

EFFECTS OF SCHOOL DROPOUT ON YOUTH  
IN CHAWNGTE 'C' COMMUNITY

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## **CERTIFICATE**

This is to certify that the research in '**Effects of School Dropout on Youth**' submitted by Robin for the partial fulfilment of the Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for any award for any degree in this or any other university or institution of learning.

Date: 2<sup>nd</sup> November, 2023

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# **CHAPTER-I**

## **INTRODUCTION**

### **1.1 Introduction**

The study will focus on the causes and consequences faced by school dropouts in the Chawngte 'C' community. Education is the main thing that encourages us to distinguish between right and wrong because in the absence of education, we can't do what we need or we can't achieve our goals. Therefore, the study will aim to probe the causes and consequences faced by school dropouts in the community of Chawngte 'C'.

A school dropout, or early school leaving is understood as the withdrawal from the formal educational system, before having achieved the final degree corresponding to the completion of their studies. This phenomenon can occur in both primary and secondary education.

School dropout does not have a simple or unique cause, but is due to various factors, both conditioning that facilitates or complicates the study and determining that prevents or allows the study.

School dropout impoverishes the cultural and educational level of society, making her more vulnerable in many ways. This is because the formal educational apparatus is much more than simply a way of incorporating practical or usable knowledge into the student.

The school dropout rate increases mostly in high school and higher secondary school and this ultimately results in getting poor and incomplete education by the student which further results in low-pay scale jobs and poor lifestyle.

Policymakers and education specialists should work together to implement a successful education system suitable for a new generation of students in the competitive job market that meets the challenges of a modern globalized world. The education system should accept the challenges of the current job market by offering the necessary skills and tools to capture the interest of the new generation of students. The race to the top among different schools and educational entities, as they reward winners in the race and punish losers in public tests, is not a good practice. Current educational systems lack the understanding that the competitive world requires more cooperation in classrooms and between schools. As educators

and policymakers, we should find ways to ensure the education systems meet the needs of all youth, including those at risk of dropping out. Providing suitable education to all students, an "equitable education system" makes sure that all students will perform well giving them early support. It will also emphasize caring and well-being in school through healthy nutrition, and medical, dental, and psychological health.

A key factor in this equation is the "education system" itself. What is needed is a flexible education system that offers adequate individual personalization where learning activities are based on student needs and legitimate interests rather than, arbitrarily, on a generic curriculum. Giving the freedom for schools to craft their curricula based on their capacities and local needs will support efforts to keep students in schools. Officials should act to reduce boredom and disengagement by expanding opportunities that are helpful like project-based and hands-on learning, giving high school and higher secondary school students an option to earn credit for learning outside the traditional school day and years including internships and apprenticeships, independent study, and community service.

The school dropout is indeed a matter of grave concern and to reduce this all, we should work towards transitioning all children back into learning. We must not only bring children back to school but also focus on putting strong remedial learning initiatives in place to ensure retention and continuity of learning.

On the contrary, by abandoning formal education, the student also loses the opportunity to take advantage of what the system offers as a process of early socialization, and education in civic, moral, and democratic values, which the individual will then put into practice during adulthood when it comes to bonding with others.

To this must, be added the interruption of the professional educational process, which truncates the individual's chances of self-improvement, forcing him to live off the exercise of less profitable, more sacrificial, or even illegal work, since he lacks more complex tools to be useful to society in other ways.

Youth typically refers to the period in a person's life that falls between childhood and adulthood. It's characterized by physical and psychological development, exploration, learning, and often a sense of transition and growth. The specific age range considered as "youth" can vary from culture to culture and context to context, but it often encompasses the teenage years and early twenties. Youth is a time of significant change and can be a formative period in a person's life.

## **2.1 Statement of the Problems**

The present study is an empirical inquiry about the consequences faced by school dropouts in the Chawngte 'Community. Even though primary education is made free for all up to the age 6-14 years, and also compulsory free education, the goal of attaining cent percent results in terms of retaining children at school is still difficult. The school dropout in nature, size, and reason is not universal across the areas, castes, creeds, religions, communities, genders, and regions in India.



## 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 offers information on the subjects addressed and directs the study process. This chapter reviews the literature on the effects of school dropout among youth in Chawngte C community..

**Sandra Jo Wilson, Emily E Tanner-Smith, Mark W Lipsey, Katarzyna Steinka-Fry, Jan Morrison (2011)** The objectives of this systematic review were to summarize the available evidence on the effects of prevention and intervention programs aimed at primary and secondary students for increasing school completion or reducing school dropout. The primary focus of the meta-analysis was to examine the comparative effectiveness of different programs and program approaches in an effort to identify those with the largest and most reliable effects on school completion and dropout outcomes. We also sought to summarize the effects of programs designed for pregnant and parenting teens.

A comprehensive and diverse international search strategy was used to locate qualifying studies reported between 1985 and 2010. The literature search yielded a total of 23,677 reports, 2,794 which were deemed potentially relevant and retrieved for eligibility determination. Of those, 548 reports describing 167 different studies were included in the final review.

Overall, results indicated that most school- and community-based programs were effective in decreasing school dropout. Given the minimal variation in effects across program types, the main conclusion from this review is that dropout prevention and intervention programs, regardless of type, will likely be effective if they are implemented well and are appropriate for the local environment. We recommend that policy makers and practitioners choosing dropout prevention programs consider the cost-effectiveness of programs, and choose those that fit best with local needs as well as implementer abilities and resources.

**Robert B Pittman (1986)** The Golden Fleece Awards of Senator Wil-liam Proxmire have been dispensed far and wide in the bureaucracy, but a candidate which to date has been overlooked is the " high school dropout." It is not that the drop-out is an undeserving recipient; it can be stated safely that this group represents the single greatest evidence of waste in our educational system. Efforts to reduce this loss of talent and potential have been made by school

systems for years with varying degrees of success. From these have emerged ideas about the origin of dropout behavior, its ramifications, and areas which need to be addressed in preventive programs. The purpose of this paper is to present findings which may be useful in making decisions about such programs.

According to Beck and Muia (1980), the dropout problem originates from a lack of congruence between the cultural experiences a child brings to school and those necessary to perform adequately within that environment. These exist upon entrance and left unattended, the discrepancy becomes greater with each passing school year until finally the student withdraws from formal education. Working from this conceptual foundation, the authors proposed that the most efficient approach to reducing dropouts was early identification and for educators, particularly in the early grades, "to demonstrate feelings of love and approval toward potential dropouts" (p. 72). This focus, although not what one might expect, is supported by the research reviews presented in Howard and Anderson (1978) and in Beck and Muia (1980). In each, there is a discussion of the school related and the non-school related factors that have been found to be associated.

**Thomas P Vartanian, Philip M Gleason (1999)** This article estimates the effects of neighborhood conditions on the educational attainment of young people. Using the Panel Study of Income Dynamics to measure the background characteristics of young people and their educational attainment at age 25 and the U.S. Census to describe the characteristics of the neighborhoods in which respondents lived between ages 14 and 18, the paper estimates neighborhood effects separately for blacks and whites and tests for nonlinearities and important interactions in these effects. We find that neighborhood characteristics influence educational attainment among young people, but do so differently for black and white youth. Among black youth, growing up in neighborhoods with wealthier residents, more two parent families, and a greater percentage of workers in professional or managerial occupations leads to a substantial decrease in the high school dropout rate. These neighborhood characteristics do not affect the probability of graduating from college, however. Neighborhood effects among black youth occur primarily among those from disadvantaged backgrounds. Among white youth, neighborhood conditions positively affect the probability of graduating from college but do not significantly affect the high school dropout rate. These effects are concentrated among those from relatively advantaged backgrounds.

**Michelle V Porche, Lisa R Fortuna, Julia Lin, Margarita Alegria (2011)** The effect of childhood trauma, psychiatric diagnoses, and mental health services on school dropout among U.S.-born and immigrant youth is examined using data from the Collaborative Psychiatric Epidemiology Surveys, a nationally representative probability sample of African Americans, Afro-Caribbeans, Asians, Latinos, and non-Latino Whites, including 2,532 young adults, aged 21–29. The dropout prevalence rate was 16% overall, with variation by childhood trauma, childhood psychiatric diagnosis, race/ethnicity, and nativity. Childhood substance and conduct disorders mediated the relation between trauma and school dropout. Likelihood of dropout was decreased for Asians, and increased for African Americans and Latinos, compared to non-Latino Whites as a function of psychiatric disorders and trauma. Timing of U.S. immigration during adolescence increased risk of dropout.

**Joseph Gasper, Stefanie Deluca, Angela Estacion (2012)** Youth who switch schools are more likely to demonstrate a wide array of negative behavioral and educational outcomes, including dropping out of high school. However, whether switching schools actually puts youth at risk for dropout is uncertain, since youth who switch schools are similar to dropouts in their levels of prior school achievement and engagement, which suggests that switching schools may be part of the same long-term developmental process of disengagement that leads to dropping out. Using data from the National Longitudinal Survey of Youth 1997, this study uses propensity score matching to pair youth who switched high schools with similar youth who stayed in the same school. We find that while over half the association between switching schools and dropout is explained by observed characteristics prior to ninth grade, switching schools is still associated with dropout. Moreover, the relationship between switching schools and dropout varies depending on a youth's propensity for switching schools.

**Ming-Te Wang, Jennifer A Fredricks (2014)** Drawing on the self-system model, this study conceptualized school engagement as a multidimensional construct, including behavioral, emotional, and cognitive engagement, and examined whether changes in the three types of school engagement related to changes in problem behaviors from 7th through 11th grades (approximately ages 12–17). In addition, a transactional model of reciprocal relations between school engagement and problem behaviors was tested to predict school dropout. Data were collected on 1,272 youth from an ethnically and economically diverse county (58% African American, 36% European American; 51% females). Results indicated that adolescents who had declines in behavioral and emotional engagement with school tended to have

increased delinquency and substance use over time. There were bidirectional associations between behavioral and emotional engagement in school and youth problem behaviors over time. Finally, lower behavioral and emotional engagement and greater problem behaviors predicted greater likelihood of dropping out of school

## **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 : Chawngte 'C'

No. of Population : 2500

No. of households : 600

No. of Male : 1149

No. of Females : 1351

Main Occupation : Agriculture

No. of Governmental Agencies : 4

Health Centre : 1

Educational Institutions : 9

#### **3.2 Methodology:**

**3.2.1 Research design:** The study is descriptive in each design it was based on the primary. The primary data was collected through quantitative methods.

**3.2.2 Sampling:** The study employed purposive sampling. It is studied between the ages of 17-25 years. The unit of the study is individual and all dropouts between 17-25 years. The sample size of the study is 30 individuals.

**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 quantitative data collected from the respondents is processed using MS Excel and SPSS. Data is interpreted and presented in the form of sample percentages and mean.

**3.3 Objectives :**

1. To profile the school dropout among children and youth.
2. To identify the causes of school dropout in Chawngte C community
3. To study the effect of school dropout among youth.

## **CHAPTER- IV**

### **RESULTS AND DISCUSSION**

#### **4.1 DEMOGRAPHIC PROFILE OF RESPONDENTS**

##### **4.1.1 Gender of respondents**

The first variable taken to understand the profile of the respondents is the gender of the respondent. The gender of the respondents in the present study is classified into two such as male and female. The majority of the respondents (66.7 %) belongs to male and 33.3 % belongs to female gender.

##### **4.1.2 Age of respondents**

The second variable taken to understand the profile of respondents in the present study is age group of respondent. The age of respondent is classified into three groups such as 15 – 20 years, 21-25 years, and 25-30 years. Greater number of the respondents (45 %) in the study is 15 – 20 years which is followed by 21 – 25 years with 46.7 % and 53.3 % with the age group of 20 – 35 years.

##### **4.1.3 Marital Status of Respondents**

The third variable is the marital status of the respondents. The marital status of the respondents is classified into three viz., married, unmarried. The findings show that 100% are unmarried .

##### **4.1.4 Educational status of the respondents**

The educational qualifications of the respondents were classified into four categories as , HSLC, HSSLC, and Graduate section. 50 % of the respondents are in the HLSC 40 % of the respondents are in the standard of HSSLC, 10 % of the respondents.

##### **4.1.5 Types of Family**

The fifth variable is the type of family. Types of family are classified into two categories viz., Joint and Nuclear. Majority of the respondents (96.7 %) are joint family in types while the remaining 3.3 % are nuclear in family types.

##### **4.1.6 Forms of Family**

The sixth characteristic in the structural bases of the respondents is forms of family. The forms of the family are classified into stable and broken. Greater of the respondents 93.7 % are stable in the form of the family while 6.7 % are broken in the form of the family.

#### **4.1.7 Size of Family**

Most of the respondents (83.3 %) are between 1- 5 family members in size and the remaining 13.3 % are between 6-10 size in members.

### **4.2 SOCIAL BACKGROUND OF THE RESPONDENTS**

#### **4.2.1 Religion**

The first social characteristic of the respondents is religion. All the respondents are Christian in religion. The reason for this could be the study is conducted in a state where Christianity takes the majority in religion.

#### **4.2.2 Denomination**

The second characteristic of the respondent's social background is the religious denomination observed in the study is classified into Baptist Church of Mizoram, Presbyterian Church of India, United Pentecostal Church NEI, United Pentecostal Church MZ, Lairam Isua Krista Baptist Kohhran, and Others (specify). Among the respondents Others (100%) constitute the highest followed in denomination.

#### **4.2.3 Primary Occupation**

The third social characteristic of the respondents is Primary Occupation. More than half of the respondents (10 %) are engaged with settled agriculture in occupation, followed by Government service with 10 %. Business petty trade contributed 6.7 %, skilled labor contributed 6.7% and the remaining 6.7 % contributed by the respondents who practice large business for their primary occupation.

#### **4.2.4 Secondary Occupation**

The secondary occupation of the respondents is as shown in Table 4.2.4; 70.00 % of the respondents are engaged in settled agriculture as a secondary occupation. 13.3 % of the respondents with agriculture labor, petty business contributed 6.7 %, and the remaining 6.7 % contributed by large business.

#### **4.2.5 Socio-Economic Category**

The socio-economic category is categorized into three; APL, BPL, and AAY. Findings from Table 4.2.5- 36.7 % of the respondents are from the BPL category, while 53.3 % are from the AAY category, and the remaining 10.0 % are contributed by the APL family.



#### **4.2.6 Housing**

In terms of housing, the respondents' housing is classified into three categories such as Kutcha, Semi- Pucca and Pucca houses. More than half of the respondents (50.0 %) live in Kutcha houses, 33.3 % live in semi-pucca houses and another 16.7 % live in Pucca houses.

### **4.3 HOUSEHOLD INCOME**

The sources of the household income of the respondents are classified into agriculture, livestock farming, government service/ pension, skilled labor, business/ petty trade, agriculture labor, and oil palm plantation.

#### **4.3.1 Agriculture**

2.5 % of the respondents did not have income from agriculture, 42.5% family have a monthly income below 2000-4000 have income between Rs 4000-Rs 6000.

#### **4.3.2 Livestock farming**

All of the respondents did not have financial resources or an income from livestock farming.

#### **4.3.3 Government Services**

90% of the respondent did not have financial resources of income from government.

#### **4.3.4 Skilled labour**

97.5% did not have income from skilled labour, 2.5% have income between Rs 3000-4000.

#### **4.3.5 Business/Petty Trade**

10.0% did not have income from business/petty trade and 5.0% have income between Rs 36000-45000.

#### **4.3.6 Agriculture Labour**

50.0% did not have income from agriculture and 33.3% have income from agriculture.

### **4.4. Causes of school dropout:**

The reasons of school dropouts are presented into 10 categories. They are: Poverty, More number of school- going children in the households, Health issues, Lack of Motivation from the environment to continue education, Failed a number of times in class, Lack of interested, Differential treatment by teachers, Sexual harassment of teachers towards student, Inadequate

school roads and approach road facilities, Substance usage (Gudkha products/ Tobacco products/ alcohol consumption/indulge in illicit drugs).

30.0% of the respondents strongly agree and agree for the poverty is 56.7% and 10.0% is , and 3.3% is disagree.

10.0% of the respondents are strongly agree, and 23.3% are agree, 13.3% is neutral , 46.7% disagree and 6.7% is strongly disagree.

The majority of the respondents 6.7% agree for health issues, 40% of the respondents are agree, 23.3% is neutral , and 30% of the respondents are disagree.

13.3% of the respondents are strongly agree of the lack of motivation from the environment to continue education, 63.3% are agree, 10% of the respondents are neutral, 10% disagree, and 3.3% of the respondent are strongly disagree.

3.3% of the respondent strongly agree on failed a number of times in class, 26.7% of the respondent agree, 10% neutral and 60% of the respondents are disagree.

Majority of the respondents 6.7% are strongly agree, 30% is agree in the lack of interest in education, 13% neutral, 46.7% are disagree, 3.3% of the respondent are strongly disagree.

20% of the respondents is agree, 10% neutral, 66.7% disagree in differential treatment by teachers, and 3.3% of the respondent are strongly disagree.

23.3% of the respondents agree sexual harassment of teachers towards student, 70% of the respondents are disagree, and 6.7% is strongly disagree.

6.7% of the respondents strongly agree, 46.7% are agree inadequate school road and approach road facilities, 13.7% neutral, 26.7% of the respondents is disagree, and 6.7% are strongly disagree.

The majority of the respondents 3.3% strongly agree, 30% agree, 3.3% is neutral, 53.3% of the respondents are disagree in substance usage (Gudkha products/ Tobacco products/ alcohol consumption/ indulge in illicit drugs), and 10% of the respondents are strongly disagree.

#### **4.4.2 Effects of School Dropout**

3.3% of the respondents strongly agree, 73.3% agree in developing inferiority complex, 16.7% neutral, 3.3% is disagree, and 3.3% of the respondent are strongly disagree.

26.7% strongly agree, 50% of the respondents are agree problems in securing employment, 13.3% neutral, 6.7% disagree, and 3.3% strongly agree.

Majority of the respondents 6.7% strongly agree, 63.3% agree are having no social status, 3.3% neutral, 23.3% of the respondents are disagree, 3.3% strongly disagree.

10% of the respondent strongly agree, 60% are agree in not independent/ self- sufficient, 6.7% neutral, and 23.3% of the respondents are disagree.

6.7% agree in easy engage in crime, 13.3% of the respondents is neutral, 76.7% are disagree, and 3.3% strongly disagree.

6.7% agree, 13.3% of the respondents are neutral, 73.3% disagree, 10% of the respondents strongly agree.

23.3% of the respondents agree in prostitution, 20% neutral, 53% are disagree, 3.3% strongly disagree.

The majority of the respondents 3.3% strongly agree, 56.7% are agree in ignorance of one's rights, 16.7% neutral, and 23.3% of the respondents are disagree.

3.3% are strongly agree, 23.3% agree in high chance in engage in substance usage, 13.3% neutral, 53.3% are disagree, and 6.7% strongly disagree.

3.3% of the respondents strongly agree, 26.7% are agree difficulty coping with life skills when challenges emerge, 10% neutral, 53.3% of the respondents disagree, and 6.7% strongly disagree.

**TABLE****4.1 Demographic Profile of Respondents**

SL.No.			Frequency	Percent
1.	Gender	Male	20	66.7
		Female	10	33.3
2.	Age of the respondents	15-20	14	46.7
		21-25	16	53.3
		21-25		
3.	Merital status	Unmarried	30	100
4.	Education qualification	Below HSLC	3	10.0
		HSLC	12	40.0
		HSSLC	15	50.0
5.	Type of family	Joint	29	96.7
		Nuclear	1	3.3
6.	Form of family	Stable	28	93.3
		Reconstituted	2	6.7
7.	Size of family	2-5	25	83.3
		6-10	5	16.7

#### 4.2 Social Background of the respondents

Sl No	Social Background		Frequency	Percent
1.	Religion	Christianity	4	13.3
		Buddhism	26	86.7
2.	Denomination	Other	30	100
3.	Primary Occupation	Safting/Cultivation	3	10.0
		Settle Agriculture	4	13.3
		Agriculture labour	10	33.3
		Petty Business	2	6.7
		Large Business	2	6.7
		Skilled Labour	2	6.7
		Government Services	3	10.0
		Other (specify)	4	13.3
4.	Secondary Occupation	Safting/Cultivation	3	10.0
		Settle Agriculture	4	13.3
		Agriculture Labour	10	33.3
		Petty Business	2	6.7
		Large Business	2	6.7
		Skilled Labour	2	6.7
		Government services	3	10.0
		Other (specify)	4	13.3
5.	Socio-Economic Category	AAY	3	10.0
		BPL	16	53.3
		APL	11	36.7
6.	Housing	Kutchha	15	50.0
		Semi-pucca	10	33.3
		Pucca	5	16.7

### 4.3 Household Income

SL.No	Sources		Frequency	Percent
1.	Agriculture	Below Rs 2000	17	42.5
		Rs 2000-3000	1	2.5
2.	Livestock farming	Nil	40	100
3.	Government services/pension	Below Rs 20000	3	7.5
		Rs20000-Rs 25000	1	2.5
4.	Skilled labour	Nil	1	2.5
		Rs 2000-5000	39	97.5
5.	Business/petty trade	Rs20000-Rs 250000	2	5.0
		Rs25000Rs30000	4	10.0
6.	Agriculture labour	Rs 5000-Rs 7000	10	50.0
		Rs8000-Rs 10000	15	33.3

#### 4.4 Causes of School Dropout

SL.NO	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Poverty	9 (30.0)	17 (56.7)	3 (10.0)	1 (3.3)	0 (0)
2.	More number of school-going children in the household	3 (10.0)	7 (23.3)	4 (13.3)	14 (46.7)	2 (6.7)
3.	Health issues	2 (6.7)	12 (40.0)	7 (23.3)	9 (30.0)	0 (0)
4.	Lack of motivation from the environment to continue education	4 (13.3)	19 (63.3)	3 (10.0)	3 (10.0)	1 (3.3)
5.	Failed a number of times in class	1 (3.3)	8 (26.7)	3 (10.0)	18 (60.0)	0 (0)
6.	Lack of interest in education	2 (6.7)	9 (30.0)	4 (13.3)	14 (46.7)	1 (3.3)
7.	Differential treatment by teachers	0 (0)	6 (20.0)	3 (10.0)	20 (66.7)	1 (3.3)
8.	Sexual harassment of teachers towards student	0 (0)	7 (23.3)	0 (0)	21 (70.0)	2 (6.7)
9.	Inadequate school road and approach road facilities	2 (6.7)	14 (46.7)	4 (13.3)	8 (26.7)	2 (6.7)
10.	Substance usage (gudkha products/tobacco products/alcohol consumption/indulge in illicit drugs)	1 (3.3)	9 (30.0)	1 (3.3)	16 (53.3)	3 (10.0)

**Table 4.4 Effect of School Dropout**

Sl.No		Strongly Agree	Agree	Neutral	Disagree	Strongly agree
1.	Developing Inferiority Complex	1 (3.3)	22 (73.3)	5 (16.7)	1 (3.3)	1 (3.3)
2.	Problems in securing employment	8 (26.7)	15 (50.0)	4 (13.3)	2 (6.7)	1 (3.3)
3.	Having no social status	2 (6.7)	19 (63.3)	1 (3.3)	7 (23.3)	1 (3.3)
4.	Not independent/ self-sufficient	3 (10.0)	18 (60.0)	2 (6.7)	7 (23.3)	0 (0)
5.	Easy Engage in Crime	0 (0)	2 (6.7)	4 (13.3)	23 (76.7)	1 (3.3)
6.	Robbery	0 (0)	1 (3.3)	4 (13.3)	22 (73.3)	3 (10.0)
7.	Prostitution	0 (0)	7 (23.3)	6 (20.0)	16 (53.3)	1 (3.3)
8.	Ignorance of one's rights	1 (3.3)	17 (56.7)	4 (13.3)	16 (53.3)	2 (6.7)
9.	High chance in engage in substance usage	1 (3.3)	7 (23.3)	4 (13.3)	16 (53.3)	2 (6.7)
10.	Difficulty coping with life skills when challenges emerge	1 (3.3)	8 (26.7)	3 (10.0)	16 (53.3)	2 (6.7)



## **CHAPTER-V**

### **CONCLUSION**

#### **5.1 Major Findings:**

The present study tries to find out 'School dropouts and their attributes among youth at Chawngte 'C'. The studies involve the age group 15-25 years. More than half of the respondents are (66.7%) male and (33.3%) female. The average of the respondents (100%) are unmarried. The majority of the respondents had dropouts in class XII. The average respondent's primary occupation is Government service (10%) and the average occupation is Farmer (90%). The average respondents of the religion are Buddhist (86.7%) and (13.3%) are Christian. The average of the respondents' family type is joint family (93.7%) the average family condition is reconstitution (6.7%), the average family status is BPL (53%), and (36.7%) is APL, and the rest of (10%) is AAY.

An average (56.7%) of the respondents agree with the poverty. The majority (46.7%) of the respondents disagree that there are not more school-going children in the households. The majority of the respondents (40%) agree with health issues. The majority of the respondents (63.3%) agree lack of motivation from the environment to continue education. An average (60%) of the respondents disagree with failing several times in class. The majority of the respondents (46.7%) disagree and are not interested in education. The majority of the respondents (66.7%) disagree with differential treatment by teachers. An average (70%) of the respondents disagree with the sexual harassment of teachers towards students. The majority (46.7%) of the respondents agree inadequate school road and approach road facilities. The average (53.3%) disagree with substance usage gutkha products/ tobacco products/ alcohol consumption/ indulge in illicit drugs.

The majority (73.3%) of the respondents agree developing an inferiority complex. An average (50%) of the respondents agree on problems in securing employment. An average (63%) of the respondents agree not independent/ self-suffering. An average (60%) of the respondents agree to engage in crime. An average (76.7%) of the respondents disagree with robbery. An average (73.3%) of the respondents disagree with prostitution. The majority (56.7%) of the respondents are agree ignorance of one's rights. The majority (53.3%) of the respondents agree

high chance of engaging in substance usage. The majority (53.3%) of the respondents disagree with difficulty coping with life skills when challenges emerge.

## **5.2 Conclusion:**

It can be concluded from the above findings that the family is intricately involved in upholding its duty to the schooling of the child. The lack of parental awareness and low or no education has a direct impact on their children's education and development. The dropouts persistently again add an educationally backward class to the future generation, too. There is a need to strengthen our efforts to reduce inherent structural inequalities, otherwise, the problem of school dropout may persist. The promotional educational programs under "free and compulsory education" need to be backed up by proper awareness programs for such parents and building their capacity for improving economic conditions. The policy-level interventions should focus on integrated school education with a focus on holistic development infused with the participation of family, community, and school should become an integral part of the policy interventions and implementation at all levels. Intelligent measures at different levels may well tackle the problem of school dropout, in the future.

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## Effects of School Dropout on Youth in Chawngte 'C'

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Interview Schedule

(Confidential and for Research Purposes only)

### A. Demographic Profile

1	Name	
2	Gender	Male/ Female
3	Age	
4	Marital	Married/Unmarried
5	Education	
6	Type of Family	Joint/Nuclear
7	Form of Family	Stable/Broken/Reconstituted
8	Size of the Family	

### B. Social Background

1	Religion	Christianity/Hinduism/Buddhism/Islam
2	Denomination	BCM/PCI/UPC NEI/UPC MZ/LIKBK/Others (specify)
3	Primary occupation	Non/ Safting cultivation/ Settle Agriculture/Agriculture Labour/ Petty Business/ Large Business/ Skilled Labour/ Government services/Others (specify)
4	Secondary occupation	Non/ Safting cultivation/ settle Agriculture/ Petty Business/ Large Business/ Skilled Labour/ Government services/ Others (specify)
5	Socio-Economic Category	1 AAY 2 BPL 3 APL
6	Housing	1 Kutcha 2 Semi-pucca 3 Pucca

### C. Household Income

SL.No	Sources	Monthly (Rs)
1	Agriculture	
2	Livestock Farming	
3	Government services/ Pension	
4	Skilled Labour	
5	Bussines/ Petty trade	
6	Agriculture Labour	

### D. Causes of School Dropout

SL.No	Causes	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Poverty					
2	More number of School-going children in the households					
3	Health issues					
4	Lack of motivation from the environment to continue education					
5	Failed a number of times in class					
6	Lack of interest in education					
7	Differential treatment by teachers					
8	Sexual harassment of teachers towards student					
9	Inadequate school road and approach road facilities					
10	Substance usage (Gudkha products/ tobacco products/ alcohol consumption/ indulge in illicit drugs)					

E. Effects of School Dropout

SL.No	Effects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Development					
2	Problems in securing employment					
3	Having no social status					
4	Not independent/ self-sufficient					
5	Easy Engage in crime					
6	Robbery					
7	Prostitution					
8	Ignorance of one's rights					
9	High chance in engage in substance usage					
10	Difficulty coping with life skills when challenges emerge					