

“An integrative analysis of life variables leading to trepidation of School Dropout in Chamba, Himachal Pradesh”

Dr. Abhishek Guleria

Ph. D. Anthropology, District Coordinator, Mamta Health Institute for Mother and Child Barnala, India

ABSTRACT

In the modern era, when purposeful education has become capricious global issue, it becomes mandatory to address this vital aspect. The present research is a purposeful study that included school-cum-household level inquiry. Attitude and opinion surveys were conducted with children, parents and teachers. Subjects included 60 school dropout children, boys as well as girls between 6-18 years of age, from varied socio-demographic profiles in Chamba, Himachal Pradesh. It was evident that most of the school dropouts hailed from the rural areas particularly from families exceeding 9 members. The objective of this paper is primarily to contribute to the understanding of the relationship between education and national development. Its goals have been to provide tools to assess the impact of employment-intensive growth and to enable a transition from research to policy outcomes with an intention to lay strong foundations of child centered education and training to facilitate children complete their schooling.

Keywords: Education, School Dropouts, Development.

INTRODUCTION

There are several things that the government can do to allow more students to finish school. However, a number of society attitudes also have to change if the country's young people are to achieve their full potential. The law requires parents to make sure their children receive a full-time education suitable to their needs. All children of compulsory school age (5 to 16) must receive a suitable full-time education. Once your child is registered at a school, you are legally responsible for making sure they attend regularly. A child registered at a school can legally miss school only in very limited circumstances. These include: when the child is too ill to attend when the school has authorized the absence beforehand. Some problems which can affect school attendance are bullying housing or care arrangements transport to and from school work and money. This can be reduced by making sure they understand the importance of good attendance and punctuality, taking an interest in their education, asking about school work and encouraging children to get involved in school activities. Family Problem Girls, especially, want to get married and start a family. Some parents are not interested in education and do not support their children in studying. Social Problem Social problems are also a contributing factor. Education is compulsory but, despite this, some people do not take it seriously. Furthermore, jobs are available even if students do not have a good education.

Work Pressures Some families are poor and need their children to work in order to increase the income. Studies revealed that the problems encountered by learners are also encountered by school dropouts during their stay in school. Majority of the school's slow learners become dropouts. There are several things that can be done about these problems. Parents should be encouraged to send their children to school. Schools with baby-minding facilities should be opened specially for married students. The government needs to stress the importance of education and even offer financial support to students to continue. This will encourage students to stay at school rather than start working. The type of family structure that a person lives in does affect the likelihood of that person's chances of dropping out of school. Family structures include two-parent, single-parent, and also stepparent families (Pong and Ju 2000:148). Single-parent families can be further broken down into female-headed households as well as male-headed households. Divorce, separation, and death of a spouse are all variables that define change in family structure from a two-parent family to a single-parent family or stepparent family. The children who are faced with the most economic deprivation are those living in singlemother headed families and they have an increased chance of dropping out of school (Pong and Ju 2000:165). Single-mother headed families generally suffer economically because generally, women do not earn as

much money as men (Pong and Ju 2000:150). Women have been portrayed as more nurturing and motherly. They usually do not earn as much money as their male companion because they are busy taking care of children as well as the household. Although taking care of children and the household are both reasons, women with no children also experience a gap in wages in comparison with males. A child's relationship with his or her parents can affect their chances of dropping out of high school.

“According to self-determination theory, students become engaged in school-related activity when instructional activities are interesting, relevant to their lives, and affirm their competences” (Hardre and Reeve 2003:353). If a student is motivated within their course material then they are most likely going to succeed. The other factors that can be attributed to high school dropout rates are negative teacher support, and a student's lack of motivation to succeed because of negative teacher support. The relationship between a teacher and a student is extremely important. The relationship is extremely important because it is much like that of a parent and child relationship. A teacher's job is to nurture and guide a student to succeed similar to what a parental figure might do (Hardre and Reeve 2003:353). When a student is not engaged in class work because they feel like their teacher is not helping them they begin to get aggravated. If a student is upset then they will think negatively about how well they are doing in school and how well they will be able to do in the future. “Hence, much can be gained in both theory and practice by thinking about dropout as not only an achievement issue but also a motivational issue”(Hardre and Reeve 2003:354).

Another factor that strongly contributes to the dropout rate is substance use and substance abuse. The use of tobacco, alcohol, cannabis or marijuana, and other illicit drugs are all substances that when used or abused relate to dropping out of school (Townshend, Flisher, and King 2007:295). People probably relate substance abuse to dropping out of school because of its deviant nature. The entertainment world also portrays substance users as usually being the cool kid that does whatever he or she wants. There are quite a few theories relating to substance use and abuse and these theories explain why people do act the way they do. The theories are social control theory, problem-prone behavior and general deviancy theory, primary socialization theory, social learning theory, peer cluster theory, deviant affiliation theory, the theory of differential association, and finally the strain theory (Townshend et. al 2007:308-309). These theories are all tied to deviance which is contributes to dropping out of high school. People are socially bonded to each other through social norms. The social control theory states that when social norms are broken people cannot be socially controlled because of behavior that goes against what is social (Townshend et al 2007:308). An example of this would be smoking weed. The social control on smoking weed is not very strong. Because of this people will break away from the norm of not smoking weed to smoking weed. Smoking weed is considered a deviant characteristic that is related to dropping out of school. Another theory is the problem-prone behavior and general delinquency theory. This theory says that mixing behaviors that are problematic with behaviors that children are more likely to do such as smoking, drugs, and alcohol is why children drop out of school (Townsend et al. 2007:308). Children who smoke, do drugs, and drink alcohol are not conforming to the social norms of what adolescents do. If a child smokes cigarettes then he is likely to drink alcohol and if he drinks alcohol then he is more likely to do drugs. Both primary socialization theory and social learning deal with peer influence. Primary socialization theory states that people that use substances drop out of school to be with their friends and social learning theory is when people learn deviant acts through their peer influences (Townsend et al. 2007:308). The peer cluster theory, deviant affiliation theory as well as the theory of differential association all deal with peer influences and are related to children dropping out of school. “Those experiencing problems at school are thought to have a way of seeking each other and together they form peer groups”(Townsend et al. 2007:308). Deviant affiliation is directly connected to this because the more a child corresponds with deviant children the more likely that child is to be deviant.

Method

This research is a purposeful study that included a school-level inquiry and a household level inquiry. Attitude and opinion surveys were conducted with teachers, parents, school dropouts. Information was also attained regarding the facilities available which have a marked effect on schooling. Besides, supplementary information was collected from the subjects and their families.

Sample Selection

Purposive sample selection was followed to target the school dropouts. Subjects included 60 school dropout children, boys as well as girls between 6-18 years of age, from varied socio-demographic profiles. The sample selection was confined to Chamba, Himachal Pradesh..

Procedure

The first step included sample selection and then, rapport was formed with the subjects, their families and teachers & school authorities (where they used to study prior to withdraw their schooling). Planned as well as clinical interview

and observation method was followed. A Performa stating the life events was used during the interview process.

RESULTS AND DISCUSSION

Table 1: Reasons of School Dropout (Form 1)

S No	Reasons of School Dropout	Frequency	
		Males	Females
1	Lack of Interest in studies	45	53
2	Lack of Confidence	39	15
3	Antagonistic feelings	39	50
4	Problem behaviors in child	15	12
5	Illness	18	23
6	Part time/Full time work	32	41
7	Poor Results	45	53

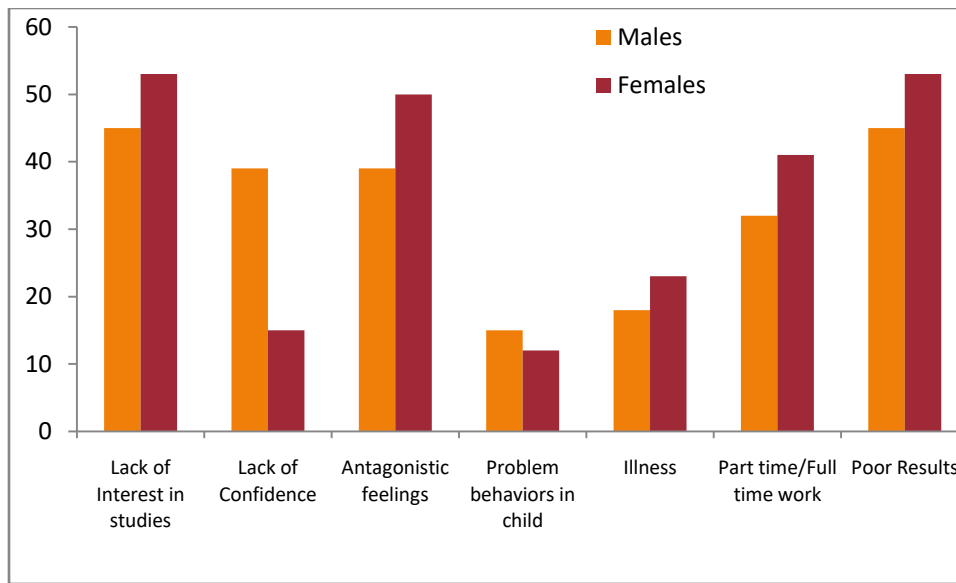


Table 2: Reasons of School Dropout (Form 2)

S No	Reasons of School Dropout	Frequency	
		Males	Females
8	Punishment phobia	47	55
9	Effect of Television	41	24
10	Peer Influence	85	35
11	Lack of parental Motivation	62	73
12	Lack of teacher Motivation	64	75
13	Over freedom given by parents	65	75
14	Rearing or caring for siblings	12	81

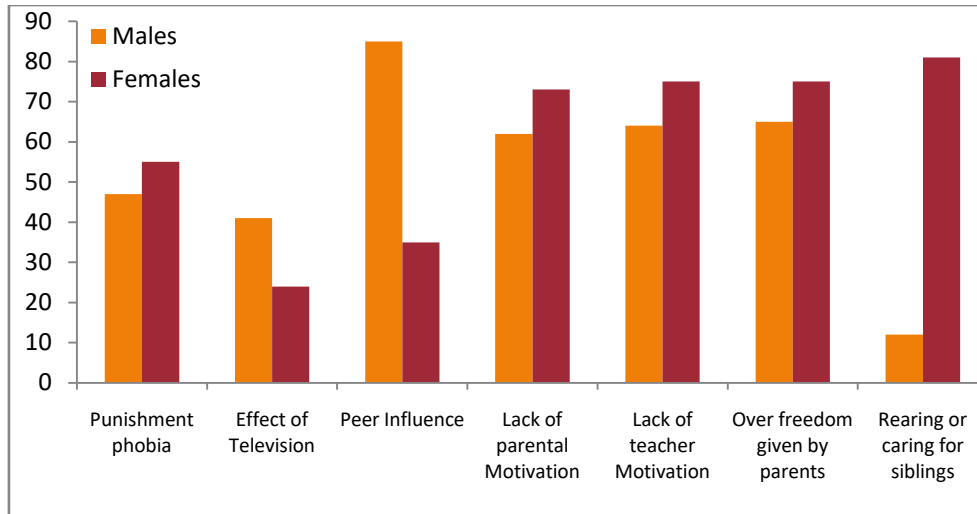


Table 3: Reasons of School Dropout (Form 3)

S No	Reasons of School Dropout	Frequency	
		Males	Females
15	Denial of school for girl child	94	94
16	Parental discord	41	44
17	Death of parents	36	54
18	Illiteracy among parents	84	96
19	Too many kids at home	12	53
20	Poverty	48	56
21	Early marriage	66	75

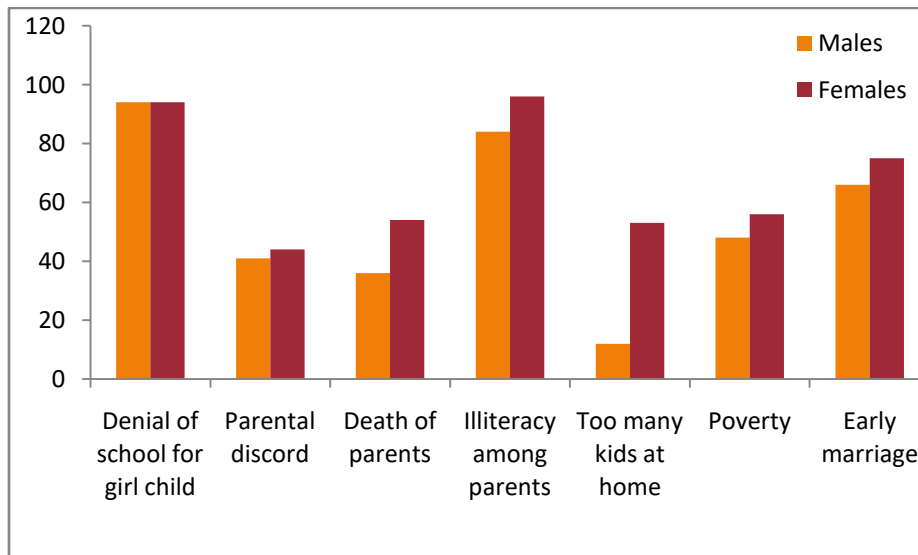


Table 4: Reasons of School Dropout (Form 4)

S No	Reasons of School Dropout	Frequency	
		Males	Females
22	Fear of teachers	86	64
23	Misbehavior of teachers	75	62
24	Discrimination by teachers	54	64

25	Irregular classes	51	60
26	Poor teaching	53	40
27	Lack of teachers	84	96
28	Long Distance	58	68

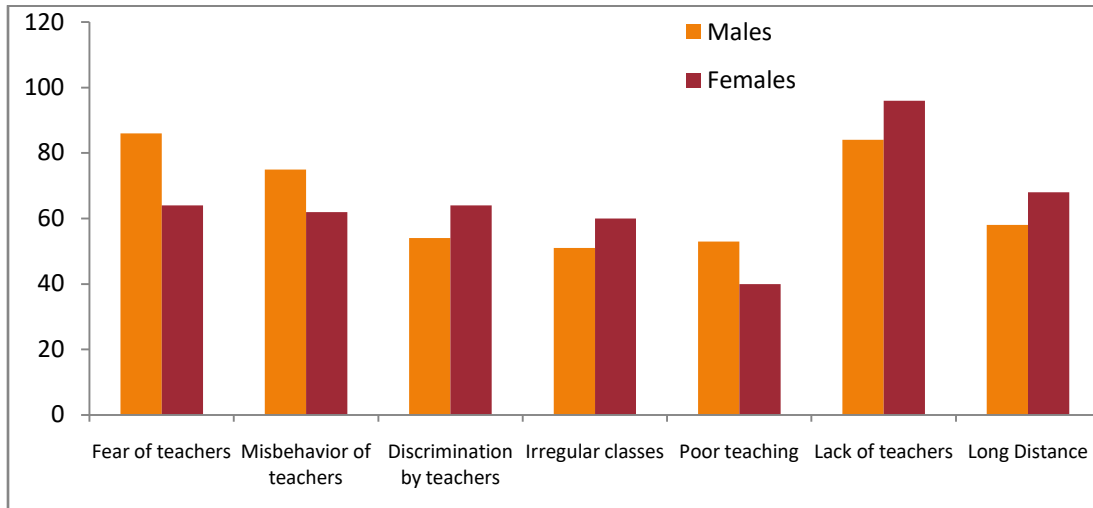
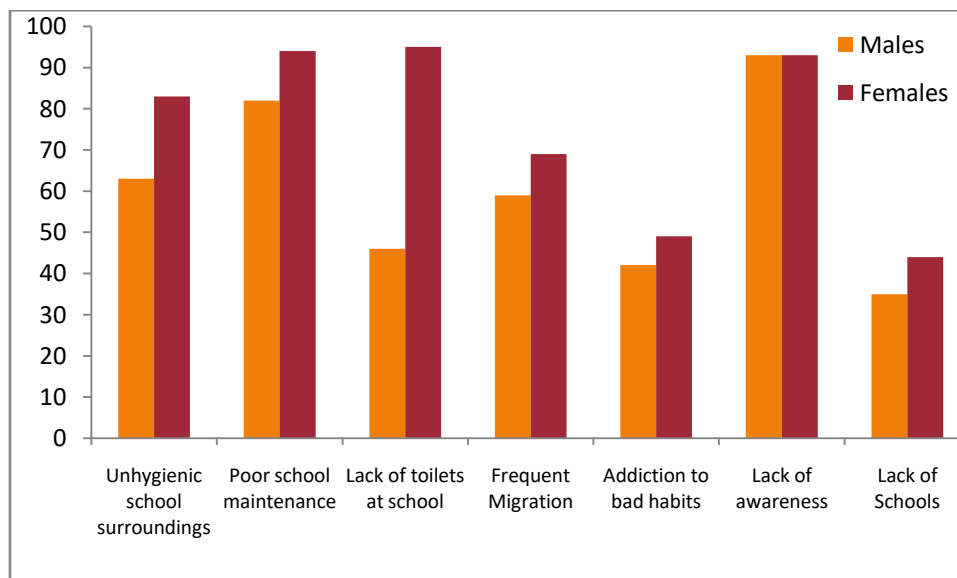


Table 5: Reasons of School Dropout (Form 5)

S No	Reasons of School Dropout	Frequency	
		Males	Females
29	Unhygienic school surroundings	63	83
30	Poor school maintenance	82	94
31	Lack of toilets at school	46	95
32	Frequent Migration	59	69
33	Addiction to bad habits	42	49
34	Lack of awareness	93	93
35	Lack of Schools	35	44



According to the principal of private school in rural area of Chamba, in spite of less fee structure in government schools the level of teaching is very low and students studying there don't know anything. According to principal, dropout is due to many reasons 'Zaminkekarabohot se log nhipadte' (due to land many students don't study). They think study is only for job, we don't need to do study, as it is not providing jobs. But I think it is compulsory for socialization (informal education). Parents of these dropouts are less educated, so there should be counseling for parents if we need any improvement in dropout rate. Some students who get fail tend to dropout 'wohhaarjatehain k hum nhikarskte'. At higher-level dropout is because of lack of transportation facility in villages. No bus, no auto even no rickshaw is available here. According to principal of government school (rural Siau) major reason for dropout is no awareness amongst parents. Some of them even don't know about the class of their child. School's premises was cleaned with the cooperation and money collected from whole village which shows that they want good education for their children. Since lack of funds from government authority, infrastructure of school is incomplete in spite of spending Rs. 49399 from my own pocket. 'Infrastructure is the main problem'. Even there is no clerical staff in the school. In primary school (up to 5th class) there was only two teacher before, now its only two so our roots are weak. Primary base should be made very much strong only then dropout rate can be improved. Teacher should give importance to moral values. Parents don't cooperate even at primary level only few do their homework. Non-formal education (vocational training) should be started at school level at least in 9th and 10th class.

According to teachers of government school in rural area Saho there is very less dropout from their region. In government schools teachers have much of other works given by school or government (like election duty) to do so teachers have to compromise with the study. There is regular parent- teacher meeting after 3 months but all of the parents don't come, as they are daily wages laborers so we have to force students to bring their respective parents to the school, and this is because of lack of awareness and economic aspect is crucial factor. Under 'Sarvsikshaabhiyan' all teachers go every year to attend refresher course for 10 days and there is hardly any training given to tackle the problem of dropout rate. Primary school education is very weak; students of 6th class in most cases even don't know full ABC. Since base of students is very weak and syllabus of 6th class is tough. '6th class student has much burden than 8th or 9th class student' students feel stressed. There is guidance bureau in school; teachers give guidance what are the future avenues present there after +2 like computer course. At senior secondary level students are very weak, basics are not clear (especially English) which is the major problem. Infrastructure is very bad, roofs of classroom use to leak during rainy season. Some of the policies of government are responsible for weak roots. '5th takbacheko fail nhiknabachonkoptahaikihumein fail nhikarenge, pass to ho hi jayenge' (government's policy that don't fail any student up to the 5th class give students much ease they know they will not get fail teachers will pass them). They take it for granted so they don't study. According to the principal of government school (urban) there is no dropout. 'agarhogabhi to sirf 1 % (even if there is then it will be at the most 1%)'. Dropout is in rural area there is no job avenue available so they think 'merabacha 10th karkeyakrega' (what wil my child do after 10th class). Policy of mid day meal has no effect 'kisikoyehichanhihotikemerabacha school khanakhanejaye'(no one has wish that his/her child should go to school and have meal), 'garib logon korojki roti kijarurathotihaiunko school le k anabohotmushkilhai (for poor people what they need is that they should earn everyday to have meal, its very difficult to take them to the school)'. Non-formal education is necessary to make formal education more attractive; it is essential in rural area, as they need 'Earning-Learning'.

Government school head should be given authority to start non-formal education in collaboration with some institute. There are lots of NGOs working, policies are being formed but funds are not reaching to the schools. Dropout is effected by the type of society we are living in. according to one of the teachers in government school (urban) dropout is prevalent in economical weaker section so they prefer to take small jobs as security guard for just Rs. 3000-5000 which is common problem in youth. Peer group influence and drug abuse is also reason for dropout from the school. Regular counseling for students should be done. Infrastructure and discipline is very well maintained in private schools as compare to government schools. In government schools there are more formalities we have to go to other many works and duties as in the elections, surveys, seminars, Edu set – live telecast of lecture for schools in Punjab which creates a gap between teachers and students, thus resulting in lack in interest among students towards studies. In private schools they have only one responsibility of teaching so they are able to give better results. With the strength of 1500 students, school has only one clerical staff personal, so we ourselves do lots of work (like fee collecting from all students). So teaching has been made our secondary work and other works as primary by force.

CONCLUSION

It was found 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. However, it is

ascertained that along with educational lag, there are other concerning factors which lead to loose structure of educational set-up. In a nutshell, government ought to sensitize parents and teachers to join hands together to uplift and ameliorate the status of education.

ACKNOWLEDGEMENT

Indebtedness is expressed to the Almighty, who is the apostle of strength. Inevitably gratefulness is expressed 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 making the present study a real success.

BIBLIOGRAPHY

- [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 EducPsychol* 2000;92:568–582.
- [2]. Best, John W. *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi, 1976.
- [3]. Bonny AE, Britto MT, Klostermann BK, Hornung RW, Slap GB. School disconnectedness: identifying adolescents at risk. *Pediatrics*. 2000;106(5):1017–1021
- [4]. Borooh, Vani K (2003): "Births, Infants and Education: An Econometric Portrait of Women and Children in India", *Development and Change*, 34, pp 67-102.
- [5]. 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 Adolescence* 1993;3:271–294.
- [6]. Cohen J. Social, emotional, ethical and academic education: creating a climate for learning, participation in democracy and well-being. *HarvEduc Rev* 2006;76:201–237.
- [7]. Crimmins EM, Saito Y. Trends in healthy life expectancy in the United States, 1970–1990: gender, racial, and educational differences. *SocSci Med*. 2001;52(11):1629–1641.
- [8]. Deaton A. Policy implications of the gradient of health and wealth. *Health Aff (Millwood)* 2002;21(2):13–30.
- [9]. Desai, Uday (1991), "Determinants of Educational Performance in India: Role of Home and Family", *International Review of Education*, Vol. 37, No. 2 pp. 245- 265
- [10]. Elliott L, Orr L, Watson L, Jackson A. Secondary prevention interventions for young drug users: a systematic review of the evidence. *Adolescence*. 2005;40(157):1–22.
- [11]. Ensminger ME, Lamkin RP, Jacobson N. School leaving: a longitudinal perspective including neighborhood effects. *Child Dev*. 1996;67(5):2400–2416.
- [12]. Fine M, Zane N. Bein' wrapped too tight: when low-income women drop out of high school. In: Weis L, Farrar E, Petrie H, editors. *Dropouts from school: issues, dilemmas, and solutions*. Albany (NY): State University of New York Press; 1989. pp. 23–53.
- [13]. Fine M. Why urban adolescents drop into and out of public high school. *Teach Coll Rec* 1986;87:393–409.
- [14]. 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;37:257–275.
- [15]. Geierstanger SP, Amaral G, Mansour M, Walters SR. School-based health centers and academic performance: research, challenges, and recommendations. *J Sch Health*. 2004;74(9):347–352.
- [16]. Gottfredson D, Wilson D. Characteristics of effective school-based substance abuse prevention. *Prev Sci*. 2003;4(1):27–38.
- [17]. Gulati P. *Social Studies and Population Education- Technical Education Series*. Tata Macgraw Hills Pub. Co. Ltd., New Delhi James, A.S. 2006. A psychological study of Religious and related attitudes of the students, 1984.
- [18]. Haynes NM. Addressing students' social and emotional needs: the role of mental health teams in schools. *J Health Soc Policy*. 2002;16(1-2):109–123.
- [19]. Khan IA. A Comparative Study of the Attitudes of Adolescent Students and their elders towards authority and discipline. *Psycho-Socio Journal of Research in Education*, 2000.
- [20]. Lall, Marie, (2005), "The Challenges for India's Education System", Chatham House, New Delhi,
- [21]. 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(21):1703–1708.
- [22]. Lear JG, Issacs SL, Knickman JR, Lavizzo-Mourey R, editors. *School health services and programs*. Jossey-Bass; San Francisco (CA): 2006.
- [23]. Lehr C, Hansen A, Sinclair M, Christenson S. Moving beyond dropout towards school completion: an integrative review of data-based interventions. *School Psych Rev* 2003;32:342–364.

- [24]. Levy, Mildred B, (1971), “Determinants of Primary School Dropouts in Developing Countries” ,Comparative Education Review, Vol. 15, No. 1 (Feb.), pp. 44-58
- [25]. Marwaha, Shruti(2015). “Analysis and Comparison of Attitude of adolescents studying in cities and school-dropout adolescents living in slum areas, International journal of Home Science 2015; 1(2): 21-25
- [26]. Metha RS. Attitudes of College Students towards certain problems. Applied Journal of Educational Research Studies, 2003.
- [27]. 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. PopulDev Rev 2004;30:625–646.
- [28]. Montecel M, Cortez J, Cortez A. Dropout-prevention programs: right intent, wrong focus, and some suggestions on where to go from here. Educ Urban Soc 2004;36:169–188.
- [29]. Morone JA, Kilbreth EH, Langwell KM. Back to school: a health care strategy for youth. Health Aff (Millwood) 2001;20(1):122–136.
- [30]. Mytton J, DiGuseppi C, Gough D, Taylor R, Logan S. School-based secondary prevention programmes for preventing violence. Cochrane Database Syst Rev. 2006;3: CD004606.
- [31]. Mytton J, DiGuseppi C, Gough DA, Taylor RS, Logan S. School-based violence prevention programs: systematic review of secondary prevention trials. Arch Pediatric Adolescence Med. 2002;156(8):752–762
- [32]. Nath PK. Personality Correlated of Attitudes towards social change. Journal of Educational Research Studies, 2001.
- [33]. 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;92:127–153.
- [34]. Panel on High-Risk Youth, Commission on Behavioral and Social Sciences and Education, National Research Council. Losing generations: adolescents in high-risk settings. National Academies Press; Washington (DC): 1993.
- [35]. Patton GC, Bond L, Carlin JB, Thomas L, Butler H, Glover S, et al. Promoting social inclusion in schools: a group-randomized trial of effects on student health risk behavior and well-being. Am J Public Health. 2006;96(9):1582–1587.
- [36]. Pratinidhi, A.K., Warekar S.V and S.G. Garad, (1992), “A study of school dropouts in an urban slum community”, Demography India, vol. 21 No.2 pp. 301-305
- [37]. Rao, Mohan, M.J. (2000). “Migration of labour and school dropouts”, Social Welfare, 47(6): 26-31
- [38]. Rao, Rama G and. Mohanty S.K, (2004), “School Enrolment and Dropout: Policies and Achievements”, Paper presented in seminar on follow-up of the National Population Policy- 2000: Focus on EAG states, 25-27 Oct. 2004.
- [39]. Rosenthal B. Nonschool correlates of drop-out: an integrative review of the literature. Child Rev 1998;20:413–433.
- [40]. Ross C, Wu C. The links between education and health. Health Social Behaviour 1995;60:719–745.
- [41]. Ross CE, Mirowsky J. Explaining the social patterns of depression: control and problem solving — or support and talking? Health Social Behaviour 1989;30(2):209–219.
- [42]. Rumberger RW, Palardy GJ. Does segregation still matter? The impact of student composition on academic achievement in high school. Teach CollRec 2005;107:1999–2045.
- [43]. Rumberger RW, Thomas SL. The distribution of dropout and turnover rates among urban and suburban high schools. Social Education 2000;73:39–67.
- [44]. Rumberger RW. Why students drop out of school. In: Orfield G, editor. Dropouts in America: confronting the graduation rate crisis. Cambridge (MA): Harvard Education Press; 2004. pp. 131–156.
- [45]. Shah LH. An investigation to study the problem of discipline in relation to pupil attitudes in secondary schools, 2007.
- [46]. Sharma SR. A Study of Student’s Attitude towards Teachers with direct or indirect influence. Applied Journal of Psychology, 1998.
- [47]. Sharma, Ruchita, Shubhangna Sharma and Shipra Nagar, (2007), “Extent of Girl School Drop outs”, Journal of Social Science, 15(3): 201-204.
- [48]. Sodhi TS, SuriAruna. Philosophical and Sociological foundations of education, (3rd edition), 2005.
- [49]. Sodhi TS. Psychological Foundations of Education, (Ist Edition), 2004.
- [50]. Thrane C. Explaining educational-related inequalities in health: mediation and moderator models. SocSci Med. 2006;62(2):467–478.
- [51]. United Nations Educational, Scientific and Cultural Organization (UNESCO) 1989 and 2007, Statistical Yearbook Paris: UNESCO.
- [52]. Upendranath, C. (1995). “Education of girls in India: The daunting task ahead.” Journal of Educational Planning and Administration, 9: 81-92.
- [53]. Walia JS. Philosophical and Sociological bases of education, 2003.



- [54]. Wehlage GG, Rutter RA. Dropping out: how much do schools contribute to the problem? *Teach Coll Rec* 1986;87:374–392.
- [55]. Weis L, Farrar E, Petrie H, editors. *Dropouts from school: issues, dilemmas, and solutions*. Albany (NY): State University of New York Press; 1989.
- [56]. Zerick HT. An inquiry into the relationship between pupils attitudes and teachers influence in the classroom. *American Journal of Psychology*, 2005.