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A Study on School Droupouts in Chennai

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Abstract

The present study aims at culling out the various factors involved in making students from the Scheduled Caste (SC) and Scheduled Tribe (ST) categories to drop out of school. The study found that most of them attend school to have the noon meal and avail of monetary benefits likewaiver on exam fees, free uniforms and books. As soon as they join secondary school, SC/ST students were forced to discontinue their studies due to various reasons as compared to other caste students. Due to this, SC/ST students find it difficult to start their own business and get employment only in unskilled jobs. The imperative step at this juncture would be 'Education for All' and to stress further 'compulsory education at any cost.

Keywords

School, Dropouts, Social and Economic aspects.

INTRODUCTION

Venkata Subramanian (1979) analysed the economic aspects of growth of primary education in Tamil Nadu, while Sharma (1983) made an attempt to study the factors, which are responsible for the low enrolment in the schools and subsequent high dropout rates. Seetharamu and Usha Devi (1985) identified various problems of participation in low and high school dropout areas in different regions of Karnataka state. Venkataiah and Naidu (1990) made an attempt to compare the achievement of dropouts and non-starters in non-formal education centres. In 2000–2001, 35.23 per cent of those who entered middle schools, 58.01 per cent of those who entered high schools and 81.49 per cent of those who entered higher secondary schools dropped out. Overall, as per UNICEF calculations, the proportion of school dropouts remains high and has increased from 19.3 per cent in 1991 to 21.9 per cent in 2001. Desetty, Patnam and Gaikwad, (1998) pointed out that a higher per cent of Scheduled Caste (SC) and Scheduled Tribe (ST) school dropouts belonged to very big families of nine or more members as compared to non-SC and non-ST dropouts. It is a matter of serious concern regarding school dropouts in spite of the efforts taken by the government.

These children are left to face life and its challenges without adequate and appropriate skills and they become part of the cheap labour force to be exploited.

OBJECTIVES OF THE STUDY

1. Elicit reported reasons for school dropout from students, parents and teacher respondents in sample of people from rural and urban areas.
2. Explore the relationship of reported variables like sex, age, education, occupation.

CHARACTERISTICS AND PREVENTION

Thomas Oakland Our nation's secondary school dropout rate of 17–25 Per cent is at a historic low. Nevertheless, considerable concern exists about the enormous losses to individuals, families, and society associated with not completing high school. School, race, gender, and economic and family qualities associated with dropouts are reviewed briefly. General prevention principals are proposed together with more specific strategies involving youth, schools, family, and community. The goals are two pronged: (a) to provide systems that enable adequate achievement and achievement motivation, passing grades, feelings of affiliation with school and peers, and a stable support systems from peers, family, and the community; and (b) to be free of impediments that diminish suitable educational outcomes, including unsuitable school qualities, premature entrance into adulthood, and qualities that adversely affect students' physical and mental health.

Creative Personality and Anti creative Environment for High School Dropouts

The study examined the possible roles that creativity plays in students dropping out of high school. It used data from the National Educational Longitudinal Study (NELS: 88), the Educational Longitudinal Study (ELS: 2002), and 87 high school students from a low income area in southeastern Michigan. NELS and ELS questions related to creative personality and anti-creative school environment were selected and asked of students. The students' responses were compared to their scores on measures of creativity (Runco Ideational Behavior Scale, Torrance Tests of Creative Thinking, & Scales for Rating the Behavioral Characteristics of Superior Students). The NELS respondents who showed creative personality were identified and examined whether their creativity related to dropping out. The results of logistic regression analyses indicated that the questions selected from NELS and ELS that showed intercreative school environment have a negative correlation with the scores on the creativity measures, which affect students' dropping out. An understanding of these students and their behavior will help promote creative students' academic and lifelong success through appropriate classroom restructuring. High School Dropouts after Them Exit School: Challenges and Directions for Sociological Research.

Colin Campbell Sociological research on high school dropouts is largely concerned with who drops out of school and why. Research on the consequences of dropping out is less common. There are clear theoretical reasons to expect dropping out to have a direct and negative effect on life outcomes; however, empirically evaluating these theories is difficult because students who drop out are different from high school graduates in meaningful and complex ways. In this article, I first provide a brief review of sociological research on high school dropouts, emphasizing the demographics of dropouts and reasons for dropping out. I then discuss the possible role of human capital differences, signaling theory, and social closure in creating worse outcomes for high school dropouts and outline the empirical challenges to researching the effects of dropping out.

SOME TYPES OF HIGH SCHOOL DROPOUTS

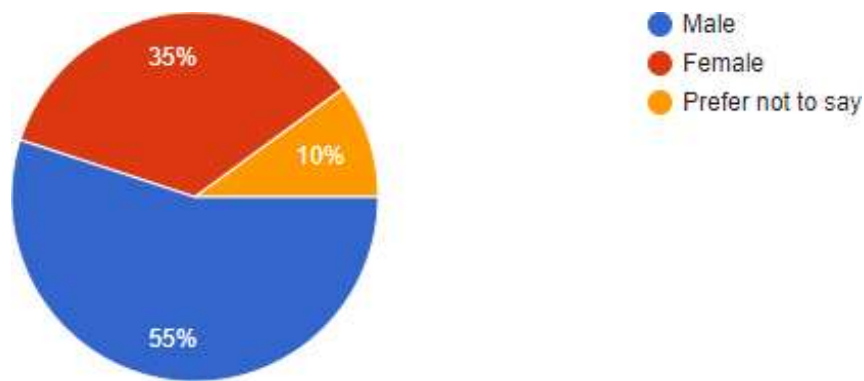
Dropouts are not a homogeneous category, and the evidence indicates that many dropouts are capable of doing satisfactory work in high school. While some dropouts have limited intellectual ability, earn poor grades, are retarded in their grade placement, and are poor readers, many other dropouts do not face these particular problems. Many of the apparent contradictions in the findings concerning dropouts can

be resolved by distinguishing between early and late dropouts. Students with limited ability generally leave school early; capable dropouts tend to remain in school longer. Comprehension of the diverse data concerning dropouts requires specification of three types: 1) involuntary dropouts, 2) retarded dropouts, and 3) capable dropouts.

YOUNG SCHOOL DROPOUTS

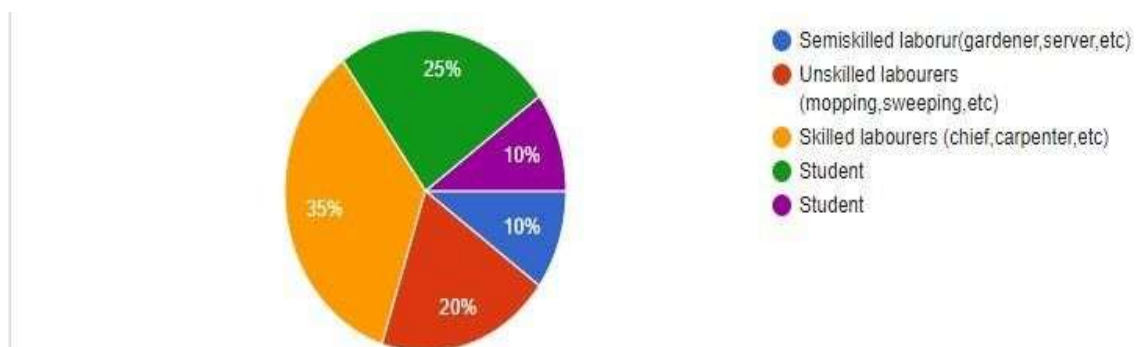
Levels of Influence of Different Systems Different countries have encountered the problem of increasing young people dropping out of schools. Causes relating to family, school and peers have been suggested in many studies. However, the levels of influence from these different social systems on the phenomenon, which bear intervention implications, are seldom explored. This qualitative study has found that family, school and peers have respectively exerted distal, predisposing and immediate effects on the phenomenon of young school dropouts. Based on the findings, works in different systems are recommended so that the problem of young school dropouts can be greatly reduced.

FIGURE: 1 GENDER OF THE RESPONDENTS



From this pie chart, we can see that the percentage of people who have answered the questionnaire is which of percent male 55, female 35 and people who have not decided not to say their gender on their sexual orientation at 10 per cent. This shows that males are highly likely to drop out of the educational field, following them up are the females.

FIGURE: 2 OCCUPATIONS OF THE RESPONDENTS

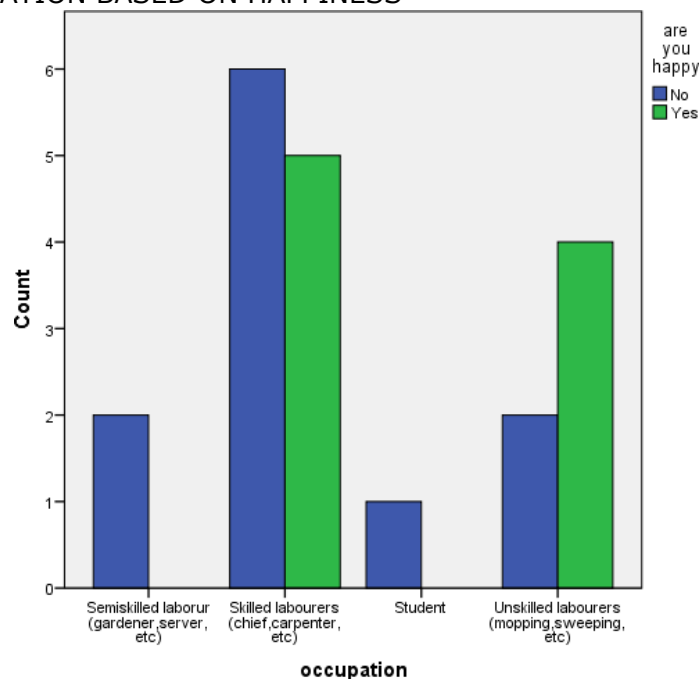


From the following pie chart, we can say that there is an equal in percentage of skilled labourers and students. But these students have dropped out of school and are in not educational field anymore but they are still willing to learn. For example, these could anything like cooking, helping taking of coconuts, working in alcohol companies etc.

		Occupation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Semiskilled laborer (gardener, server, etc)	2	10.0	10.0	10.0
	Skilled labourers (chief, carpenter etc)	7	35.0	35.0	45.0
	Student	7	35.0	35.0	80.0
	Unskilled laborers (mopping, sweeping, etc)	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

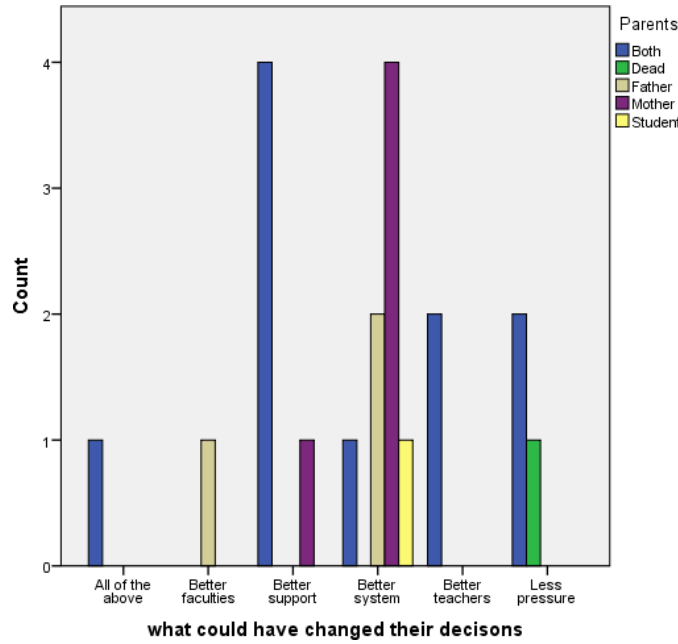
		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	7	35.0	35.0	35.0
	Male	11	55.0	55.0	90.0
Prefer not to say		2	10.0	10.0	100.0
	Total	20	100.0	100.0	

FIGURE 3: OCCUPATION BASED ON HAPPINESS



It is shown that in the figure 1 that many people are unhappy but are still willing to work for their livelihood. Many skilled labourers show unhappiness. Skilled labours involve a bit more usage of their intellectual properties than others but are still willing to work, so they could achieve their dreams which is artistic in nature.

FIGURE 4: CHANGING OF DECISIONS BASED ON AVAILABILITY OF PARENTS



As shown in the figure 2, when both the parents are present the children are looking for better support in the education system and their family. But whereas, children who have only mother supporting them are looking for a better system and also a bit more support. Children’s parent who are no longer alive or orphans are looking for less pressure from the educational system. People who have only fathers are looking for better facilities. From this we can see that being not just having both or single parent, children need better support and abetter system in the educational field.

FIGURE 5: REASON TO CONTINUE

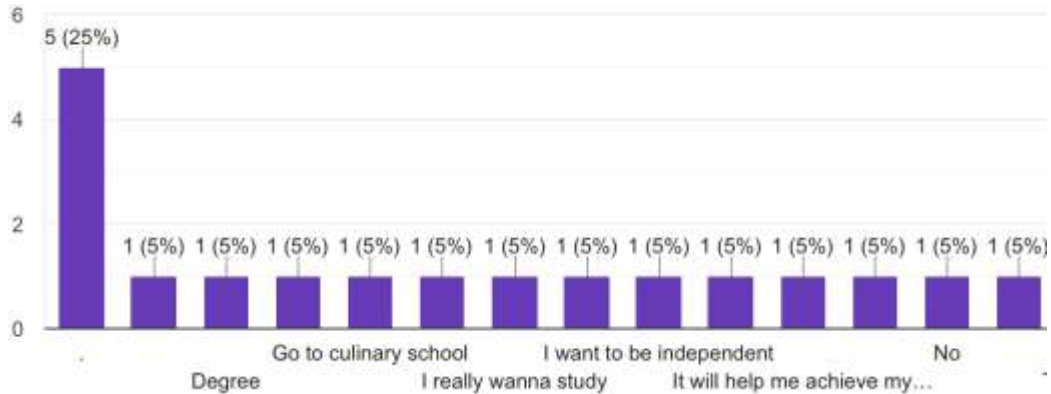
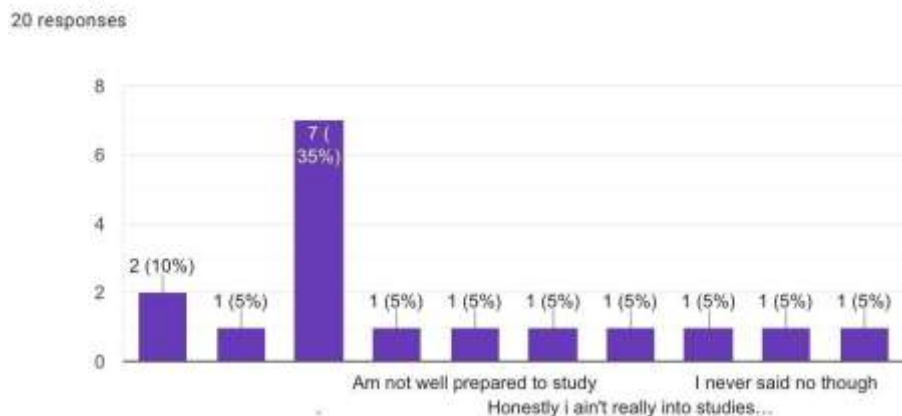


Figure 7: Depicts the reason of continuing.

FIGURE 6: DON'T WANT TO CONTINUE

Figure 8: Depicts people who don't want to continue.



RESULTS

Figure 1: Depicts that 60 Per cent who answered were of age between 16 years to 19 years

Figure 2: Depicts that people who answered of which 55Per cents are male

Figure 3: Depicts that 50 Per cent of parents is alive

Figure 4: Depicts 35 Per cent are unskilled labourers

Figure 5: Depicts the passions of the people
Figure 6: Depicts many people want to continue their education. Depicts the reason of continuing. Depicts people who don't want to continue. .Depicts the happiness of the respondents. Depicts things which could have changed their decision. Depicts the need for an exam.

CONCLUSIONS

School-based, indicated prevention approaches are feasible and effective for reducing suicidal behaviors and related emotional distress and for enhancing protective factors. Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Data Sateesh Gouda M1, Dr.T.V.Sekher and Education is the basic requirement for human development. With education, employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. The present article tried to understand the differentials and factors associated with school dropouts in India. Based on the data from National Family Health Survey-3, it was found that only 75 percent of the children in the age group 6 to 16 years were attending school. About 14 percent of the children never attended the school and 11 percent dropped out of school for various reasons. It was observed that the dropout was high among the children belonging to Muslim, Scheduled Caste and Scheduled Tribe families. Parental characteristics also play a significant role in determining school education. The dropouts among the children belonging to illiterate parents were four times higher than that of the literate parents. It was also observed that if parents were not working, the possibility of dropout among their children was relatively high. The study suggests that unless and until there is considerable improvement in the economic status of households and change in the social attitudes of parents, achieving the goal of universalization of school education will remain a major challenge for India.

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