

**School Dropout and it's attributes among youth at Thingkah, Lawngtlai**

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Submitted by

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**CERTIFICATE**

This is to certify that the project title '*School Drop-Out and It's Attribute Among Youth at Thinkah Community*' submitted by S. Vanlalnunghengi, 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.

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## CHAPTER-I

### INTRODUCTION

The study will focus on the causes and consequences faced by school dropouts in the Thingkah 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 Thingkah.

A school dropout, 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.

Due to its important consequences on the cultural and professional development of the community, there are numerous local, regional and international initiatives dedicated to combating it.

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).

In both cases, it is generally a **set of social, cultural, and economic causes** that converge so that students leave school and dedicate themselves to something else. Desertion doesn't happen simply because people don't want to study rather, it is a complex phenomenon that reveals other deeper reasons in society.

In addition to formal education, schooling offers ample possibilities for socialization. School dropout impoverishes the culture 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.

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.

### **1.1 Global Context**

The challenge of school completion is not confined to the United States; millions of children and youth around the world are denied or have limited access to education. For those who are fortunate to have the opportunity for some level of public schooling, it is often limited to primary education. For those who attend school, the promise of a future based on their education is dim, causing countless numbers to drop out of school and look to survive on the streets.

By examining the dropout issue globally, it becomes clear that many of the challenges around completing school are the same what varies is the scope and depth of the problem. In January 2008, the United Nations established the Millennium Development Indicators. The second goal of this auspicious list references education.

Although a worthy goal, it pales in comparison to the educational needs of children and youth around the world; even with primary education, the opportunities for a sustainable future are minimal at best. Yet there is hope. Some strategies and techniques are proven to reduce school dissatisfaction and they transcend all regions, national borders, and cultures. The National Dropout Prevention Centre has identified 15 effective strategies for reducing school dropouts. These strategies, listed below are the cornerstone of any effective dropout prevention initiative and can and are being applied globally.

### **1.2 Indian Context**

According to a government report, the dropout rate at the secondary school level in India is more than 17%, while the dropout rate at upper-primary (VI to VIII) and primary level is 1.8% and 1.5%.

Even today, many children in India are either deprived of education or drop out of school before completion of studies due to financial constraints. According to a government report, the dropout rate at the secondary school level in India is more than 17%, while the dropout rate at upper-primary (VI to VIII) and primary level is 1.8% and 1.5% respectively.



The dropout rate among boys is quite high at the secondary level, as compared to the primary level. It is worth noting that according to the latest Unified District Information System for Education Plus or UDISE+ 2019-20 report, about 30 percent of students do not make the transition from secondary to senior secondary level.

It has been revealed from the report 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%.

### **1.3 Mizoram Context**

The school Dropout rate in Mizoram: 6 – 14 years old data was reported at 39.60% in 2011. This records an increase from the previous number of 36.67% for 2010. School dropout rates Mizoram: 6 – 14 years old data is updated yearly, averaging 59.89% from Sept 2001 to 2011, with 11 observations. The data reached an all-time high of 66.84% in 2004 and a record low of 6.67% in 2010. School dropout rate Mizoram: 6 – 14 years old data remains active status in CEIC and is reported by the Department of Higher Education. The data is categorized under India Premium Database's Education Sector.

One of the common and main reasons for school dropout in Mizoram is the abuse of alcohol and substance abuse. School dropout due to poverty is also one of the common reasons in Mizoram.

### **1.4 Consequences of School Dropout**

- **Unemployment** - One way in which people are affected by their decision to drop out of high school is a greater chance of being unemployed. The unemployment rate for young high school dropouts was roughly 54 percent in 2017, according to a report from the Bureau of Labour Statistics. The Bureau also reported in March 2018 that the unemployment rate for those who merely completed high school was significantly lower than for those that didn't complete high school. Students graduating high school had an unemployment rate of 4.6 percent while the rate for high school dropouts was 6.5 percent.
- **Lower Income** - When high school dropouts do find employment, they earn, on average, significantly less than those who completed high school. The 2018 report from the Bureau of

Labour Statistics states that high school dropouts earned 73 percent of what their peers who completed high school earned.

▪ Missed Opportunities - Another, less tangible consequence of dropping out of high school is missing all the different opportunities that come about as a result of finishing high school. High school is a good place to explore intellectual interests, play team sports and meet friends. By completing high school, students can also go on to a post-secondary school and further expand on those opportunities.

### **1.5 Statement of the Problem'**

The present study is an empirical inquiry about the consequences faced by school dropouts in the Thingkah community. The educational system is well-developed in Mizoram today. 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 found difficult. The school dropout in nature, size, and the reason is not universal across the areas, castes, creeds, religions, communities, gender, and regions in India.

### **1.6 OBJECTIVES:**

1. To identify the causes of school dropout among youth at Thingkah community.
2. To identify the effects of school dropout among youth at Thingkah community.

### **1.7 Chapterization**

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Result and Discussion

Chapter 5: Conclusion

## **CHAPTER-II**

### **REVIEW OF LITERATURE**

**Andrew Sum, Ishwar Khatiwada, Joseph McLaughlin, et. al.(2008).** This research report was primarily designed to identify and assess the labor market, income, social, housing, health, civic, and fiscal behaviors of Michigan adults in selected educational attainment groups both in recent years(2004-2006) and since the late 1970s. The frequently deteriorating economic and social outcomes for Michigan adults with no high school diplomas and those graduates with no post-secondary schooling, especially males were emphasized.

**Zaidi, S.M.J.A.(1991)** Dropout and repetition are the two major indicators measuring educational wastage and the key impediments to increasing educational access and attainment. Primary education in Palpa District is characterized generally by high dropout and grade repetition but with high inter-district variations between resource centers. Nearly 10% of total students who enrolled in primary schools left before completing their grades, for different reasons. The problem of grade repetition is equally crucial. The proportion of grade repeaters in the total enrolment was almost 15% in the districts. This represents a high waste of resources in primary education. Failure in examination, poverty, and the ignorance of the parents, as well as cultural factors, are responsible for high repetition and dropout. In many cases, especially, poor and Dalit children left the schools after the distribution of scholarships and get enrolled again next year hoping the same. It is one of the challenges hindering the millennium development goals of universal primary education-'quality basic education for all.

**Russell W. Rumberger University of California, Santa Barbapout,** There are a host of individual factors associated with dropping out. Dropouts have lower levels of self-esteem and less sense of control over their lives than other students. They have poor attitudes about school and low occupational aspirations (Ekstrom et al., 1986; Wehlage & Rutter). Finally, many dropouts report that they leave school to get married or because they are pregnant.

**Harry, H.Scales,(1969)** In a sample of 223 black urban males, elementary school predictors of high school dropout was analyzed. Of thirteen original variables, six produced a multiple R with a dropout of 637. School retardation, truancy, early drinking activity, parental social status, and the number of elementary schools attended were most clearly associated with high school dropout.

**A.Fernandez-Suarez, Juan Herrero, Beatriz Perez, Joel Juarros-Basterrextxea and Francisco J. Rodriguez-Diaz(2016)** This result showed that school dropouts were more irresponsible than dropouts. Also, they had higher rates of illegal drug use and alcohol abuse. Moreover, lack of parental monitoring emerged as a key predictive factor of school dropout, beyond the type of family structure in terms of the presence of both or only one educational figure. Finally, school factors did not show a significant relationship to school dropout.

**Md Nazrul Islam Sarker, Min Wu, Md Altab Hossin(2019)** The study reveals that school dropout is negatively related to economic development. The study also explores chronic poverty, parents' unwillingness, financial problem, school poor infrastructure, biased social practices, lack of quality education, geographic isolation, unequal access to education, and security problem for girls are major causes of school dropout in Bangladesh.

**William Owusu-Boateng, Acheampong Frank, Oteng Agyekum-Emmanuel(2015)** The study found that poverty is the largest factor that causes school dropout. The finding indicated that most of the people who drop out of school result from a lack of financial support and poor academic performance led to school dropout.

**B.Maithy and Vartika Saxena** The main reason for dropping out was the financial difficulty for both boys and girls. They reported that they are interested in further studies and their families and relatives did not approve of their further continuation of studies. They also reported that the lack of education facilities in the nearby village was the reason for dropping out.

**Arun N.R. Kishore and K.S.Saji** According to this study the main reason for school dropout was various physical disorder, mental retardation, child labor financial issue, family issue, and school-related issue.

**Kayonda Hubert Ngamaba, Laddy Sedzo Lombo, Gloria LOMBO, Nancy EKIREVIVAR(2021)** This study found that the main reason for school dropping out is peer influence, death of parents, academic failures, teacher or other student's behavior, economic reason, health reason. For females, unwanted pregnancy, rape, or early marriage, and for males, being involved in sports and music.

## **CHAPTER-III**

### **METHODOLOGY**

#### **3.1. Methodology:**

##### **3.1.1 Research Design:**

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

##### **3.1.2 Sampling:**

The study employed purposive sampling. It is studied between the ages of 14-25 yrs. The unit of the study is individual and all dropouts between 14-25 yrs. The sample size of the study is 30 individuals.

##### **3.1.3 Data collection, processing, and analysis:**

The study based on primary data collected through quantitative method. Structured interview schedule was administered to collect information on profile, support from family and teachers, school experience, reason and effects. The quantitative data was process using Microsoft Excel and it was analyze using SPSS and presented in the form of frequency, percentage and average.

## **CHAPTER-IV**

### **RESULTS AND DISCUSSION**

This chapter represents the results and discussion which were divided into different sections such as Profile of the respondents, please furnish your opinion on the following statements, Reasons of school dropout, Have you experienced the following, Effects of school dropouts.

#### **4.6 Profile of respondent:**

To understand the structural base of the respondent, the study is about the respondent living condition present and past it is studied by analyzing the profile of the respondents.

##### **4.1.1 Sex of respondent:**

The gender of the respondent is categorized into two i.e., male and female. It is observed a male (56%) comprises lower than female (43%). The interaction and questionnaire given was among the youth and male are usually the dropouts in Thingah community.

##### **4.1.2 Head of the family:**

From the information 17(56%) respondents are male and 13(43%) respondents are female.

##### **4.1.3 Primary occupation:**

From the data collected it is seen that 7(23.3%) of the family's primary occupation is Government servant and 6(20.0%) of the respondent family income is farmer.

##### **4.1.4 Religion:**

From the information collected 96% are Christian and 3% are Hindu.

##### **4.1.5 Denomination:**

The religious denomination observed in the study is classified into Baptist Church of Mizoram, Lairam Isua Krista Baptist Kohhran, United Pentecostal Church, Presbyterian Church of India and others. Among the respondents Baptist Church of Mizoram(46%) constitute the highest followed by Lairam Isua Krista Baptist Kohhran(30%), United Pentecostal Church(10%), Presbyterian Church of India(6%), others(6%).

#### 4.1.6 Type of family:

In continuations 53% of the respondents belong to nuclear family, and 46% of the respondents are joint family.

#### 4.1.7 Form of family:

70% of the respondents are from stable family and the rest 30% are from broken family. Majority of the respondents are from stable family.

#### 4.1.8 Family status:

The family status of the family in the present study is analyzed in order the present socio-economic condition of the family. The socio-economic status of the family was classified into three viz., Antyodaya Anna Yojana(AAY),Priority Household(PHH),Non-National Food Security Act(Non-NFSA)More than half of the respondent family belongs to Non-NFSA(63%), and 23% belongs to PHH and the rest 13% belong to AAY.

#### 4.1.9 Marital status:

83% of the respondents are unmarried and the rest 16% are married. Majority of the respondents are unmarried.

#### 4.1.10 Educational Qualification:

Most of the respondents are dropout in Class X (53%) and 23% are dropout in Higher secondary School, and 16% of the respondents were dropout in Class IX and 6% of the respondents are dropout in Class 8.

**Table 4.1. Profile of respondents.**

Sl.No.			Frequency	Percent
1	Sex of Respondent	Male	17	56.7
		Female	13	43.3
2	Head of the family	male	17	56.7
		female	13	43.3
3	Primary occupation	pensioner	5	16.7
		petty shop	3	10.0
		government servant	7	23.3

		labour	2	6.7
		farmer	6	20.0
		teacher	2	6.7
		police	2	6.7
		business	3	10.0
4	<b>Secondary occupation</b>	no secondary occupation	16	53.3
		labour	4	13.3
		baking	5	16.7
		business	2	6.7
		mechanic	3	10.0
5	<b>Religion</b>	christian	29	96.7
		hindu	1	3.3
6	<b>Denomination</b>	BCM	14	46.7
		LIKBK	9	30.0
		UPC	3	10.0
		SYNOD	2	6.7
		Others	2	6.7
7	<b>Type of family</b>	joint	14	46.7
		nuclear	16	53.3
8	<b>Form of family</b>	stable	21	70.0
		broken	9	30.0
9	<b>Family status</b>	AAY	4	13.3
		PHH	7	23.3
		NonNFSA	19	63.3
10	<b>Marital status</b>	married	5	16.7
		unmarried	25	83.3
11	<b>Educational qualification</b>	hslc	16	53.3
		hsslc	7	23.3
		8.00	2	6.7
		9.00	5	16.7

Source: Computed



## **4.2 Support from family and teachers**

This statement of the respondents is presented into 10 categories. They are: I study at home, My parents used to talk to my teacher about my score, I can talk to my parents when I faced problems, My family check my score, My family used to check my homework, My parents used to check my attendance, I used to talk to my parents when I have problem, My parents used to attend Parents Teacher Meeting, Our teacher know my name, My teacher talk to me about our classes.

When asked if they had study at home majority of them responded sometimes 60% while 20% indicated that never and always.

Majority of the respondents 60% of the parents sometimes used to talk to teacher about score, 30% never talk to the teacher and 10% always talk to the teacher. 33% of the respondents sometimes can talk to their parents when they faced problem, 23% always talk to their parents and 13% never talk to their parents when they faced problem. Majority of the respondents 60% sometimes check their score, 23% always check their score and 16% never check their score. There are 50% whom their family sometimes check their homework, 40% never check and 10% always check. 40% of the respondents family never check their attendance and 12% sometimes check their attendance. Majority of the respondents 50% sometimes talk to their parents when they have problem, 43% never talk to their parents when they have problem and 6% always talk to their parents when they have problem. Majority of the respondents attend parents teacher meeting 53% sometimes, 30% never attended and 16% always attend. Majority of the respondents name were always known by their teacher 70% and 30% sometimes their name were known by the teacher. 56% that is majority of the respondent teacher talk to them about their class, 33% always and 10% never talk to teacher about their class.

**Table 4.2 Support from family and teacher**

Sl.No.		Always	Sometimes	Never
1	<b>I study at home</b>	6(20)	18(60)	6(20)
2	<b>My parents used to talk to my teacher about my score</b>	3(10)	18(60)	9(30)
3	<b>I can talk to my parents when I faced problem</b>	7(23)	10(33)	13(13)
4	<b>My family check my score</b>	7(23)	18(60)	5(16)
5	<b>My family used to check my homework</b>	3(10)	15(50)	12(40)
6	<b>My parents used to check my attendance</b>		18(12)	60(40)
7	<b>I used to talk to my parents when I have problem</b>	2(6)	15(50)	13(43)
8	<b>My parents used to attend parents teacher meeting</b>	5(16)	16(53)	9(30)
9	<b>Our teacher know my name</b>	21(70)	9(30)	
10	<b>My teacher talk to me about our classes</b>	10(33)	17(56)	3(10)

Source: Computed

Figures in parentheses represent percentage

### 4.3 School experience among dropout

This statement of the respondents is presented into 7 categories. They are: I have trouble paying attention, I find it hard to listen and take notes, I forget to raise hand and to speak, I have trouble staying in my seat, I find it hard to work with group, I had drug/alcohol problem, Changed school and did not like new school.

Majority of the respondents 73% sometimes have trouble paying attention, 23% of the respondents always have trouble paying attention and 3% of the respondents never have trouble paying attention.

Majority (73%) of the respondents sometimes find it hard to listen and take notes, 16% always find it hard to listen and take notes and 10% never find it hard to listen and take notes.

40% sometimes forget to raise hand to speak, 36% never forget and 23% always forget to raise their hand to speak.

Majority of the respondents (53%) never have trouble staying in their seat and 46% of the respondents sometimes have trouble.

Majority (56%) of the respondents sometimes find it hard to work with group, 33% of the respondents 10% of the respondents always find it hard to work with group.

70% of the respondents never had drug/alcohol, 23% of the respondents sometimes had problem and 6% always had drug/alcohol problem.

Majority (53%) of the respondents never faced problem in changing school, 40% of the respondents faced problem and 6% always faced problem.

**Table 4.3 School experience among dropout**

Sl.No.		always	Sometimes	never
1	<b>I have trouble paying attention</b>	7(23)	22(73)	1(3)
2	<b>I find it hard to listen and take notes</b>	5(16)	22(73)	3(10)
3	<b>I forget to raise hand and to speak</b>	7(23)	12(40)	11(36)
4	<b>I have trouble staying in my seat</b>	0(0)	14(46)	16(53)
5	<b>I find it hard to work with group</b>	3(10)	17(56)	10(33)
6	<b>I had drug alcohol problem</b>	2(6)	7(23)	21(70)
7	<b>Changed school and I do not like new school</b>	2(6)	12(40)	16(53)

*Source: Computed*

*Figures in parentheses represent percentage*

#### **4.4 Reasons of school dropouts:**

The reasons of school dropouts are presented into 20 categories. They are: Required for household work, Not interested in studies, Required for outside payment in cash/kind, Repeated failures, Required for work on farm/family business, School too far away, Further education not considered necessary, Got married, Did not get admission, Transportation is too expensive, Required for care of siblings, Expelled from school, Fees too expensive, Disability and illness, Drug abuse, Physical abuse from teachers or parents, Emotional abuse

teachers or parents, Inferiority complex, Bullying/abuse from peers, Stigma and discrimination.

36% of the respondents agree and disagree for household work, 16% of the respondents strongly agree and 10% strongly disagree.

46% of the respondents agree that they are not interested in studies, 36% strongly agree and 16% disagree.

Majority of the respondents (56%) disagree required for outside payment in cash/kind, 26% of the respondents agree and 13% of the respondents strongly disagree.

Majority of the respondents (50%) agree repeated failures, 40% disagree and 10% strongly disagree.

60% of the respondents disagree work on firm/family business, 23% of the respondents agree, 14% of the respondents strongly disagree and 3% of the respondents strongly agree.

Majority of the respondents 73% disagree school too far away, 13% of the respondents agree and strongly disagree.

Majority of the respondents (56%) disagree education not considered necessary, 33% agree, 6% of the respondents strongly disagree and 3% of the respondents strongly agree.

43% of the respondents disagree got married, 40% of the respondents strongly disagree, 10% of the respondents strongly agree and 6% of the respondents agree.

Majority (50%) of the respondents disagree did not get admission, 30% of the respondents strongly disagree, 16% of the respondents agree and 3% of the respondents strongly agree.

50% of the respondent disagree transportation too expensive, 33% strongly agree and 6% of the respondents agree.

Majority (53%) of the respondents disagree required for care of siblings, 23% agree and strongly disagree.

50% of the respondents disagree expelled from school, 23% of the respondents agree, 20% strongly disagree and 6% strongly agree.

43% of the respondents agree fees too expensive, 36% of the respondents disagree, 16% of the respondents strongly agree and 3% of the respondents strongly disagree.

Majority (50%) of the respondents disagree disability and illness, 23% of the respondents agree and strongly disagree.

40% of the respondents strongly disagree drug abuse, 36% of the respondents disagree, 20% agree and 3% strongly agree.

43% of the respondents disagree physical abuse from teacher or parents, 33% of the respondents strongly disagree and 23% of the respondents agree.

40% of the respondents disagree emotional abuse from teacher or parents, 30% of the respondents agree, 23% of the respondents strongly disagree and 6% strongly agree.

Majority (53%) of the respondents disagree inferiority complex, 20% of the respondents strongly disagree, 16% of the respondents strongly agree and 10% of the respondents agree.

46% of the respondents strongly disagree bullying/abuse from peers, 36% disagree and 16% agree.

36% of the respondents disagree stigma and discrimination, 30% of the respondents agree, 26% of the respondents strongly disagree and 6% of the respondents strongly agree.

**Table 4.4 Reasons of School Dropout**

<b>Sl.No.</b>		<b>strongly agree</b>	<b>agree</b>	<b>disagree</b>	<b>strongly disagree</b>
1	<b>Required for household work</b>	5(16)	11(36)	11(36)	3(10)
2	<b>Not interested in studies</b>	11(36)	14(46)	5(16)	0(0)
3	<b>Required for outside payment in cash/kind</b>	1(3)	8(26)	17(56)	4(13)
4	<b>Repeated failures</b>	0(0)	15(50)	12(40)	3(10)
5	<b>Required for work on farm/family business</b>	1(3)	7(23)	18(60)	4(14)
6	<b>School too far away</b>	0(0)	4(13)	22(73)	4(13)
7	<b>Further education not considered necessary</b>	1(3)	10(33)	17(56)	2(6)
8	<b>Got married</b>	3(10)	2(6)	13(43)	12(40)
9	<b>Did not get admission</b>	1(3)	5(16)	15(50)	9(30)

10	<b>Transportation is too expensive</b>	10(33)	5(6)	15(50)	0(0)
11	<b>Required for care of siblings</b>	0(0)	7(23)	16(53)	7(23)
12	<b>Expelled from school</b>	2(6)	7(23)	15(50)	6(20)
13	<b>Fees too expensive</b>	5(16)	13(43)	11(36)	1(3)
14	<b>Disability and illness</b>	1(3)	7(23)	15(50)	7(23)
15	<b>Drug abuse</b>	1(3)	6(20)	11(36)	12(40)
16	<b>Physical abuse from teacher or parents</b>	0(0)	7(23)	13(43)	10(33)
17	<b>Emotional abuse from teacher or parents</b>	2(6)	9(30)	12(40)	7(23)
18	<b>Inferiority complex</b>	5(16)	3(10)	16(53)	6(20)
19	<b>Bullying abuse from peers</b>	0(0)	5(16)	11(36)	14(46)
20	<b>Stigma and discrimination</b>	2(6)	9(30)	11(36)	8(26)

*Source: Computed*

*Figures in parentheses represent percentage*

#### **4.5 Effects of school dropouts:**

Majority (50%) of the respondents agree unemployment, 33% of the respondents 13% disagree and 3% strongly disagree.

33% of the respondents agree and disagree increased crime, 23% strongly disagree increased crime and 10% strongly agree.

Unskilled people 30% of the respondents strongly agree and disagree, 23% of the respondents agree and 16% of the respondents strongly disagree.

30% of the respondents agree and disagree drug addict, 23% strongly disagree and 16% of the respondents strongly agree.

40% disagree impoverished, 26% of the respondents agree, 20% of the respondents strongly disagree and 13% strongly agree.

When asked 40% of the respondents disagree Poorer health, 36% of the respondents agree, 16% of the respondents strongly disagree and 6% of the respondents strongly agree.

33% of the respondents agree, strongly disagree and disagree dropouts are less likely to vote.

Majority (50%) of the respondents agree low self esteem, 26% strongly agree, 13% disagree and 10% of the respondents strongly disagree.

Majority (70%) of the respondents agree rebel against parental authority, 13% of the respondents disagree, 10% of the respondents strongly disagree and 6% of the respondents strongly agree.

Majority (50%) of the respondents agree and 16% of the respondents strongly agree, disagree and strongly disagree Poor discipline.

Majority (53%) of the respondents agree dropouts effect knowledge, 20% of the respondents strongly disagree and 13% of the respondents strongly agree and disagree.

Majority of the respondents (60%) agree lack of self control, 20% of the respondents disagree, 10% of the respondents strongly agree and strongly disagree.

36% of the respondents agree decreased job opportunity, 26% of the respondents disagree, 23% strongly agree and 13% strongly disagree.

**Table 4.5 Effects of School dropout**

Sl.No.		strongly agree	agree	strongly disagree	disagree
1	Unemployment	10(33)	15(50)	1(3)	4(13)
2	Increased crime	3(10)	10(33)	7(23)	10(33)
3	Unskilled people	9(30)	7(23)	5(16)	9(30)
4	Drug addict	5(16)	9(30)	7(23)	9(30)
5	Impoverished	4(13)	8(26)	6(20)	12(40)
6	Poorer health	2(6)	11(36)	5(16)	12(40)
7	Drop outs are less likely to vote	0(0)	10(33)	10(33)	10(33)
8	Low self esteem	8(26)	15(50)	3(10)	4(13)
9	Rebel against parental authority	2(6)	21(70)	3(10)	4(13)
10	Poor discipline	5(16)	15(50)	5(16)	5(16)
11	Lack of knowledge	4(13)	16(53)	6(20)	4(13)
12	Lack of self control	3(10)	18(60)	3(10)	6(20)
13	Decreased job opportunity	7(23)	11(36)	4(13)	8(26)

Source: Computed

Figures in parentheses represent percentage

## CHAPTER-V

### CONCLUSION

#### 5.1 Major Findings:

The present study tries to find out 'School dropouts and its attributes among youth at Thingkah'. The studies involve age group 14-25 years. More than half of the respondents are (56%) male and (43%) female. Majority of the head of the family is male 56%. The average respondents of the primary occupation is Government service 23% and the average secondary occupation is Baking 16%. The average respondents of the religion are Christian 96% and the average denomination is 46%. The average of the respondent's family type is nuclear family 53% and average family condition is stable 70%, average family status is Non-NFSA 63%. Almost all the respondents are unmarried. Majority of the respondents had dropouts in class X.

Majority of the respondents sometimes (60%) study at their home, the average of the respondents parents sometimes (60%) talk to teacher about their score. Average 33% of the respondents sometimes can talk to their parents when they faced problem. Majority of the respondent family sometimes 60% check their score. Average 50% of the respondent family sometimes check their homework. Majority 40% of the respondent family never check their attendance. Majority of the respondent 50% sometimes talk to their parents when they have problem, Majority 53% of the respondents sometimes parents attend teacher meeting. Majority 70% of the respondents name were always known by their teacher. Average 56% of the respondent teachers talk to them about their class.

Majority of the respondents 73% sometimes have trouble paying attention. Majority (73%) of the respondents sometimes find it hard to listen and take notes. Average 40% sometimes forget to raise hand to speak. Majority of the respondents (53%) never have trouble staying in their seat. Majority (56%) of the respondents sometimes find it hard to work with group. Average 70% of the respondents never had drug/alcohol. Majority (53%) of the respondents never faced problem in changing school.

Average 36% of the respondents agree and disagree for household work. Majority 46% of the respondents agree that they are not interested in studies. Majority of the respondents (56%) disagree required for outside payment in cash/kind. Majority of the respondents (50%) agree repeated failures. Average 60% of the respondent disagree work on



firm/family business. Majority of the respondents 73% disagree school too far away. Majority of the respondents (56%) disagree education not considered necessary. Average 43% of the respondents disagree got married. Majority (50%) of the respondents disagree did not get admission. Average 50% of the respondent disagree transportation too expensive. Majority (53%) of the respondents disagree required for care of siblings. Average 50% of the respondents disagree expelled from school. Average 43% of the respondents agree fees too expensive. Majority (50%) of the respondents disagree disability and illness. Average 40% of the respondents strongly disagree drug abuse. Average 43% of the respondents disagree physical abuse from teacher or parents. Average 40% of the respondents disagree emotional abuse from teacher or parents. Majority (53%) of the respondents disagree inferiority complex. Average 46% of the respondents strongly disagree bullying/abuse from peers. Average 36% of the respondent disagree stigma and discrimination.

Majority (50%) of the respondents agree unemployment. Average 33% of the respondents agree and disagree increased crime. Average 30% of the respondents strongly agree and disagree unskilled people. Average 30% of the respondents agree and disagree drug addict. Average 40% of the respondents disagree impoverished. Average 40% of the respondents disagree poorer health. 33% of the respondents agree, strongly disagree and disagree dropouts are less likely to vote. Majority (50%) of the respondents agree low self esteem. Majority (70%) of the respondents agree rebel against parental authority. Majority (50%) of the respondents agree Poor discipline. Majority (53%) of the respondents agree dropout effect knowledge. Majority of the respondents (60%) agree lack of self control. Average 36% of the respondents agree decreased job opportunity.

## **5.2 Conclusion:**

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

infused with the participation of family, community and school should become integral part of the policy interventions and implementation at all levels. Intelligent measures at different levels may augur well to tackle the problem of school dropout, in future.

## *Appendices*

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**School Dropout and it’s attributes among youth at Thingkah, Lawngtlai**

**Interview Schedule**

***(Confidential)***

**Researcher**

**S.Vanlalnunghengi**

**V semester**

**Department of Social Work**

**Supervisor**

**RTC.Lalremruata**

**Assistant Professor**

**Department of Social Work**

**Date:**

**Time:**

**I. Profile of the Respondent**

Name	
Age	
Head of the family	1)Male 2)Female
Primary occupation	
Secondary occupation	
Religion	1)Christian 2)Hindu 3)Muslim 4)Others
Denomination	1)B.C.M 2)L.I.K.B.K 3)UPC 4)Synod 5)Others
Type of Family	1)Joint 2)Nuclear
Size of the family	
Form of family	1)Stable 2)Broken 3)Reconstituted
Family status	1)AAY 2)PHH 3)Non-NFSA
Marital status	1)Married 2)Unmarried 3)Divorced 4) Separated 5)Widower 6) Widow
Educational Qualification	

**II. Please furnish your opinion on the following statements.**

	Always	Sometimes	Never
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I study at home			
My parents used to talk to my teacher about my score			
I can talk to my parents when I faced problem			
My family check my score			
My family used to check my homework			
My parents used to check my attendance			
I used to talk to my teacher when I have problem			
My parents used to attend Parents teacher meeting			
Our teacher know my name			
My teacher talk to me about our classes			

### III. Reasons of school dropout

Sl. No.		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Not interested in studies				
2	Required for household work				
3	Required for outside work for payment in cash/kind				
4	Repeated failures				
5	Required for work on farm/family business				
6	School too far away				
7	Further education not considered necessary				
8	Got married				
9	Did not get admission				
10	Transportation is too expensive				
11	Required for care of siblings				
12	Expelled from school				
13	Fees too expensive				
14	Disability and illness				
15	Drug Abuse				

16	Physical abuse from teachers or parents				
17	Emotional Abuse from parents or teachers				
18	Inferiority complex				
19	Bullying/abuse from peers				
20	Stigma and discrimination				

#### IV. Have you experienced the following?

Sl.No.		Always	Sometimes	Never
1	I have trouble paying attention			
2	I find it hard to listen and take notes			
3	I forget to raise my hand to speak			
4	I have troubled staying in my seat			
5	I find it hard to work with group			
6	I had drug/alcohol problem			
7	Changed school and didn't like new school			

#### V. Effects of School Dropout

Sl.No.		Strongly Agree	Agree	Strongly Disagree	Disagree
1	Unemployment				
2	Increased crime				
3	Unskilled people				
4	Drug addict				
5	Impoverished				
6	Poorer health				
7	Dropouts are less likely to vote				
8	Low self esteem				
9	Rebel against parental authority				
10	Poor discipline				
11	Lack of knowledge				

12	Lack of self-control				
13	Decreased job Opportunity				