

**SCHOOL DROPOUT AMONG HIGH SCHOOL SECTION  
IN ZOTLANG COMMUNITY**

Submitted in partial fulfillment of Bachelor of Social Work V Semester

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**CERTIFICATE**

This is to certify that the research in ‘**School dropout among high school section in Zotlang Community**’ submitted by Vanlaltluangi Department of Social Work, Higher and Technical Institute, Mizoram for the award of Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for the award of any degree in this or any other Universities or Institute of learning.

Date: 7<sup>th</sup> November, 2022

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## **CHAPTER -1**

### **INTRODUCTION**

In India, Secondary education includes a high school for children. Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two two-year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'. Education continues to be accessible at government schools, though private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university-level study, respectively. The general syllabus for a lower secondary school in India contains three languages (including the regional language, an elective, and English), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10.

Based upon performance in the first two years of secondary school and the SSC results, students may enter Senior/Upper Secondary School. Upper Secondary School offers the students a chance to select a 'stream' or concentration of study, offering science, commerce, and arts/humanities. Education is administered in schools or two-year junior colleges, often affiliated with degree-granting universities or colleges. The Higher Secondary Certificate Examination syllabus is determined by the boards of secondary education, of which there are 31. Although the HSCE is the most common Standard XII examination, the All India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate and the Pre-University Certificate are also offered.

The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The syllabus was confined to "modern" subjects such as science and mathematics, and topics like metaphysics and philosophy were carefully needless. Teaching was confined to classrooms, and the link with nature was broken, as also the close relationship between the teacher and the student.

The Uttar Pradesh (a state in India) Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with authority over Rajput Ana, Central India and Gwalior. In 1929, the Board of High School and Intermediate Education, Rajput Ana, was established. Later, boards were found in some of the states. But finally, in 1952, the Board's

constitution was amended and renamed Central Board of Secondary Education (CBSE). All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like syllabi, textbooks and examination systems for all schools affiliated with it. Today, thousands of schools are allied to the Board, both within India and in many other countries, from Afghanistan to Zimbabwe.

Universal and compulsory education for all children in the age group of 6-14 was a valued dream of the new government of the Republic of India. This is obvious because it is joined as a directive policy in article 45 of the constitution. But this objective remains far away, even more than half a century later. However, in the recent past, the government appears to have taken serious note of this gap and has made primary education a Fundamental Right of every Indian citizen.

The pressures of economic growth and the acute scarcity of skilled and trained human resources must positively have played a role in making the government take such a step. The expenditure by the Government of India on school education in recent years comes to around 3% of the GDP, which is recognized to be very low.

Even today, many children in India are either disadvantaged in education or drop out of school before completing their studies due to financial limitations. According to a government report, the dropout rate at the secondary school level in India is more than 17%. The dropout rate among boys is relatively high at the secondary status compared to the primary level. According to the latest Unified District Information System for Education Plus or UDISE+ 2019-20 report, about 30 per cent of students do not transition from secondary to senior secondary level. It has been revealed from the statement that there are 19 states/union territories where the dropout rate at the secondary level (Class IX and X) is much higher than the All India rate (17.3%). The dropout rate is more than 25% in Tripura, Sikkim, Nagaland, Meghalaya, Madhya Pradesh, Assam, and Arunachal Pradesh. Four states have registered a dropout rate of more than 30%.

It is remarkable that while the dropout rate is very high in most of the states in the North-East and Eastern regions, the dropout rate in urbanized Delhi is more than 20%. Along with Punjab (lowest dropout rate of 1.5%), states/UTs with dropout rates less than 10% are Chandigarh (9.5%), Kerala (8%), Manipur (9.6%), Tamil Nadu (9.6%), and Uttarakhand (9.8%) are.

Comparatively, Punjab, Manipur, and Kerala have the highest promotion rate of more than 90% at the secondary level. The overall dropout rate of girls is 2% less than that of boys. Punjab has a zero dropout rate for girls, while Assam has the highest dropout rate (35.2) at the secondary level.

Every year, a large number of students drop out of school worldwide. This hinders their economic and social well-being, reduces the country's literacy rate, and creates a non-innovative environment. The issue of dropouts in India is of particular importance and interest. A recent National Statistical Office (NSO) survey revealed that around 12.6% of students dropped out of school in India, and 19.8% discontinued education at the secondary level. In comparison, 17.5% dropped out at the upper primary level. Per the survey, a dropout is an "ever-enrolled person" who does not complete the last class of education for which they have enrolled and is currently not attending any educational institution.

The Government's Right to Education Act and National Policy on Education may have been motivating to provide education to all. Still, it is equally important to analyze the sustainability and efficiency of the education system. Dropout rates are considered a significant wastage in the education system; many students leave school without acquiring basic skills, and their premature departure represents a considerable waste of scarce education resources.

Jomon Mathew said that The reasons for school dropout vary. Some drop out of school voluntarily, while others are forced to do so under terrible circumstances. School dropout is a universal fact. Whatever the reason, the mere fact that a child is not completing their school education is not virtuous. Many times, such children fail to be an asset to the nation, given their inability to contribute. No reason can be big enough and act as a replacement for school education. It forms the base of a person's life, making them efficient in all disciplines.

Department of Higher Education 2001-2011 record school dropout rate: Mizoram: 6-14 years old data was reported at 39.600% in 2011. This records from the previous numbers of 36.670% for 2010. School dropout rate: Mizoram:6-14 years old data is updated yearly, averaging 59.890% from Sept 2001 to 2011, with 11 observations. The data reached an all-time high of 66.840% in 2004 and a record low of 36.670% in 2010. School dropout rate: Mizoram:6-14 years old data remains active in CEIC and is reported by the Minister of Education. The data is categorized under India Premium Data Base's Education Sector- Table IN, EDA003: school dropout rate:6-14 years old.

## **Statement of the Problem**

The present study attempts to identify reasons for school dropout in the Zotlang community, it also aims to study the demographic background, and social background and also try to assess the viewpoint of teachers and community leaders.

## **Chapter Scheme**

The present study is organized into five chapters:

1. Chapter I: Introduction
2. Chapter II: Review of Literature
3. Chapter III: Methodology
4. Chapter IV: Results and Discussions
5. Chapter V: Conclusion



## **CHAPTER - II**

### **REVIEW OF LITERATURE**

A review of the literature acts as a guide for the researcher so that they may avoid repeating the same mistakes or go beyond what others have done or reached. It also guides the research process and provides information on the issues undertaken. This chapter reviews the literature on reasons for dropout among high school sections in the Zotlang community.

#### **School Characteristics Related to High School Dropout Rates (November 1, 2007)**

In their studies, Christine A. Christle, Kristine, Joliette, and C. Michael Nelson Dropping out of high school ends a long-term disconnection from school and has profound social and economic consequences for students, their families, and their communities. Students who drop out of high school are more likely to be unemployed, earn less than those who graduate, be on public assistance, and end up in prison. The present study examined dropout rates in Kentucky high schools ( $N = 196$ ) using quantitative and qualitative events. Pearson product-moment correlation coefficients were computed to identify those school-level variables that strongly correlate to dropout rates. A sample of 20 schools with the highest dropout rates compared to 20 schools with the lowest dropout rates using a multivariate analysis of variance.

Furthermore, four schools from each group were selected as case examples. Information gathered from administrator surveys, staff interviews, and on-site observations provided detailed images of the characteristics of schools with high and low dropout rates. The findings of this study demonstrated that several school variables are differentially related to the dropout rate. Implications of these findings for school reform are discussed.

#### **When and Why Dropouts Leave High School (September 1, 2006)**

Elizabeth Stearns, Elizabeth J. Glennie Teens in their research may leave school because of academic failure, disciplinary problems, or employment chances. In this article, the authors test whether the reasons dropouts leave school differ by grade level and age. We compare dropout rates and reasons across grade levels and ages for all high school students, ethnic groups, and gender groups. Across all students, ninth graders have the highest dropout rate: This pattern persists for Blacks, Latinos, Native Americans, and male students. Dropout reasons vary by age, grade, ethnicity, and gender. Ninth graders and students aged 16 and younger are more likely than advanced and older students to leave school for punitive reasons. Older male students are more likely than younger males to leave school for employment. The

significant variation in dropout rates and causes by grade level and age indicates that multiple dropout procedures may influence teens to leave school.

### **High School Dropouts: A Review of Issues and Evidence (June 1, 1987)**

Russell W. Rumberger, in his research, *The problem of high school dropouts* has generated increased interest among researchers, politicians, and educators in recent years. This paper examines the many issues in understanding and solving this complex social and educational problem. The cases are grouped into four areas covering the incidence, causes, consequences, and solutions to the problem. Within each region, the discussion identifies the critical issues, the current state of research on the problems, and considerations for future research.

### **The Silent Epidemic: Perspectives of High School Dropouts (2006 march)**

Bridgeland, John M.; DiIulio, John J., Jr.; Morison, Karen Burke in their research *The central message of this report is that while some students drop out because of significant academic challenges, most dropouts are students who could have and believe they could have, succeeded in school. This survey of young people who left high school without graduating suggests that, despite career aspirations that require education beyond high school and a majority having grades of a C or better, circumstances in students' lives and an inadequate response to those circumstances from the schools led to dropping out. While reasons vary, the general categories remain the same, whether in inner-city Los Angeles or suburban Nebraska. Educators, politicians and leaders from various sectors should make addressing the high school dropout epidemic a top national priority. All avenues to invest leaders in a better understanding of the problem and standard solutions should be undertaken--including congressional hearings, White House conferences, summits of state and local officials, and public forums in schools and communities. In all cases, the voices of young people who dropped out of high school should be heard. Appendices include (1) Poll Methodology; and (2) Compulsory School Attendance Laws by State. A bibliography is included. (Contains 63 notes.) [This report was produced for the Bill & Melinda Gates Foundation.]*

**A Prospective Longitudinal Study of High School Dropouts Examining Multiple Predictors Across Development (journal of school psychology volume 38, issue 6, November – December 2000)**

Shane Jimerson, Byron Egeland, L. In their Prior research studies, Alan Sroufe and Betty Larson report a variety of demographic, school, individual, and family characteristics related to high school dropout. This study utilizes data from a 19-year prospective longitudinal study of "at-risk" children to explore multiple predictors of high school dropouts across development.

The proposed model of dropping out emphasizes the importance of the early home environment and the quality of early caregiving influencing subsequent development. The results of this study demonstrate the association of the early home environment, the quality of early caregiving, socioeconomic status, IQ, behaviour problems, academic attainment, peer relations, and parent involvement with dropping out of high school at age 19. These results are reliable with the view of dropping out as a dynamic developmental process that begins before children enter elementary school. Psychosocial variables before school entry predicted dropping out with power equal to later IQ and school attainment test scores. Early developmental features warrant further emphasis in our efforts to understand processes better influencing dropping out before high school graduation.

**School Dropouts: Prevention Considerations, Interventions, and Challenges (February 1, 2004)**

In their studies, Sandra L. Christenson and Maths L Thurlow Preventing school dropout and promoting successful graduation is a national concern that poses a significant challenge for schools and educational communities working with youth at risk for school failure. Although students at utmost risk for dropping out of school can be identified, they disengage from school and drop out for various reasons for which there is no one standard solution. The most effective intervention programs identify and track youth at risk for school failure, focus on students' progress toward educational standards across the school years, and are designed to address student engagement indicators and impact enrolment status—not just the forecasters of dropout. To leave no child behind, educators must address issues related to student mobility, alternate routes to school completion, and alternate timelines for school completion, as well as engage in rigorous evaluation of school-completion programs.

## **CHAPTER III**

### **METHODOLOGY**

In this chapter, an attempt has been made to present the setting of the present study and the methodological aspects of the present study. This chapter has been shown in three major sections, viz., the study's setting, methodology and objectives. The first section describes the setting of the study area in terms of composition and temporal and physical features. The second section is devoted to describing the sampling, data collection methods, and data analysis. The last section presents the objectives of the study.

#### **3.1 The Setting: Profile of Study Community**

Name of the community: Zotlang

Year of establishment: 1954

Population: 7562

No. of Households: 1415

Main occupation: Government service

Governmental Agencies: 9

Community-Based Organizations:

Health Centre: 1

Educational Institutions:7

Church:6

#### **3.2 Methodology**

##### **3.2.1 Research Design**

The study will be cross-sectional and descriptive in design. It will be based on primary data collected through qualitative and quantitative methods. A field survey was conducted with an interview schedule to collect quantitative and qualitative data from the high school dropout students, teachers and community leaders in the Zotlang community.

##### **3.2.2 Sampling Design**

Zotlang community is purposefully selected for the study as it is where the researcher resides. Purposive sampling will be used to determine samples.

##### **3.2.3 Data Collection**

An interview schedule was applied for primary data collection, while articles and journals were collected for secondary data collection.

### **3.2.4 Data Processing and Analysis**

The collected data from the respondents will be processed and analyzed with the help of MS Excel and SPSS.

### **3.3 Objectives of the study**

1. To identify the causes of high school dropout in Zotlang community
2. To determine the rate of school dropout in Zotlang community.
3. To probe into the effects of school dropout on individuals
4. To probe into the effects of school dropout on the family
5. To identify preventive measures for school dropouts

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**Table 4.1. Demographic Background of student dropout**

<b>Demographic background</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 31	
<b>Gender</b>	Female	12	38.71
	Male	19	61.29
<b>Age</b>	<=44	28	90.32
	45 – 59	3	9.68
	60 – 73		
	74=>		
	Mean age		28
<b>Marital Status</b>	Married	19	61.29
	Unmarried	10	32.26
	Divorced	1	3.23
	Widowed	1	3.23
<b>Education</b>	High School	31	100.00
<b>Types of family</b>	Nuclear	29	93.55
	Joint	2	6.45
<b>Form of family</b>	Stable	29	93.55
	broken	2	6.45
<b>Size of family</b>	1 - 5	21	67.74
	6 - 10	10	32.26

**Source: Computed**

Table no 4.1 highlights the democratic profile of the respondent including gender, age group, marital status, education, types of family, form of family, size of family of the studies of high school dropout students. with the total population of 31 high school dropout student.

In studies the population of male are greater than female and it was clearly visible. In the same manner, the population of male and female in both the communities studied are almost the same where there was a slight difference where the number of males did lead the way. Male population

constitutes (61.29%) which is more than the female population (38.17%). Both man and women population has maintained its differences.

In respect to the age group of the members of the studied community, age group was classified into adolescent (0-17), early adulthood (18-35), late adulthood (36-59), old age (60 above). From the findings, early adulthood constitutes a higher percentage in the localities (90.32%). The highest high school dropout population is found in the age group community with the percentage of 90.32 within the age group between early adulthood and late adulthood.

The marital status of the community is classified into four groups. married, unmarried, divorced and widow. The married group is the highest in the communities (61.29%). followed by the unmarried group (32.26%) and widows are also small in number (3.23%). Divorced consists of (3,23%) and remarried constitutes the smallest group only (3.23%).

The educational status of 31 members of the community has been classified at high school levels, and these members were high school dropouts.

There are two types of families observed in the context of the community. They are joint and nuclear. As regards this, the nuclear family constitutes the higher percentage in the communities. The nuclear family constitutes more than (93.55%) while joint families constitute only (6.45%) in the localities. The highest school dropout population is found in the nuclear family of the community.

The size of the family has been classified into two categories: 1-5 and 6-10. The classification shows the difference between the dropouts in the family members which is higher in 1-5 with the percentage of 67.74, and 32.26% in the 6-10 families.

**Table 4.2 social Background of student dropout**

<b>Social Background</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 31	
<b>Ethnicity</b>	Mizo	31	100
	Non-Mizo		
<b>Religion</b>	Christianity	31	100
<b>Denomination</b>	BCM	23	74.19
	FBC	5	16.13
	SDA	2	6.45
	UPC NEI	1	3.23
<b>Source of income</b>	Government Service	3	9.68
	Skilled Labour	7	22.58
	Others	21	67.74
<b>Socio-eco category</b>	APL	27	87.10
	BPL	3	9.68
	ANY	1	3.23

**Source: Computed**

Table 4.2 indicates the social background of the high school dropout students of the respondent including ethnicity, religion, denomination, source of income, socio-eco category of the studies of high school dropout students. with the total population of 31 high school dropout students.

There are two types of ethnicity observed in the contexts of the community. They are Mizo and non Mizo. As regards this, the Mizo family constitutes the higher percentage in the communities. Mizo family constitutes more than (100%) while the non Mizo families constitute only (0.00%) in the localities. The highest school dropout population is found in the Mizo family of the community.

The religious status of 31 members of the community has been classified at high school levels, and these members were high school dropouts.



Concerning the denomination of the members of the studied community, the denomination was classified into Baptist church of Mizoram(BCM)23, fundamental Baptist church Mizoram(FBC)5, Seventh Day Adventist church(SDA)2, United Pentecostal church northeast(UPC-NEI)1. From the findings, BCM IS constitutes a higher percentage in the localities (74.19%). The highest high school dropout population is found in the age group community with the percentage of 74.19.

The source of income has been classified into three categories: government service and skilled labour, others. The classification shows the difference between the dropouts in the source of family, which is higher than others with the percentage of 67.74,22.58% in the skilled labour and government service is 9.68%.

There are three types of socio-eco category observed in the contexts of the community. They are APL, BPL, AAY. As regards this, APL family constitutes the higher percentage in the communities. APL family constitutes more than (87.10%) while the BPL (9.68) and AAY families constitute (3.23%) in the localities. The highest school dropout population is found in the APL family of the community.

**Table 4.3 Student participation**

<b>Students Participation</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 31	
<b>Do you enjoy study</b>	Yes	7	22.58
	No	24	77.42
<b>Understanding the classroom teaching</b>	Yes	17	54.84
	No	14	45.16
<b>time given on Inquiring the confuse topic</b>	Yes	12	38.71
	No	19	61.29
<b>revision of the class teaching</b>	Yes	16	51.61

	No	15	48.39
<b>performance in class 8</b>	Weak	1	3.23
	Average	28	90.32
	Good	2	6.45
<b>attendance in class (regularity)</b>	60 - 70 %	4	12.90
	71 - 80%	3	9.68
	81 - 90%	15	48.39
	91 - 100 %	9	29.03
<b>performance in class</b>	Average	31	100.00
<b>challenges in school</b>	Family problem	1	3.23
	Financial problem	1	3.23
	Health problem	4	12.90
	Language Problem	1	3.23
	Weak in study	8	25.81
	No challenges	16	51.61

**Source: Computed**

Table 4.3 indicates the student participation of the high school dropout students of the respondent includes if they enjoy studying, understanding the classroom teaching, time given on inquiring the topics of doubt, revision of the class teaching, performance in class 8, attendance in class (regularly), performance in class, challenges in school of the studies of high school dropout students with a total population of 31 high school dropout students.

There are types of Do you enjoy studying? Observed in the contexts of the high school dropout student. They are yes and no. As regards this, “no” constitutes the higher percentage in the communities. “No” constitutes more than (77.42%) while the “Yes” constitute only (22.58%) in the localities. The highest school dropout population found in the “No” is the high school dropout student.

Do you understand classroom teaching? Observed in the contexts of the high school dropout student. They are yes and no. As regards this, “Yes” constitutes the higher percentage in the communities. “Yes” constitutes more than (54.84%) while the “No” constitutes

only (45.16%) in the high school dropout students. The highest school dropout population is found in the Yes is the high school dropout student.

Is there are having Time given to inquire about the confused topic? Observed in the contexts of high school dropout students. They are Yes and No. as regards this, no constitutes the higher percentage in the high school dropout student. No constitutes more than (61.29%) while Yes constitutes only (38.71%) in the high school dropout student. The high school dropout population is found in the No in the high school dropout student.

Revision of the class teaching? observed in the contexts of high school dropout students. They are Yes and No, as regards this, yes constitutes the higher percentage in the high school dropout students. Yes, constitutes more than (51.61%) while No constitutes only (48.39%) in the high school dropout student. The highest high school dropout population is found in the Yes in the high school dropout student.

Performance in class 8 observed in the contexts of high school dropout students, they are weak, average and good, as regards this, Average constitutes the higher percentage in the high school dropout students. Average constitutes more than (90.32%) while weak (3.23%) and Good (6.45%) only in the high school dropout students. The highest high school dropout population is found in Average is in the high school dropout student.

Attendance in class (regularly) observed in the contexts of high school dropout students, they are 60-70%, 70-80%, 81-90%, 91-100%, as regards this, 81-90% is constitutes the higher percentage in the high school dropout students. 81-90% constitutes more than (48.39%) while 60-70 (12.90%), 71-80% (9.68%), 91-100(29.03%) only in the high school dropout students. The highest high school dropout population is found as 81.90% is in the high school dropout student.

The performance in class of 31 high school dropout students has been Average (100%) classified at high school levels, and these members were high school dropouts.

Challenges in school observed in the contexts of high school dropout students, they are family problems, financial problems, health problems, language problem, weak in study, no challenges, as regards this, family problems (3.23%), financial problems (3.23%), health problem (12.90%), language problem (3.23%), weak in study (25.81%) and no challenges (51.61%).The highest high school dropout population is found in No challenges (51.61%)is in the high school dropout student.

**Table 4.4 Substance Usage**

<b>Substance Usage</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 31	
<b>Indulge in substances</b>	Yes	23	74.19
	No	7	22.58
	Sometimes	1	3.23
<b>types of substance indulge</b>	Alcohol	5	16.13
	Drugs	1	3.23
	Tobacco	18	58.06
	NIL	7	22.58
<b>Substance usage in the school campus</b>	Yes	20	64.52
	No	11	35.48
<b>Bunking the class for substance usage</b>	Yes	10	32.26
	No	21	67.74
<b>Punishment of Substance usage in school campus</b>	Yes	13	41.94
	No	18	58.06

**Source: Computed**

Table 4.4 indicates the substance usage of the high school dropout students of the respondent includes Indulge in substances, Type of substance indulge, Substance usage in the school campus, Bunking the class for substance usage, Punishment of substance usage in school campus of the studies of high school dropout students. with a total population of 31 high school dropout students.

Indulge in substance observed in the contexts of high school dropout students, they are yes, No, and sometimes. The high school dropout indulges in substance usage is found in the high school dropout student. As regards this, Yes (74.19%), No (22.58%), and Sometimes (3.23%). The highest result is found in Yes (74.19%).

Types of substances observed in the contexts of high school dropout students are Alcohol, Drugs, tobacco, as regards this, Alcohol (64.52%), Drugs (3.23%), Tobacco (58.06%) and NIL (22.58%). The highest result was found in Tobacco (58.06%).

Substance usage in the school campus observed in the contexts of high school dropout students, they are yes and No. As regards this, Yes (65.52%) and No (35.48%). The highest result was found in Yes 65.52%.

Bunking the class for substance usage observed in the contexts of high school dropout students, they are yes and No. As regards this, Yes (23.26%) and No (67.74%). The highest result was found in no (67.74%).

Punishment of substance usage in school campuses observed in the contexts of high school dropout students, they are Yes and No. as regards this, Yes (41.94%) and No (58.06%). No is more than (58.06%) while Yes is only (41.94%) in punishment substance usage in school campuses of high school dropout students. The highest result was found in NO (58.06%) in punishment substance usage in school campuses of the high school dropout students.

**Table 4.5 Reasons for Dropout**

<b>Reasons for dropout</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 31	
<b>Reason for drop out</b>	Family Problem	7	22.58
	I hate school	20	64.52
	NIL	1	3.23
	Health problem	3	9.68
<b>regret for drop out</b>	Yes	14	45.16
	No	17	54.84
			0.00
<b>Parents' consent for school drop out</b>	Yes	18	58.06
	No	13	41.94
			0.00
<b>Force by parents to drop out</b>	give advice	1	3.23
	No	30	96.77

<b>Problems faced from school by out</b>	Health problem	2	6.45
	loss confidence	3	9.68
	job seeking	4	12.90
	No problems	22	70.97
<b>Effects on family</b>	NIL	31	100.00
<b>preventive measures</b>	Awareness	2	6.45
	NIL	29	93.55

**Source: Computed**

Table 4.5 indicates the Reason for dropout of the high school dropout students the respondent includes reason for dropout, regret for dropout, parents' consent for school dropout, forced by parents to drop out, problems faced from school by out, effects on family, preventive measure, of the studies of high school dropout students. with a total population of 31 high school dropout students.

In studies the population was the reason for dropout and was clearly visible. Similarly, there are family problems, and I hate school, NIL, and health problems. The communities studied are almost the same where there was a slight difference where the number of the way. Family problems (22.58%), I hate school (64.52%), NIL (3.23%), Health problem (9.68%), I hate school constitutes (64.52%), which is more than family problems (22.58%), NIL (3.23%), Health problem (9.68%). The result found that the highest percentage is I hate school 64.52% in the studies.

Regrets' consent for school dropout observed in the contexts of high school dropout students are Yes and No. Regarding this, Yes (45.16%) and No (54.84%). No is more than (54.84%) while Yes is only (41.16%) high school dropout students. The highest result was found in No (54.84%) in punishment for substance usage in school campuses of the high school dropout students.

Parents' consent for school dropout observed in the contexts of high school dropout students are Yes and No as regards this, yes (58.06%) and No (41.94%). Yes, is more than (58.06%) while No is only (41.94%) of parents' consent for school dropout. The highest result was found in yes (58.06%) in parents' permission for school dropout.

Problems faced from school are observed in the context of high school dropout students, they are health problems, loss of confidence, job seeking, and no issues. As regards

this, health problems (6.45%), loss of confidence (9.68%), job seeking (12.97%), and no problems (70.97%). the highest result was no problems (70.97%) in problems faced from school by out.

Effects on family observed in the contexts of high school dropout students, as regards this, effects on family is NIL (100.00%).

Preventive measure observed in the contexts of high school dropout students, as regards this awareness (6.45%) and NIL (93.55%). The highest result was found in Nil (93.55%).

**Table 4.6 Demographic bases of Teacher**

<b>Demographic background</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 7	
<b>Gender</b>	Male	5	71.43
	Female	2	28.57
<b>Age</b>	<= 44	3	42.86
	45 -59	1	14.3
	60 - 73	3	42.86
	74=>		
	Mean Age		49
<b>Marital Status</b>	Married	6	85.71
	Divorced	1	14.29
<b>Education</b>	B.A	2	28.57
	B.A (B.Ed.)	2	28.57
	B.SC(MPC), B.Ed.	1	14.29
	MA-B.Ed.	2	28.57
<b>Type of Family</b>	Nuclear	5	71.43
	Joint	2	28.57
<b>Form of family</b>	Stable	7	100.00
<b>Size of family</b>	1 - 10	6	85.71
	11 - 20	1	14.29

Source: Computed

Table no 4.6 highlights the demographic profile of the respondent including gender, age group, marital status, education, types of family, the form of family, size of the family of the studies of high school dropout students. With the total population of 7 community leader.

In studies, the population of male are more significant than female, and it was clearly visible. In the same manner, the population of male and female in both the communities studied are almost the same where there was a slight difference where the number of males did lead the way. The male population constitutes (71.43%) which is more than the female population (28.57%). Both man and women population has maintained their differences.

In respect to the age group of the members of the studied community, age group was classified into below 44(42.86%),45-59(14.3%),60-73(42.86%) and 74 above (0.00%), From the findings, below 44 and 60-73 is constitutes a higher percentage in the localities (42.86%) and (42.86%). The highest number of high school teachers is found in the age group community with the percentage of 42.86 and 42.86.

The marital status of the high school teacher is classified into two groups, married and divorced. The married group is the highest in high school teachers (85.71%), followed by the divorce group (14.29%). The higher percentage of the marital status in the high school teacher is marriage (85.71%).

The educational status of 7 high school teachers of the community has been classified as B.A(28.57%), B.A(B.Ed.) (28.57%), and B.Sc.(MPC), B.Ed. (14.29%), MA B.Ed. (28.57%).

There are two types of family observed in the context of the community. They are joint and nuclear. As regards this, the nuclear family constitutes the higher percentage in the communities. Nuclear family constitutes more than (85.71%) while the joint families constitute only (28.57%) in the localities. The highest high school teacher population is found in the nuclear family of the community.

There were seven stable families from the high school teacher and the results were 100%.

The family size has been classified into 1-10 and 11-20. The classification shows the difference between the high school teacher in the family members, which is higher in 1-10 with a percentage of 85.71, and 14.29% in the 11-20 families.



**Table 4.7 Social bases of Teacher**

<b>Social background</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 7	
<b>Ethnicity</b>	Mizo	7	100
<b>Religion</b>	Christianity	7	100
<b>Denomination</b>	BCM	7	100
<b>Source of income</b>	Government Service	7	100
<b>Socio-economic category</b>	APL	7	100

**Source: Computed**

Table 4.7 indicates the social background of the respondent's high school teacher, including ethnicity, religion, and denomination. With a total population of 7 high school teachers.

There are two types of ethnicity observed in the context of the community. They are Mizo and non-Mizo. Regarding this, the Mizo family constitutes the highest percentage in the communities. Mizo family constitutes more than (100%) while non-Mizo families constitute only (0.00%) in the localities. The highest number of high school teachers is found in the Mizo family of community.

The religious status of 7 members of the high school teacher has been classified as Christian, and these members were 100% Christian.

The denomination status of 7 high school teacher's members has been classified as BCM, and these members were 100% BCM.

**Table 4.8 Teachers' Participation**

<b>Teachers' participation</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 7	

<b>Experience in year</b>	5 to 25 years	4	57.14
	26 to 50 years	3	42.86
<b>close contact with students</b>	Yes	7	100.00
<b>efforts to identify students' challenges</b>	Yes	7	100.00
<b>students sharing challenges with teachers</b>	Yes	6	85.71
	Average	1	14.29
<b>reflecting oneself on students' punishment</b>	Yes	5	71.43
	No	1	14.29
	Never punish students	1	14.29
<b>conducting home visit</b>	Yes	1	14.29
	No	6	85.71
<b>Efforts in identifying students absentees from school for a long time</b>	Yes	7	100.00

**Source: Computed**

Table no 4.8 highlights Teacher participation of the respondent includes experience in the year, close contact with students, efforts to identify students' challenges, reflecting oneself on students' punishment, conducting home visits, steps in identifying students absentees from school for long time of the studies of high school teachers. with a total population of 7 high school teachers.

There are two types of how the experience year is observed in the contexts of the high school teacher. They are 5-25 years and 26-50 years. Regarding 5-25 years, the higher percentage in the high school teacher is 5-25 years is more than (57.14%) while 26-50 years constitute only (42.86%) in the localities. The highest experience in year is found in 5-25yrs (57.14%) of the community.

There is close contact with students observed in the contexts of the community. there are 'Yes' a'. as regards this "yes" constitutes the higher percentage of the high school teacher. "yes" constitutes (100%).

There is an effort to identify student’s challenges observed in the community contexts. there are 'Yes' a'. as regards this "yes" constitutes the higher percentage in the high school teacher. "yes" constitutes (100%).

there are two types of effort to student sharing challenges with teacher observed in the contexts of the community. there are “yes” and average. as regards this, “yes” (85.71%)and averaged (14.29%). The highest effort student sharing challenges is found in “yes” (85.71%).

There are 3 types of reflecting oneself on student’s punishment observed in the context of the high school teacher. There are “yes”, “no”, and never punish students. As regards this “yes” (71.43%), “no” (14.29%). And never punish student (14.29%). The highest reflecting oneself on student’s punishment is found in “yes” (71.43%).

There are 3 types of conducting home visit observed in the context of the high school teacher. There are “yes” and ‘no’. as regards this “yes” (14.29%) and “no” (85.71%). The highest conducting home visit is found in “no” (84.71%).

There are efforts in identifying student’s absentees from school a long time observed in the context of the high school teacher. There are ‘yes’. As regards this ‘yes’ constitutes the higher percentage in the high school teacher ‘yes’ constitutes (100%).

**Table 4.9 Teachers’ Perception**

<b>Teachers’ perception</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 7	
<b>How do you feel when students try to drop out from school</b>	If they study without supervision	1	14.29
	I regret	1	14.29
	No	5	71.43
<b>How do you feel when students are dropping out from school</b>	The lifelong effect on them	1	14.29
	It is sad	1	14.29
	I regret	1	14.29

	No feelings	4	57.14
<b>Wishing some students to drop out from school</b>	Yes	1	14.29
	No	6	85.71
<b>Efforts to identify reasons of them drop out</b>	Yes	1	14.29
	No	6	85.71
<b>preventive measures</b>	To have a good relationship with students	1	14.29
	To understand students' situation	1	14.29
	To better the school for students' liking	2	28.57
	Building relationship with parents	2	28.57
	To make them understand the importance of quality learning on lower level	1	14.29
<b>challenges as a teacher</b>	An inclusive classroom where students' achievements are diverse	1	14.29
	No challenges	6	85.71

**Source: Computed**

Table no 4.9 highlights the Teacher perception of the respondent including how do you feel when students try to dropout from school, how do you feel when students are dropping out from school, wishing some students to drop out from school, effort to identify reason of them drop out, preventive measures, challenges as a teacher of high school teachers. with the total population of 7 high school teachers.

There are three types of how do you feel when students try to drop out from school observed in the contexts of the high school teacher. They are if they study without supervision, I regret, 'no'. As regards if they study without supervision (14.29%), I regret (14.29%) and 'no' (71.43%). 'no' is constitutes the higher percentage in the high school teacher is 71.43% is constituted more if they study without supervision (14.29%) and a I regret (14.29%) in the high

school teacher. The highest experience in the year is found in 'no' 71.43% of the high school teacher.

How do you feel when students drop out from school observed in the contexts of the high school teacher? there is the lifelong effect on them (14.29%), it is sad (14.29%), I regret (14.29%), no feelings (71.43%). as regards this no feelings constitutes the higher percentage in the high school teacher. No feelings constitute (71.43%).

There are two types of wishing some students to drop out from school observed in the contexts of high school teacher. there are 'Yes'(14.29%) and 'no' (85.71%). as regards this "no" constitutes the higher percentage in the high school teacher. "yes" constitutes (85.71%).

there are two types of effort to identify the reason of them dropout observed in the contexts of the high school teacher. there are "yes" and 'no'. as regards this, "yes" (14.29%) and 'no' (85.71%). The highest effort student sharing challenges is found in 'no" (85.71%).

There are four types of preventive measure observed in the context of the high school teacher. There are to have good relationship with students, to understand students' situation, to better the school for students' liking, building relationship with parent, to make them understand the importance of quality learning on lower level. As regards this to have good relationship with student (14.29%), to understand students' situation (14.29%), to better the school for students' liking (28.57%), building relationship with parent (28.57%), to make them understand the importance of quality learning on lower level (14.29%).

There are two types of challenges as a teacher observed in the context of the high school teacher. There is an inclusive classroom where students' achievements in and no challenges. as regards this can inclusive classroom where students' achievement (14.29%) and no challenges (85.71%).

## Community Leaders

**Table 4.10 Demographic bases of community leaders**

<b>Demographic Background</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 6	
<b>Gender</b>	Male	5	83.33
	Female	1	16.67

<b>Age</b>	<= 44	3	50.00
	45 -59	1	16.67
	60 73	1	16.67
	74=>	1	16.67
	Mean Age		52
<b>Marital Status</b>	Married	5	83.33
	Unmarried	1	16.67
<b>Education</b>	Middle School	1	16.67
	High School	3	50.00
	Higher Secondary		
	Graduation	1	16.67
	Graduation Above	1	16.67
<b>Type of Family</b>	Nuclear	4	66.67
	Joint	2	33.33
<b>Form of family</b>	Stable	6	100.00
<b>Size of family</b>	1 - 10	5	83.33
	11 - 20	1	16.67

**Source: Computed**

Table no 4.10 highlights the demographic profile of the respondent including gender, age group, marital status, education, types of family, form of family, size of family of the studies of high school dropout students. with a total population of 6 community leaders.

In studies the population of male is greater than female and it was clearly visible. In the same manner, the population of male and female in both the communities studied are almost the same where there was a slight difference where the number of males did lead the way. Male population constitutes (83.33%) which is more than the female population (16.67%). Both man and female population have maintained their differences.

In respect to the age group of the members of the studied community, age group was classified into below 44,45-59,60-73, and 76 above from the findings, below 44 is a higher percentage in the localities (50.00%). The highest community leader is found in the age group community with the percentage of 50.

The marital status of the community is classified into two groups. married and unmarried. The married group is the highest in the communities (83. 33%).followed by the unmarried

group (16.67%). The higher percentage in the marital status in the community leaders is marriage (83.33%).

The educational status of 6 community leader members of the community has been classified at middle school (16,67%), high school (50.00%), higher secondary (0%), graduation (16.67%), and graduation above (16.67%). The higher percentage in education status is high school (50.00%).

There are two types of family observed in the context of the community. They are joint and nuclear. As regards this, the nuclear family constitutes the higher percentage in the communities. Nuclear family constitutes more than (66.67%) while the joint families constitute only (33.33%) in the localities. The highest community leader population is found in the nuclear family of the community.

There were 6 numbers of stable families from the community leaders and the results were 100%.

The size of the family has been classified into two categories: 1-10 and 11-20. The classification shows the difference between the dropouts in the family members which is higher in 1-10 with the percentage of 83.33, and 16.67% in the 11-20 families.

**Table 4.11 Social bases of community**

<b>Social Background</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 6	
<b>Ethnicity</b>	Mizo	6	100.00
<b>Religion</b>	Christianity	6	100.00
<b>Denomination</b>	BCM	6	100.00
<b>Source of income</b>	Government Service	4	66.67
	Skilled Labour	2	33.33

<b>Socio-economic category</b>	APL	4	66.67
	BPL	0	0.00
	ANY	2	33.33
<b>Organization affiliation</b>	VC	2	33.33
	MAP	1	16.67
	SHIP	2	33.33
	YMA	1	16.67

**Source: Computed**

Table 4.11 indicates the social background of the community leaders of the respondent including ethnicity, religion, denomination, source of income, socio-eco category and Organization affiliation of the community leaders. with the total population of 6 community leaders.

There are two types of ethnicities observed in the contexts of the community. They are Mizo and non-Mizo. As regards this, the Mizo family constitutes the higher percentage in the communities' family constitutes more than (100%) while the non-Mizo families constitute only (0.00%) in the localities. The highest community leaders are found in the Mizo family of the community.

The religious status of 6 members of the community has been classified at Christian and these members were 100% Christian.

In respect to the denomination of the members of the studied community, denomination was classified into Baptist church of Mizoram (BCM), Fundamental Baptist Church Mizoram (FBC), Seventh Day Adventist Church (SDA)<sup>2</sup>, United Pentecostal Church North East India (UPC-NEI) and other. From the findings, BCM constitutes a higher percentage in the localities (100%). The highest community leader is found in the denomination in the community with a percentage of 100.

The source of income has been classified into three categories: government service and skilled labour and others. The classification shows the difference between community leaders in the source of family, which is higher than others with the percentage of 66.67 in the government service and skill labour is 33.33%.

There are three types of socio- eco category observed in the contexts of the community. They are APL, BPL, AAY. As regards this, APL family constitutes the higher percentage in



the communities' family constitutes more than (66.67%) while the BPL (0.00%) and AAY families constitute (33.33%) in the localities. The highest community leader socio-eco category is found in the APL family of the community.

There are four types of Organization affiliation observed in the contexts of the community. there are Village council (VC), Mizo Upa Pawl (MUP), Mizo Hmeichhe Insuihkhawm Pawl (MHIP), Young Mizo Association (YMA). As regards this, VC (33,33%), MUP (16.67%), MHIP (33.33%), YMA (16.67%).

**TABLE 4.12**

<b>Community Leaders participation</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		n = 6	
<b>How do the community feel when students are dropping out of school</b>	I regret	5	83.33
	Keeping in view of the family status	1	16.67
<b>efforts to identify reasons for school dropout</b>	Yes	4	66.67
	No	2	33.33
<b>Effects on community</b>	Increase in abuse of intoxicants in the community	3	50.00
	Effect in the community economically	1	16.67
	Decline of education in community	1	16.67
	Paucity of grate leaders in community	1	16.67

<b>efforts to promote education in a community</b>	awareness campaign	1	16.67
	To provide career guidance	1	16.67
	Visiting schools, conversing with the teachers and give advice to the students	2	33.33
	Entertaining educational needs	1	16.67
	Needs of informal education	1	16.67
<b>challenges faced in promoting education in a community</b>	Parents are not well supportive of their children	1	16.67
	Not strong enough support from the government	1	16.67
	Not enough Career guidance	1	16.67
	Hefty sums of fees	1	16.67
	NIL	2	33.33

**Source: Computed**

Table 4.12 indicates how the community feels when students are dropping out of school, effort to identify reasons for school dropout. effect on the community. effort to promote in the community, challenges faced in promoting education in a community of the community leaders.

There are two types of how the community feels when students are dropping out of school observed in the contexts of the community. They are I regret, keeping in view of the family status. As regards this, I regret is constitutes the higher percentage in the communities. I regret is constitutes more than (83.33%) while keeping in view of the family status constitute only (16.67%) in the localities. The highest how the community feels when students are dropping out of school is found in, I regret (83.33%) of the community.

There are two types of efforts to identify the reason for school dropout observed in the contexts of the community. there are 'Yes' and 'No'. as regards this “yes” constitutes the higher percentage in the community. “yes” constitutes more than (66.67%) while “no” constitutes only (33.33%).

there are four types of effects on community observed in the contexts of the community. there are increase in abuse of intoxicants in the community, effect in the community economically, decline of education in community, paucity of grate leaders in community. as regards this. Increase in abuse of intoxicants in the community (50.00%), effect in the community economically (16,67%). Decline of education in community (16,67%), paucity of grate leaders in community (16.67%). The highest effects on the community are found an increase in abuse of intoxicants in the community (5.00%).

there are four types of effort to promote education in a community observed in the contexts of the community. there is awareness, visiting schools, conversing with the teachers and give advice to the students, entertaining education needs, needs of informal education. as regards this, awareness (16,67%), visiting school, conversing with the teachers and give advice to the students (33.33%), entertaining education needs (16,67%), needs of informal (16.67%). The highest effort to promote education in a community is found in visiting school, conversing with the teacher and give advice (33.33%).

There are five types of challenges faced in promotion education in a community observed in the contexts of the community. there are types of parents are not well supportive of their children, not strong enough support from government, not enough career guidance, hefty sums of fees, NIL. As regards this, parents are not well supportive of their children (16.67%), not strong enough support from government (16.67%), not enough career guidance (16.67%), hefty sums of fees (16.67%), NIL (33.33%). the highest challenges faced in promoting education in a community is found in NIL (33.33%)

## **CHAPTER-V**

### **CONCLUSION**

#### **CONCLUSION**

This chapter first includes a summary of the analysis of the investigation. Secondly, conclusions of the study of the research have been given. Thirdly, some recommendations have been a reason for school dropout amongst high school sections as far as possible. And finally, potential problems on which further research can be conducted trial from the community.

#### **5.1. Major findings**

##### **5.1.1 Structural bases**

###### **5.1.1.1 Dropout student interview**

The present study shows that the male dominates in the gender area, the average age group is below 44, and the mean age of the respondents is 28 years old. Most of the respondents belong to nuclear families, and most are stable families too. The size family respondents constitute 1-5 members in one family, and the respondents are married.

The social structural bases of the respondents were the primary source of family income is daily labour, and they all belong to the Christian religion. They are affiliated with the Baptist Church of Mizoram and belong to the Mizo ethnicity, and most of the respondents belong to the APL category.

###### **5.1.1.2 Teacher interview**

The present study shows that the male dominates in the gender area, the average age group is below 44, and the mean age of the respondents is 49. Most of the respondents belong to nuclear families, and most are stable families too. The size family respondents constitute 1-10 members in one family, and the respondents are married.

The social structural bases of the respondents were the primary source of family income is Government service, and they all belong to the Christian religion. They are

affiliated with the Baptist Church of Mizoram and belong to the Mizo ethnicity, and most of the respondents belong to the APL category.

### **5.1.1.3 Community leaders interview**

The present study shows that the male dominates in the gender area, the average age group is below 44, and the mean age of the respondents is 52 years old. Most of the respondents belong to nuclear families, and most are stable families too. The size family respondents constitute 1-10 members in one family, and the respondents are married.

The social structural bases of the respondents were the primary source of family income is Government service, and they all belong to the Christian religion. They are affiliated with the Baptist Church of Mizoram and belong to the Mizo ethnicity, and most of the respondents belong to the APL category.

## **5.1.2 Participation**

### **5.1.2.1 Students participation**

The present study also. Most of them did not enjoy studying, but they understood class teaching and needed time to inquire, confuse topics, or review the class teaching. The class performance was average, and they did not have challenges in school.

### **5.1.2.2 Substance uses**

The present study also mentions that most dropout students indulge in substances. They are tobacco substance indulged, did not sense usage on the school campus, did not bunk the class for substance use, and did not get punishment for substance use on the school campus.

### **5.1.2.3 Reason for dropout**

The present study also mentions that the majority of dropout students are they hate school, and they do not regret dropping out. They did not have their parents' consent to school dropout, did not force their parents to drop out, did not face problems with school dropout, did not affect the family, and did not have preventive measures.

### **5.1.2.4 Teacher participation**

The present study also mentions that the majority of the teacher is the year experience 5-10, they have close contact with students, make efforts to identify student's challenges, reflect oneself on students' punishment, do not conduct home visits, make efforts to identify

students, absentees, from school for a long time, they did not feel when students try to drop out from school, no feelings when students are dropping out from school, no wishing students to drop out from school, no efforts to identify the Reason of them drop out, they have some preventive measure and no challenges face as a teacher.

#### **5.1.2.5 Community leader's participation**

The present study also mentions that majority of the community are they regret the community feel when students drop out of school, they effort to identify the Reason for school dropout, increases in abuse of intoxicants in the community, visiting schools, conversing with teachers and advice the students, they did not have significant challenges face in promoting education in a community.

#### **CONCLUSIONS:**

The study was undertaken to know the dropout rate and various reasons for school dropouts in the Zotlang community. So, the study's primary focus has been studying the Reason for school dropout in the high school section. Based on the above findings, the investigator came to the following conclusions-

- There is a dropout problem in the Zotlang community
- There is a difference in the rate of dropout between boys and girls.
- The socio-economic, academic and personal causes contribute to becoming a dropout.
- There is a significant relationship among the respondents in their responses regarding the causes of dropouts.

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**SCHOOL DROP OUT AMONG HIGH SCHOOL SECTION  
IN ZOTLANG COMMUNITY**

Vanlaltluangi  
V Semester, BSW  
Department of Social Work  
HATIM

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Department of Social Work  
HATIM

*Interview Schedule  
(Confidential and for Research Purposes only)*

**A. Demographic Profile**

1	Name	
2	Gender	1. Male 2.Female
3	Age	
4	Marital Status	1.Unmarried 2.Married 3.Divorced/Separated 4.Widowed
5	Education	
6	Type of family	1. Joint 2.Nuclear
7	Form of family	1.Stable 2.Broken 3.Reconstituted
8	Size of family	

**B. Social Background**

1	Ethnicity	1.Mizo 2.Non-Mizo
2	Religion	1.Christianity 2. Hinduism 3. Buddhism 4. Islam
3	Denomination	BCM, PCI, UPC NEI, UPC M, SA, IKK, others, N/A
4	The primary source of family income	Agricultural Labour, Government Service, Skilled Labour, Business, Livestock farming, Others.
5	Socio-Economic Category	1.AAY 2.BPL 3.APL

**C. Students Participation**

1	Do you enjoy studding?	1. Yes 2.No
2	Do you understand what' being thought (Clarity of classroom teaching)	1. No 2.yes
3	Do you get time to ask about confusion on the topic being thought?	1. Yes 2. No
4	Do you revise/ continue at home? ( if yes how many)	1. Yes 2. No
5	How was your performance in class 8?	1. Good 2. So what good 3.barely
6	Your attendance in class (regularity)	1. 50-60% 2. 70-80% 3. 90-100%
7	Your performance in class	1. Yes 2. No
8	Challenges in school (as a student)	1. No

		2. Family problem 3. Unhealthy
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**D. Substance Usage**

1	Do you indulge in intoxicating things?	1.sometimes 2. No 3. Yes
2	What kinds ?	1. Gudkha 2. Tobacco 3. Drugs 4. Alcohol
3	Do you ever indulge in intoxicating substances?	1. Yes 2. No
4	Were there times you bunk school due to intoxicating substance?	1.Yes 2. No
5	Were you ever punish for doing those stuff?	1.Yes 2. No

**E. Effects on Individual**

1	What was your reason for drooping out of school ?	1. I hate school 2. Family issue 3. Got punished in school/ all the time
2	Do you regret dropping out?	1. Yes 2. No
3	Were your parent consenting dropping out of school?	1.yes 2. No
4	Were your ever forced by your parent to drop out?	1. Yes 2. No
5	What kind problems do you face for dropping out of school	1. Yes 2. No

**F. Effects on family**

*Kindly tell me the effects on your family*

1. I have 2. I dint have

**G. Preventive measures**

*Please let me know what could be the prevention of high school dropout.*

1. Have (if what) 2. Did not have

**Teacher's Interview Schedule**  
(Confidential and for Research Purposes only)

**H. Demographic Profile**

1	Name	
2	Gender	1. Male 2.Female
3	Age	
4	Marital Status	1.Unmarried 2.Married 3.Divorced/Separated 4.Widowed
5	Education	
6	Type of family	1. Joint 2.Nuclear
7	Form of family	1.Stable 2.Broken 3.Reconstituted
8	Size of family	

**I. Social Background**

1	Ethnicity	1.Mizo 2.Non-Mizo
2	Religion	1.Christianity 2. Hinduism 3. Buddhism 4. Islam
3	Denomination	BCM, PCI, UPC NEI, UPC M, SA, IKK, others, N/A
4	Primary income	Agricultural Labour, Government Service, Skilled Labour, Business, Livestock farming, Others.
5	Socio-Economic Category	1.AAY 2.BPL 3.APL

**J. How long have you been teaching?**

1. 5-10
2. 11-20
3. 21-30
4. 31- 40

**K. Is the student close with us?**

1. Yes 2. Maybe 3. No

**L. Have you ever made an effort to how/ understand your student's problems?**

1. Yes 2. No 3. Sometimes

**M. Are students open with their problems to us?**

1. Yes 2. No

**N. Do we self- reflect on how we punish our students?**

1. Yes 2. No 3 I in not punish my student

**O. Do you do out for home visit? (if yes, how many time a month?)**

1. Yes 2. No 3. Only before the exam

**P.** Do you make effort to know the reason when student is missing school for a long period of time?

1. Yes
2. No

**Q.** How many drop out in a year?

1. I don't know
2. 2-3
3. 4-5

**R.** Is drop out more prevalent in class 9 or 10?

1. Class 9
2. Class 10

**S.** How do you think when student drop out of school do you go after the drop out of school?

1. Sometimes
2. Feel bad
3. Depend on their choice

**T.** What do you think students are about to drop out?

1. No opinion
2. Confront them not to drop out
3. Sometime I think drop out for student

**U.** have you ever wished some students would drop out?

1. No
2. Yes

**V.** Do you after the dropped out student to know their reason or cause of drop out?

1. yes
2. no

**W.** have you ever reason with the cause of student drop out and how to prevent them from doing so? how?

- 
1. No
  2. yes

**X.** what do you think when students are about to drop out?

1. I did not have
2. Parent did not support
3. Not good relationship between student
4. The relation did not good between the community leaders

***Community Leaders' Interview Schedule  
(Confidential and for Research Purposes only)***

**A. Demographic Profile**

1	Name	
2	Gender	1. Male 2. Female
3	Age	
4	Marital Status	1.Unmarried 2.Married 3.Divorced/Separated 4.Widowed
5	Education	
6	Type of family	1. Joint 2.Nuclear
7	Form of family	1.Stable 2.Broken 3.Reconstituted
8	Size of family	

**B. Social Background**

1	Ethnicity	1.Mizo 2.Non-Mizo
2	Religion	1.Christianity 2. Hinduism 3. Buddhism 4. Islam
3	Denomination	BCM, PCI, UPC NEI, UPC M, SA, IKK, others, N/A
4	The primary source of family income	Agricultural Labour, Government Service, Skilled Labour, Business, Livestock farming, Others.
5	Socio-Economic Category	1.AAY 2.BPL 3 .APL
6	Organization affiliation	1.VC 2.MHIP 3.MUP 4.YMA 5.MZP 6.MSU 7.Others

**C. How many high school drop out in the village in a year?**

1. I don't no
2. 10-20
3. 30-40
4. 60above
5. 10 below

**D. What the community things there are drop out?**

1. Look down
2. Thinking sad
3. I have no idea
4. Not focus

**E. Problems faced by the community due to high school drop out?**

1. Disgrace to the community
2. Low literacy rate in the community
3. Increase in number of substance abuse

**F. Have you ever thought about why students drop out of school and how to stop drop out?**

- 
1. yes
  2. no
-

G what efforts have been made from your ends to develop education as a community leader?

1. Motivate them
2. To giving advice the parent
- 3.

H. challenges face on terms of educational development?

1. I don't have
2. Student choice
3. Lacking proper support from parent