

An Analysis of Academic Dropouts

Sujatha¹ and Dr. Mohit Soni²

Research Scholar, Department of Education¹

Research Guide, Department of Education²

Sunrise University, Alwar, Rajasthan, India

Abstract: Presently, a multitude of scholarly investigations are devoted to the examination of school departure rates and the school environment. As a consequence, the interventions implemented to mitigate high school departure rates yielded restricted effects. Student attrition is a critical concern for every nation. Students Considered Dropout refers to the act of ceasing one's education due to practical and financial constraints, as well as dissatisfaction with one's social standing and academic performance. It emphasizes the fundamentals of school social work, such as preventing student attrition, fostering relationships, conducting assessments, collaborating with multidisciplinary teams, and assisting children and adolescents in overcoming obstacles that impede their academic performance. This paper aims to examine the literature review on the following topics: the factors contributing to school leavers, the research deficit in the field of school dropouts, and the requirements of social work research concerning the issue of school dropouts in Karnataka. It is recommended that social workers be actively involved in decision-making processes concerning special education needs. Furthermore, there is a need for further empirical investigation into how social workers, who possess expertise in special needs, can continue to collaborate efficiently with stakeholders to secure favorable results for the education of special students.

Keywords: School dropout rates, Educational attainment, Dropout prevention strategies

I. INTRODUCTION

Socioeconomic deficiency, absence of familial support, academic skill deficiency, inadequate guidance services, rigid curriculum, disregard for individual characteristics, ineffective teaching methods, socioeconomic and cultural characteristics of the school environment were contributing factors. The researcher considers the majority of the factors to be external to the students. Similar correlated factors of attrition were identified by school administrators and counselors in this study, as demonstrated in the master's thesis (Cem Kirazolu 2009). Several factors have been identified as being correlated with dropout rates. These include student ethnicity (with a higher proportion of minority dropouts), the availability of transition opportunities to higher education institutions (with a negative correlation), an unfavorable school climate (with a positive correlation), family involvement (with a negative correlation), positive and supportive teacher behaviors and qualities (with a negative correlation), and well-maintained physical facilities at the school (with a negative correlation).

Definition of Dropout

Dropout is defined as the act of withdrawing from both the academic institution and the course prior to full completion. There are numerous possible definitions of the term "dropout" among authors. A dropout is commonly defined as an individual who has absent themselves from school for a minimum of seven days; such students are referred to as dropouts. Frances (2008) defines leavers as individuals who have not successfully completed a cycle of basic education. Depending on the mandatory age of enrollment, this term typically encompasses minors between the ages of five or six and fifteen. Nevertheless, this age disparity fluctuates in accordance with the nation's stage of progress and phase of expansion. In contrast, Glatter and Wedell (1971) defined attrition as "the percentage of enrolled students who withdraw prior to the examination." In contrast, Good (1973) provided the following definition of dropout: "A dropout is an individual enrolled in elementary or secondary school who discontinues his or her studies prior to fulfilling the required course of study for any reason other than death or transfer to another institution; the dropout can transpire at

any point prior to or subsequent to the age of mandatory school attendance; and, where applicable, irrespective of whether the dropout occurs after the pupil has fulfilled the minimum amount of coursework stipulated."

II. METHODOLOGY

This article relies heavily on secondary sources. Considerable literature has been devoted to the subject of education leavers. Systematic evaluations identify research gaps in order to comprehend the requirements and subject matter of future studies in accordance with their objectives. The reviewed literature ranged from regional to international in scope.

Factors of School Dropouts

Attrition from the educational system is a significant social, familial, academic, and personal issue. The process is intricate and subject to the influence of numerous factors. Notwithstanding, it is a school-based phenomenon, and various school-related factors may function as protective or risk factors. The dropout rate remains elevated in Serbia. One potential strategy for enhancing the educational system and promoting equitable access to knowledge for all children is to mitigate the prevalence of primary and secondary school dropouts. Dropping out signifies an inability to cultivate the human capital required to maintain a thriving economy, which is detrimental to society. Social capital theory posits that fostering supportive social arrangements that communicate to children that society genuinely values their complete engagement in community affairs and is invested in their well-being is one component of the solution.

Family factors: Educational attainment is influenced by the socioeconomic status of the family in terms of the environment conducive to achievement. Family factors such as the demise of family members, older children caring for younger children, parental attitudes towards discrimination against children, instances of family harassment and abuse, destitution or unfavourable economic circumstances, and so forth. These are leads regarding pupil dropouts from institutions.

School Factors: A greater proportion of students discontinue their primary and secondary education due to school-related factors. The primary factor contributing to the elevated rate of female student attrition was the pedagogical approach adopted by instructors towards female students in the classroom. In regards to academic achievement and performance, instructors have a tendency to favor males over girls, resulting in student attrition (Shahidul S M and Zehadul Karim A H M 2015). School attrition rates are influenced by a variety of factors, including the school environment, the attitude of teachers toward students, the dearth of fundamental facilities and infrastructure, inadequately qualified and trained instructors, discrimination, and difficulties adjusting to the school environment.

Social Environment factors: The social milieu plays a critical role in shaping the characteristics of individuals within a society. The school education may also be influenced by the social milieu; however, social issues or problems can occasionally result in student attrition. Causes of school leavers include juvenile labor, child marriage, peer group influences, cultural practices, and community activities, among others. In developing countries, school absence rates are influenced by migration. When some individuals migrate frequently to make a living, their children are exceptionally susceptible to dropping out of school. There exists evidence that migration can have both positive and negative associations with school dropout. This milieu contributes to student attrition from their educational institutions. There is a potential for a slightly greater negative impact associated with early attrition rates among female pupils in school. Manacorda (2012) further posits that females in upper primary school face elevated rates of absenteeism, repetition, and withdrawal, in addition to exhibiting diminished academic performance in comparison to boys. There are several factors that contribute to the attrition of female students due to absenteeism. For example, adolescent pregnancy among females is frequently correlated with initial and subsequent chronic and/or temporary school absences, followed by withdrawal.

Personal Factors: In contrast to factors, personal factors hold greater significance. Personal factors such as students' interests, health conditions, inferiority complexes, lack of self-awareness, inability to concentrate, misunderstandings, and environmental maladjustment may contribute to school departure rates in numerous geographic regions. Physical impairment and malnutrition both render dropping out of school a potential consequence. In general, individuals with disabilities are unable to fulfill the entire academic cycle. There are instances when school-related factors do not independently affect school attendance; rather, they interact with other determinants, including community factors, the

individual attributes of the children and their parents, particularly the chief of the household, and the structure and composition of the household.

Social Work in School Setting

In the schools under examination, social workers who serve as school counsellors emphasise that the majority of their interactions with families involve providing guidance and education to parents. In certain instances involving student attrition, school counselors and instructors have identified insufficient parental cooperation as a pivotal determinant. As stated by Selderholm (2003:73-76, 78), the school social worker is additionally entrusted with the subsequent duties:

Collaboration with specialized professionals and institutions—The social worker engages in collaborative efforts with physicians, psychologists, and psychiatrists, among others.

Conducting research and surveys within the educational institution can yield practical ideas that can be implemented on a larger scale.

Ongoing education is crucial for social workers as it enables them to remain innovative and stimulated while developing novel interventions.

Supervision is an essential component for social workers to prevent exhaustion when addressing sensitive issues.

In accordance with scholastic investigation, the National Association of Social Workers code of ethics (NASW, 1995) emphasizes the following issues: A social worker conducting research ought to diligently contemplate the potential ramifications that may arise for human beings. It is the responsibility of the researcher to ensure that participants' consent is both informed and voluntarily given. Social workers involved in research should take measures to safeguard participants from unnecessary physical or mental distress. When assessing services or cases, social workers should only discuss them in the course of professional development and with individuals who are directly and professionally acquainted with them.

Research Gap in School Setting

A relatively tiny sample of institutions was utilized for the research. An increased number of schools participating in the study would provide a more comprehensive understanding of the effects of specific factors and the circumstances under which they contribute to an elevated risk of student attrition, whether or not they do. To achieve a more comprehensive comprehension of the dropout phenomenon in society, additional research is vital. Preventive measures and strategies comprise the various models, strategies, and measures that facilitate the enhancement of the educational system and the reduction of the attrition rate. The majority of children attend schools in their local communities, despite the significant rural-to-urban migration and the concentration of high-performing schools in the central region of Yadgir District. Future research may investigate the factors contributing to student attrition at special education institutes. Additionally, comparative analyses of student attrition in rural and urban areas may be undertaken at the university level. Additionally, empirical testing has the potential to bolster the future feasibility of the research.

III. DISCUSSION AND SUGGESTIONS

Several interrelated social, economic, academic, and cultural factors influence the likelihood of students dropping out of school, irrespective of their gender. However, certain factors in particular contribute to an increase in the attrition rate, as demonstrated in this paper. It is difficult for parents from lower socioeconomic backgrounds to cover the costs associated with their children's education. Particularly prevalent in developing nations relative to developed countries are disparities in educational resources; this is due to the fact that attrition rates are higher in developing countries. The primary factors contributing to students dropping out of school are often personal and individual in nature (e.g., low academic performance, unmotivated pursuits, pregnancy, poverty, employment, family support, and inadequate educational opportunities). However, early school leaving occurs only when the educational institution fails to acknowledge the challenges and obstacles that the student is encountering and fails to offer timely and sufficient assistance in their educational progress and growth. It became evident from a comparative analysis of the causes of student dropouts in various countries that this issue does not stem from a single cause; rather, there are a variety of reasons contributing to this problem, although they share certain commonalities. The multifarious nature of social worker roles engenders an extensive array of duties and obligations for school social workers. School social work's

primary objective is to facilitate students' ability to learn and function in the school environment. "School social work, as a subfield of social work, seeks to provide a social service to students, parents, and schools where psychosocial barriers exist within the learning environment," according to Kemp (2013). In the following way, social work as a profession can contribute to the inclusiveness policy: by implementing its values to the school environment: Every learner should be acknowledged for their unique attributes and valued as an individual. Their participation in the learning process should be encouraged, and they should be supported in their pursuit of educational objectives, recognizing that individual differences in learning are significant. In order to ensure that all children, irrespective of race and socioeconomic status, receive equal treatment in schools.

IV. CONCLUSION

Reducing attrition rates is an imperative in order to achieve the objective of universal education, irrespective of caste, religion, or gender. A collaboration between a government organization (GO) and a non-governmental organization (NGO) is required to address this issue in areas where research is lacking. The study proposes several measures to address the issue at hand: increasing scholarship opportunities at the primary and secondary levels, decreasing the prevalence of paid coaching, decreasing the cost of private education, fostering parental awareness through teacher-parent relationships, enhancing school infrastructure, prohibiting the practice of child marriage, ensuring equitable access to education, consolidating diverse curricula into a single or two-pronged system, providing high-quality teacher training, and ensuring the provision of all necessary resources.

REFERENCES

- [1]. Cem Kirazolu (2009) The investigation of school-dropout at the secondary level of formal education: the stated reasons by the school administrators and school counsellors a preliminary study, Elsevier Ltd. doi:10.1016/j.sbspro.2009.01.161.
- [2]. Douglas Andabati Candia et all (2018), NON-SCHOOL FACTORS ASSOCIATED WITH SCHOOL DROPOUTS IN UGANDA, PEOPLE: International Journal of Social Sciences ISSN 2454-5899.
- [3]. Damyanov, K. (2010). Social work and inclusive education of children and pupils with special educational: Trakia Journal of Sciences, Vol. 8, Suppl. 3, pp 278-282.
- [4]. Johnson Mavole (2017), The Role of Social Workers in Education for Children with Special Needs in Nairobi City County, Kenya, Journal of Research Innovation and Implications in Education (JRIIE) Vol. 1(3) pp. 39 - 53, June 2017.
- [5]. Kemp, M. 2013. School social work: addressing the social barriers to learning and development in order to ensure educational achievement. www.icon.org.za/current/wpcontent/uploads/.../Kemp Date of access: 14 Aug. 2014. [PowerPoint Presentation].
- [6]. Latif A, Choudhary AI, Hammayun AA (2015) Economic Effects of Student Dropouts: A Comparative Study. J Glob Econ 3: 137. doi:10.4172/23754389.1000137.
- [7]. Manacorda, M.(2012).The cost of grade retention. Review of Economics and Statistics, 94 (2), 596–606.
- [8]. Mark H. Smith et al (1992) Effects of Human Capital and Social Capital on Dropping Out of High School in the South, Journal of Research in Rural Education, Winter 1992, Vol. 8, #1, pp. 75-87.
- [9]. Natasa Simic and Ksenija Krstic (2017), School factors related to dropout from primary and secondary education in Serbia – a qualitative research, Psihološka istraživanja, Vol. XX ,1, 2017. UDK 37.014.5,497.11, 51,70 37.064.2.
- [10]. Shahidul S M and Zehadul Karim A H M (2015) FACTORS CONTRIBUTING TO SCHOOL DROPOUT AMONG THE GIRLS: A REVIEW OF LITERATURE, European Journal of Research and Reflection in Educational Sciences Vol. 3 No. 2, 2015 ISSN 2056-5852