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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

ASSESSMENT OF FACTORS AFFECTING DROPOUT INTENTIONS DURING THE FIRST YEAR IN A MODELING SCHOOL

A dissertation submitted in partial fulfillment of the requirements for the degree of DOCTOR OF BUSINESS ADMINISTRATION

by

Mauro Echeverri

2022

To: Dean William Hardin, College of Business

This dissertation, written by Mauro Echeverri, and entitled Assessment of Factors Affecting Dropout Intentions During the First Year in a Modeling School, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

	Mido Chang
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	Mark Thibodeau
	Manjul Gupta, Major Professor
Date of Defense: June 2, 2022	
The dissertation of Mauro Echeverri is	s approved.
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	Andrés G. Gil
Vice	President for Research and Economic Development and Dean of the University Graduate School

Florida International University, 2022

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DEDICATION

I dedicate this dissertation and doctorate to my mother, Dora. A lovely, brilliant, and humble spirit that thanks to her enlightenment, I continue to influence and impact more lives in my leadership journey. Also, my son Samuel, a source of inspiration to be greater and shared with me great thoughts when selecting the research idea.

I also dedicate this to my father that has helped me to act with integrity and trust that I can always achieve more, and to my marvelous dedicated, and lovely sister who has been the extension of my mom throughout my life. And to my brothers that thanks to their continued example, love, and support I was able to make it this far.

ACKNOWLEDGMENTS

The doctorate has been an amazing expedition that has though me a lot. This journey was possible because of God and his blessings. Amazing people have been crucial in my DBA journey: Dr. Maria "El Encanto" for her support in every little step, Dr. George Marakas for his wise advice to follow the process, Dr. Manjul Gupta for his assertiveness and dedication, and thanks to all of those in the cohort reading and reviewing the research when needed and giving me feedback.

ABSTRACT OF THE DISSERTATION

ASSESSMENT OF FACTORS AFFECTING DROPOUT INTENTIONS DURING THE FIRST YEAR IN A MODELING SCHOOL

by

Mauro Echeverri

Florida International University, 2022

Miami, Florida

Professor Manjul Gupta, Major Professor

To date, there has been little research done on student dropout rates in modeling schools. This quantitative study utilizes applied research methods to analyze 138 female students in STAGE, a modeling school, where most students are between the ages of 11 and 18 years old. This study aims to examine why students drop out during their first year of study. The model utilized in this research integrates variables derived from Vincent Tito's theory of departure, in addition to other variables not included in this theory like the parental support impact on extracurricular activities. Correlations analyses were used to assess the reliability and dimensionality of the variables, Cronbach's Alpha (>.7) was used to measure scale reliability, and linear regression to validate the direct effects of the predictors on the dependent variable. This research finds three leading predictors of why students decide to drop out of modeling school: (i) self-motivation, (ii) self-image dissatisfaction, and (ii) the student's perception of their parental engagement. This research contributes to the literature and existing theories about student dropout intentions in the context of an extracurricular setting such as a modeling school.

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1. Introduction

This research aims to explore factors affecting student intention to drop out from STAGE, a modeling school. The school is a non-degree extracurricular program where students are expected to complete at least the first year and participate in the closing event. STAGE is well recognized for providing professional development training to females from the age of five to their early twenties. The presence of such a young demographic makes it challenging to identify the reason why students leave the program early.

A significant number of resources are funneled into this program; students are taught topics that help them overcome issues in their development that are not typically taught in Kindergarten through twelfth grade (K-12). More than looking to build a Runway model, STAGE looks to build a woman's row model. A good number of professionals from different backgrounds are hired to achieve these objectives. Students are encouraged to stay until the end of each year for the closing event, where they perform on the runway before thousands of people such as family members, guests, and companies sponsoring the clothing used on the runway. The school has noted that a good number of students decide to come back the following year because of their experiences at the closing event.

Many scholars have stated that dropout levels in educational institutions have been a concern for many years (Herzog, 2005) because of their impact on students and institutions. Specifically for the institutions, dropouts have a direct financial and branding impact. They have tried to understand why students leave school using Vincent Tinto's "Theory of Departure." His theory describes the process of departure in three stages: (i) separation, (ii) transition, and (iii) incorporation. Tinto's longitudinal study was based on students' transition into college, though he suggests that these stages may apply to other

activities. Tinto's theory has been expanded and challenged in many works of literature, allowing for critical examination of whether it may be used in an extracurricular program such as a modeling school. His model has dropout decisions as the dependent variable, and he considers three main predictors: family background, personal characteristics, and precollege training. The mediator in the model was the goal and institutional commitments, and the academic and social systems predicting them were also mediated by the goal and institutional commitments before making the dropout decision. It is important to note he mentions that "social integration occurs primarily through informal peer group associations, semi-formal extracurricular activities, and interaction with faculty and administrative personnel within the college" (Tinto, 1975, p. 107).

Prior research done by Noel et al., (1985) pointed out that students who drop out of school do it throughout their first year for financial reasons, lack of motivation, or other particular situations. The data shows, as proven by Martin and colleagues (2007) that students' dropout rates tend to decrease after completion of at least two years of a program, or a structured institution providing instruction. For a long time, institutions have experienced significant problems retaining students, which often results in financial loss, lower graduation rates, and may affect the way stakeholders, parents, and students look at the institution (Lau, 2003).

STAGE has never tracked or measured student dropout rates. However, the number of students who left the program within their first year of enrollment has increased in recent years. At the same time, the number of students joining the program has also increased from 90 students in 2018 to approximately 250 students in 2021. The increase in the number of students reflects growth in the modeling industry as large numbers of young

males and females, driven by social media influence, institutions' high demand for diversity and inclusion, and a lack of formal educational requirements, strive to enter the industry.

It is important to highlight the inverse relationship between student participation in extracurricular activities and the dropout rate (Neely & Vaquera, 2017). Despite the research on dropout intentions in educational programs, there has been little to no inquiry into the cause of students dropping out of modeling school. This paper considers factors such as lack of motivation, social influence, development stages, parental influence, and body image dissatisfaction, which is unique to modeling.

Specifically, this applied study seeks to answer the following research question: What are the factors contributing to dropout intentions during the first year of studies at STAGE Modeling School? Answering this question will allow school management to understand the predictors of students' intentions to drop out. Staff members may begin to employ survey methods when students first enroll and during the program looking to identify problem areas and help deliver a better experience to its students.

Dropping out during the first year has a negative economic impact on the school because of the substantial resources allocated to the educational business model. In essence, the school invests a large amount of economic and other resources to the end of the year event, meaning if the students drop out before that event not only the financial impact be negative for that year but the expectation of the school has on recovering the investment by receiving the student back the following year. Opportunities for future research are also highlighted as part of this applied research.

For this study, I found rigorous scales that were proven in multiple and similar settings for each construct. Subsequently, the data were collected in two phases. The first phase was a pilot study in which psychometric properties of all measures were assessed with a sample of 43 existing students. The primary set of items was then polished and another set of survey data was collected from other 138 students.

The current paper is ordered as follows. I start with a review of existing literature relating to students' dropout intentions. Next, I describe research methods and data analysis for the instruments used and the collected data. I then present a discussion section, which includes theoretical and practical implications of the research at hand. Finally, it ends with a conclusion section.

2. Literature Review

2.1 Benefits of Extracurricular Activities

Research has shown that student participation in extracurricular activities generates positive student outcomes, such as lower instances of school dropout (Kronholz, 2012; Holloway, 2002; Mahoney, 2000; Mahoney & Cairns, 1997), greater life satisfaction and well-being (Kim & Kim, 2008; Eccles & Barber, 1999;), and improved non-cognitive skills (Dumais, 2006a, 2006b; Broh, 2002). Extracurricular activities keep students out of trouble, especially unsupervised children. Biglan et al. (1990), predicted a relationship between the existence of the parent's supervision and lesser intensities of criminal behavior, drug consumption, and greater sexual behavior as they can exercise control, direction, and be vigilantes when bad third party influences. Several researchers including Farb and Matjasko (2012), find that partaking in extracurricular activities is linked with progressive academic results and greater chances to pursue higher education.

Extracurricular programs also improve students' chances of being accepted to certain universities and may even aid in developing specific skills. In his theory, Tinto compares academic integration and the student's grades and he measures that relationship. At the same time, he compares the social integration with the intensity of the students socially interacting with others in the school setting including extracurricular activities.

The modeling program at STAGE provides an opportunity for students to develop their modeling skills and encourages self-development, which results in greater self-esteem and the development of other social skills such as talking in public, leadership, and emotional intelligence. The benefits of this program are well-recognized throughout the region.

2.2 Dropouts

This research will focus on understanding why students drop out of modeling school. Dropout intention is the dependent variable. There is no universal definition of dropping out, which has made this phenomenon difficult to study for many researchers (Egyed, McIntosh, & Bull, 1998). Some researchers consider students who drop out as "leavers" instead of ascribing a general definition.

In this study, dropping out during the first year of a program is defined as (i) a student who enrolls in the program for the first time, starts the classes, and drops out during the first school year, or (ii) the student does not return for the second year.

2.3 Existing Research About Dropout Intentions

Most research about attrition uses Vincent Tinto's theory of departure, which describes the dropouts as the process of departure in three stages: separation, transition, and incorporation. Tinto's longitudinal study is based on students' transition into college,

but he suggests that these stages may apply to other demographics. Tinto's theory may not be fully applicable to this study because the separation and transition stages in a specialized extracurricular program, such as a modeling school, are not as complex and thus incomparable in all the aspects of the research. In general, modeling students are not as involved in terms of time and commitment to their studies compared to students who attend other educational institutions. This research will consider Tinto's theory on the period of incorporation as a primary cause of student departure.

Tinto's theory states that, when a student decides to start the program, they are confronted with the undertaking of becoming incorporated into the program. The student begins finding and adopting the school's norms and practices. Because "social interactions are the main vehicle through which such integrative relations ascend (Tinto, 1975, p. 446) individuals need to create interaction with different fellows of the institution. Not doing so may lead to a lack of integration and a sense of isolation. This, in turn, may lead to dropping out of the school (Tinto, 1993). Moreover, the effect may be even stronger if the school does not provide means of community membership. When such factors are not considered, the student may decide to drop out of school. This research is also based on Tinto's theory of engagement where motivation and social integration are predictors. The theory proposes that the degree of success a student has in their pursuit of higher education influences the level of commitment they have to an institution, as well as their academic and career goals.

"Dropout is a process that is characterized by a gradual loss of school engagement. This process is affected by individual factors, background, home environment, and the social and academic environment at the school (Haugan, Frostad, & Mjaavatn, 2019, p. 1263). Additionally, multiple theories and research papers about attrition in educational

and extracurricular programs are considered in this research. I will validate if the dropout factors present in a typical academic institution have the same impact on the attrition rate at STAGE. It is important to consider that these types of schools have voluntary participation as compared to typical after-school programs that are generic and involuntary.

2.4 Potential Drivers of Dropout Intentions

As stated within this paper, there are key researches and theories around student dropouts. Because of the nature of the modeling school, I am looking to explore additional constructs that are common to drive behaviors potentially influencing the desire of the students to stay motivated at school before thinking or making a decision to drop out of the institution. Research on existing literature on the following constructs was done to give a substantial basis or support to the research model. While the relevance of these variables has been explored in prior research, there are very few findings in the context of a modeling program such as STAGE. In this research, I will assess the variables that have an impact on the student's intentions to leave the program.

Illuminating the main causes of high dropout rates during the first year will help the management of STAGE understand if the rate is driven by variables they can or cannot control. Confirming these variables will help management make adequate decisions to redefine strategy, if needed, reallocate resources, and make other changes as necessary to retain students.

2.4.1 Development Stages

A crucial area to keep in mind in this research is the ages of the students and the changes they face while they grow as part of human evolution. Personality traits and motivation change throughout a child's developmental stages. Many studies propose that

human development occurs at different points in time. Eric Erikson (1963, 1964, 1968a) created the development theory where he spreads the human development in multiple social and psychological stages: (i) infancy – trust and mistrust, (ii) toddlerhood – autonomy vs shame and doubt, (iii) preschool years: initiative vs guilt, (iv) early school years: industry vs inferiority, (v) adolescence: identity vs role confusion, (vi) young adulthood: intimacy vs isolation, (vii) middle adulthood: generativity vs stagnation/self-absorption, and (viii) late adulthood: Ego integrity vs Despair.

In this research, I concentrate on the students after the formal-operational stage, beginning in adolescence, and I based this on Piaget's theory of child development where he surmises that humans at this stage of development can think logically about abstract propositions and test hypotheses systematically. In other words, the person becomes concerned with hypothetical and ideological problems. At this age, humans begin to make choices about personal, occupational, sexual, and political commitments. If they are successful in a particular endeavor, adolescents begin to identify their distinctive abilities and believe in themselves, developing more of a sense of who they are. Conversely, if they fail, adolescents may embrace socially unacceptable ways of stating what they do not want to be and may have difficulty developing and keeping long-lasting close personal relationships.

For consistency, and to establish a sizeable sample population, I only considered students eleven and older for the study. This is approximately 200 of 250 total registered students. Other developmental stages will not be considered in this study. The social world of adolescents is complex as they move into early adulthood. However, this research does

not seek to understand changes in adolescent personality. Rather, the research aims to determine if there is any relationship, trend, or effect of age on the dependent variable.

2.4.2 Student-specific divers

I then move into those drivers from the existing literature that are crucial for the life of a student in general terms and then apply those that can be more specific to the modeling school characteristics that may differ from other school settings.

Students' Motivation

Many researchers including Ryan & Deci (2000), define motivation as the significant contributing factor behind every action taken (or not), as opposed simply to energization or arousal. They state that motivation is defined by the beliefs, cognitions, and values of individuals, and plays a crucial role in a student's educational involvement throughout their life (Ryan & Deci, 2000). A significant amount of research has been produced in an attempt to conceptualize and measure social factors on motivation (Harwood et al., 2015; Harwood et al., 2008). Motivation to learn has been linked to better academic performance, greater conceptual understanding, satisfaction with school, increased self-esteem, social adjustment, and fewer dropouts (Center on Education Policy - The George Washington University, 2012).

Weisman et al. (2001), performed a longitudinal study in Maryland between 1997-1998. The authors explored factors that may lead students to drop out of school. They documented a 41 percent dropout rate (on average) across the 29 after-school programs evaluated, with five programs having dropout rates of over 65 percent (Weisman & Gottfredson, 2001). The findings of the study indicate that the main reason students

withdrew from after-school programs was that they found these programs boring (33 percent), resulting in a lack of motivation to remain enrolled.

Students' social integration

One central feature of Tinto's theory of departure is integration. Tinto argues that whether a student continues their education is predicted by their level of academic and social integration, these two advance over time. Integration increases commitment therefore lower dropout decisions.

Braxton et al. (1997), proposed that higher intensity of social integration leads to increased commitment to the school. Students with social involvement were found to persist significantly in their studies over students who were socially isolated. Bean, J.P. (1980, page 157) defines social integration as "the level to which a student partakes in primary or quasi-primary relations". Additionally, Astin's Student Involvement Theory (1983, 1984, 1970) stresses the role of student involvement in the institution; the more students connect with other students and faculty members, the more likely they are to be committed to their studies and potentially less thinking of dropping out.

Students who are unwilling to institute social relationships with their social group do not usually mature a sense of belonging or connection to the institution. (Ibrahim, Rwegasira, & Taher, 2010). Ibrahim et al. (2010), find that peer pressure may be a prominent factor; some students may be likely to drop out to avoid being criticized by their peers. When students are supported by their friends at school, they are less likely to drop out and more likely to be engaged in their studies (Wood et al., 2017; Diseth & Samdal 2015; Terry, 2008; Wang and Eccles 2012). If the student is popular at school, meaning

accepted by others, they are even less likely to want to leave (Frostad et al., 2014; Stevens and Peltier, 1994).

Additional research was done by Neely & Vaquera (2017), The authors used social bond theory in a longitudinal study to learn about extracurricular participation linking it to the probability of dropping out of high school. They discovered significance in the relationship between participation in extracurricular activities and a reduced chance of leaving the program.

Body image dissatisfaction

Positive body image and self-esteem are referred to as fundamental indicators of efficacious handling of the developmental predicaments during puberty (Craven & Marsh, 2008) for the reason that they are at the essential to the innumerable biopsychosocial transformations in the adolescence period (Clark & Tiggemann, 2008) and are strongly and positively interrelated during this developmental stage. Donahue et al. (1993, page 835), refer to Self-concept as "an individual's tendency to view oneself as possessing different personality characteristics across different social roles or contexts". This also includes the perception an individual has of his/her body image. Body image refers to the psychological experience of embodiment and in this case refers to the student's physical appearance, which includes judgment of body shape and size (Cash, 2004).

Body image dissatisfaction is a psychological indicator produced by a disappointing self-image and is due to the perception of one's own body differing from an ideal body image (Neves et al., 2017; Lu et al., 2000). It encompasses issues such as dissatisfaction and shame with one's appearance, body shape, gender, or sexual organs (Zhang et al., 2020).

Morin et al. (2011), studied 1,001 adolescent students of elementary and secondary schools in Quebec, Canada. In their findings, they saw that body image, as well as self-esteem, stayed steady across the years, however they noticed a small increase in body image. The authors noticed that if the adolescent had a positive image of their bodies their self-esteem improved. Contrariwise, students who had adverse exchanges and experiences are inclined to become disappointed with the school and disconnect from their colleagues, faculty members, and eventually the school.

This research seeks to understand if body image dissatisfaction causes students to drop out of modeling school. Students might not be comfortable interacting with their peers due to issues with self-esteem caused by dissatisfaction with their body type. This may be especially true in the setting of a modeling institution, where students are expected to walk and perform in front of the class in, for example, a runway show.

2.4.3 The Parental Role

Researchers who study student participation in extracurricular activities highlight the role that students' surroundings, such as parental influence, play in their motivation to complete educational programs (Englund et al., 2008; Cooper et al., 2005). The role of parents, guardians, or caregivers in learning undertakings is important to note; communication (Hill and Tyson 2009; Jeynes 2012), financial support (Halvorsrud 2017; Zaff et al., 2017), home atmosphere (Rueger et al., 2010; Fall and Roberts 2012), and parents' educational attainment (Ashborurne & Lesley, 2015) are crucial factors that affect a student's chance of completing an educational program. Research shows that parental support and encouragement are positively correlated with student motivation to enroll in and complete extracurricular activities (Higginson, 1985; Spreitzer & Snyder, 1976).

Because the students at STAGE are relatively young, it is important to include the role of parental engagement in extracurricular programs in this research.

Because of the influence that parents have on their kids' decisions, they also have a strong influencing force or advantage to decide the school fit for them (Bahena et al., 2016). In that study, the author found that parents are expected to have a more widespread understanding of their children's necessities than instructors because they see their children in settings outside of school and observe them in dissimilar developmental stages. However, parents' beliefs and expectations appear to strongly influence children's levels of motivation (Center on Education Policy - The George Washington University, 2012). Therefore, in order to understand why students drop out and to find best practices, it is important to know the parent's perspective on the school fit as well as their own engagement (Bahena et al., 2016).

Parental encouragement

In this research, I will explore parents' encouragement. As observed at the school level, parents may be less likely to participate in their child's extracurricular activities in a modeling school compared to an academic institution.

Prior research suggests that perceived parental encouragement is linked to children's registration in extracurricular programs and their continuation in them (Anderson, Funk, Elliott, & Smith, 2003). Butcher (1983) found that involvement in sports teams, community activities, the number of activities, and the time dedicated to them were related to parental encouragement. Prior research on children's participation in certain activities like sports or comparable activities found that encouragement had higher relevance in female children than in men (Spreitzer and Snyder, 1976; Lewko and Ewing,

1980). Thus, I expect to find a strong correlation between parental encouragement and dropout intentions because the program includes some physical activities related to sports, and the students enrolled at STAGE are female.

Additionally, when parents are very involved the children may not have the choice to object to their decisions to participate in multiple activities reducing the effect of other stimuli to decide about dropping out because of their support and warmth (Fletcher, Elder, & Mekos, 2000).

Parental encouragement can lead to positive student experiences with extracurricular activities. The enjoyment of an activity is an important motivator for continued participation. During their study, Anderson et al., (2003) noticed that kids that did not like their extracurricular activities were unlikeliest to gain the related benefits of involvement, like social interaction with the other students and enlargement of further skills.

Parental engagement

Numerous researchers (Grolnick et al., 1997; Eccles & Harold, 1996; Fan & Chen, 2001; Griffith, 1998) have stated that when parents engage in their children's activities there is a significant effect on children's learning and focus. There are parents who encourage their children but do not take part in engaging with them in extracurricular activities. The manner that parents engage involves a series of actions that potentially have a direct or indirect stimulus on their kids' educational success and how develop cognitively (Fantuzzo et al., 1995). Government research and policy in the United States and Western Europe reveal the view that parental involvement directly influences student attainment (Mattingly et al., 2002).

When schools dedicate efforts to connect the families in their children's education it builds a strong basis for trust and respectful engagements, at the same time linking strategic parental actions to educational goals, with the intention to involve parents further than the school settings (Hendersen & Map, 2002). These efforts result in above-average parent engagement, leading to interactions of high quality, not only parent-child but also parent-teacher, resulting in improved learning outcomes, and high levels of achievement for both the student and the institution (Redding et al., 2004). The author describes that when teachers gain the support of parents in the education process, they are reminded of the advantages of such parental commitment, and the child's learning quickly turns out to be the emphasis of their interactions with parents.

3 Research Model and Hypothesis

This study is unique because classes at STAGE are usually conducted for a couple of hours during the weekday and half of Saturday. This requires additional time and resources compared to other extracurricular activities whose goal is to provide supervision to children while their parents work (Apsler, 2009). The proposed framework utilizes variables and methods derived from Vincent Tinto's Theory of Departure (1975).

The literature described serves as a basis for understanding factors that put students at risk of dropping out of school during the first year. As discussed earlier, students' dropout intention is the dependent variable in this paper. The literature and the results from surveys will help me to determine what independent variables are related to student dropout.

This is a quantitative study. Some of the characteristics in the model have been more firmly established in the literature as being related to school dropout. I will collect and analyze data and use it to help support my hypothesis on the causes of dropout in a voluntary specialized extracurricular program. Other parts of the model have not been studied previously in a similar context and will be explored here for the first time like Body Image Dissatisfaction.

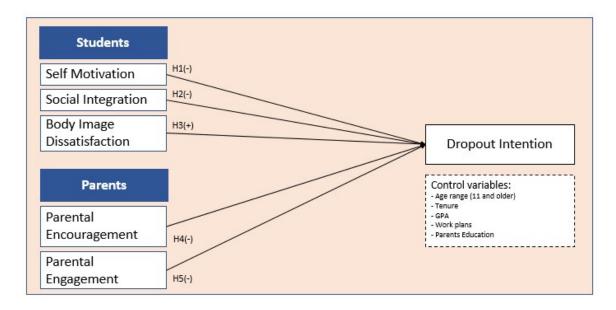


Figure 1: Preliminary Research Model

The model categories and their respective hypotheses are defined below:

Student motivation

Ryan & Deci (2000) state that motivation is often viewed by many researchers as the key contributing factor responsible for individuals' actions. Weisman et al. (2001), defend that the main reason students withdraw from after-school programs is a lack of motivation to continue or boredom. Based on these findings, this study proposes the following hypothesis:

H1 - Lower student motivation increases students' intentions of dropping out.

Social Integration

Vincent Tinto's Theory of Departure (1975) states that students' intentions to drop out are strongly predicted by their degree of academic and social integration. Based on this finding, this study proposed the following hypothesis:

H2 - Lower student social integration increases students' intentions to drop out of school.

Body Image Dissatisfaction and Shame

Morin et al. (2011), found that the level of self-esteem is influenced by body image. Students who have damaging exchanges and experiences (body dissatisfaction and shame) tend to become dissatisfied with school. Considering the factors outlined in existing literature, this study proposes the next hypothesis:

H3 – Higher levels of student body image dissatisfaction increase students' intentions to drop out of school.

Parental Encouragement

Bahena et al. (2016), showed that parents' perspectives enhance a school's ability to prevent student attrition due to the willingness to support their kids. Higginson (1985) and Spreitzer & Snyder (1976) find an association between the support from the parent and the kid's initial registration and sustained engagement in the extracurricular program. In addition, in accordance with their research, STAGE female children maybe are more influenced by their parent's support if we were to compare it with male children. This study proposes hypothesis four: **H4** – **More parental encouragement reduces student dropout rates.**

Parental engagement:

Numerous research, including government research by the USA and Western Europe, have supported that parental engagement is a variable that significantly affects children's learning and focus (Eccles & Harold, 1996; Grolnick et al., 1997; Griffith, 1998; Fan & Chen, 2001; Mattingly et al., 2002). This study proposed hypothesis five:

H5 - Higher the parental engagement in the school's activities lower the student's intentions of dropping out.

4 Methodology

4.1 Variable Measurement

4.1.1 Measurement of the Dependent Variable.

The dependent variable in this research is dropout intention during the first year of study and is operationally defined as a student who enrolls in the program for the first time, starts classes, and drops the program during or right after the completion of the first year. At STAGE, each school year starts in February and ends in November. It is possible to know when and how many students are dropping out by looking at administrative reports that indicate when a student begins school and when they leave. Some students announce they will leave the program and share their reasons with staff. Other students may leave the program unannounced; to understand why these students leave, researchers would have to contact them.

I used a scale developed by Joana et al. (2021), to classify student intentions of dropping out. The methodology uses a five-point scale (from 1 = strongly disagree to 5 = strongly agree) when posing questions such as: have you spoken to friends/family about your intention to leave?" See appendix G for all survey measures that I used in this study.

4.1.2 Measurement of Predictors of the Independent Variable

Motivation.

The individual student's motivation is measured by using The Self-Motivation Inventory Modified for Children (SMI-C) (Stijart Biddle, Debo Akande, Neil Armstrong, Mark Ashcroft, Richard Brooke, Marios Goudas, 1996). This is an adaptation of the self-motivation and adherence to therapeutic exercise art done by Rod Dishman & Ickes (1981). The original scale was reduced from 40 to 20 items by random selection and removing inappropriate items for students aged from 10 to 16 years of age. In the study, concurrent validity was demonstrated through low to moderate correlations with validated measures of intrinsic motivation orientations, multidimensional intrinsic motivation, achievement goal orientations, and physical activity enjoyment. The original measure had a remarkably high internal reliability ($\alpha = 0.91$), proposing that a unitary common variable, self-motivation, was accountable for the result.

This revised twenty-item scale uses a five-point Likert scale (from 1 = Definitely Not to 5 = Definitely Yes). Examples of the questions include "I work harder than most of my friends", "I change my mind quite easily (Reversed)", and "I want to achieve things". Even though the original scale contained many more layers, SMI-C was defined to be an index for the Self-Motivation dimension.

Body image dissatisfaction.

A student's body image was measured using the Development of the body image concern inventory, or "BICI," scale (Heather L. Littleton, Danny Axsom, Cynthia L.S. Puryc, 2005). Most participants in the BICI study were female, which makes it more applicable to the current research. The authors stated that "although a two-factor solution

was feasible, it be best to think of the BICI as tapping a single construct of dysmorphic concern, checking and camouflaging behavior, and interference due to symptoms—such as discomfort with and avoidance of social activities, as opposed to only focusing on symptoms of body dissatisfaction"(page 236). For this research, I used body dissatisfaction as the variable due to its relevance to modeling school. This scale uses a 5-point Likert scale (from 1 = Never to 5 = Always). The questionnaire has 12 questions and includes questions such as "I am satisfied with my body," "my body makes me feel confident," and "My body makes me feel insecure."

Social Integration.

To measure social integration, I used a modified version of The Brief Social Integration Scale (BSIS) (Holland & Grühn, University of North Carolina, 2017). This scale is used on the new students at the University of North Carolina and uses a 5-point Likert scale (from 1 = Never to 5 = Always). The questionnaire has 12 items and includes questions such as the following: "There is always someone there for me when I need comforting" and "I wish I had more people I could talk to". This study was conducted in a school environment and thus applies to the current research.

Parental encouragement.

For this research, I used the Adolescent Short Form (PSLS - AS) of the Parental encouragement for Learning Scale (PSLS) (Rogers et Al., 2018). The research has two factors that emphasize on how adolescents perceive their parents on emotional matters and how they provide independence around school-related selections. This scale has eight questions and uses a 5-point Likert scale (from 1 = Strongly Disagree to 5 = Strongly

Agree). Sample questions include the following: "My parent supports me in the things I do at school" and "My parent supports my school-related choices".

Parental Engagement:

To measure how students perceive their parent's engagement I used "Exploring high school science students' perceptions of parental involvement in their education" (Mji & Mbinda, 2005). With this research, they developed a five-question scale and uses a 5-point Likert scale (from 1 = Never to 5 = Always). Students were asked questions such as the following: "How active (involved) are your parents in making sure you participate in additional school programs" and "do you attend STAGE classes".

Control variables.

To control for other variables, I asked the participants their age range (11-12, 13-15, 16-18, and 18 and older). The reason for this goes in alignment with what has been discussed in this paper highlighting that in the adolescence period humans begin to make choices about personal, occupational, sexual, and political commitments. Consequently asking younger students would be challenging to compare and contrast. Additionally, the school has noticed that the level of commitment and engagement in the classes has varied when the students are grouped in these age ranges.

In order to find additional or potential relationships in the data, I also asked additional questions like the number of years they have been enrolled at STAGE (0-1, 1-2, 2-3, and > 3 years), their work status, and how good was their academic performance in their regular/main school (elementary, middle/high school, or university) for which I assessed their grade point average (GPA) as being low, medium or high.

See appendix G for all survey measures that I used in this study.

4.2 Pilot Study

To determine the reliability of the key variables in the survey, I conducted a pilot study utilizing a small sample of students. Before running a pilot study, I conducted an informed pilot with classmates from the doctorate program, some parents, and a couple of colleagues. I had these participants take the survey and provide constructive feedback.

The original model included parental feedback, but the suggestions I received suggested that their response levels were going to be very low. As a result, I dropped the parents from the model and modified the heading of the questions to ask the students about their perception of their parent's participation in school-related matters. The participants suggested rephrasing some questions that contained the word "school" and putting the name of the School (STAGE) and advised me that some reversed questions could be confusing but I respected the style of the original scale.

I then conducted a pilot study on a random group of 43 STAGE students (older than 11 years) using Qualtrics, an online survey platform, and the link to it was delivered via text message. Forty-three students responded to the questionnaire (n=43) and all responses were usable (See

Table 1). The results were loaded and examined using the computer-based statistical software statistical package for the social sciences (SPSS V26.0.2) then used to run the statistical analysis, checking distributional assumptions and identifying outliers.

The psychometric properties were assessed for all variables except for self-motivation, which is considered an index. As shown in Table 1 all Cronbach alpha values were above 0.70 except for the student dropout intention construct and it may be because of the size of the sample used in the pilot study.

Table 1: Descriptive Statistics - Pilot Data (n=43)

Construct / α	ltem	Mean	SD
Motivation	I'm not very good at getting myself to do things.	2.60	1.24
(Biddle, Stijart et. al., 1996)	When I get bored I switch to something else.	2.30	1.12
α = n/a	I can keep going at things even when they are tiring or painful.	4.23	0.87
	If something gets to be too much of an effort to do I am likely to stop doin	3.40	1.22
	I'm good at keeping promises that I make to myself.	4.40	0.93
	When I take on something difficult, I try to stick to it until it's finished.	4.14	0.94
	I'm good at making decisions and keeping to them.	4.37	0.79
	I usually try to find the easiest way to do things.	2.30	1.01
	I don't like to work too hard.	2.95	1.25
	I am a lazy person most of the time.	4.00	0.95
	I work harder than most of my friends.	3.40	0.88
	Hike to do things that challenge me.	4.37	0.76
	I change my mind quite easily.	3.40	1.20
	Things don't matter much to me.	2.79	1.54
	l often work until I get tired out.	3.49	1.20
	I never force myself to do things that I don't feel like doing.	2.58	1.20
	It takes a lot to get me going.	3.70	1.28
	I really want to achieve things.	4.93	0.26
	I don't have much self discipline	2.44	1.42
Body Image Dissatisfaction	I am dissatisfied with some aspects of my appearance	2.16	0.92
(Littleton Heather, et. al., 2008)	I spend a significant amount of time checking my appearance in the mirror	2.42	1.12
	I feel others are speaking negatively of my appearance I am reluctant to engage in social activities when my appearance does	2.07	1.20
α = 0.927	not meet my satisfaction Ifeel there are certain aspects of my appearance that are extremely	1.86	1.08
	unattractive	1.88	1.00
	I buy cosmetic products to try to improve my appearance	2.28	1.20
	I seek reassurance from others about my appearance	1.72	0.91
	I feel there are certain aspects of my appearance I would like to change	2.35	1.11
	I am ashamed of some parts of my body	1.91	0.95
	I compare my appearance to that of fashion models or others	2.14	1.23
	I try to camouflage certain flaws in my appearance	1.98	0.96
	I examine flaws in my appearance	2.19	1.10
	I have bought clothing to hide a certain aspect of my appearance	1.84	1.15
	I feel others are more physically attractive than me I have considered consulting/consulted some sort of medical expert	2.02	1.14
	regarding flaws in my appearance	1.51	0.86
	I have missed social activities because of my appearance	1.26	0.58
	I have been embarrassed to leave the house because of my appearance	1.28	0.63
	I fear that others will discover my flaws in appearance	1.74	1.18
	I have avoided looking at my appearance in the mirror	1.26	0.49
Social Integration	There is always so meone there for me when I need comforting.	3.56	1.48
(A s hley M . Ho lland, et. A l., 2012) α = 0.743	My friends and family try too often try to interfere in my life. I often get together with my family (to celebrate holidays, birthdays, for	n/a	n/a
	family gatherings, etc.)	3.47	1.42

	I frequently participate in church or religious activities.	2.14	1.15
	I know someone who encourages me when I need it.	3.91	1.34
	I am satisfied with the amount of social support I have available to me.	3.35	1.49
	There is someone I know I could count on if I were ever in trouble. Inever go out with my friends just for fun (i.e., go out drinking, go window shopping, play a pick	4.19	1.22 n/a
		n/a	
	I wish I was a more active member of my community.	n/a	n/a
	I have so meone from whom I can seek advice in a critical situation	3.91	1.27
	I wish I had more people I could talk to.	n/a	n/a
December 1 Intention	My friends and family love me and accept me for who I am.	4.21	1.08
Dropout Intention	lam thinking of changing course	2.40	1.37
(Joana Casanova, et. Al., 2021	I I have already spoken with friends and/or family about leaving modeling education	1.60	1.14
$\alpha = 0.661$	I feel insecure/indecisive about continuing to study at STAGE	1.37	0.79
	I am thinking in the possibility of dropping out of modeling education or \ensuremath{STAGE}	1.21	0.56
Parental Encouragement	My parent is constantly nagging about STAGE work	2.84	1.84
(Maria A. Rogers, et. Al., 2018)	My parent tries to make me feel guilty when I do poorly	1.74	1.20
,	My parent is disappointed in my STAGE work	1.70	1.10
$\alpha = 0.774$	My parent punishes me if I do poorly at STAGE	1.28	0.77
	My parent is very strict when it comes to my education	3.35	1.41
	My parent put a lot of pressure to achieve at STAGE	2.40	1.51
	My parent are disapproving of my STAGE work	1.35	0.84
	My parent say that poor grades will restrict my free time/take away privileges	2.72	1.50
	My parent feels like he/she is trying to take over my STAGE work	1.91	1.31
	My parent insists I do STAGE work his way	1.58	1.07
	My parent thinks I am lazy when it comes to my work	1.56	0.93
	My parent supports me in the things I do at school	4.79	0.67
	My parent is happy to talk to me about my learning	4.56	0.80
	My parents tries to make me feel confident in my school work	4.23	1.25
	My parent supports my school-related choices	4.79	0.47
	My parent listens to my perspective/o pinion when I am struggling	4.23	1.02
	My parent likes me to come to him for help	4.40	0.98
	My parent is very patient when it comes to my education	4.70	0.51
	My parent allows me to make choices regarding my learning	4.40	0.93
Parental Engagement	Checking whether you attend STAGE classes	4.42	1.20
(Andile M ji, et. al., 2005)	Checking your notes to see what was done at STAGE on a particular day	2.67	1.57
$\alpha = 0.833$	Seeing that you did your homework/practice before you go to bed	2.70	1.67
	Keeping informed on how you are performing at STAGE	3.65	1.53
	Making sure you participate in additional STAGE programs like photoshoots or complementary events.	3.44	1.58
	Attending school programmes (e.g., meetings)	3.72	1.32
	Participating in the school's governing council	2.47	1.55
	Availing him/herself for school committees	2.98	1.78
. N. 4 . 16	th N/A are subscale items not leaded well in the presence of the other items		

a. Note: Items italicized and with N/A are subscale items not loaded well in the presence of the other items in the factor analysis and are not factored in α of the scale.

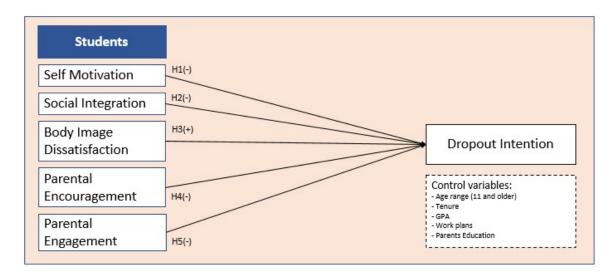


Figure 2: Main Study Model

5 Main study data Analysis and Results

STAGE modeling school has 250 female students from ages seven to the early twenties. The modeling school is different from its competitors because it offers comprehensive educational programs and professional opportunities to its students. To understand the variables that impact student attrition rates during the first year, I surveyed students over the age of 11. At the end of the survey period, 138 complete and usable responses were received. The participants had the option to opt-out (participation was voluntary). All participants were kept anonymous and received no compensation. I informed parents and students about the survey in a parent meeting and consent forms were sent out electronically and signed. This study evaluates students' dropout intentions based on primary data. The unit of analysis and observation is at the individual student level.

After students had completed the surveys, I examined the data using SPSS V27 and ran the statistical analysis, checking distributional assumptions and identifying outliers. Descriptive statistics, exploratory factor analysis (EFA) using principal component factor

analysis, varimax rotation techniques, and correlations analyses were used to assess the reliability and dimensionality of the variables. To assess sampling adequacy, I used KMO (Kaiser-Meyer-Olkin) measures. Cronbach's Alpha was used to measure scale reliability. Finally, I ran a linear regression to validate the direct effects of the predictors on the dependent variable.

Table 2 outlines the main study sample characteristics. 66 percent of the population was from 13 to 18 years old, 72.5 percent of the students were in the first year of attending the school (tenure), and 60.1 percent didn't work while 32.6 percent worked part-time (work status). The students' Grade Point Average (GPA) at their primary school (K to 12 and college) showed that 69.6 percent said they had a high GPA and 27.5 percent stated they had medium GPAs.

Table 2: Main Sample Study Characteristics

					Bootstrap f	or Percent*
Student Characteristics	N	%	Bias	Std Error	Lower	Upper
Age=1 [11 - 12 Years Old]	19	14%	.0	.0	13.8	13.8
Age=2 [13 Years Old]	54	39%	.0	.0	39.1	39.1
Age=3 [16 -18 Years Old]	37	27%	.0	.0	26.8	26.8
Age=4 [Older than 18]	28	20%	.0	.0	20.3	20.3
Tenure [0-1 Year]	100	73%	.1	3.9	64.5	80.4
Tenure [1-2 Years]	20	15%	.0	3	8.7	20.3
Tenure [2-3 Years]	9	7%	.0	2.1	2.9	10.9
Tenure [>3 Years]	9	7%	1	2.1	2.9	10.9
GPA=5 [Low Level]	4	3%	.1	1.4	.7	5.8
GPA=4 [Medium Level]	38	28%	2	3.7	20.3	34.8
GPA=3 [High level]	96	70%	.1	3.9	61.6	76.8
WorkStatus=1 [Don't Work]	83	60%	.2	3.6	52.9	67.4
WorkStatus=2 [Part time]	45	33%	1	3.8	25.4	39.9
WorkStatus=3 [Full time]	10	7%	.0	2.0	3.6	11.6
ParEduc=1 [Parents no College]	43	31%	.0	3.8	23.9	38.4
ParEduc=2 [One Parent with College]	37	27%	.1	3.9	20.3	34.8
ParEduc=3 [Two Parents with College]	58	42%	2	4.1	34.1	50.0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

I ran the technique of exploratory factor analysis (EFA) that is used to help determine the underlying constructs for the variables considered in the phenomena (Tucker

& McCallum, 1997). In this case, I used EFA for all the variables in the model except for self-motivation because SMI-C, the instrument that was used, represented a unidimensional instrument, and had acceptable internal consistency and test-retest reliability ($\alpha = 0.91$). Such indication was sustained by an oblique factor rotation (Harris & Kaiser, 1964), revealing that the derived subscales were significantly related to each other.

Convergent validity and discriminant validity for the measures were performed by running several iterations of the EFA using the principal component factor analysis with varimax rotation. After the rotations were run for the remaining variables, I observed seven interactions where multiple items with cross-loadings had alphas lower than 0.6.

I removed items below 0.6: Diss 2, Diss 3, Diss 4, Diss 6, Social2, Social3, Social4, Social8, Social9, and DropInt_1 for the best suitable EFA model (Appendix A). The rest of the items, those above 0.6 were loaded. I then ran an EFA with the updates. This time, the rotation generated five interactions as shown in table 3 and appendix A. As shown in the descriptive statistics in Table 4, the Cronbach value for each of the variables is greater than 0.75, demonstrating internal consistency and validity.

Table 3: Variables and Alphas

Construct Name	Cronbachs Cronbachs Alpha		Items
	Alpha	on Stand' Items	
Body Image Dissatisfaction	0.905	0.906	8
Parental Encouragement	0.887	0.893	8
Student Social Integration	0.933	0.933	5
Parental Engagement	0.825	0.825	5
Dropout intention	0.807	0.828	3
Student Self-Motivation	Index = one fact	20	

Table 4: Descriptive Statistics of the Main Study (N=138)

Construct / α		Item	Mean	SD
Motivation	StuMotiv_1	I'm not very good at getting myself to do things.	2.72	1.435
(Biddle, Stijart et. al., 1996)	StuMotiv_2	When I get bored I switch to something else.	2.12	1.166
	_	I can keep going at things even when they are tiring or painful.	4.20	0.94
Index Scale for Self Motivation	_	If something gets to be too much of an effort to do I am likely to stop doing it.	3.45	1.140
α = n/a	_	I'm good at keeping promises that I make to myself.	4.30	0.915
	_	When I take on something difficult, I try to stick to it until it's finished.	4.32	0.801
	_	I'm good at making decisions and keeping to them.	4.27	0.859
	_	I usually try to find the easiest way to do things.	2.22	0.989
	_	I don't like to work too hard.	3.13	1.295
	_	I am a lazy person most of the time. I work harder than most of my friends.	3.70 3.43	1.192 1.059
	_	I don't often let myself down.	2.81	1.30
	_	Tike to do things that challenge me.	4.41	0.770
	_	I change my mind quite easily.	2.96	1.287
	_	Things don't matter much to me.	3.40	1.44
	_	I often work until I get tired out.	3.48	1.14
	_	I never force myself to do things that I don't feel like doing.	2.72	1.31
	StuMotiv_18	It takes a lot to get me going.	3.70	1.217
	StuMotiv_19	I really want to achieve things.	4.89	0.45
	StuMotiv_20	I don't have much self-discipline.	2.73	1.422
Body Dissatisfaction and	Diss1	I am dissatisfied with some aspects of my appearance	2.32	1.018
Shame	Diss2	I spend a significant amount of time checking my appearance in	N/A	N/A
(Littleton Heather, et. al., 2008)	Diss3	I feel others are speaking negatively of my appearance	N/A	N/A
	Diss4	I am reluctant to engage in social activities when my appearance does not meet my satisfaction	N/A	N/A
$\alpha = 0.904$	Diss5	I feel there are certain aspects of my appearance that are extremely unattractive	2.02	0.978
	Diss6	I buy cosmetic products to try to improve my appearance	N/A	N/A
	Diss7	I seek reassurance from others about my appearance	1.83	1.008
	Diss8	I feel there are certain aspects of my appearance I would like to	2.52	1.122
	Diss9	I am ashamed of some parts of my body	1.93	1.144
	Diss10	I compare my appearance to that of fashion models or others	2.01	1.111
	Diss11	I try to camouflage certain flaws in my appearance	2.01	1.064
	Diss12	I examine flaws in my appearance	2.29	1.048
Social Integration	Social1	There is always someone there for me when I need comforting.	3.60	1.380
(Ashley M . Holland, et. Al.,	Social2	My friends and family try too often try to interfere in my life.	N/A	N/A
2012)	Social3	I often get to gether with my family (to celebrate holidays, birthdays, for family gatherings, etc.)	N/A	N/A
$\alpha = 0.761$	Social4	I frequently participate in church or religious activities.	N/A	N/A
	Social5	I know someone who encourages me when I need it.	3.77	1.4 11
	Social6	I am satisfied with the amount of social support I have available to me.	3.64	1.4 14
	Social7	There is someone I know I could count on if I were ever in trouble.	3.88	1.406
	Social8	I never go out with my friends just for fun (i.e., go out drinking, go window shopping, play a pick-up sports game, etc.).	N/A	N/A
	Social9	I wish I was a more active member of my community.	N/A	N/A
	Social10	I have someone from whom I can seek advice in a critical situation		1.463
	Social11	I wish I had more people I could talk to.	N/A	N/A
	Social 12	My friends and family love me and accept me for who I am.	N/A	N/A
Dropout Intention		I am thinking of changing course	N/A	N/A
(Joana Casanova, et. Al., 2021)	DropInt_1 DropInt_2	I have already spoken with friends and/or family about leaving	1.72	1.279
		Ifeel insecure/indecisive about continuing to study at STAGE		
$\alpha = 0.799$	DropInt_3	9 ,	1.51	1.005
	DropInt_4	I am thinking in the possibility of dropping out of modeling	1.40	0.917

Parental Encouragement	EncAutInv_1	My parent supports me in the things I do at school	4.64	0.800
(Maria A. Rogers, et. Al., 2018)	EncAutInv_2	My parent is happy to talk to me about my learning	4.57	0.819
$\alpha = 0.887$	EncAutInv_3	My parents tries to make me feel confident in my school work	4.24	1.071
	EncAutInv_4	My parent supports my school-related choices	4.58	0.800
	EncAutInv_5	My parent listens to my perspective/opinion when I am struggling	4.03	1.171
	EncAutInv_6	My parent likes me to come to him for help	4.22	1.125
	EncAutInv_7	My parent is very patient when it comes to my education	4.36	0.920
	EncAutInv_8	My parent allows me to make choices regarding my learning	4.29	1.048
Parental Engagement	EngaCurric1	Howactive (involved) are your parents or guardian in: - Checking	4.20	1.324
(Andile M ji, et. al., 2005)	EngaCurric2	Howactive (involved) are your parents or guardian in: - Checking	2.66	1.526
		your notes to see what was done at STAGE on a particular day		
$\alpha = 0.825$	EngaCurric3	Howactive (involved) are your parents or guardian in: - Seeing that	2.67	1.544
	EngaCurric4	How active (involved) are your parents or guardian in: - Keeping	3.54	1.520
	EngaCurric5	Howactive (involved) are your parents or guardian in: - Making	3.70	1.376
a. Note: Items italicized and with N/A are subscale items not loaded well in the presence of the other items in the factor analysis and				

are not factored in α of the scale.

To test the model, a univariate general linear regression model was performed using SPSS V27. The resulting model produced an R-Square of 0.230 (See Table 5).

Table 5: Regression Analysis

Parameter	В	Std. Error	t	Sig.
Student Motivation	-0.011	0.011	-0.961	p < .1
Social Integration	0.036	0.078	0.458	NS
Body Dissatisfaction	0.331	0.104	3.199	p < .01
Parental Encouragement	-0.164	0.125	-1.313	NS
Parental Engagement	-0.170	0.074	-2.293	p < .05
Age=1 [11 - 12 Years Old]	0.609	0.311	1.960	NS
Age=2 [13 Years Old]	0.179	0.251	0.715	NS
Age=3 [16 -18 Years Old]	0.172	0.244	0.705	NS
Age=4 [Older than 18]	0			NS
GPA=3 [High level]	-0.237	0.448	-0.529	NS
GPA=4 [Medium Level]	-0.152	0.178	-0.851	NS
GPA=5 [Low Level]	0			NS
Work Status=1 [Don't Work]	-0.878	0.350	-2.508	p < .01
Work Status=2 [Part time]	-0.604	0.333	-1.815	NS
Work Status=3 [Full time]	0			NS
ParEduc=1 [Parents no College]	0.117	0.182	0.639	NS
ParEduc=2 [One Parent with College]	0.073	0.191	0.383	NS
ParEduc=3 [Two Parents with College]	0			NS

a. R Squared = .230 (Adjusted R Squared = .156)

b. NS: Non Supported

An R-square value greater than .1 is alleged acceptable (Van Tonder & Petzer, 2018). Based on the model, the independent variables accounted for 23 percent of the variability in the dependent variable (students' intentions to drop out of modeling school).

I hypothesized that lower student motivation increases students' intentions of dropping out. The results of the regression analysis partially support that assumption at a 10% significance level. The results (β = - .011, p < .10) are consistent with the literature. Therefore, hypothesis H1 is partially supported,

I would have expected that the student motivation had a stronger relationship with the dependent variable because of all the literature that exists concerning motivation in similar activities. The school has observed that those students that show a higher motivation level to engage in school activities, attendance, and overall participation have tended to stay at the school for more than one year. Those students that show higher motivation levels face with endurance those difficult moments that they pass in their adolescent development journey, which is in harmony with the existing research (Biddle, et al., 1996). This is also true for those students that have a personality that have demonstrated orientation on achievement of goals. They have observed that those students that show more desire to have a longer career in modeling are more motivated and tend to stay over one year. However, as said in other parts of this paper, it is likely that the number of participants was small to validate that relationship.

In line with Tinto's theory of departure, I hypothesized that lower student social integration increases students' intentions to drop out. The results of the regression analysis do not support this assumption. The results (β = .036, p < .05) are not consistent with the literature. As a result, hypothesis H2 is not supported.

As said for motivation, it is likely that the number of participants was small to predict social integration on the dropout intentions. It could also be argued that existing research that uses social integration as a strong predictor is commonly based on the educational setting that requires longer engagement due to the required or regulated structure like high school or university, just to name a few. And the reason I mention that is because the students at this extracurricular program don't have a lot of opportunities to engage socially with the other students in many cases, at least while taking classes at STAGE. As said earlier, the classes take place once or twice a week, and have little time to be socially involved. A different story is for those students that are socially engaged out of STAGE, meaning they are friends or share other activities outside this setting. In this case, the school has observed different levels of engagement.

I proposed that higher student body image dissatisfaction increases students' intentions to drop out. The results of the regression analysis support that proposition. The results (β = .331, p < .01) are consistent with the literature, and a p-value below .01 shows that this independent variable is significant. Hypothesis H3 is thus supported.

This is an important construct for this study, as it has never been tested in similar environments or settings. As seen in the results the student self-body dissatisfaction is a strong predictor of dropout intentions. Results also confirm an expected behavior in each development phase of the adolescents. Additional findings include those that are related to age. An example is that older students consider seeking medical options regarding their appearance (like plastic surgery) whereas the younger students are less likely to consider that. Similarly, the need to compare with other people (like fashion models) varies with age where the youngest show lesser trends than those of the older ages. In addition, in terms

of social effects, like missing social activities due to appearance, the trend is that those students 13th years old tend to miss more.

I hypothesized that greater parental encouragement in school activities reduces the students' intentions to drop out of modeling school. The results of the regression analysis do not support this hypothesis. The results ($\beta = -.164$, p > .1) are not in line with the literature provided. Therefore, hypothesis H4 is not supported.

It is important to recall that the respondents of the questionnaires were the students to self-respond about how they perceived their parents encouraged them in their activities at Stage. Not only is difficult to support this as a predictor with the number of the respondents in this study but with the resistance, the adolescents experience in such developing stages as mentioned in the body of this paper.

I proposed that higher parental engagement in the school's curricular activities reduces students' intentions to drop out. The current research and analysis support this proposition. The results (β = - .170, p < .05) are in line with the literature provided. Hypothesis H5 is thus supported.

The results are strongly supported when we look at the different ages as well. The parents are well perceived by the students to be engaged in their day-to-day school activities and how they are performing. This is also confirmed by the participation of the parents in parent meetings where they seem to show interest in this type of education. We have observed that some worry about the modeling industry when they don't get that invoiced. Other parents though, those that have shown more interest they not only have demonstrated that they care about their daughters but also that they want to support them in special events that Stage organizes.

The regression analysis suggests that three hypotheses were supported, and two hypotheses were not supported (See Table 6)

Table 6: Summary of Findings

Hypothesis	Results
H1 - Lower student motivation increases students' intentions to drop out.	Supported
H2 - Lower student social integration increases students' intentions to	Not
drop out.	Supported
H3 – Higher student Self Body Image Dissatisfaction increase students' intentions to drop out.	Supported
H4 - Greater intensity of parents' encouragement giving authority and involvement in school activities reduces students' intentions to drop out.	Not Supported
H5 - Greater intensity of parents' engagement in the school's activities reduces students' intentions to drop out.	Supported

In addition to the above research model, I looked at the control variables and validated if there was any significance in the relationship with the dependent variable. The age and education of the parents were not statistically significant (P>.05). The results of the work status showed that students who are not working and do not have work plans have a lower intent to drop out of the modeling school (beta coefficient β = - .908, t = -2.615, P < .01). This is consistent with research; working can have a negative impact on school engagement (Taylor et al., 2012). The results of the regression analysis show a significant relationship between work status and students' intentions to drop out of modeling school. The study performed by Taylor was conceptualized from the perspective of the theory of self-determination (Deci & Ryan, 2000), which states that it is common for secondary school students to pursue part-time work.

6 Discussion and Implications

This study contributes to the literature on student intent to drop out of extracurricular programs such as STAGE Modeling School. Most of the existing literature analyzes student dropout intentions either independently or using Tinto's methods. The current model introduces a series of variables that were heretofore unutilized in the same context and which may be crucial to understanding student dropout intentions in modeling school.

6.1 Theoretical Implications

This research makes a significant contribution to dropout literature by integrating commonly used predictors in existing literature with additional variables to provide empirical support for the proposed theoretical framework.

Most of the literature on student intention to drop out of extracurricular programs considers variables derived from Tinto's theory of departure and other commonly cited research. However, there is limited to no literature examining the relationship between this study's independent variables and the dependent variable on the extracurricular setting with the characteristics of STAGE modeling school. A typical modeling school teaches students how to walk on the runway, how to dress, and other aspects like photography and fashion. In addition to these subjects, STAGE includes and allocates a good amount of resources to teaching, guiding, and coaching students in areas like self-esteem, self-image, communication, behaving in public settings, leadership, and entrepreneurship.

In Tinto's theory, social integration was found to strongly predict student intent to drop out of school. This study, however, does not support social integration as a predictor variable. This may be due to the low sample size. It is also important to note that STAGE Modeling school is a non-degree extracurricular activity; the time to integrate socially with other

students is limited when compared to the settings of those analyzed in Tinto's research. Tinto's study was performed at the university level, where students can spend more time interacting with peers in ways they do not interact in at a modeling school. In a modeling school, the number of hours dedicated to this instruction is limited and the educational structure is incomparable to that of a more traditional degree; attendance is often not enforced and a grading system is not typically in place. This does not mean, however, that social integration is not valid in explaining student intent to drop out.

STAGE management strongly maintains that social integration is a crucial aspect that helps retain students. Staff members have noted that, if a student does not feel a connection to the school or other students, he or she may have lower levels of engagement and may end up leaving the school more quickly as compared to students with stronger social ties.

This research also brings a different perspective when it comes to asking the students their perception of how they look and feel that in the end, I was able to find body image dissatisfaction to be a strong predictor of student dropout in the context of a modeling school. This construct is not commonly seen in dropout research articles and finding a strong prediction on the dependent variable provides a good basis for additional research and business applications. As observed in the literature about self-image dissatisfaction develops throughout time (Morin Alexandre C. M., 2011), based on the research results I see the same results. This paper can be a great introduction to the construct for the dropout literature.

Existing research on the topic typically analyzes parental engagement and encouragement separately and by directly engaging with the parents. In contrast, this research asks the students about their perception of their parents' engagement and

encouragement at STAGE modeling school. The study finds that only engagement, and not encouragement, is a strong predictor of student intent to drop out.

After participating in the program at STAGE for two years, students tend to stay for consecutive terms which is consistent with the existing research (Martin, 2007). Due to the limited number of respondents available and the fact that most of them were in the first year of school attendance, I was not able to statistically support existing literature on the topic because the age group was biased because most students of the sample were in the first year.

This study contributes to the literature by expanding on Tinto's theory. It shows that how students feel about themselves and how they perceive their parents' participation in the program directly affect their decision to stay or to drop out of the extracurricular activity.

6.2 Practical Implications

There are multiple predictor variables that school management can utilize to retain students at STAGE modeling school.

Activities and resources allocated to obtain new students are costly and require special attention at every level of the organization. Therefore, retaining the school's existing students is crucial. In the near future, the modeling school can employ the survey methods used in this study to predict whether first year students will stay or drop out of the program. This could help the school identify problem areas and help deliver a better experience to its students to retain them. The problem areas staff members can identify include bodyimage dissatisfaction; once the problem has been identified, staff can propose action plans to help improve student self-image. This research suggests that a close relationship between

students' parents and the school is beneficial. Supporting parental participation and engagement in the program can aid in student retention. This study will help STAGE Modeling School plan for the future by identifying trends in students' work intentions. Understanding at what point in their careers student would like to begin working part-time or full time may have an impact on dropout rates.

Although it was not possible to confirm other variables listed in the literature like social integration, and parental encouragement, it is recommended that the modeling school keep them in mind when making decisions and collecting data to inform, document, or study future actions.

There is an opportunity for school staff members to benefit from this study. Educators often receive feedback from parents on how the student behaves as a result of peer influence. This study can give educators a foundation to help improve student performance at school by noting the importance of parental engagement. Moreover, concentrating on areas that sometimes parents do not see while raising their daughters when it comes to self-body image dissatisfaction that could potentially go beyond school engagement.

The findings of this study can be used by any extracurricular or similar program to manage attrition rates. Understanding all the variables that affect teenagers' decisions can be crucial to improving the overall retention and quality of such programs.

Below is a list of ways in which educators may help curtail student dropout rates:

- Use surveys sequentially throughout the school period to help assess and identify students' family and school-related experiences.
- Build a plan of school activities directed to tackle specific areas to work on depending on the identified construct.

- Identify students who need specific attention.
- Define and decide if resources will be allocated to engage certain students that are at a high risk of dropping out.
- Identify and build an interview process when students first enroll to determine high, medium, or low-risk students to help build an operating and financial plan.
- Build a budget to include activities and plans depending on student assessments.
- Define the pricing structure to cover the revised cost structure.
- Forecast the number of students that could potentially drop out.
- Define a working plan whereby parents can engage in student activities regularly.

This list of recommendations is not exhaustive, but it does present the modeling school with additional tools that can help inform strategic decision-making and improve results for both the school and its students.

6.3 Limitations and future research

The number of participants in this study is limited and because of this constructs that are strong predictors of dropout intentions like social integration could not be supported with the results. Despite this, the results show how the combination of chosen variables affects students' intentions to drop out from STAGE Modeling School. As a result, this study can motivate other researchers to observe unconventional educational programs, such as modeling schools, which are growing substantially every year.

This study identifies variables that affect students intent to drop out. However, it does not concentrate on finding ways to fix the specific situation; for example, the study does not provide an outline for what actions to take if a student has low motivation or is dissatisfied with his or her physical appearance.

The social media impact on minors continues to be significant. Consequently, it is important for future researchers to continue to investigate how to mitigate the effects of social media on students' dropout intentions. The current research analyzes students 11 years and older. There is an opportunity for future researchers to study younger students who are influenced by any other potential factors, as I did with this research, due to early access to technology.

7 Conclusion

The main purpose of this study is to answer the following research question: What are the factors contributing to dropout intentions during the first year of studies at STAGE Modeling School? This study finds that students' self-motivation, body image dissatisfaction, working intention/status, and perceived parental engagement are solid predictors of the student intent to drop out of STAGE modeling school.

The implications of this research can be applied to other extracurricular or educational programs to prevent students from dropping out. This can contribute to financial planning in areas with economic impact like pricing initiatives to compensate for additional resources needed and or for cost management to be aligned with a revised strategic plan. The findings of this research can drive changes due to the concentration of effort at STAGE the management level in areas that have not been explored in the past. This study contributes to the existing theory and literature on student dropout intentions and may be used as a foundation for future research and for establishing organizational best practices.

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APPENDIX A

Rotated Factor Matrix

		Factor	Factor	Factor	Factor	Factor
Construct	Construct Name	1	2	3	4	5
Diss12	Body Image Dissatisfaction	0.783				
Diss9	Body Image Dissatisfaction	0.781				
Diss5	Body Image Dissatisfaction	0.765				
Diss11	Body Image Dissatisfaction	0.736				
Diss8	Body Image Dissatisfaction	0.734				
Diss1	Body Image Dissatisfaction	0.674				
Diss10	Body Image Dissatisfaction	0.647				
Diss7	Body Image Dissatisfaction	0.637				
ParAutInvolv_7	Parental Encouragement		0.735			
ParAutInvolv_4	Parental Encouragement		0.726			
ParAutInvolv_2	Parental Encouragement		0.712			
ParAutInvolv_6	Parental Encouragement		0.703			
ParAutInvolv_1	Parental Encouragement		0.682			
ParAutInvolv_5	Parental Encouragement		0.667	0.305		
ParAutInvolv_3	Parental Encouragement		0.623			
ParAutInvolv_8	Parental Encouragement		0.615			
Social7	Student Social Integration			0.835		
Social10	Student Social Integration		0.306	0.815		
Social1	Student Social Integration			0.762		
Social5	Student Social Integration			0.758		
Social6	Student Social Integration			0.728		
ParCurric2	Parental Engagement				0.764	
ParCurric3	Parental Engagement				0.737	
ParCurric4	Parental Engagement		0.314		0.665	
ParCurric1	Parental Engagement				0.615	
ParCurric5	Parental Engagement				0.602	
DropInt_4	Dropout intention					0.865
DropInt_3	Dropout intention	0.330				0.724
DropInt_2	Dropout intention					0.643

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization.^a
a. Rotation converged in 5 iterations.

APPENDIX B



PARENTAL CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Understanding Factors of Attrition at STAGE

SUMMARY INFORMATION

Things you should know about this study:

- Purpose: The purpose of the study is to understand the factors that impact the attrition rate at STAGE.
- Procedures: If you choose to participate, your child will be asked to answer a set of
 questions on the link that will be provided to you and your child.
- Duration: This will take about twenty minutes.
- Risks: We expect the risks from this study to be very low and not more than what your child would encounter in daily life.
- Benefits: The main benefit to your child from this research is that the school will find
 ways to improve the student experience and achieving the expectations.
- Alternatives: There are no known alternatives available to your child other than not taking part in this study.
- Participation: Taking part in this research project is voluntary.

Please carefully read the entire document before agreeing to participate.

PURPOSE OF THE STUDY

The purpose of this research is to explore factors related to dropout at STAGE, a modeling school, where a good number of students are leaving the program before the first year ends.

NUMBER OF STUDY PARTICIPANTS

If you decide to be in this study, you will be one of one hundred and twenty students and their parents in this research study.

DURATION OF THE STUDY

Your child's participation will involve twenty minutes.

PROCEDURES

If you agree to be in the study, we will ask your child to do the following things:

To open the link that we will provide in an email. Then follow the instructions in there.

Page 1 of 3

RISKS AND/OR DISCOMFORTS

We expect the risks from this study to be very low and not more than your child would encounter in daily life. We will be asking questions about their appearance, popularity and how does your child feel about them creating a potential risk of feeling bad about themselves.

BENEFITS

The main benefit to your child from this research is that the School will find ways to improve the student experience and achieving the expectations.

ALTERNATIVES

There are no known alternatives available to you other than not taking part in this study.

CONFIDENTIALITY

The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report we might publish, we will not include any information that will make it possible to identify your child. Research records will be stored securely and only the researcher team will have access to the records. However, your child's records may be inspected by authorized University or other agents who will also keep the information confidential.

If we learn about serious harm to you or someone else, we will take steps to protect the person endangered even if it requires telling the authorities without your permission. If we have reason to believe that your child is being abused, we will report this to the Florida Abuse hotline. In these instances, we would only disclose information to the extent necessary to prevent harm.

The U.S. Department of Health and Human Services (DHHS) may request to review and obtain copies of your child's records. The Food and Drug Administration (FDA) may request to review and obtain copies of your child's records

COMPENSATION & COSTS

Your child will not receive any payment to take this survey. There are no costs to your child for participating in this study.

RIGHT TO DECLINE OR WITHDRAW

Your child's participation in this study is voluntary. Your child is free to participate in the study or withdraw his/her consent at any time during the study. Your child will not lose any benefits if he/she decides not to participate or if your child quits the study early. The investigator reserves

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the right to remove your child from the study without your consent at such time that he/she feels it is in the best interest.

RESEARCHER CONTACT INFORMATION

If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Mauro Echeverri at +1 786 5031208 mecheverri28@hotmail.com

IRB CONTACT INFORMATION

If you would like to talk with someone about your child's rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT

I have read the information in this consent form a study. I have had a chance to ask any questions	I have about this study, and they have been
answered for me. I understand that I will be give	en a copy of this form for my records.
Signature of Parent/Guardian	Date

APPENDIX C



ADULT ONLINE CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Understanding Factors of Attrition at STAGE

SUMMARY INFORMATION

Things you should know about this study:

- <u>Purpose</u>: The purpose of the study is to understand the factors that impact the attrition rate at STAGE.
- <u>Procedures</u>: If you choose to participate, you will be asked to answer a set of questions
 on the link that will be provided to you.
- Duration: This will take about twenty minutes.
- <u>Risks</u>: We expect the risks from this study to be very low and not more than you would encounter in daily life.
- <u>Benefits</u>: The main benefit to you from this research is that the School will find ways to improve the student experience and achieving the expectations.
- Alternatives: There are no known alternatives available to you other than not taking part
 in this study.
- Participation: Taking part in this research project is voluntary.

Please carefully read the entire document before agreeing to participate.

PURPOSE OF THE STUDY

The purpose of this research is to explore factors related to dropout at STAGE, a modeling school, where a good number of students are leaving the program before the first-year ends.

NUMBER OF STUDY PARTICIPANTS

If you decide to be in this study, you will be one of one hundred and twenty students and their parents in this research study.

DURATION OF THE STUDY

Your participation will require twenty minutes of your time.

PROCEDURES

If you agree to be in the study, we will ask you to do the following things:

To open the link that we will provide on an email. Then follow the instructions in there.

Page 1 of 3

RISKS AND/OR DISCOMFORTS

We expect the risks from this study to be very low and not more than you would encounter in daily life. We will be asking questions about your child's appearance, popularity and how do they feel about them creating a potential risk of feeling bad about themselves.

BENEFITS

The main benefit to your child from this research is that the School will find ways to improve the student experience and achieving their expectations.

ALTERNATIVES

There are no known alternatives available to you or your child other than not taking part in this study.

CONFIDENTIALITY

The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report we might publish, we will not include any information that will make it possible to identify you. Research records will be stored securely, and only the researcher team will have access to the records. However, your records may be inspected by authorized University or other agents who will also keep the information confidential.

COMPENSATION & COSTS

You will receive no payment for your participation. There are no costs to you for participating in this study.

RIGHT TO DECLINE OR WITHDRAW

Your participation in this study is voluntary. You are free to participate in the study or withdraw your consent at any time during the study. Your child will not lose any benefits if you decide not to participate or if you quit the study early. The investigator reserves the right to remove you without your consent at such time that he/she feels it is in the best interest.

RESEARCHER CONTACT INFORMATION

If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Mauro Echeverri phone +1 786 5031208, mecheverri 28@hotmail.com.

IRB CONTACT INFORMATION

Page 2 of 3

If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fru.edu.

PARTICIPANT AGREEMENT

I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. I understand that I will be given a copy of this form for my records.

Signature of Participant	Date	
Printed Name of Participant		
Signature of Person Obtaining Consent	Date	-7.5

APPENDIX D



ADULT CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Understanding Factors of Attrition at STAGE

SUMMARY INFORMATION

Things you should know about this study:

- Purpose: The purpose of the study is to understand the factors that impact the attrition rate at STAGE.
- Procedures: If you choose to participate, you and your child will be asked to answer a
 set of questions on the link that will be provided to you.
- Duration: This will take about twenty mimutes.
- Risks: We expect the risks from this study to be very low and not more than you or your child would encounter in daily life.
- Benefits: The main benefit to your child from this research is that the School will find ways to improve the student experience and achieving their expectations.
- Alternatives: There are no known alternatives available to you or your child other than
 not taking part in this study.
- · Participation: Taking part in this research project is voluntary.

Please carefully read the entire document before agreeing to participate.

PURPOSE OF THE STUDY

The purpose of this research is to explore factors related to dropout at STAGE, a modeling school, where a good number of students are leaving the program before the first year ends.

NUMBER OF STUDY PARTICIPANTS.

If you decide to be in this study, you will be one of one hundred and twenty students and their parents in this research study.

DURATION OF THE STUDY

Your participation will require twenty minutes of your and your child's time.

PROCEDURES

If you agree to be in the study, we will ask you to do the following things:

To open the link that we will provide in an email. Then follow the instructions in there.

Page 1 of 3

RISKS AND/OR DISCOMFORTS

We expect the risks from this study to be very low and not more than you would encounter in daily life. We will be asking questions about your child's appearance, popularity and how do they feel about them creating a potential risk of feeling bad about themselves.

BENEFITS

The main benefit to your child from this research is that the School will find ways to improve the student experience and achieving their expectations.

ALTERNATIVES

There are no known alternatives available to you or your child other than not taking part in this study.

CONFIDENTIALITY

The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report we might publish, we will not include any information that will make it possible to identify you. Research records will be stored securely, and only the researcher team will have access to the records. However, your records may be inspected by authorized University or other agents who will also keep the information confidential.

COMPENSATION & COSTS

You will receive no payment for your participation. There are no costs to you for participating in this study.

RIGHT TO DECLINE OR WITHDRAW

Your participation in this study is voluntary. You are free to participate in the study or withdraw your consent at any time during the study. Your child will not lose any benefits if you decide not to participate or if you quit the study early. The investigator reserves the right to remove you without your consent at such time that he she feels it is in the best interest.

RESEARCHER CONTACT INFORMATION

If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Mauro Echeverri phone +1 786 5031208, mecheverri28@hotmail.com.

IRB CONTACT INFORMATION

Page 2 of 3

If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT

I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. I understand that I will be given a copy of this form for my records.

Signature of Participant	Date
Printed Name of Participant	
Signature of Person Obtaining Consent	Date

APPENDIX E



ADULT ONLINE CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Understanding Factors of Attrition at STAGE

SUMMARY INFORMATION

Things you should know about this study:

- Purpose: The purpose of the study is to understand the factors that impact the attrition rate at STAGE.
- Procedures: If you choose to participate, you will be asked to answer a set of questions
 on the link that will be provided to you.
- . Duration: This will take about twenty minutes.
- <u>Risks</u>: We expect the risks from this study to be very low and not more than you would encounter in daily life.
- Benefits: The main benefit to you from this research is that the School will find ways to
 improve the student experience and achieving the expectations.
- Alternatives: There are no known alternatives available to you other than not taking part
 in this study.
- Participation: Taking part in this research project is voluntary.

Please carefully read the entire document before agreeing to participate.

PURPOSE OF THE STUDY

The purpose of this research is to explore factors related to dropout at STAGE, a modeling school, where a good number of students are leaving the program before the first-year ends.

NUMBER OF STUDY PARTICIPANTS

If you decide to be in this study, you will be one of one hundred and twenty students and their parents in this research study.

DURATION OF THE STUDY

Your participation will require twenty minutes of your time.

PROCEDURES

If you agree to be in the study, we will ask you to do the following things:

To open the link that we will provide on an email. Then follow the instructions in there.

Page 1 of 3

RISKS AND/OR DISCOMFORTS

We expect the risks from this study to be very low and not more than you would encounter in daily life. We will be asking questions about their appearance, popularity and how do they feel about them creating a potential risk of feeling bad about themselves.

BENEFITS

The main benefit to you from this research is that the School will find ways to improve the student experience and achieving the expectations.

ALTERNATIVES

There are no known alternatives available to you other than not taking part in this study.

CONFIDENTIALITY

The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report we might publish, we will not include any information that will make it possible to identify you. Research records will be stored securely and only the researcher team will have access to the records. However, your records may be inspected by authorized University or other agents who will also keep the information confidential.

COMPENSATION & COSTS

You will receive no payment for your participation. There are no costs to you for participating in this study.

RIGHT TO DECLINE OR WITHDRAW

Your participation in this study is voluntary. You are free to participate in the study or withdraw your consent at any time during the study. You will not lose any benefits if you decide not to participate or if you quit the study early. The investigator reserves the right to remove you without your consent at such time that he/she feels it is in the best interest.

RESEARCHER CONTACT INFORMATION

If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Mauro Echeverri phone +1 786 5031208, mecheverri28@hotmail.com.

IRB CONTACT INFORMATION

Page 2 of 3

If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT

I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. By clicking on the "consent to participate" button below I am providing my informed consent.

(Insert Consent to Participate Button Here on the Website)

APPENDIX F



CHILD ASSENT TO PARTICIPATE IN A RESEARCH STUDY Understanding Factors of Attrition at STAGE

WHY ARE YOU DOING THIS STUDY?

We would like for you to be in a research study we are doing. A research study is a way to learn information about something. We would like to find out more about why students leave STAGE.

HOW MANY OTHERS WILL BE IN THIS STUDY?

If you agree to participate in this study, you will be one of one hundred and twenty students and their parents in this research study.

WHAT WILL HAPPEN IN THIS STUDY?

If you participate in this study, we will ask you to do the following things:

To open the link that we will provide on an email. Then follow the instructions in there.

HOW LONG WILL THE STUDY LAST?

Your participation will require twenty minutes of your time.

CAN ANYTHING BAD HAPPEN TO ME?

We expect the risks from this study to be very low and not more than you would encounter in daily life. We will be asking questions about your appearance, popularity and how do you feel about it creating a potential risk of feeling bad about yourself.

CAN ANYTHING GOOD HAPPEN TO ME?

The following benefits may be associated with your participation in this study; we expect to understand more things that we could do better to make the classes better for you.

DO I HAVE OTHER CHOICES?

There are no known alternatives available to you other than not taking part in this study.

WILL ANYONE KNOW I AM IN THE STUDY?

Page 1 of 2

The records of this study will be kept private and will be protected by the researchers. No one will know your answers.

WILL I BE GIVEN ANYTHING FOR PARTICIPATING?

You will not receive a payment for your participation. You will not need to pay for anything to participate in this study.

WHAT IF I DO NOT WANT TO DO THIS?

You do not have to be in this study if you don't want to and you can quit the study at any time. If you don't like a question, you don't have to answer it and, if you ask, your answers will not be used in the study. No one will get mad at you if you decide you don't want to participate.

WHO CAN I TALK TO ABOUT THE STUDY?

If you have any questions about the research study you may contact Mauro Echeverri, +1 786 5031208, mecheverri28@hotmail.com. If you would like to talk with someone about your rights of being a participant in this research study, you may contact the FTU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT

Signature of Child Participant	Date
Printed Name of Child Participant	
Signature of Person Obtaining Consent	Date

APPENDIX G

SURVEY

Consent

CHILD ASSENT TO PARTICIPATE IN A FIU RESEARCH STUDY: Understanding Factors of Attrition at STAGE

WHY ARE YOU DOING THIS STUDY? We would like for you to be in a research study we are doing to find out more about why students leave STAGE. A research study is a way to learn information about something.

HOW MANY OTHERS WILL BE IN THIS STUDY? If you agree to participate in this study, you will be one of two hundred students and their parents in this research study.

WHAT WILL HAPPEN IN THIS STUDY? If you participate in this study, we will ask you to do the following things: To open the link that we will provide in an email. Then follow the instructions in there.

HOW LONG WILL THE STUDY LAST? Your participation will require only ten minutes of your time.

CAN ANYTHING BAD HAPPEN TO ME? We expect the risks from this study to be very low and not more than you would encounter in daily life. We will be asking questions about your appearance, popularity and how do you feel about it creating a potential risk of feeling bad about yourself.

CAN ANYTHING GOOD HAPPEN TO ME? We expect to understand more things that we could do better to make the classes better for you.

DO I HAVE OTHER CHOICES? There are no known alternatives available to you other than not taking part in this study.

WILL ANYONE KNOW I AM IN THE STUDY? The records of this study will be kept private and will be protected by the researchers. No one will know your answers.

WILL I BE GIVEN ANYTHING FOR PARTICIPATING? You will not receive payment for your participation. You will not need to pay for anything to participate in this study.

WHAT IF I DO NOT WANT TO DO THIS? You do not have to be in this study if you don't want to and you

can quit the study at any time. No one will get mad at you if you decide you don't want to participate.

WHO CAN I TALK TO ABOUT THE STUDY? If you have any questions about the research study you may contact Mauro Echeverri at meche045@fiu.edu. If you would like to talk with someone about your rights of being a participant in this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

- O I want to proceed with the survey?
- 1 don't want to proceed

About you

What is your current age range?

From 11 to 12 years

0

From 13 to 15 years

0

From 16 to 18 years

0

Older than 18 Years

0

How long have you been attending STAGE

From Oto 1 year

0

From 1 to 2 years

0

From 2 to 3 years

0

More than 3 years

0

How is your grade poi	int average at y	our main scho	ool, college o	or University?	
O Verylow					
O Low					
O Neither low nor high	h				
Q High					
Q Very high					
Are you currently work	king or are you	planning to w	ork soon?		
O No					
O PartTime					
O Full Time					
Did anyone of your pa	arents or quardi	hatsubsin ns	from a coller	ne or universit	u2
O No	acino di godicii	on groodstee			<i>y</i> -
One of them					
O All of them					
StuMotiv					
For each question, please sele	ect which response b	est suits your answ	er.		
	5	4	3	2	:1
	Definitely yes	Probably yes	Might or might not	Probably not	Definitely not
					Delimitely not

	5	4	3	2	1
	Definitely yes	Probably yes	Might or might not	Probably not	Definitely not
When I get bored I switch to something else.	0	0	0	0	0
I can keep going at things even when they are tiring or painful.	0	0	0	0	0
If something gets to be too much of an effort to do I am likely to stop doing it.	0	0	0	0	0
I'm good at keeping promises that I make to myself.	0	0	0	0	0
When I take on something difficult, I try to stick to it until it's finished.	0	0	0	0	0
I'm good at making decisions and keeping to them.	0	0	0	0	0
I usually try to find the easiest way to do things.	0	0	0	0	0
I don't like to work too hard.	0	0	0	O	O
I am a lazy person most of the time.	O	O	0	0	O
I work harder than most of my friends.	0	0	0	0	0
I don't often let myself down.	0	0	0	0	0
I like to do things that challenge me.	0	0	0	0	0
I change my mind quite easily.	0	0	0	0	0
Things don't matter much to me.	O	O	0	0	O
I often work until I get fired out.	O	0	0	O	O

	5	4	3	2	213
	Definitely yes	Probably yes	Might or might not	Probably not	Definitely not
I never force myself to do things that I don't feel like doing.	0	0	0	0	0
It takes a lot to get me going.	0	O	0	0	0
I really want to achieve things.	0	O	0	0	0
I don't have much self- discipline.	0	0	0	0	0
	Definitely yes	Probably yes	Might or might not	Probably not	Definitely not

StuBody

For each question, please select which response best suits your answer.

	1	2	3	4	5
	Never	Sometimes	About half the time	Most of the time	Always
I am dissatisfied with some aspects of my appearance	0	0	0	0	0
I spend a significant amount of time checking my appearance in the mirror	0	0	0	0	0
I feel others are speaking negatively of my appearance	0	0	0	0	0
I am reluctant to engage in social activities when my appearance does not meet my satisfaction	0	0	0	0	0
I feel there are certain aspects of my appearance that are extremely unattractive	0	0	0	0	0

	1	2	3	4	5
	Never	Sometimes	About half the time	Most of the time	Always
I buy cosmetic products to try to improve my appearance	0	0	0	0	0
I seek reassurance from others about my appearance	0	0	0	0	0
	Never	Sometimes	About half the time	Most of the time	Always
I feel there are certain aspects of my appearance I would like to change	0	0	0	0	0
I am ashamed of some parts of my body	0	0	0	0	0
I compare my appearance to that of fashion models or others	0	0	0	0	0
I try to camouflage certain flaws in my appearance	0	0	0	0	0
l examine flaws in my appearance	0	0	O	0	0
I have bought clothing to hide a certain aspect of my appearance	0	0	0	0	0
I feel others are more physically attractive than me	O	0	0	0	0
	Never	Sometimes	About half the time	Most of the time	Always
I have considered consulting/consulted some sort of medical expert regarding flaws in my appearance	0	0	0	0	0
I have missed social activities because of my appearance	o	0	0	o	0

	1	2	3	4	5
	Never	Sometimes	About half the time	Most of the time	Always
I have been embarrassed to leave the house because of my appearance	0	0	0	0	0
I fear that others will discover my flaws in appearance	0	0	0	0	0
I have avoided looking at my appearance in the mirror	0	0	0	0	0
	Never	Sometimes	About half the time	Most of the time	Always

Stu Social

For each question, please select which response best suits your answer.

	1	2	3	4	5
	Never	Sometimes	About half the time	Most of the time	Always
There is always someone there for me when I need comforting.	0	0	0	0	0
My friends and family try too often try to interfere in my life.	0	0	0	0	0
I often get together with my family (to celebrate holidays, birthdays, for family gatherings, etc.)	0	0	0	0	0
I frequently participate in church or religious activities.	0	0	0	0	0
I know someone who encourages me when I need it.	0	o	0	0	0
I am satisfied with the amount of social support I have available to me.	0	0	0	0	0

	1	2	3	4	5
	Never	Sometimes	About half the time	Most of the time	Always
There is someone I know I could count on if I were ever in trouble.	0	0	0	0	0
I never go out with my friends just for fun (i.e., go out drinking, go window shopping, play a pick-up sports game, etc.).	0	0	0	0	0
I wish I was a more active member of my community.	0	0	0	0	0
I have someone from whom I can seek advice in a critical situation	0	0	0	0	0
I wish. I had more people I could talk to.	0	0	0	0	0
My friends and family love me and accept me for who I am.	0	0	0	0	0
	Never	Sometimes	About half the time	Most of the time	Always

StulntentA

The following section aims to ascertain the extent to which you intend to stay at STAGE. Please read each question and indicate your response using the scale provided for each question:

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I am satisfied attending STAGE	0	O	0	0	0
I am satisfied with the education I receive from STAGE	0	0	0	0	0
My family is pleased with the education I am receiving at STAGE	0	0	0	0	0

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I would recommend STAGE to a close friend	0	0	0	0	0
I am thinking of changing course	0	O	0	0	0
I am emotionally exhausted studying this course	0	0	0	0	0
I have already spoken with friends and/or family about leaving modeling education	0	0	0	0	0
Studying or attending classes at STAGE is stressful for me	0	0	0	0	0
I feel exhausted due to course activities	0	0	0	0	0
I feel insecure/indecisive about continuing to study at STAGE	0	0	0	0	0
I feel stressed every morning about going to STAGE for another day	0	0	0	0	0
I am thinking in the possibility of dropping out of modeling education or STAGE	0	0	0	0	0

StulntentB

The following section aims to ascertain the extent to which you intend to stay at STAGE. Please read each question and indicate your response using the scale provided for each question;

	ETTER STORY WITH A SPORT	About half of	Most of the	
Never	Sometimes	the time	time	Always

	Never	Sometimes	About half of the time	Most of the time	Always
How often do you dream about moving to another program that will better suit your personal needs?	0	0	0	0	0
How often are you	Never	Sometimes	About Half of the time	Most of the time	Always
frustrated when not given the opportunity at STAGE to achieve your personal work- related goals?	0	0	0	0	0
	Never	Sometimes	About half of the time	Most of the time	Always
How often have you considered leaving STAGE?	0	0	0	0	0
SALATA PARAMONIALITERAD	Never	Sometimes	About half of the time	Most of the time	Always
How often do you look forward to another day at STAGE?	0	0	0	0	0
No. Chalcon and	Extremely unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Extremely likely
How likely are you to move to another modeling school at the same price level should it be offered to you?	0	0	0	0	0

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
To what extent is STAGE satisfying your personal needs?	0	0	0	0	0
	Extremely unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Extremely likely
If another Modeling school gives you a good discount would you likely consider leaving STAGE?	0	0	0	0	0

StuParentSup

These questions are about your parent or guardian that supports you at STAGE and the support you get.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly
My parent is constantly nagging about STAGE work	0	0	0	0	0
My parent tries to make me feel guilty when I do poorly	0	0	0	0	0
My parent is disappointed in my STAGE work	0	0	0	0	0
My parent punishes me if I do poorly at STAGE	0	O	0	0	0
My parent is very strict when it comes to my education	0	0	0	0	0
My parent put a lot of pressure to achieve at STAGE	0	0	0	0	0
My parent are disapproving of my STAGE work	0	o	0	0	0

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My parent say that poor grades will restrict my free time/take away privileges	0	0	0	0	0
My parent feels like he/she is trying to take over my STAGE work	0	0	0	0	0
My parent insists I do STAGE work his way	0	0	0	0	0
My parent thinks I am lazy when it comes to my work	0	0	0	0	0
My parent supports me in the things I do at school	0	0	0	0	0
My parent is happy to talk to me about my learning	0	0	0	0	0
My parents tries to make me feel confident in my school work	0	0	0	0	0
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly
My parent supports my school-related choices	O	0	0	0	0
My parent listens to my perspective/opinion when I am struggling	0	0	0	0	0
My parent likes me to come to him for help	0	0	0	0	0
My parent is very patient when it comes to my education	0	0	0	0	0
My parent allows me to make choices regarding my learning	0	0	0	0	0

StuParEnga

How active (involved) are your parents or guardian in

	Never	Sometimes	About half of the time	Most of the time	Always
Checking whether you attend STAGE classes	0	0	0	0	0
Checking your notes to see what was done at STAGE on a particular day	0	0	0	0	0
Seeing that you did your homework/practice before you go to bed	0	0	0	0	0
Keeping informed on how you are performing at STAGE	0	0	0	0	0
Making sure you participate in additional STAGE programs like photoshoots or complementary events.	0	0	0	0	0
Attending school programmes (e.g., meetings)	0	0	0	0	0
Participating in the school's governing council	0	0	0	0	0
Availing him/herself for school committees	0	0	0	0	0
	Never	Sometimes	About half of the time	Most of the time	Always

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VITA

MAURO ECHEVERRI

Weston, Florida

2019-2022	Doctor of Business Administration Florida International University Miami, Florida
2013-2018	Director of Finance & Strategy – Americas Region SWAROVSKI Miami, Florida
2011-2013	Director of Finance and Business Operations LOUIS VUITTON South America & Caribbean
2003-2011	Multiple Global Leadership and Finance roles TYCO International Boca Raton, Florida
2015-2015	Executive Leadership Program HULT Business School London, United Kingdom
2005-2008	Master of Accounting Nova Southeastern University Fort Lauderdale, Florida
2015-Current	Adjunct Professor of Financial Management (Europe, USA, & LatAm) Adjunct Professor of Operations Management (Europe, USA, & LatAm) ESDEN Business School