

## Original Article

# A compositional analysis of life events leading to apprehension of School Dropout in Mohali

**Shruti Marwaha**

Department of Anthropology, Panjab University, Chandigarh, Punjab, India

### ABSTRACT

In the present world, when purposeful education has become a vital issue, it is important to lay foundations of child-centered education and training to facilitate children complete their schooling. Dropping out means leaving high school, college, university, or another group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. The process often starts before a child entering into the school system. Poor academic achievement as early as elementary school is predictor of dropping out of school. There are many factors that put a student at risk to dropping out of school. Dropout statistics can be used to monitor the success of schools and identify students needing special attention. In addition, statistics would provide an overall indication of the success of the educational system. Purposive sample selection was followed to target the school dropouts. Subjects included 70 school dropout children, boys as well as girls between 7 and 16 years of age, from varied sociodemographic profiles. It was notified that the most prominent reasons for the school dropout were poverty, parental discord, denial of school for girl child, financial reasons, illiteracy among parents, too many kids at home, rearing or caring for siblings, gambling/alcoholism in father, stress, lack of toilets at school, doing parents jobs, and going for work.

**Keywords:** Development, education, school dropouts

**Submitted:** 27-12-2017, **Accepted:** 02-02-2018, **Published:** 29-03-2018

## INTRODUCTION

According to data put out by the Ministry of Human Resource Development, the national dropout rate at the primary level was 4 has surged. There are many reasons why a child might drop out from school, which range from migration of families and child marriage to lack of school infrastructure such as drinking water and toilets. Poverty, availability, and accessibility are three big reasons<sup>[1-3]</sup> why children drop out of school. Another reason why drop rates rise after Class V is that this is the stage when a child reaches the age - 10–11 years - when it is considered suitable for induction into child labor. The role of the teacher, too, is critical, as dropouts often speak of teachers beating them. Before schools can tackle the problem of school dropouts, they need to know who is considered a dropout and who is a graduate. Numerous definitions of dropouts appear in the educational literature, and the lack of a common definition and standard data collection procedures have left educators and policymakers with little accurate and reliable information

about dropouts. Research shows that leaving school early is the outcome of a long process of disengagement from the school;<sup>[4,5]</sup> dropout is preceded by indicators of withdrawal (e.g., poor attendance) or unsuccessful school experiences (e.g., academic or behavioral difficulties) that often begin in elementary school. Overt indicators of disengagement are generally accompanied by feelings of alienation, poor sense of belonging, and a general dislike of school. Dropout statistics can be used to monitor the success of schools and identify students who need special attention. In addition, statistics would provide an overall indication of the success of the educational system. To make these assessments, however, data must be collected according to the same definitions, using the same procedures, and over the same period of time.<sup>[5-8]</sup> Even those who sit for the final examinations and received ungraded results are regarded as learners who dropout. Education is a key to develop the economic, social, scientific, and political institutions of nation states.<sup>[9-14]</sup> Hence, access to education is at the center of the development agenda of most low-income

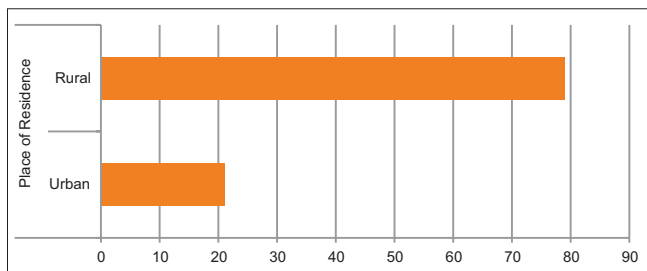
**Address for correspondence:** Shruti Marwaha, Department of Anthropology, Panjab University, Chandigarh, Punjab, India.  
E-mail: [developmentalresearcher@gmail.com](mailto:developmentalresearcher@gmail.com)

countries. Students often drop out of high school and college due to apathy or boredom [Table 1]. High school students often report that academic content is not interesting and they do not have a personal connection with their teachers. High school dropouts and college students may have other alternatives that seem more appealing, such as getting a job or starting a career. High school students who are not interested in going to college may not see the value of a high school education. Boredom is a problem that must be addressed by students, parents, school faculty, and education boards to see if better course offerings and more student-teacher interactions would help [Tables 2 and 3]. Students often drop out because they struggle academically and do not think that they will have the GPA or credits necessary to graduate.<sup>[15-19]</sup> Some high school students do not want to risk failing, which could mean summer school or another year of high school. College students' academic problems often lead to a loss of scholarships or grants and may result in having to repeat classes to earn needed credits. The lack of parental involvement is a problem that often leads to higher dropout rates, especially with high

school students. Parents play an important role when it comes to high school attendance [Table 4]. High school dropouts often have parents who were not engaged or concerned with their academic success. If a parent does not encourage her child to stay in school, show interest in classes and teachers, communicate with administration, or pay attention to homework assignments, the child might not see any reason to follow through with the coursework. Some high school students and college students drop out because they want to work to earn money.<sup>[20]</sup> They may need money to finance a car, pay for auto insurance, buy clothes or electronics, pay for housing, or support unhealthy addictions. Most high school and college students do not have the time and energy to go to school all day, complete homework assignments, and still work enough hours to support lofty expenses [Table 5]. Dropouts who are concerned about their immediate, short-term financial situation may see a full-time job as the best way to maintain the lifestyle they desire [Tables 6 and 7].

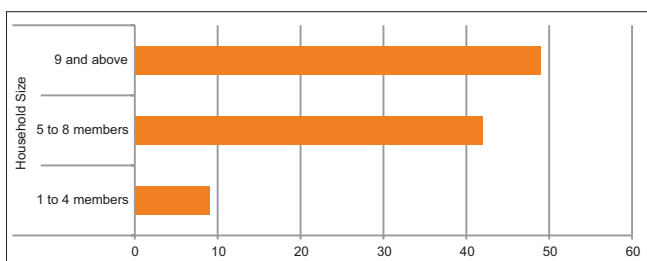
**Table 1: Percentage of school dropout by household area**

Variable	Categories	Percentage
Place of residence	Urban	21
	Rural	79



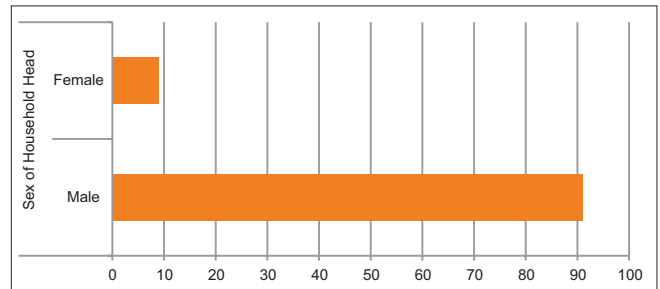
**Table 2: Percentage of school dropout by household size**

Variable	Categories	Percentage
Household size	1 to 4 members	9
	5 to 8 members	42
	9 and above	49



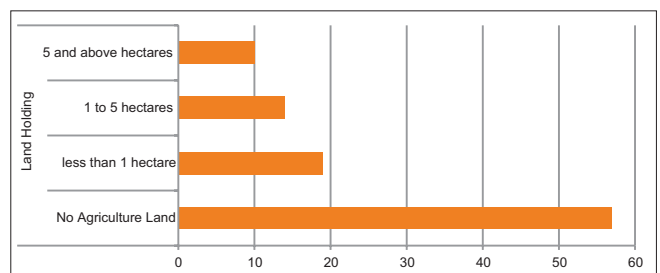
**Table 3: Percentage of school dropout by sex of household head**

Variable	Categories	Percentage
Sex of household head	Male	91
	Female	9



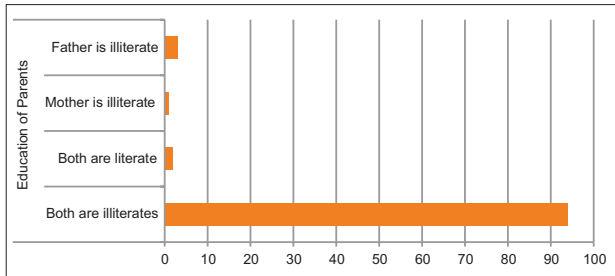
**Table 4: Percentage of school dropout by landholding**

Variable	Categories	Percentage
Landholding	No agriculture land	57
	less than 1 hectare	19
	1–5 hectares	14
	5 and above hectares	10



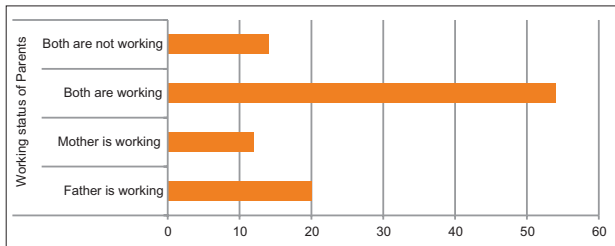
**Table 5: Percentage of school dropouts by selected parental characteristics**

Factors	Categories	Percentage
Education of parents	Both are illiterates	94
	Both are literate	2
	Mother is illiterate	1
	Father is illiterate	3



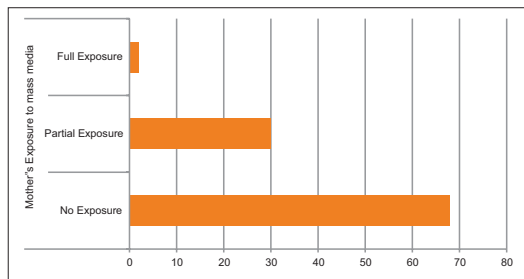
**Table 6: Percentage of school dropouts by working status of parents**

Factors	Categories	Percentage
Working status of parents	Father is working	20
	Mother is working	12
	Both are working	54
	Both are not working	14



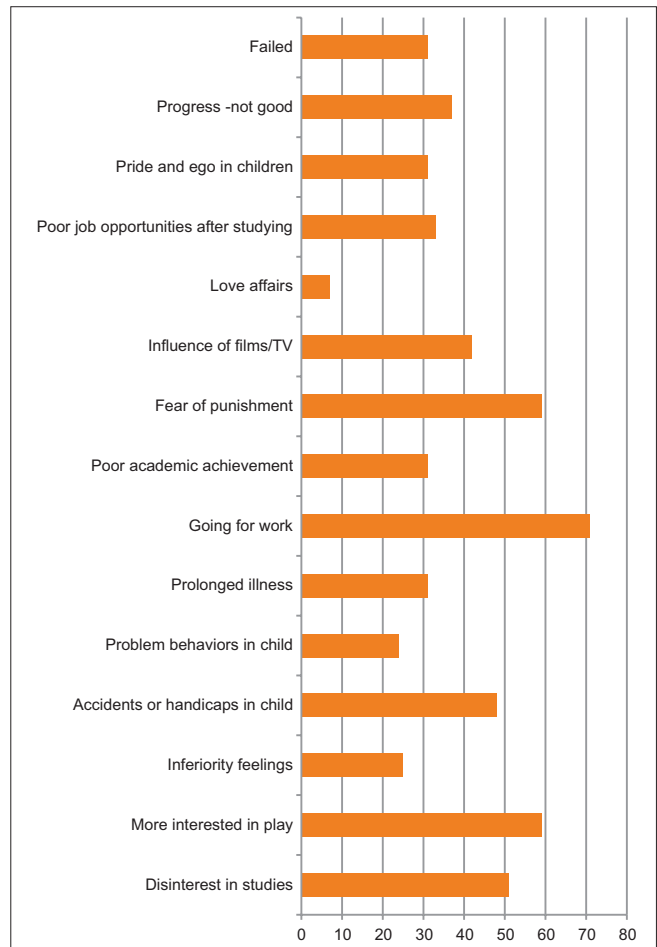
**Table 7: Percentage of school dropouts by mothers exposure to mass media**

Factors	Categories	Percentage
Mothers exposure to mass media	No exposure	68
	Partial exposure	30
	Full exposure	2



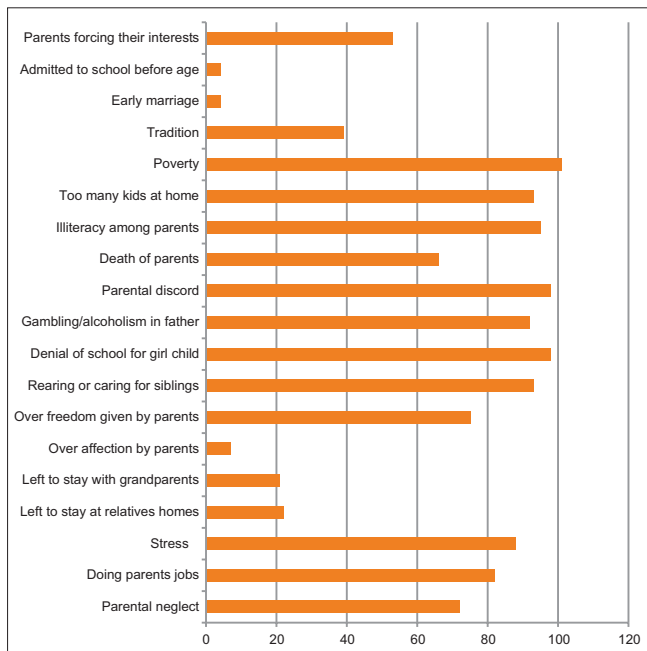
**Table 8: Reasons of school dropout related to students**

Reason	Percentage
Disinterest in studies	51
More interested in play	59
Inferiority feelings	25
Accidents or handicaps in child	48
Problem behaviors in child	24
Prolonged illness	31
Going for work	71
Poor academic achievement	31
Fear of punishment	59
Influence of films/TV	42
Love affairs	7
Poor job opportunities after studying	33
Pride and ego in children	31
Progress not good	37
Failed	31



**Table 9: Reasons of school dropout related to parents**

Reason	Percentage
Parental neglect	72
Doing parents jobs	82
Stress	88
Left to stay at relatives homes	22
Left to stay with grandparents	21
Over affection by parents	7
Over freedom given by parents	75
Rearing or caring for siblings	93
Denial of school for girl child	98
Gambling/alcoholism in father	92
Parental discord	98
Death of parents	66
Illiteracy among parents	95
Too many kids at home	93
Poverty	101
Tradition	39
Early marriage	4
Admitted to school before age	4
Parents forcing their interests	53

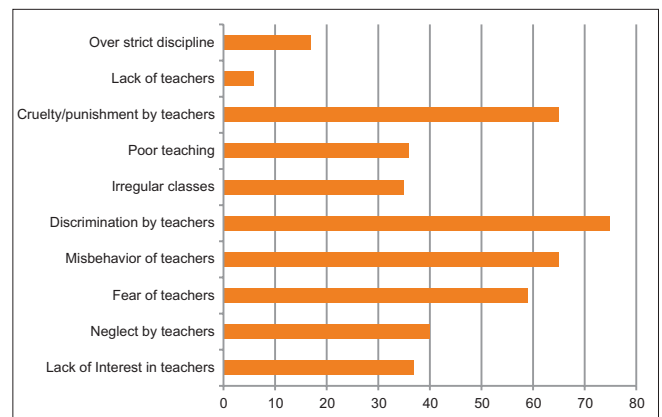


**METHODS**

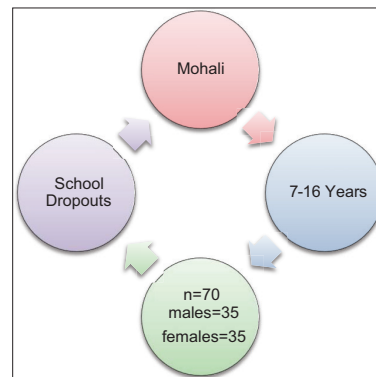
This research is a meaningful and purposeful study that included a school-level inquiry and a household level inquiry. Attitude and opinion surveys were conducted with teachers, parents, and school dropouts. Information was also attained regarding the facilities available which have a marked effect

**Table 10: Reasons of school dropout related to teachers**

Reasons	Percentage
Lack of interest in teachers	37
Neglect by teachers	40
Fear of teachers	59
Misbehavior of teachers	65
Discrimination by teachers	75
Irregular classes	35
Poor teaching	36
Cruelty/punishment by teachers	65
Lack of teachers	6
Over-strict discipline	17



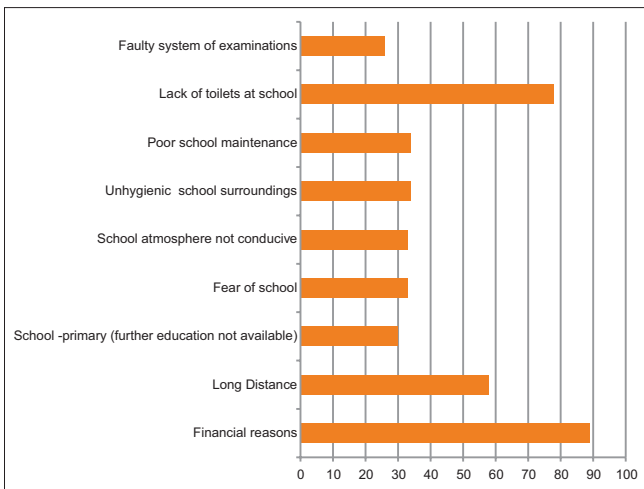
on schooling.<sup>[21-25]</sup> Besides, supplementary information was collected from the subjects and their families. Purposive sample selection was followed to target the school dropouts [Tables 8-10]. Subjects included 70 school dropout children, boys as well as girls between 7 and 16 years of age, from varied sociodemographic profiles. The sample selection was confined to Mohali. The first step included sample selection, and then, rapport was formed with the subjects, their families, and teachers and school authorities (where they used to study before withdrawing their schooling).<sup>[26-30]</sup> Planned as well as clinical interview and observation method was followed. A performat stating the life events was used during the interview process.



Sampling

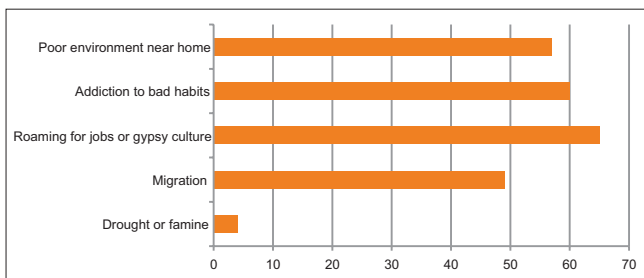
**Table 11: Reasons of school dropout related to the school**

Reason	Percentage
Financial reasons	89
Long distance	58
School primary (further education not available)	30
Fear of school	33
School atmosphere not conducive	33
Unhygienic school surroundings	34
Poor school maintenance	34
Lack of toilets at school	78
Faulty system of examinations	26



**Table 12: Reasons of school dropout related to the environment**

Reason	Percentage
Drought or famine	4
Migration	49
Roaming for jobs or gypsy culture	65
Addiction to bad habits	60
Poor environment near home	57



## RESULTS AND CONCLUSION

The main reason of the school dropout as related to the child was the fact that he/she has to work and earn for the family.

The main reason of the school dropout as related to the parents/ family was the monetary issue. The main reason of the school dropout as related to the teacher was discrimination and cruelty on her/his part. The main reason of the school dropout as related to the school was unaffordability and lack of toilets in schools [Tables 11 and 12]. The main reason of the school dropout as related to the environment was dawdling followed by addiction, poor environment of home, and migration.<sup>[31-35]</sup> It was notified that the most prominent reasons for the school dropout were poverty, parental discord, denial of school for girl child, financial reasons, illiteracy among parents, too many kids at home, rearing or caring for siblings, gambling/alcoholism in father, stress, lack of toilets at school, doing parents jobs, and going for work.

## ACKNOWLEDGMENT

Author expresses indebtedness to the Almighty, who is the apostle of strength. Author is inevitably grateful to the subjects and all those directly as well as indirectly involved in the auspicious research work. Genuine thanks are expressed to all the authors/researches whose work is referred for the present study.

## REFERENCES

1. Battin-Pearson S, Abbott RD, Hill KG, Catalano RF, Hawkins JD, Newcomb MD. Predictors of early high school dropout: A test of five theories. *J Educ Psychol* 2000;92:568-82.
2. Borooah VK. Births infants and education: An econometric portrait of women and children in India. *Dev Change* 2003;34:67-102.
3. Brooks-Gunn J, Guo G, Furstenberg F. Who drops out of and who continues beyond high school? A 20-year follow-up of black urban youth. *J Res Adolesc* 1993;3:271-94.
4. Cohen J. Social, emotional, ethical and academic education: Creating a climate for learning, participation in democracy and well-being. *Harv Educ Rev* 2006;76:201-37.
5. Crimmins EM, Saito Y. Trends in healthy life expectancy in the United States, 1970-1990: Gender, racial, and educational differences. *Soc Sci Med* 2001;52:1629-41.
6. Deaton A. Policy implications of the gradient of health and wealth. *Health Aff (Millwood)* 2002;21:13-30.
7. Desai U. Determinants of educational performance in India: Role of home and family. *Int Rev Educ* 1991;37:245-26.
8. Elliott L, Orr L, Watson L, Jackson A. Secondary prevention interventions for young drug users: A systematic review of the evidence. *J Adolesc* 2005;40:1-22.
9. Ensminger ME, Lamkin RP, Jacobson N. School leaving: A longitudinal perspective including neighborhood effects. *Child Dev* 1996;67:2400-16.
10. Garcia-Reid P, Reid R, Peterson N. School engagement among latino youth in an urban middle school context: Valuing the role of social support. *Educ Urban Soc* 2005;37:257-75.
11. Geierstanger SP, Amaral G, Mansour M, Walters SR. School-based health centers and academic performance: Research,

- challenges, and recommendations. *J Sch Health* 2004;74:347-52.
12. Gottfredson D, Wilson D. Characteristics of effective school-based substance abuse prevention. *Prev Sci* 2003;4:27-38.
  13. Hall A. Brazil's Bolsa Familia: A double-edged sword. *Dev Change* 2008;39:799-822.
  14. Haynes NM. Addressing students' social and emotional needs: The role of mental health teams in schools. *J Health Soc Policy* 2002;16:109-23.
  15. Hunt F. 'Dropping Out From School: A Cross-Country Review Of Literature.' Create Pathways to Access No 16. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex; 2008.
  16. Khan IA. A comparative study of the attitudes of adolescent students and their elders towards authority and discipline. *Psycho-Socio J Res Educ* 2000.
  17. Lantz PM, House JS, Lepkowski JM, Williams DR, Mero RP, Chen J. Socioeconomic factors, health behaviors, and mortality: Results from a nationally representative prospective study of US adults. *JAMA* 1998;279:1703-8.
  18. Lear JG, Issacs SL, Knickman JR, Lavizzo-Mourey R, editors. *School Health Services and Programs*. San Francisco (CA): Jossey-Bass; 2006.
  19. Lehr C, Hansen A, Sinclair M, Christenson S. Moving beyond dropout towards school completion: An integrative review of data-based interventions. *School Psychol Rev* 2003;32:342-64.
  20. Lewin, K, Sabates, R. Who Gets What? Is improved access to basic education pro-poor in SSA? Oxford: Presented at the 10<sup>th</sup> UKFIET International Conference on Education and Development; 2009. p. 23.
  21. Lewin KM. Access to education in sub-saharan Africa: Patterns, problems and possibilities. *Comp Educ* 2009;45:151-74.
  22. Marwaha S. Analysis and comparison of attitude of adolescents studying in cities and school-dropout adolescents living in slum areas. *Int J Home Sci* 2015;1:21-5.
  23. Metha RS. Attitudes of College Students towards certain problems. *Appl J Educ Res Stud* 2003;1(2):89-96.
  24. Molla M, Madans J, Wagener D. Differentials in adult mortality and activity limitation by years of education in the United States at the end of the 1990s. *Popul Dev Rev* 2004;30:625-46.
  25. Mytton J, DiGuseppi C, Gough DA, Taylor RS, Logan S. School-based violence prevention programs: Systematic review of secondary prevention trials. *Arch Pediatr Adolesc Med* 2002;156:752-62
  26. Nath PK. Personality correlated of attitudes towards social change. *J Educ Res Stud* 2001;3(4):41-50.
  27. Osher DM, Sandler S, Nelson CL. The best approach to safety is to fix schools and support children and staff. *New Dir Youth Dev* 2001;92:127-53.
  28. National Academies Press. Panel on High-Risk Youth, Commission on Behavioral and Social Sciences and Education, National Research Council. *Losing Generations: Adolescents in High-Risk Settings*. Washington, DC: National Academies Press; 1993.
  29. Rao RG, Mohanty SK. "School Enrolment and Dropout: Policies and Achievements", Paper Presented in Seminar on Follow-up of the National Population Policy- 2000: Focus on EAG States; 2004. p. 25-7.
  30. Rosenthal B. Nonschool correlates of drop-out: An integrative review of the literature. *Child Rev* 1998;20:413-33
  31. Sharma R, Sarma S, Nagar S. Extent of girl school drop outs. *J Soc Sci* 2007;15:201-4.
  32. Upendranath C. Education of girls in India: The daunting task ahead. *J Edu Plan Adm* 1995;9:81-92.
  33. Wehlage GG, Rutter RA. Dropping out: How much do schools contribute to the problem? *Teach Coll Rec* 1986;87:374-92.
  34. Weis L, Farrar E, Petrie H, editors. *Dropouts From School: Issues, Dilemmas, and Solutions*. Albany (NY): State University of New York Press; 1989.
  35. Zerick HT. An inquiry into the relationship between pupils attitudes and teachers influence in the classroom. *Am J Psychol* 2005;8(5):155-163.



This work is licensed under a Creative Commons Attribution Non-Commercial 4.0 International License.