ve Guttman yarı yarıya test katsayıları 0.87 olarak hesaplanmıştır. Araştırma, Türkçe'ye uyarlanan Ayrılma Niyeti Ölçeği'nin ortaöğretim öğrencilerinin okuldan ayrılma niyetini ölçmek için geçerli ve güvenilir bir araç olduğunu göstermektedir. Bu ölçeğin, okul terklerini önlemeye ve okul terkleri ile ilgili politika geliştirmeye yardımcı olması beklenmektedir.

Keywords: *ayrılma niyeti, okul terki, ortaöğretim öğrencileri, ölçek uyarlama*

Introduction

Students who drop out of school before completing their education exhibit unfavorable social, economic, behavioral, and academic traits (De Witte et al., 2013; Doll et al., 2013). Education offers individuals numerous opportunities for their future, but the decision to drop out of school and discontinue the education process can lead to significant challenges in adjusting to their new lives (Boylan and Renzulli, 2017; Jimerson et al., 2002; Maynard et al., 2015). Research indicates that school dropout is not an isolated incident, but rather the result of a prolonged process (Alexander et al., 2001; Christenson and Thurlow, 2004; Dupéré et al., 2018).

The attitudes of students in compulsory education towards their schools play a crucial role in determining whether they will display intentions to drop out in the future. Attwood and Croll (2011) found that students who display negative attitudes towards their schools, particularly starting at the age of 16, face

uncertainty regarding whether to continue their education and possess a strong inclination to drop out of school.

When examining research about students who drop out of school and those who want to drop out, it's clear that age and gender (Alexander et al., 2001; Markussen et al., 2011; Rumberger, 1995; Schwab, 2018), family structure, socioeconomic level, ethnicity (Suh et al., 2007; Traag and Van der Velden, 2011; Samuel and Burger, 2020), academic achievement (Battin-Pearson et al., 2000; Hickman et al., 2008; Markussen et al., 2011), and school-related factors like guidance and support (Chambers et al., 2023; Contreras et al., 2022; Haugan et al., 2019; Pijl et al., 2014) are all important.

The fact that 570293 (8.7% of high school students) students of compulsory education age in Türkiye did not participate in the educational process during the 2021–2022 academic year is concerning (ERG, 2022; MEB, 2022). There is a parallel situation in both European countries and the United States of America (USA). During the 2015-2016 academic year, around 8 million students in the United States were not present in school, which represents a rise in comparison to previous time periods (Sönmez, 2019). According to Eurostat, the dropout rate in European countries was 14.2% in 2009, but it decreased to 12% in 2013. During the same time period, the rate in Türkiye experienced a decrease from 44.3% to 37.5%. The disparity between Türkiye's average and the overall average of European countries highlights the significance of the issue within the national context (EU Commission, 2014). According to the 2023 "Children with Statistics" data of the Turkish Statistical Institute (TÜİK), 26% of the country's population consists of children aged 0-17. The average child population of EU countries is 18%. When schooling rates are examined, especially at the secondary education level, it is seen that this rate has reached 91.7% as of the 2022-2023 academic year due to the effect of 12-year compulsory education, while the school completion rate remains at 80.3%. In addition, it is considered worrying that 22.1% of children aged 15-17 join the workforce instead of being in school (TÜİK, 2023). The fact that the schooling rate has reached 90% shows that the remaining 10% consists of more disadvantaged children.

The implementation of compulsory 12-year education in Türkiye in 2012 is considered to have contributed to the decrease in proportions. Furthermore, as stated in the EU Commission (2014) report, most European countries have

implemented preventive measures to address early school leaving, but Türkiye is one of the countries that lacks such a strategy. When analyzing the intention of school leaving in Türkiye, the research primarily emphasizes the phenomenon of school dropout. The studies examined various factors that contribute to school dropout, including those identified by Binici (2023), Çam (2023), Öztürk (2021), and Ünver (2022). Additionally, Balkis (2018) focused on academic achievement, while Aküzüm et al. (2015) and Sönmez (2019) explored absenteeism behavior. Akbulut (2021) investigated the impact of socioeconomic factors on school dropout.

In the context of education, the occurrence of students' dropout or absenteeism is considered an unfavorable circumstance. In addition, Eurostat uses the intention to drop out as a metric to assess dropout rates and establish benchmarks for implementing the European Union's education policies. This indicator is crucial for assessing and tracking advancements in the battle against school dropout (Estevao and Alvares, 2014). When examined within this framework, it becomes apparent that national studies focus on the issue of school dropout. Furthermore, the insufficient research conducted on the intention to leave school, which is the precursor to school dropout and plays a significant role in mitigating the negative consequences experienced by individuals and society, is evident. A dependable and precise measurement instrument in Turkish that can ascertain the inclination to leave school can offer insights into students' intentions of dropping out of school. Gaining insight into students' intentions to drop out can provide valuable information for designing educational policies and interventions with the goal of decreasing dropout rates. Adapting a scale that is suitable for the Turkish context can offer policymakers valuable data to tackle the unique difficulties encountered by Turkish students. Additionally, it may facilitate a precise comprehension of the various factors that impact students' choices to remain enrolled or discontinue their education. Therefore the aim of this study is to adapt the "Intention to leave" scale developed by Frostad et al. (2015) for high school students based on the studies of Vallerand et al. 1992, and Valas (2001) into Turkish language and culture.

Intention to Leave School

In the related literature, researchers define the concept of school leaving in various ways. Lamb et al. (2011) found that the compulsory education system

and the education policies implemented in various European countries shape the definitions of school leaving. In the case of Türkiye, the implementation of 12-year compulsory education in 2012, aimed at increasing the schooling rate, has made ensuring school attendance a legal obligation. In fact, the Regulation on Primary Education Institutions and the Regulation on Secondary Education Institutions published by the Ministry of National Education do not have a clear definition of school leaving, but rather focus on absenteeism. Research indicates that absenteeism is related to the intention to leave school and the concept of dropping out of school, and it has a negative impact on both situations (Aküzüm et al., 2015; Alexander et al., 1997; Gleason and Dynarski, 2002; Suh et al., 2007).

The intention to leave school is shown as an antecedent of school dropout (Bean and Metzner, 1985; Davis et al., 2002; Sandler, 2000; Thomas, 2000). Although the concepts of intention to leave school and dropping out of school are separate concepts, intention to leave school expresses students' feelings towards their schools. However, students who intend to leave school are likely to exhibit dropout behavior (Frostad et al., 2015). The student's dropout behavior begins with alienation from the school, persists with a lack of belonging and participation in school activities, and eventually manifests as distancing from the school (Kaplan et al., 1997; Tyler and Lofstrom, 2009). Therefore, dropout behavior is the end point of the intention to leave school (Schwab, 2018).

Causes and Potential Consequences of Intention to Leave School

The reasons for leaving school may vary due to individual student characteristics and diverse family backgrounds (Garnier et al., 1997; Traag and Van der Velden, 2011). Upon reviewing the relevant literature, it becomes apparent that there exists a theoretical classification consisting of five dimensions that seeks to elucidate the underlying reasons behind the intention to leave school (Battin-Pearson et al., 2000). The first theory is known as the "General Deviance Theory" and suggests that students do not fit in at school because of deviant behaviours such as drug or smoking/substance use (Garnier et al. 1997). The "Deviant Affiliation Theory" pertains to the friendships formed by students, where the student may display comparable attitudes and behaviors when they have friends who plan to withdraw or quit school (Hallinan and Williams, 1990). The "Academic Mediation Theroy" focused on the relationship between low academic achievement and early school dropout (Janosz et al., 1997). According

to Dekkers and Claassen (2001), factors such as academic failure, diminished motivation towards education and learning, lack of confidence, and learning challenges can trigger the intention to leave school. The family's educational level and educational background also play an important role in the decision to leave school, as indicated by the "Poor Family Socialization Theory" (Garnier et al., 1997). Furthermore, research indicates that parental educational level plays a significant role in determining the likelihood of students leaving school. Specifically, children from families with lower educational attainment are more likely to express a desire to leave school. The "Structural Strains Theory" elucidates the impact of variables such as the student's minority group, ethnic group, and gender (Battin-Pearson et al., 2000; Okur vd., 2019; Taylı, 2008). Additionally, being a member of a minority group also increases the likelihood of intending to leave school (Lamb et al., 2011; Markussen et al., 2011).

Economic conditions are one of the factors that contribute to the intention to leave school. The presence of economic disparities among students from diverse economic backgrounds can lead to the emergence of additional inequalities over time. These inequalities may also lead students to have the intention of leaving out of school (Rumberger, 2019). Research findings indicate that children from families with low educational levels and economically disadvantaged backgrounds are more inclined to have the intention of dropping out of school (Lavrijsen and Nicaise, 2015). Furthermore, the family's inclination to cover educational costs has a significant impact on a student's decision to discontinue their education, independent of the family's socioeconomic status (Valkov, 2018).

The intention to leave school is considered important by both EU countries and many other countries, as it brings with it the behavior of dropping out of school if no preventive action is taken and the educational process is disrupted. Policy makers view the unemployment of individuals who drop out of school as a fundamental issue, citing their low educational attainment and inability to maintain a healthy lifestyle (Campbell, 2003; Dekkers and Claassen, 2001). Consequently, students who intend to leave school and drop out of school will have difficulty in entering business life, will have problems finding a job, and will have to work in poor conditions with low wages (Lamb et al. 2011; Rumberger, 2019), their physical and mental health will be negatively affected (Groot and Van Den Brink, 2007), they will be more likely to be involved in crime (Backman, 2017; Itzhaki et al., 2018; White and Kelly, 2010), and they may tend

to use addictive substances such as alcohol, cigarettes and drugs (Lansford et al., 2016; Townsend, et al., 2007).

Measurement of Intention to Leave School

The most frequently employed quantitative studies on students' intention to leave school are "Intentions to Persist Versus Drop Out," developed by Hardre and Reeve (2003); "Intention to Leave," developed by Pijl et al. (2014); "Intention to Leave," developed by Frostad et al. (2015); and "Intention to Drop Out of School," developed by Vasalampi et al. (2018). Vallerand et al. (1997) developed a two-item scale from which Hardre and Reeve (2003) developed the 'Intentions to Persist Versus Drop Out' scale. In order to enhance the reliability and validity of the scale developed by Vallerand et al. (1997), Hardre and Reeve (2003) incorporated an additional item. Hardre and Reeve (2003) determined that the scale's Cronbach alpha reliability coefficient was 0.79, which consisted of three items and a single dimension. Students enrolled in public secondary education institutions comprised the sample of the new three-item scale.

The 'Intention to Leave' scale developed by Pijl et al. (2014) consists of 9 items. The scale's items are primarily based on students' motivations for school work and their thoughts about leaving school. High school students make up the sample of the 6-point Likert scale. The scale's Cronbach Alpha reliability coefficient was 0.89. The 'Intention to Leave' scale developed by Frostad et al. (2015) consists of 8 items in 6-point Likert type. The scale's items, which consist of a single dimension, are about students' interest and motivation in school studies, as well as their thoughts about dropping out of school. The researchers applied the scale to high school students. The researchers calculated the scale's Cronbach Alpha reliability coefficient to be 0.89. The scale named 'Intention to Drop Out of School' developed by Vasalampi et al. (2018) consists of two items in 4-point Likert type. The scale items pertain to high school students' intention to leave their current school or department. The scale's Cronbach Alpha reliability coefficient was 0.78, according to the researchers. It is crucial for the future of society to assess students' intentions to leave school early, implement the necessary strategies, and take precautions when evaluating the potential consequences. In this context, we found no valid and reliable scale to reveal students' intention to drop out of school in Turkish when examining the relevant national literature.

When the intention to leave school and the possible consequences that come with it are evaluated, it is important for the future of the society to determine the intention of students to leave school in advance, to implement the necessary strategies and to take precautions. In this context, when the relevant national literature was examined, no valid and reliable scale was found to reveal the intention of students to leave school. Therefore, as a result of the international literature review, this study aims to adapt the scale developed by Frostad et al. (2015) to Turkish language and add it to the literature due to the opinions of field experts, the applicability of the scale items to students at the high school level, the belief that the scale items are easy, understandable and few in number, which will ensure that they are easily answered by students, and also that the scale items are more suitable for the Turkish culture and education system.

Methodology

The survey model employed in the study was designed to adapt the "Intention to Leave" scale developed by Frostad et al. (2015) into Turkish language and culture in order to ascertain the perceptions of high school students regarding their intention to leave school. The survey model is a research model that is preferred for the purpose of gathering data on the attitudes, behaviors, and opinions of the population by utilizing a sample that is selected from the population (Fraenkel et al., 2015; McMillan and Schumacher, 2014).

Sample and Participants

The population of the study consists of 17093 students studying in public high schools in Izmit district, the central district of Kocaeli province. There are four types of schools at the high school level: Anatolian High School, Science High School, Imam Hatip High School and Vocational High School. 10 of these types of schools are Anatolian High School, 3 are Science High School, 7 are Imam Hatip High School and 10 are Vocational High School. 6635 of the students in the population are Anatolian High School students, 1645 are Science High School students, 2181 are Imam Hatip High School students and 6632 are Vocational High School students.

The study collected data from 390 high school students studying in public high schools in the Izmit district of Kocaeli province during the 2023–2024 academic year. We preferred to use a simple random sampling method for data collection. The simple random sampling method ensures that every unit in

the universe has an equal chance of inclusion in the sample, thereby enabling complex statistical analysis (West, 2016). Given that in scale development or adaptation studies, a sample size of 100 individuals is considered poor, 100-200 individuals are considered average, 200-300 individuals are considered good, 300-500 individuals are considered very good, and 500-1000 individuals are considered excellent (Field, 2013), it is possible to conclude that the number of participants in the study was very good. The scale forms of 20 participants who were incomplete or incorrectly completed were excluded from the study, and the study continued with the scale forms of 370 participants (Table 1).

Table 1

Demographic Characteristics of Participants

Variables	Measure	Frequency (n=370)	Percentagee
Gender	Female	225	60,8
	Male	145	39.2
School Type	Anatolian High School	125	33.8
	Science High School	83	22.4
	Imam Hatip High School	80	21.6
	Vocational High School	82	22.2
Grade Level	9th Grade	127	34.3
	10th Grade	89	24.1
	11th Grade	81	22
	12th Grade	73	19.7
	Total	370	100

Of the participants, 145 were male (39%) and 225 were female (61%). In terms of school type, 125 Anatolian high school students (34%), 83 science high school students (22%), 80 imam hatip high school students (22%) and 82 vocational high school students (22%) constitute the sample of the study. Of these students, 127 were 9th grade students (34%), 89 were 10th grade students (24%), 81 were 11th grade students (22%) and 73 were 12th grade students (20%).

Instruments

In this study, the "Intention to Leave" scale developed by Frostad et al. (2015) for high school students was adapted into Turkish. The scale items are based on Valas (2001) and Vallerand et al. (1992) studies. Vallerand et al. (1992) adapted the original French "Motivation in Education Scale" (Echelle de Motivation en Education (EME)) into English in their study. Valas (2001) focused on the relationship between academic achievement, learned helplessness, and psychological adjustment (self-esteem, depression). Therefore, the scale consists of 8 items and a single sub-dimension, specifically targeting high school students' thoughts about losing interest and motivation for school-related work and homework, as well as their thoughts about dropping out of school. The scale reported a Cronbach's alpha reliability coefficient of 0.89, favoring a 6-point Likert scale ("1- Definitely Not True," "6- Definitely True"). A Cronbach alpha reliability coefficient greater than 0.70 is considered sufficient for scale reliability (Büyüköztürk, 2012).

Scale Adaptation Process

In this study, the stages suggested by Beaton et al. (2000) regarding the scale adaptation process were taken into consideration. Beaton et al. (2000) state that language experts translate the original version of the scale into the language for adaptation as the first stage in the scale adaptation process. Field experts then evaluate the cultural appropriateness and comprehensibility of the translations. Language experts then translate the scale back into its original language and compare it with the final version. The language expert makes a comparison, finalizes the scale, and then conducts a pilot application. Following the pilot application, we apply the finalized scale to the sample and conduct reliability and validity studies.

In order to conduct the scale adaptation study, permission was first obtained from the researchers who developed the original scale. Six English teachers, who are experts in the field of educational administration, made the translations (Table 2). The researchers evaluated the translations, selected the most appropriate ones for the students' level, and created the scale form based on the feedback received.

Two English teachers, not previously involved in the English to Turkish translation process, backtranslated the items in the scale form into English. An expert English translator checked the consistency between the back-translated items and the original scale items, concluding that there was no loss or change in meaning. Thus, the semantic equivalence between the original language and the translated language was confirmed (Hambleton, 2005). Therefore, no intervention, editing or item removal was made in the language transformations of the scale items.

Table 2

Expert Groups in the Adaptation Process

Expert Group	Aim	Experts	Field of expertise	Seniority
1th Group	Translation from Original Language to Turkish	E1	English Language teaching – Educational Administration MA	12 Years
		E2	English Language teaching – Educational Administration PhD	10 Years
		E3	English Language teaching – Educational Administration MA	11 Years
		E4	English Language teaching – Educational Administration PhD	14 Years
		E5	English Language teaching – Educational Administration PhD	16 Years
		E6	English Language teaching – Educational Administration MA	11 Years
2th Group	Back Translation to Original Language	E1	English Language Teaching – Educational Administration PhD	19 Years
		E2	English Language teaching – Educational Administration MA	21 Years
3th Group	Cross Check	E1	English Translation and Interpreting	24 Years

Researchers developed the scale form with the expert's approval and conducted a pilot study with 15 high school students, consisting of 8 girls and 7 boys. Four of the fifteen students were vocational and technical Anatolian high school students, three were science high school students, four were Anatolian high school students, and four were Anatolian imam hatip high school students.

Three ninth-grade, four tenth-grade, four eleventh-grade, and four twelfth-grade students participated in the pilot study to ensure the scale's face validity in Turkish. The Turkish version of the scale was developed following the feedback received regarding the comprehension of the items and the usefulness of the scale form.

In order to test the linguistic equivalence of the scale, the English form of the scale and then the Turkish form were applied to 11th grade students of Science High School, whose teachers indicated that their English level was good, at two-week intervals. The English form of the scale was first applied to the 40 students studying in the 11th grade, and then the Turkish form, at two-week intervals. As a result of the correlation analysis conducted on the obtained data, it was seen that there was a high level, positive and significant relationship between the English and Turkish forms of the scale. The correlation coefficients between the Turkish and English translations of the scale items are given in Table 3.Subsequently, the data collection process was initiated.

Table 3

Pearson Product Moment Correlation Coefficients Results for Linguistic Equivalence

Items	N	Correlation	Sig.
Ing1 & Tr1	40	.898**	.000
Ing2 & Tr2	40	.860**	.000
Ing3 & Tr3	40	.854**	.000
Ing4 & Tr4	40	.911**	.000
Ing5 & Tr5	40	.834**	.000
Ing6 & Tr6	40	.888**	.000
Ing7 & Tr7	40	.825**	.000
Ing8 & Tr8	40	.863**	.000

** p <0.01

Data Collection Process

'Personal Information Form' and "Intention to Leave Scale" were used as data collection tools in the study. Use of the original scale permission was obtained from the researchers who developed the scale via e-mail. Permissions were obtained from the Ethics Committee Commission and Kocaeli Provincial Directorate of National Education for the implementation of the scale, and then the data collection process started. The data of the study were collected in the spring term of the 2023-2024 academic year. The researchers personally visited the schools and distributed the scale form to the students after giving general information about the research. It took approximately 10 minutes for the participants to fill in the scale form.

We conducted Confirmatory Factor Analysis (CFA) to examine the construct validity of the scale that we adapted into Turkish. Examining construct validity is one of the most important features of CFA (Hair et al., 2010). Prior to CFA, we reviewed the data by scrutinizing the frequency tables for potential errors that might arise during data processing into the SPSS 26.0 program. The analyses revealed no missing values in the data set. In order to determine the extreme values in the data set, Z scores of all participants were calculated, and it was observed that Z scores were between -1.20 and 2.91. In fact, Tabachnick and Fidell (2009) state that it is acceptable if the Z scores are between -3.00 and +3.00. Therefore, we continued the analyses with 370 data sets. Upon analyzing the kurtosis-skewness values of each scale item separately, we find that they fall within the range of -2 to +2. George and Mallery (2010) state that when the kurtosis and skewness coefficients are in the range of ±2, it can be interpreted that the data are normally distributed. Based on this, it is possible to say that the data set meets the univariate normality assumption. In addition, the mean value and standard deviation value for each item in the scale are shown in Table 4.

Table 4

Mean and Standard Deviation Values of The Intention to Leave Scale Items

	IL1	IL2	IL3	IL4	IL5	IL6	IL7	IL8
Mean	2.95	2.75	2.58	3.17	2.53	2.62	2.17	1.91
Std. Deviation	1.91	1.73	1.63	1.80	1.61	1.66	1.48	1.40

In addition to CFA, CFA fit indices were analyzed in order to decide whether an Exploratory factor analysis (EFA) was necessary. When the fit indices reported in the CFA were analyzed in the context of the criteria suggested by Simon et al. (2010) and Hooper et al. (2008), it was concluded that there was no need to conduct EFA since the model and data were compatible. We used AMOS 24.0 software to analyze the CFA process after completing the pre-CFA assumption analyses. Cronbach's alpha and split-half techniques were used to evaluate the reliability of the scale. Reliability analyses were performed using SPSS 26.0 software.

Results

As a result of the CFA conducted to test the construct validity of the scale, the factor loadings for all items were calculated between 0.43 (IL8) and 0.78 (IL2). According to Beavers et al. (2019) and Hinkin (1998), items with factor loadings below 0.40 should be excluded from the analysis since their contribution to the research will be less. Since the factor loadings of the scale items were above 0.40, no item deletion was performed.

When the AMOS modification indices are examined, it is understood that the modification between IL2 and IL8 will cause a significant decrease of 19.33 in the Chi-Square ($\chi 2$) value, and the modification between IL5 and IL7 will cause a significant decrease of 8.603 in the Chi-Square ($\chi 2$) value. Therefore, the fit indices obtained before and after the modifications are shown in Table 5.

Table 5

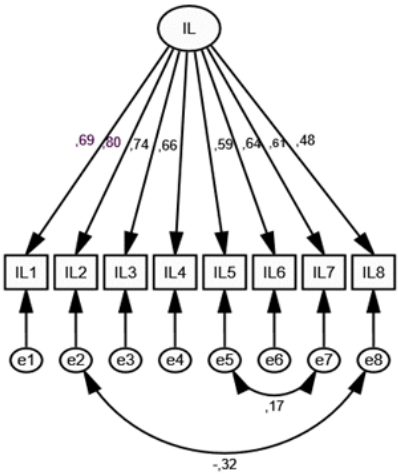
Suitability of The Measurement Model for Construct Validity Assessment

Fit Indices	Pre-Modification Values	Post-Modification Values	Excellent Fit Indices	Acceptable Fit Indices	Explanation
ChiSq/df	4.002	2.662	0≤χ2 /df≤3	3≤χ2 /df≤5	Perfect Fit
RMSEA	0.090	0.067	0.00≤RMSEA≤ 0.05	RMSEA ≤ .08	Acceptable Fit
GFI	0.947	0.968	0.90 ≤ GFI	0.85 ≤ GFI	Perfect Fit
CFI	0.942	0.971	0.95≤CFI≤1.00	0.85≤CFI	Perfect Fit
NFI	0.924	0.955	0.95≤NFI≤1.00	0.80≤NFI≤0.95	Perfect Fit

When the CFA results were compared with the reference ranges of the fit indices specified by Simon et al. (2010) and Hooper et al. (2008), the validity of the item-structure relationship was supported with a single dimension and 8 items of the Intention to Leave Scale without any item change. All findings in Table 4 show that the 8-item and unidimensional structure was confirmed. The distribution of item loadings on the factors as a result of the CFA conducted after the model improvement modifications of the Intention to Leave scale is shown in Figure 1.

Figure 1

Confirmatory Factor Analysis (CFA) Diagram



In the discriminant validity study of the scale, a comparison of the lower and upper 27% groups was made. This test was used to evaluate the existence of a possible difference between the lower and upper limits of 27% of the total scale score (Büyüköztürk, 2012). The average of the upper group was calculated as 32.93, and that of the lower group was calculated as 9.88. The differences between averages were statistically significant. In addition, the total mean scores of the participants in the 27% lower and 27% upper groups were compared for each item using a t-test for independent samples (Table 6). In Table 6, it was seen that there is a significant difference between the means of all items in the lower and upper groups (p <0.05). Therefore, the discriminant power of the scale was high.

Table 6

Results of Item Analysis Based on Lower-Top Groups

Items	Groups	Mean	Std. Deviation	t	*p*
IL1	Top Lower	4.90 1.30	1.28 0.86	23.46	0.000*
IL2	Top Lower	4.50 1.54	1.55 0.53	19.84	0.000*
IL3	Top Lower	4.29 1.18	1.53 0.50	19.29	0.000*
IL4	Top Lower	4.81 1.45	1.37 0.81	21.14	0.000*
IL5	Top Lower	3.86 1.31	1.68 0.73	13.94	0.000*
IL6	Top Lower	4.19 1.28	1.43 0.64	18.63	0.000*
IL7	Top Lower	3.42 1.07	1.71 0.26	13.62	0.000*
IL8	Top Lower	2.96 1.05	1.81 0.30	10.39	0.000*

* $p < 0.05$

For the convergent validity of the scale, the correlation between the scores obtained from the scale adapted to Turkish and the determined criterion is evaluated simultaneously as convergent validity (Carmines and Zeller, 1982). The "School Alienation Scale" was used as a criterion for the concurrent validity of the "Intention to Leave Scale". The School Alienation Scale consists of 19 items and four sub-dimensions, namely "meaninglessness", "powerlessness", "irregularity", and "social distance" (Şimşek et al., 2014). The "Intention to Leave Scale" and the "School Alienation Scale" were applied to 100 students studying in public high schools in the Izmit district of Kocaeli Province. The relationship between the "Intention to Leave Scale" and "School Alienation Scale" was examined using Pearson Correlation Analysis in Table 7.

Table 7

Relationship Between the Scales

	Meaninglessness	Powerlessness	Irregularity	Social Distance	School Alienation
Intention to Leave	.63**	.74**	.74**	.58**	.80**

** p <0.01

The correlation between the data obtained from both applications was calculated as .80 for concurrent validity. When examined in the context of the sub-dimensions, a positive and statistically significant relationship was found with the "meaninglessness" sub-dimension as .63, with the "powerlessness" sub-dimension as .74, with the "irregularity" sub-dimension as .74, and with the "social distance" sub-dimension as .58. As a result, the positive relationships between the factor groups as a result of the Pearson Product Moment correlation analysis between the "Intention to Leave Scale" and the "School Alienation Scale" showed that the measurement tool was valid.

Reliability Findings

The findings regarding the reliability of the Intention to Leave Scale were tested by means of Cronbach's alpha coefficient and two halves techniques (Table 8).

Table 8

Reliability Coefficients of Intention to Leave Scale

Factor	Sperman Brown	Guttmann Split-Half	Cronbach Alpha
Scale (one factor)	.87	.87	.86

The calculated Cronbach's alpha coefficient of the unidimensional scale was found to be .86. Both the Spearman Brown coefficient and the Guttman two-half test coefficient were calculated as .87 for the two halves calculated as odd and even numbered items in the halving technique within the scope of reliability analyzes. According to George and Mallery (2010), a Cronbach's alpha reliability coefficient between .70 and .90 is considered good, while a coefficient above .90 is considered excellent. The fact that the reliability coefficient of the scale is close to .90 indicates that the scale has high reliability (see the Appendix for the Turkish version).

Discussion

Determining the intention to leave school, which is expressed as a strong antecedent of school dropout, plays an important role in reducing school dropout and determining appropriate policies. In this study, in order to determine students' intention to drop out of school, the "Intention to Leave Scale", which is originally in English, was adapted to Turkish language and culture. The model fit of the Turkish form of the scale was analysed by confirmatory factor analysis, the validity of the scale was examined by language validity and construct validity, and the reliability was examined by internal consistency coefficient and two half test coefficients.

Firstly, the scale was translated into Turkish and back translation and expert opinion were utilised to ensure language validity. After the language validity was ensured, expert opinion was applied again to ensure content validity, a preliminary application was made with high school students and the scale was finalised. Using the resulting Turkish form, data were obtained from 370 students from different school types and grade levels at the secondary education level. In order to determine whether the original structure of the scale was preserved in Turkish culture and Turkish language, the results of confirmatory factor analysis conducted within the scope of the validity study of the scale with the data set obtained from the participants confirmed the unidimensional and 8-item structure in the original version. In addition, the fit indices of the model obtained as a result of the analyses were found to be at an excellent level. As a result of the comparison of the fit indices obtained as a result of CFA with the criteria suggested by Simon et al. (2010) and Hooper et al. (2008), it was concluded that there was no need to perform EFA due to the model fit.

Determining the intention to leave school, which is expressed as a strong antecedent of school dropout, plays an important role in reducing school dropout and determining appropriate policies. In this study, in order to determine students' intention to drop out of school, the "Intention to Leave Scale", which is originally in English, was adapted to Turkish language and culture. The model fit of the Turkish form of the scale was analysed by confirmatory factor analysis, the validity of the scale was examined by language validity and construct validity, and the reliability was examined by internal consistency coefficient and two half test coefficients.

It was concluded that the Cronbach's alpha internal consistency coefficient calculated for the reliability of the scale was highly reliable for the whole scale (α = 0.86). The Spearman Brown and Guttman two-half test coefficients calculated between odd and even numbered items were 0.87. When compared with the internal consistency coefficient of the original scale (α = 0.89), it was seen that they were very close to each other. In summary, when the results of the analyses regarding the validity and reliability of the 'Intention to leave' scale are evaluated together, it can be stated that the scale has sufficient psychometric qualities and is a reliable data collection tool for determining the school leaving intentions of high school students in Türkiye.

Intention to leave school is not the same as school dropout. However, it is possible to say that students who show dropout intention have a higher risk of dropping out of school (Frostad et al., 2015). It is thought that the intention to leave school and the accompanying behaviour of dropping out of school if no measures are taken should be taken seriously due to both individual and social consequences. For this reason, it is important to identify students who intend to drop out of school in advance. In this context, the ''Intention to Leave Scale'' can be used by researchers in studies aimed at preventing school dropout and absenteeism, as well as in studies on variables that may be associated with the intention to leave school. Since there is no scale with a similar content in the Turkish literature, it is thought that it will contribute to the field and researchers. However, Frostad et al. (2015) state that intention to leave school is a newer variable. Therefore, the intention to leave school variable offers researchers the opportunity to work with different variables. This study, like all research, is subject to limitations. The scale's composition of six-point Likert-type responses, derived from student self-report, is one of these limitations. In reality, supplementing quantitative data with qualitative data will enhance the validity of the scale. The study also restricts its scope to students enrolled in public high schools in the Izmit district of Kocaeli province. Izmit is an industrial city that offers numerous social opportunities and attracts immigration from other provinces. It is generally regarded as having a medium to high level of education, socioeconomic status, and social and cultural structure. Consequently, the scale's application in various demographic structures enables the acquisition of more significant results in terms of reliability. The relationships between students' intention to leave school and school belonging, teacher support, school climate, family support, students'

career expectations and educational goals, student burnout, self-efficacy beliefs, (Boylan and Renzulli, 2017; Tyler and Lofstrom, 2009; Vasalampi et al., 2018) and other variables can be examined in future studies that employ the Intention to Leave scale.

Genişletilmiş Özet

Giriş

Eğitim öğretim sürecini tamamlamadan okuldan ayrılan öğrenciler sosyal, ekonomik, davranışsal ve akademik anlamda zayıf özelliklere sahiptir (De Witte vd., 2013; Doll vd., 2013). Çünkü eğitim, bireylere ileriki yaşamları için çeşitli fırsatlar sunarken, okuldan ayrılma niyeti gösterme ve beraberinde eğitim öğretim sürecinin dışına çıkma, yeni yaşamlarına uyum konusunda bireylerin ciddi zorluklar yaşamalarına sebep olmaktadır (Boylan ve Renzulli, 2017; Jimerson vd., 2002; Maynard vd., 2015). Yapılan çalışmalar göstermektedir ki okul terki tek başına bir olay olmaktan öte uzun vadeli bir sürecin sonucudur (Alexander vd., 2001; Christenson vd., 2004; Dupéré vd., 2018).

Öğrencilerin okuldan ayrılma eğilimi göstermesi veya devamsızlık yapması, eğitim açısından istenmeyen bir durum olarak kabul edilmektedir. Ayrıca, okuldan ayrılma niyeti, Eurostat tarafından okul terkini ölçmek ve Avrupa Birliği' nin (AB) eğitim politikalarını uygulamak adına hedefler belirlemek için kullanılan bir göstergedir. Bu gösterge, okul terkine karşı mücadelede elde edilen ilerlemeyi ölçmek ve izlemek için önemlidir (Estevao ve Alvares, 2014). Bu bağlamda değerlendirildiğinde ulusal ölçekte yapılan çalışmaların okul terki merkezinde toplandığı görülmektedir. Bunun yanı sıra okul terkinin öncülü olan ve beraberinde görülen bireysel ve toplumsal olumsuzlukları en aza indirmede etkin bir yeri olan okuldan ayrılma niyeti ise yeterince araştırılmamıştır. Okuldan ayrılma niyetini belirlemeye yönelik Türkçe güvenilir ve geçerli bir ölçme aracı, öğrencilerin okulu bırakma niyetlerinin anlaşılmasını sağlayabilir. Öğrencilerin okulu bırakma niyetlerini anlamak, okulu bırakma oranlarını azaltmayı amaçlayan eğitim politikaları ve müdahaleleri hakkında bilgi verebilir. Türkiye bağlamına uygun bir ölçeğin uyarlanması, politika yapıcılara Türk öğrencilerin karşılaştığı belirli zorlukları ele almak için ilgili verileri sağlayabilir. Ayrıca öğrencilerin okulda kalma veya okulu bırakma kararlarını etkileyen farklı faktörlerin doğru bir şekilde anlaşılmasına fırsat verebilir. Bu nedenle yapılan bu çalışmada ilk olarak okuldan ayrılma niyetinin kavramsal çerçevesinin

açıklanması ve devamında temelleri Vallerand vd. (1992) ile Valas' ın (2001) araştırmalarına dayanan ve Frostad vd. (2015) tarafından geliştirilen "Intention to leave" (Okuldan Ayrılma Niyeti-OAN) ölçeğinin Türkçe' ye ve Türk kültürüne uyarlanması amaçlanmaktadır.

Öğrencilerin okuldan ayrılma niyeti ile ilgili uluslararası alanyazında yapılan nicel çalışmalarda çoğunlukla Hardre ve Reeve (2003) tarafından geliştirilen "Intentions to Persist Versus Drop Out", Pijl vd. (2014) tarafından geliştirilen "Intention to Leave", Frostad vd. (2015) tarafından geliştirilen "Intention to Leave", Vasalampi vd. (2018) tarafından geliştirilen "Intention to Drop Out of School" ölçeklerinin kullanıldığı görülmektedir. Türkçe alanyazında öğrenci algıları doğrultusunda okuldan ayrılma niyetini belirlemeye yönelik geçerli ve güvenilir ölçme aracına olan ihtiyaç araştırmaya yön veren en önemli sebeplerden biridir.

Frostad vd. (2015) tarafından geliştirilen "Intention to Leave" isimli ölçek, 6'lı likert tipinde 8 maddeden oluşmaktadır. Tek boyuttan oluşan ölçeğin maddeleri okulda yapılan çalışmalarda öğrencilerin ilgi ve motivasyonları, bununla birlikte okulu bırakma hakkındaki düşüncelerine yöneliktir. Araştırmacılar ölçeği, ortaöğretim düzeyindeki öğrencilere uygulamaktadırlar. Ölçek için araştırmacılar tarafından hesaplanan Cronbach Alfa güvenirlik katsayısı 0.89' dur.

Okuldan ayrılma niyeti ve beraberinde gelen olası sonuçlar değerlendirildiğinde öğrencilerin okuldan ayrılma niyetlerinin önceden tespit edilip gerekli stratejilerin uygulanması, önlemlerin alınması toplumun geleceği için önem arz etmektedir. Bu bağlamda ilgili ulusal alanyazın incelendiğinde öğrencilerin okuldan ayrılma niyetlerini ortaya koymaya yönelik geçerli ve güvenilir bir ölçeğe rastlanmamıştır. Bu nedenle yapılan uluslarası alanyazın taraması neticesinde Frostad vd. (2015) tarafından geliştirilen ölçeğin, alan uzmanlarının görüşleri doğrultusunda ortaöğretim düzeyindeki öğrencilere uygulanabilirliği, ölçek maddelerinin kolay, anlaşılır ve sayıca az olmasının öğrenciler tarafından kolaylıkla yanıtlanmasını sağlayacağı kanaati ve bununla birlikte ölçek maddelerinin Türk kültürüne ve eğitim sistemine daha uygun olması sebebiyle dilimize uyarlaması yapılarak alanyazına kazandırılması amaçlanmıştır.

Yöntem

Ortaöğretim öğrencilerinin okuldan ayrılma niyetlerine ilişkin algılarını tespit etmek için, Frostad vd. (2015) tarafından geliştirilen "ayrılma niyeti (intention to leave)" ölçeğinin Türkçeye uyarlanmasının amaçlandığı araştırmada tarama modeli kullanılmıştır. Tarama modeli, evrenden belirlenen örneklem üzerinden yola çıkarak evrene ait tutum, davranış ve görüşlere ilişkin veri toplamak amacıyla tercih edilen araştırma modelidir (Fraenkel vd., 2015; McMillan ve Schumacher, 2014).

Araştırma, ortaöğretim öğrencileri ile yürütülmüştür ve araştırma kapsamında 2023 – 2024 eğitim öğretim yılında Kocaeli ili İzmit ilçesindeki kamu ortaöğretim okullarında okuyan 390 ortaöğretim öğrencisinden veriler toplanmıştır. Veri toplama sürecinde örneklem seçme yöntemlerinden basit tesadüfi örnekleme yöntemi tercih edilmiştir.

Bulgular

Okuldan Ayrılma Niyeti Ölçeğinin (OAN) yapı geçerliğini test etmek amacıyla yapılan DFA sonucunda tüm maddeler için faktör yükü 0.43 (OAN8) ile 0.78 (OAN2) aralığında hesaplanmıştır. Beavers vd. (2013) ile Hinkin (1998)' e göre faktör yükü 0,40' ın altında olan maddelerin araştırmaya katkısı daha az olacağından dolayı analiz dışı bırakılmalıdır. Ölçek maddelerinin faktör yüklerinin 0.40' ın üzerinde olmasından dolayı madde silme işlemi yapılmamıştır.

Doğrulayıcı faktör analizi (DFA) sonuçları Simon vd. (2010) ile Hooper vd. (2008) tarafından belirtilen uyum indeksleri referans aralıkları ile karşılaştırıldığında madde yapı ilişkisinin geçerliği ölçek formunda herhangi bir madde değişikliği yapılmadan Okuldan Ayrılma Niyeti Ölçeğinin tek boyut ve 8 maddesi ile desteklenmiştir. Ölçeğin ayırt edici geçerliği çalışmasında ise alt-üst %27'lik grup karşılaştırması yapılmıştır. %27'lik alt-üst grup ortalamaları arasındaki fark istatiksel olarak anlamlı bulunmuştur. Dolayısıyla ölçeğin ayırt edicilik gücü yüksek bulunmuştur. "Ayrılma Niyeti Ölçeği" nin uyum geçerliği çalışması için ölçüt olarak Şimşek vd. (2014) tarafından geliştirilen "Okula Yabancılaşma Ölçeği" kullanılmıştır. Okula Yabancılaşma Ölçeği 19 madde ve "anlamsızlık", "güçsüzlük", "kuralsızlık", "sosyal uzaklık" olmak üzere dört alt boyuttan oluşmaktadır. Kocaeli ili İzmit ilçesindeki kamu liselerinde öğrenim gören 100 öğrenciye hem "Ayrılma Niyeti Ölçeği" hem de "Okula Yabancılaşma

Ölçeği" uygulanmıştır. Her iki uygulamadan elde edilen veriler arasındaki korelasyon uyum geçerliği .80 olarak hesaplanmıştır. Alt boyutlar bağlamında bakıldığında ise ayrılma niyeti ölçeğinin; "anlamsızlık" alt boyutu ile .63, "güçsüzlük" alt boyutu ile .74, "kuralsızlık" alt boyutu ile .74, "sosyal uzaklık" alt boyutu ile .58 pozitif ve istatistiksel olarak anlamlı ilişkisi bulunmuştur. Sonuç olarak, "Ayrılma Niyeti Ölçeği" ile "Okula Yabancılaşma Ölçeği" arasında Pearson Çarpım Moment korelasyon analizi sonucunda faktör grupları arasında pozitif yönde çıkan ilişkiler ölçme aracının geçerli olduğunu göstermektedir.

Okuldan Ayrılma Niyeti Ölçeği' nin güvenirliğine ilişkin bulgular, Cronbach Alfa, yarıya bölme teknikleri katsayısı aracılığı ile test edilmiştir. Tek boyutlu ölçeğin hesaplanan Cronbach Alfa katsayısı 0.86 olarak bulunmuştur. Güvenirlik analizleri kapsamında yapılan yarıya bölme tekniğinde tek ve çift sayılı maddeler şeklinde hesaplanan iki yarı için hem Spearman Brown katsayısı hem de Guttman iki yarım test katsayısı 0.87 olarak hesaplanmıştır. George ve Mallery' e (2010) göre Cronbach Alfa güvenirlik katsayısının 0.7 ile 0.9 değerleri arasında olması iyi, 0.9 değerinin üzerinde olması ise mükemmel olarak değerlendirilmektedir. Ölçeğin güvenirlik katsayısının 0.9' a yakın bir değer olması ölçeğin yüksek güvenirlikte olduğunu göstermektedir.

Tartışma, Sonuç ve Öneriler

Bu araştırmada, öğrencilerin okuldan ayrılma niyetlerini belirleyebilmek adına orijinali İngilizce olan "Ayrılma Niyeti Ölçeği" nin Türk diline ve kültürüne uyarlaması yapılmıştır. Ölçeğin Türkçe formunun model uyumu doğrulayıcı faktör analizi, ölçeğin geçerliği dil geçerliği ve yapı geçerliği ile, güvenirliği de iç tutarlık katsayısı ve iki yarı test katsayıları ile incelenmiştir.

İlk olarak ölçek Türkçe' ye çevrilmiş ve dil geçerliğinin sağlanabilmesi adına geri çeviri ve uzman görüşünden faydalanılmıştır. Dil geçerliğinin sağlanmasının ardından kapsam geçerliğinin sağlanması için yeniden uzman görüşüne başvurulmuş, ortaöğretim öğrencileri ile ön uygulama yapılmış, dilsel eşdeğerliği test etmek amacıyla öğretmenleri tarafından İngilizce düzeylerinin iyi olduğu belirtilen fen lisesi 11. Sınıf 40 öğrenciye ikişer haftalık süreyle ölçeğin İngilizce formu, ardından Türkçe formu uygulanmış ve ölçeğe son şekli verilmiştir. Ortaya çıkan Türkçe form kullanılarak ortaöğretim düzeyindeki farklı okul tür ve sınıf seviyelerinden 370 öğrenciden veriler elde edilmiştir. Ölçeğin orijinal yapısının Türk kültürü ve Türkçe dilinde korunup korunmadığını

belirleyebilmek için katılımcılardan elde edilen veri seti ile ölçeğin geçerlik çalışması kapsamında yapılan doğrulayıcı faktör analizi sonuçları, orijinal versiyondaki tek boyutlu ve 8 maddeli yapıyı doğrulamıştır. Bununla birlikte analizler neticesinde elde edilen modelin uyum indekslerinden RMSEA uyum indeksinin kabul edilebilir düzeyde, diğer uyum indekslerinin ise mükemmel düzeyde olduğu görülmüştür. DFA sonucu elde edilen uyum indekslerinin Simon vd. (2010) ve Hooper vd. (2008) tarafından önerilen kriterler ile karşılaştırılması sonucunda model uyumunun sağlanmasından dolayı AFA (Açımlayıcı Faktör Analizi) yapılmasına gerek olmadığı sonucuna varılmıştır. Bununla birlikte ölçeğin ayırt edici geçerliğine ilişkin bulgularda tüm maddelerin anlamlı olduğu görülmüştür. Ayrıca ölçeğin uyum geçerliği için yapılan analizler sonuçlarının pozitif ve anlamlı olması ölçme aracının geçerliğini desteklemiştir.

Okuldan ayrılma niyeti ve önlem alınmadığı takdirde beraberinde görülen okulu bırakma davranışının gerek bireysel gerekse toplumsal anlamdaki sonuçları sebebiyle ciddiye alınması gerektiği düşünülmektedir. Bu sebeple okuldan ayrılma niyetinde olan öğrencilerin önceden tespit edilmesi önem arz etmektedir. Bu bağlamda "Okuldan Ayrılma Niyeti Ölçeği", okul terkini ve devamsızlığı önlemeye yönelik araştırmalarda, bununla birlikte okuldan ayrılma niyeti ile ilişkilendirilebilecek değişkenlerin konu edinildiği çalışmalarda araştırmacılarca kullanılabilir. Benzer içerikte bir ölçeğin Türkçe alanyazında olmaması sebebiyle alana ve araştırmacılara katkı sağlayacağı düşünülmektedir. Bununla birlikte Frostad vd. (2015) tarafından okuldan ayrılma niyetinin daha yeni bir değişken olduğu ifade edilmektedir. Dolayısıyla okuldan ayrılma niyeti değişkeni araştırmacılara farklı değişkenlerle çalışma fırsatı da sunmaktadır.

Author Contributions: Each author has made significant scientific contributions to the article and bears equal ethical responsibility.

Conflict of Interest: There is no conflict of interest between any institution or authors within the scope of the study.

Ethics Statement: We declare that the rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" have been followed in this study and that we have not taken any action based on "Actions Contrary to Scientific Research and Publication Ethics". At the same time, we declare that all authors contributed to the study, that there is no conflict of interest between the authors, and that all responsibility for all ethical violations belongs to the authors of the article.

Ethics Committee Permission: Ethics committee permission was obtained with the decision of Kocaeli University Social and Human Sciences Ethics Committee dated 14/05/2024 and numbered 2024/06.

Funding: This research has not received any funding.

Copyrights: Work published in Millî Eğitim is licensed under a Creative Commons Attribution-NonCommercial 4.0 International Licence.

Data Availability Statement: Data generated or analysed during this study are available from the authors upon request.

Using Artificial Intelligence for Writing Assistance: Artificial intelligence was not used in the writing of the research.

References

Akbulut, N. (2021). *Ortaöğretimde okul terklerinin sosyoekonomik nedenleri ile okul terklerinin önlenmesine dönük kamu maliyesi politika ve programları* [Yayımlanmamış doktora tezi]. Ankara Üniversitesi.

Aküzüm, C., Yavaş, T., Tan, Ç., & Uçar, M. B. (2015). İlköğretim kurumu öğrencilerinin devamsızlık ve okul terki nedenleri. *Uşak Üniversitesi Sosyal Bilimler Dergisi, 8*(2), 167-192. https://doi.org/10.12780/uusbd.03923

Alexander, K. L., Entwisle, D. R., & Horsey, C. S. (1997). From first grade forward: Early foundations of high school dropout. *Sociology of Education*, *70*(2), 87-107. https://doi.org/10.2307/2673158

Alexander, K. L., Entwisle, D. R., & Kabbani, N. S. (2001). The dropout process in life course perspective: Early risk factors at home and school. *Teachers College Record, 103*(5), 760-822. https://doi.org/10.1111/0161-4681.00134

Attwood, G., & Paul Croll (2011). Attitudes to school and intentions for educational participation: An analysis of data from the longitudinal survey of young people in England. *International Journal of Research & Method in Education, 34*(3), 269-287. https://doi.org/10.1080/1743727X.2011.609552

Backman, O. (2017). High school dropout, resource attainment, and criminal convictions. *Journal of Research in Crime and Delinquency, 54*(5), 715-749. https://doi.org/10.1177/0022427817697441

Balkis, M. (2018). Academic amotivation and intention to school dropout: the mediation role of academic achievement and absenteeism. *Asia Pacific Journal of Education, 38*(2), 257-270. https://doi.org/10.1080/02188791.2018.1460258

Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F., & Hawkins, J. D. (2000). Predictors of early high school dropout: A test of five theories. *Journal of Educational Psychology, 92*(3), 568. https://doi.org/10.1037/0022-0663.92.3.568

Bean, J. P., & Metzner, B. S. (1985). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research, 55*(4), 485-540. https://doi.org/10.3102/00346543055004485

Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the process of cross-cultural adaptation of self-report measures. *Spine, 25*(24), 3186-3191.

Beavers, A. S., Lounsbury, J. W., Richards, J. K., Huck, S. W., Skolits, G. J., & Esquivel, S. L. (2019). Practical considerations for using exploratory factor analysis in educational research. *Practical Assessment, Research, and Evaluation, 18*(1), 6.

Binici, A. (2023). *Mesleki ve teknik anadolu lisesi öğrencilerinin okul terki nedenleri ve çözüm önerileri* [Yayımlanmamış yüksek lisans tezi]. Kocaeli Üniversitesi.

Boylan, R. L., & Renzulli, L. (2017). Routes and reasons out, paths back: The influence of push and pull reasons for leaving school on students' school reengagement. *Youth and Society, 49*(1), 46-71. https://doi.org/10.1177/0044118X14522078

Büyüköztürk, Ş. (2012). *Sosyal bilimler için veri analizi el kitabı*. Pegem Akademi.

Campbell, L. (2003). As strong as the weakest link: Urban high school dropout. *The High School Journal, 87*(2), 16-24.

Carmines, E. G., & Zeller, R. A. (1982). *Reliability and validity assessment*. Beverly Hills: Sage Publications.

Chambers, S., Mayfield, C. O., & Valenti, A. (2023). The impact of perceived fairness, organizational and professor support on students' intentions to quit. *International Journal of Educational Management, 37*(4), 863-883. https://doi.org/10.1108/IJEM-06-2022-0230

Christenson, S. L., & Thurlow, M. L. (2004). School dropouts: Prevention considerations, interventions, and challenges. *Current Directions in Psychological Science, 13*(1), 36-39. https://doi.org/10.1111/j.0963-7214.2004.01301010.x

Contreras, D., González, L., Láscar, S., & López, V. (2022). Negative teacher–student and student–student relationships are associated with school dropout: Evidence from a large-scale longitudinal study in Chile. *International Journal of Educational Development*, 91, 102576. https://doi.org/10.1016/j.ijedudev.2022.102576

Çam, İ. (2023). *Mesleki ve teknik anadolu lisesi öğrencilerinin, okul terklerinin nedenleri ile bu durumun bireysel ve ekonomik sonuçlarının incelenmesi* [Yayımlanmamış yüksek lisans tezi]. Ege Üniversitesi.

Davis, L. E., Ajzen, I., Saunders, J., & Williams, T. (2002). The decision of African American students to complete high school: An application of the theory of planned behavior. *Journal of Educational Psychology, 94*(4), 810.

Dekkers, H., & Claassen, A. (2001). Dropouts: Disadvantaged by definition? A study of the perspective of very early school leavers. *Studies in Educational Evaluation, 27*(4), 341-54.

De Witte, K., Cabus, S., Thyssen, G., Groot, W., & van Den Brink, H. M. (2013). A critical review of the literature on school dropout. *Educational Research Review*, *10*, 13-28. https://doi.org/10.1016/j.edurev.2013.05.002

Doll, J. J., Eslami, Z., & Walters, L. (2013). Understanding why students drop out of high school, according to their own reports: Are they pushed or pulled, or do they fall out? A comparative analysis of seven nationally representative studies. *Sage Open, 3*(4). https://doi.org/10.1177/2158244013503834

Dupéré, V., Dion, E., Leventhal, T., Archambault, I., Crosnoe, R., & Janosz, M. (2018). High school dropout in proximal context: The triggering role of stressful life events. *Child Development, 89*(2), e107-e122. https://doi.org/10.1111/cdev.12792

Education, A. (2014). Tackling early leaving from education and training in Europe: strategies, policies and measures. European Union.

ERG (2022). Eğitim Reformu Girişimi; Eğitim izleme raporu. https://egitimreformugirisimi.org/yayinlar/egitim-izleme-raporu-2022/

Estevao, P., & Alvares, M. (2014). What do we mean by school dropout? Early school leaving and the shifting of paradigms in school dropout measurement. *The Portuguese Journal of Social Science, 13*(1), 21-32. https://doi.org/10.1386/pjss.13.1.21_1

Field, A. (2013). *Discovering statistics using IBM SPSS statistics (4th ed.)*. Thousand Oaks: Sage Publications.

Fraenkel, J.R., Wallen, N.E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (9th Ed.). Mc Graw Hill Education.

Frostad, P., Pijl, S. J., & Mjaavatn, P. E. (2015). Losing all interest in school: Social participation as a predictor of the intention to leave upper secondary school early. *Scandinavian Journal of Educational Research, 59*(1), 110-122. https://doi.org/10.1080/00313831.2014.904420

Garnier, H. E., Stein, J. A., & Jacobs, J. K. (1997). The process of dropping out of high school: A 19-year perspective. *American Educational Research Journal, 34*(2), 395-419. https://doi.org/10.3102/00028312034002395

George, D., & Mallery, M. (2010). *SPSS for windows step bysstep: A simple guide and reference*. Allyn & Bacon.

Gleason, P., & Dynarski, M. (2002). Do we know whom to serve? Issues in using risk factors to identify dropouts. *Journal of Education for Students Students Placed At Risk, 7*(1), 25-41. https://doi.org/10.1207/S15327671ESPR0701_3

Groot, W., & Van Den Brink, H. M. (2007). The health effects of education. *Economics of Education Review, 26*(2), 186-200. https://doi.org/10.1016/j.econedurev.2005.09.002

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th Ed.). Pearson.

Hallinan, M. T., & Williams, R. A. (1990). Students' characteristics and the peer-influence process. *Sociology of Education, 63*(2), 122-132. https://doi.org/10.2307/2112858.

Hambleton, R. K. (2005). Issues, designs, and technical guidelines for adapting tests into multiple languages and cultures. In Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (Eds.), *Adapting educational and psychological tests for cross-cultural assessment* (pp. 3-38). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Hardre, P. L., & Reeve, J. (2003). A motivational model of rural students' intentions to persist in, versus drop out of, high school. *Journal of Educational Psychology, 95*(2), 347. https://doi.org/10.1037/0022-0663.95.2.347

Haugan, J. A., Frostad, P., & Mjaavatn, P. E. (2019). A longitudinal study of factors predicting students' intentions to leave upper secondary school in Norway. *Social Psychology of Education, 22*(5), 1259-1279. https://doi.org/10.1007/s11218-019-09527-0

Hickman, G. P., Bartholomew, M., Mathwig, J., & Heinrich, R. S. (2008). Differential developmental pathways of high school dropouts and graduates. *The Journal of Educational Research, 102*(1), 3-14. https://doi.org/10.3200/JOER.102.1.3-14

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods, 1*(1), 104-121. https://doi.org/10.1177/109442819800100106

Hooper, D., Coughlan, J., & Mullen, M. R. (2008). Structural equation modelling: Guidelines for determining model fit. *Electronic Journal of Business Research Methods, 6*(1), 53-60. https://doi.org/10.21427/D7TS43

Itzhaki, Y., Itzhaky, H., & Yablon, Y. B. (2018). The contribution of parental and societal conditional regard to adjustment of high school dropouts. *Journal of Adolescence*, *62,* 151-161. https://doi.org/10.1016/j.adolescence.2017.11.014

Janosz, M., Le Blanc, M., Boulerice, B., & Tremblay, R. E. (1997). Disentangling the weight of school dropout predictors: A test on two longitudinal samples. *Journal of Youth and Adolescence, 26*(6), 733-762. https://doi.org/10.1023/A:1022300826371

Jimerson, S. R., Anderson, G. E., & Whipple, A. D. (2002). Winning the battle and losing the war: Examining the relation between grade retention and dropping out of high school. *Psychology in the Schools, 39*(4), 441-457. https://doi.org/10.1002/pits.10046

Kaplan, D. S., Peck, B. M., & Kaplan, H. B. (1997). Decomposing the academic failure–dropout relationship: A longitudinal analysis. *The Journal of Educational Research, 90*(6), 331-343. https://doi.org/10.1080/00220671.1997.10544591

Lamb, S., Markussen, E., & Teese, R. (2011). *School dropout and completion: international comparative studies in theory and policy*. Springer.

Lansford, J. E., Dodge, K. A., Pettit, G. S., & Bates, J. E. (2016). A public health perspective on school dropout and adult outcomes: A prospective study of risk and protective factors from age 5 to 27 years. *Journal of Adolescent Health, 58*(6), 652-658. https://doi.org/10.1016/j.jadohealth.2016.01.014

Lavrijsen, J., & Nicaise, I. (2015). New empirical evidence on the effect of educational tracking on social inequalities in reading achievement. *European Educational Research Journal, 14*(3-4), 206-221. https://doi.org/10.1177/1474904115589039

Markussen, E., Frøseth, M. W., Sandberg, N., Lødding, B., & Borgen, J. S. (2011). Early leaving, non-completion and completion in upper secondary education in Norway. In *School dropout and completion: international comparative studies in theory and policy* (pp. 253-271). Springer Netherlands.

Maynard, B. R., Salas-Wright, C. P., & Vaughn, M. G. (2015). High school dropouts in emerging adulthood: Substance use, mental health problems, and crime. *Community Mental Health Journal*, 51, 289-299. https://doi.org/10.1007/s10597-014-9760-5

McMillan, J., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry* (7th Ed.). Pearson.

MEB (2022). Milli Eğitim İstatistikleri: Örgün Eğitim 2021 – 2022. Ekim 2022. https://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=460

Okur, M. R., Baş, D. P., & Güneş, E. P. U. (2019). Açık ve uzaktan öğrenmede öğrenimi bırakma sebeplerinin incelenmesi. *Yükseköğretim ve Bilim Dergisi, 9*(2), 225-235. https://doi.org/10.5961/jhes.2019.324

Öztürk, Y. (2021). *Meslek liselerinde okul terkinin nedenleri, sonuçları ve önlemeye yönelik çözüm önerileri* [Yayımlanmamış yüksek lisans tezi]. Zonguldak Bülent Ecevit Üniversitesi.

Pijl, S. J., Frostad, P., & Mjaavatn, E. P., (2014). Students with special educational needs in secondary education: Are they intending to learn or to leave? *European Journal of Special Needs Education, 29*(1), 16-28. https://doi.org/10.1080/08856257.2013.830442

Rumberger, R. W. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal, 32*(3), 583-625. https://doi.org/10.3102/00028312032003583

Rumberger, R. W. (2019). The economics of high school dropouts. *The Economics of Education*, 149-158. https://doi.org/10.1016/B978-0-12-815391-8.00012-4

Samuel, R., & Burger, K. (2020). Negative life events, self-efficacy, and social support: Risk and protective factors for school dropout intentions and dropout. *Journal of Educational Psychology, 112*(5), 973. https://doi.org/10.1037/edu0000406

Sandler, M. E. (2000). Career decision-making self-efficacy, perceived stress, and an integrated model of student persistence: A structural model of finances, attitudes, behavior, and career development. *Research in Higher Education*, *41*, 537-580.

Schwab, S. (2018). Who intends to learn and who intends to leave? The intention to leave education early among students from inclusive and regular classes in primary and secondary schools. *School Effectiveness and School Improvement, 29*(4), 573-589. https://doi.org/10.1080/09243453.2018.1481871

Simon, D., Kriston, L., Loh, A., Spies, C., Scheibler, F., Wills, C., & Härter, M. (2010). Confirmatory factor analysis and recommendations for improvement of the Autonomy-Preference-Index (API). *Health Expectations, 13*(3), 234–243. https://doi.org/10.1111/j.1369-7625.2009.00584.x

Sönmez, A. (2019). *Mesleki ve teknik ortaöğretim okulu öğrencilerinin devamsızlık nedenlerinin incelenmesi (Kastamonu ili örneği)* [Yayımlanmamış yüksek lisans tezi]. Kastamonu Üniversitesi.

Suh, S., Suh, J., & Houston, I. (2007). Predictors of categorical at-risk high school dropouts. *Journal of Counseling and Development, 85*(2), 196-203. https://doi.org/10.1002/j.1556-6678.2007.tb00463.x

Şimşek, H., Abuzar, C., Yegin, H., Şimşek, S., & Demir, A. (2014). Okula yabancılaşma ölçeği. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, *16*(1), 309-322.

Tabachnick, B. G., & Fidell, L. S. (2009). *Using multivariate statistics*. Allyn and Bacon Publishing

Taylı, A. (2008). Eğitim sisteminde önemli bir sorun: Okulu bırakma. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 3*(30), 89-101.

Thomas, S. L. (2000). Ties that bind: A social network approach to understanding student integration and persistence. *The Journal of Higher Education, 71*(5), 591-615. https://doi.org/10.1080/00221546.2000.11778854

Townsend, L., Flisher, A. J., & King, G. (2007). A systematic review of the relationship between high school dropout and substance use. *Clinical Child and Family Psychology Review*, *10*, 295-317. https://doi.org/10.1007/s10567-007-0023-7

Traag, T., & Van der Velden, R. K. (2011). Early school-leaving in the Netherlands: the role of family resources, school composition and background characteristics in early school-leaving in lower secondary education. *Irish Educational Studies, 30*(1), 45-62. https://doi.org/10.1080/03323315.2011.535975

Türkiye İstatistik Kurumu (TÜİK) (2023). *İstatistiklerle Çocuk, 2023*. Rapor No:53679.https://data.tuik.gov.tr/Bulten/Index?p=Istatistiklerle-Cocuk-2023-53679

Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery. *The Future of Children*, 77-103.

Ünver, G. (2022). *Okula devamsızlık ve okul terki nedenleri: Bir meta-sentez incelemesi* [Yayımlanmamış yüksek lisans tezi]. İstanbul Medeniyet Üniversitesi.

Valas, H. (2001). Learned helplessness and psychological adjustment: Effects of age, gender and academic achievement. *Scandinavian Journal of Educational Research, 45*(1), 71-90. https://doi.org/10.1080/00313830020042689

Valkov, P. (2018). School dropout and substance use: Consequence or predictor. *Trakia Journal of Sciences, 16*(2), 95. https://doi.org/10.15547/tjs.2018.02.004

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, *52*(4), 1003-1017. https://doi.org/10.1177/0013164492052004025

Vallerand, R. J., Fortier, M. S., & Guay, F. (1997). Self-determination and persistence in a real-life setting: toward a motivational model of high school dropout. *Journal of Personality and Social psychology, 72*(5), 1161.

Vasalampi, K., Kiuru, N., & Salmela-Aro, K. (2018). The role of a supportive interpersonal environment and education-related goal motivation during the transition beyond upper secondary education. *Contemporary Educational Psychology*, *55*, 110-119. https://doi.org/10.1016/j.cedpsych.2018.09.001

West, P. W. (2016). Simple random sampling of individual items in the absence of a sampling frame that lists the individuals. *New Zealand Journal of Forestry Science*, *46*, 1-7. https://doi.org/10.1186/s40490-016-0071-1

White, S. W., & Kelly, F. D. (2010). The school counselor's role in school dropout prevention. *Journal of Counseling and Development, 88*(2), 227-235. https://doi.org/10.1002/j.1556-6678.2010.tb00014.x

Appendix

Ayrılma Niyeti Ölçeği Türkçe Formu (Turkish Version of Intention to Leave Scale)

Sevgili Öğrenciler; bu araştırmada öğrencilerin okuldan ayrılma niyetine ilişkin algılarını geçerli ve güvenilir olarak ölçmeye olanak tanıyacak bir ölçme aracının Türkçeye uyarlanması amaçlanmıştır. Bundan dolayı aşağıdaki soru formunda bulunan ifadeleri dikkatle okumanız, sizin için en uygun olan seçeneğe "X" işareti koymanız rica olunur.

Yapacağınız işaretlemelerde göstereceğiniz samimiyet ölçme aracının başarısını ve güvenilirlik düzeyini yükseltecektir. Araştırmadan elde edilen veriler sadece bilimsel amaçlı çalışmalar için kullanılacaktır. Araştırmaya katkılarınızdan dolayı şimdiden içtenlikle teşekkür eder ve çalışmalarınızda başarılar dileriz.

Mustafa KEMER
Kocaeli Üniversitesi Eğitim Bilimleri Enstitüsü
Eğitim Yönetimi Programı Doktora Öğrencisi
mstfkmr@gmail.com

KİŞİSEL BİLGİ FORMU

Cinsiyet : □ Erkek □ Kız

Sınıf Düzeyi : □ 9. Sınıf □ 10. Sınıf □ 11. Sınıf □ 12. Sınıf

Okul Türü : □ Anadolu Lisesi □ Fen Lisesi

□ İmam Hatip Lisesi □ Meslek Lisesi

AYRILMA NİYETİ ÖLÇEĞİ

1-Kesinlikle Katılmıyorum 2-Katılmıyorum 3-Kısmen Katılmıyorum
4-Kısmen Katılıyorum 5-Katılıyorum 6-Kesinlikle Katılıyorum

Sevgili öğrenciler; **Size sorulan soruları, okulunuza yönelik kendi duygularınızı dikkate alarak cevaplamanız istenmektedir.**						
	1	2	3	4	5	6
Arada bir bu okulu bırakıp kendime yeni bir iş bulmayı düşünüyorum.						
Bu okulda ne yaptığım konusunda bir fikrim yok.						
Dersler fazla teorik olduğu için sık sık okuldan ayrılmayı düşünüyorum.						
Okulda vaktimi boşa harcadığımı hissediyorum.						
Bu okuldan ayrılmayı düşünüyorum.						
Çok çalışsam da bu okulda asla başarılı olamayacağım.						
Okuldaki öğretmenlerle süregelen anlaşmazlıklardan dolayı bu okuldan ayrılmayı düşünüyorum.						
Ailemdeki sorunlar nedeniyle sıklıkla bu okuldan ayrılmayı düşünüyorum.						