FACTORS INFLUENCING FOR DROPING SCHOOL AMONG TRIBAL STUDENTS

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Abstract

The present study examines to seek out out the influencing issue for college dropout in social group dropout students. the scale of sample is seventy dropout students hand-picked through sampling technique. The investigator developed a rating scale, "Influencing Factors for college Dropout among social group space (IFSDT)" that contains of forty one statements with Likert four purpose rating scale. The ratings area unit powerfully agree, agree, disagree, and powerfully disagree. The entire statements area unit positive item. All the statements were scored four, 3, 2 and 1. The applied math techniques accustomed analyze the information during this study area unit Mean, variance, 't'-test, multivariate analysis and Correlation of co-efficient. The salient findings of the study area unit

    i)   The mean score of social group dropout students towards the extent of influencing issue for college dropout is high.

    ii)   ii) Among the social group dropout students the economical issue is that the major cause and therefore the environmental issue is that the least cause for college dropouts' rate.

Keywords: Factors, Influencing, Drop outs and social group Students.

Introduction:

In today's competitive world, Education is that the fourth necessity for man once food, material and shelter. In day to day activities of today's world, education aimed to comprehensive development of a personal, providing the required tools and information to grasp and participate. The dropout drawback is pervasive within the Indian education system. Failure to finish the varsity not solely produces negative outcome for a personal, however conjointly widens the prevailing social and economic inequalities. So as to cut back wastage and improve the potency of education system, the tutorial planners got to perceive and establish the dropout and therefore the reasons for his or her falling by the wayside. In India several studies area unit conducted for establish the factors that influence the varsity dropouts. thus the current study conducted among the agricultural and social group Dropout

faculty students in Bidar District to explore what area unit the issue area unit principally influence for college Dropout. Thus the current study is entitled "Influencing issue for college Dropout among social group Dropout students".

Review of connected analysis Studies:

The investigator has known few studies associated with awareness towards Dropout. Tushar Agrawal's (2014) finding is there area unit restricted accesses to academic establishments in rural areas. Rupon Basumatary (2012) found that personal income and Rural Population proportion had bigger impact upon the varsity dropout rates. Sunita Chugh (2012) discovered that Family background like low socio-economic and academic standing of the oldsters is considerably related with the development of falling by the wayside. Geetanjali Dutta (2012) found that factors like economic condition, indifferent perspective of the oldsters and kids, superstitions and prejudice, lack of appropriate teacher, issues of language and communication, inadequate facilities within the academic establishments and high wastage and stagnation causes major hindrances within the method of unfold of education among social group ladies. Murali Vallapureddy (2012) found that excessive involvement of youngsters in domestic work, home characters, area unit the causes for the upper dropout rates. Uma patrician (2011) found out that the most reason for falling by the wayside was monetary difficulties for each women and boys. From the review it's felt that a number of the studies area unit stressing the causes for dropout.

Need For the Study:

The "Influencing" factors related to faculty falling by the wayside are known and are accustomed predict the chance of falling by the wayside. This study can specialise in new aspects, predicting the various factors for college dropouts and exploring what faculties will do to stay the dropout students in class. This study can specialise in several unresolved problems during this space of analysis. First, this study seeks to see if quite one sort of dropout exists. The present study expands this space of analysis by exploitation AN analysis that enables influencing factors for dropouts to make through the applied math analysis and not through pre-specification by the investigator. Second, there has been abundant in-depth analysis of dropout bar programs, a number of that used case studies. Most of those programs, however, area unit tiny programs inside some faculties, or they're school-wide programs at various faculties. The dropout bar analysis will offer some concepts of wherever to appear.

Objectives of the Study:

The major objective of the study is to live the extent of opinion of the social group dropout students towards the influencing factors for college dropout. The specific objective is to seek out the importance of distinction, if any between the suggests that scores towards the influencing factors for college dropout in social group space dropout students with relation to their gender, family monthly financial gain, parental academic qualification, parental occupation, variety of siblings, faculty kind and current standing.

Hypotheses of the Study:

The hypotheses of the study area unit listed below

i. The mean score level towards the influencing factors for college dropouts among social group dropout students is moderate.

ii. there's no significance of distinction, if any between the suggests that scores towards the influencing factors for college dropout in social group space dropout students with relation to their gender, family monthly financial gain, parental academic qualification, parental occupation, no. of siblings, faculty kind and current standing.

Research Question of the Study:

Analysis question of the study is listed below

i. what's the influencing issue for college dropout among social group dropout students?

Methodology of the Study:

The investigation followed the survey methodology within the gift study, because it measures the mean score level towards the influencing factors for college dropout among social group dropout students.

i) Selection and size of the sample

For the present study sample has been selected from six tribal areas at Bidar district. They are Bidar, Bhalki, Humunabad, Basavkalyan, Auarad, and Chitgoppa, from these Talukas researcher has been selected 70 dropout students. The tribal villages and dropout students were selected by random sampling technique. The randomization was done by lottery method.

ii) Tool development

The investigator developed a tool, which is consists of two parts, viz., PART-A Questions for collecting general information regarding the dropout student's gender, family monthly income, parental educational qualification, parental occupation, total number of siblings, school type and current status of the dropout students and PART-2 is rating scale which is to find out the Influencing factors for school dropouts. Initially the investigator developed the rating scale "Influencing Factors for School Dropout among Tribal area (IFSDT)". The rough draft consists of 65 items with Likert 4 point scale. Suggestions were drawn from the experts in the field of education in order to incorporate their ideas into it for the purpose of initial pooling of the items. The tool was subjected to expert's opinion and based on their suggestions, some items were deleted and some were reworded. Then the final tool consists of 41 items with likert 4 point scale. The ratings are strongly agree, agree, disagree, strongly disagree. All the Items are Positive item. The items are divided into five components. The list of components is given below.

Table- 1: Final draft of IFSDT

S. No.	Components	No. of Items	Total
1	Educational Factor	7	
2	Economic Factor	9	
3	Environmental Factor	6	41 Items
4	School Factor	8	
5	Psychological Factor	11	

The value of co-efficient of the reliability test was 0.63, which found to be reliable.

iii) Scoring procedure of research tool

The IFSDT rating scale consists of 41 items. The most influenced factors scored as 4 and the least Influenced factor scored as 1. The ratings are strongly agreed, agree, disagree and strongly disagree. All the items were scored as 4, 3, 2 and 1. After finalizing the tool the data was collected from 70 dropout students in tribal area. According to the procedure it was code properly and the master table was prepared.

iv) Data analysis

The collected data was analyzed with appropriate statistical measures to justify the objectives of the study. The investigators followed Mean, Standard deviation, 't' test, F test and correlation of coefficient for the analysis of the data. The results are presented in the following tables and charts.

Chart- 1: Mean score of Tribal School Dropout Students towards the Influencing Factors for School Dropout based on the different Components
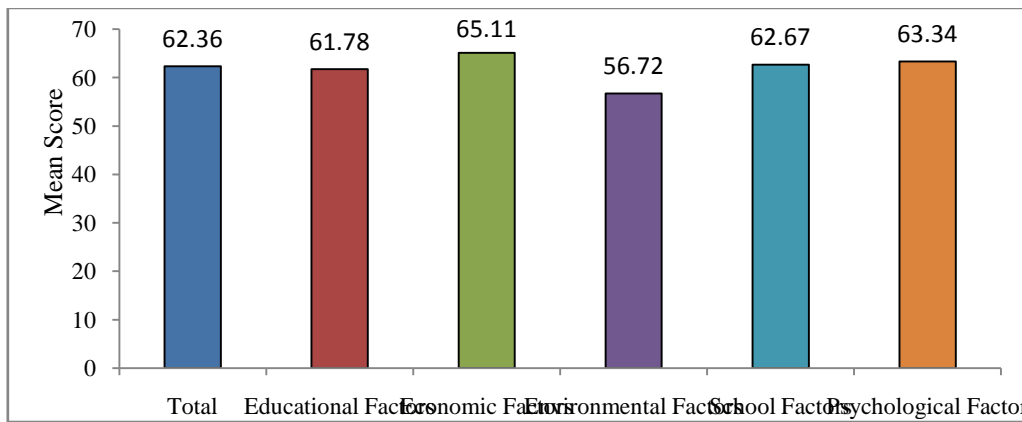
From the chart 1, It is also understood that the mean score of the tribal dropout students towards their influencing factor for dropout are high (62.36).It shows that the Influencing factors for School dropout among Tribal is high. It is obtained that the respondent's psychological factors have the maximum mean score (63.34) and the respondent's environmental factors have the minimum mean score (56.72). It is also obtained from the table that the respondent's educational factors have the maximum standard deviation (14.06) and the respondent's psychological factors have the minimum standard deviation (11.40).The family economic factor is the main reason for dropout in tribal area.

Table-2: Significant difference between the Mean scores of Tribal dropout students towards the influencing factor for School dropout with respect to their Demographic variables

Variables		N	Mean	S.D.	't' values
Gender	Male	50	60.58	8.74	2.37*
	Female	20	66.82	10.39	
Parental Education	Illiterate	30	62.84	10.86	0.34**
	School Education	40	62.01	8.65	
Parental Occupation	Daily Wages	42	62.22	10.42	0.16**
	Self- Employed	28	62.58	8.39	
Type of School	Government	53	63.41	10.57	2.38*
	Government Aided	17	59.11	4.42	

* - Significant at 0.05 level   ** - Not Significant at 0.05 level

From the Table 2, the't' values (0.34 and 0.16) are less than the table value 1.96 with the degrees of freedom of 68. Whereas the't' values (2.37and 2.38) are higher than the table value 1.96. Hence, it is significant at 0.05 level. It is understood that there is no significant difference between the mean scores of tribal dropout students towards their influencing

factors for school dropout with respect to parental education and parental occupation. It is also understood that the female dropout students are having higher level of influence factors than the male dropout students. Tribal students who studied in government schools are having higher level of influence factors than the dropout students who studied in government aided. The framed hypothesis is partially accepted.

Table -3: Significant difference between the Mean scores of Tribal dropout students towards the influencing factor for School dropout with respect to their Demographic variables

		Sum of Squares	**df**	**Mean Score**	**F**
Family Monthly Income	Between Groups	264.40	2	132.20	1.45**
	Within Group	6096.49	67	90.99	
	Total	6360.90	69		
Number of Siblings	Between Groups	412.81	2	206.40	2.32**
	Within Group	5948.08	67	88.77	
	Total	6360.90	69		
Current Status	Between Groups	448.62	2	224.31	2.54**
	Within Group	5912.28	67	88.24	
	Total	6360.90	69		

** - Not Significant at 0.05 level

From the Table 3., the F values (1.45, 2.32 and 2.54) are less than the table value 2.99 at 0.05 level. It is understood from the table that there is no significant difference between the mean scores of tribal dropout students towards the influencing factors for school dropout with respect to their family monthly income, number of siblings and current status. Hence, the framed hypothesis is accepted.

Findings of the Study:

The findings of the present study are presented below

  i.   The mean score (62.36) for tribal dropout students towards the level of influencing factor for school dropout is high.

  ii.   Among the tribal dropout students the economical factor is the major cause and the environmental factor is the least cause for school dropouts' rate.

  iii. In tribal dropout students, female dropout students are having higher level of influence factors than the male dropout students.

  iv.   Tribal students who studied in government schools are having higher level of influence factors than the dropout students who studied in government aided.

  v.   There is no significant difference on the mean score of tribal school dropout

students towards the influencing factor for school dropout with respect to their parental educational qualification.

vi. No significant difference has been found on the mean score of tribal dropout students towards the influencing factor for school dropout with respect to their parental occupation.

vii. Number of sibling is not an influencing factor for school dropout among tribal dropout students.

viii. Similar level of mean score has been found among tribal dropout students who studied in government and government –aided schools towards the influencing factor for school dropout.

ix. There was no significant difference between the mean scores of the tribal dropout students towards the influencing factors for school dropout with respect to their current status.

Discussion and Conclusion:

When the findings of the study are put together, the level of dropout in tribal area is high in Bidar District. Among the tribal dropout students the economical factor is the major cause and the environmental factor is the least cause for school dropouts' rate. It is also revealed from the findings of **Geetanjali Dutta (2012)** that the factor like poverty, indifferent attitude of the parents and children, superstition, lake of suitable teacher, inadequate educational facilities in educational institution cause high dropout rates rural area. **Govindaraju and Venkatesan (2010)** revealed that the major factors for school dropout are prolonged illness, inferiority feelings. The results of the study conducted by **Murali Vallapureddy (2012) and Uma Rani (2011)** is literacy levels of parents and poor economic conditions of the families are found to be the major reasons for the dropouts. **NidhiKotwal, Neelima and Sheetal Rani (2007)** conducted a study on causes of school dropouts among tribal girls the main cause of dropping out of girls from school in tribal areas reluctance of parents and participation in domestic activities, problem of financial constraint are important influence factors for school dropout. The school climate has obvious implications for improving the quality of life. It helps the child to be able to function effectively in the world.

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