Opinion Study on The Effects of School Dropouts Among the Parents Meensurutty Village, Ariyalur District, Tamilnadu

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ABSTRACT

Dropout rates are considered to be a great wastage in the education system, not only do many students leave school without acquiring basic skills, but their premature departure represents a significant waste of scarce education resources. A person who leaves school, college, or university before completing a qualification, or a person who lives in an unusual way: a high school/college dropout. He was a loner and a dropout. On an individual level, dropping out of school often leads to lower paying jobs and less job stability. This can lead to a cycle of poverty and difficulty making ends meet. In addition, dropouts are more likely to become involved in crime and to struggle with addiction. Parents and the community play a crucial role in preventing and addressing school dropouts. Their involvement and support are vital for creating a positive and conducive environment that promotes academic success and reduces the risk of students leaving school prematurely.

Keywords: Dropouts, Poverty

INTRODUCTION

Dropping out is a complex social problem for which there is no simple solution. Focusing attention on fixing one part of the problem calls attention to the need for solutions to many other parts as well. Thus, many educators and others concerned with the dropout problem are advocating policies involving a broad range of institutions and agencies. Who are America's dropouts? Different definitions of dropouts, different time periods during the school year when dropout data are collected, different data collection methods, different ways of tracking youth no longer in school, and different methods used by school districts and states to calculate the dropout rate, result in unreliable aggregated national dropout figures. Various ways of calculating the dropout rate reveal different ways of thinking about the issues. Event rate indicates the number of students who leave high school each year and is compared with previous years. Status rate, a cumulative rate much higher than the event rate, denotes the proportion of all individuals in the population who have not completed high school and were not enrolled at a given point in time. Cohort rate describes the number of dropouts from a single age group or specific grade (or cohort) of students over a period of time. The high school completion rate indicates the percentage of all person's ages 21 and 22 who have completed high school by receiving a high school diploma or equivalency certificate.

CAUSES OF SCHOOL DROUPOUTS

School factors can include absenteeism, difficulty keeping up with schoolwork, suspension/expulsion, and dislike of school. Family factors that can impact school dropout include low socioeconomic status, low education level of parents, family disruption, and siblings who have dropped out of school.

THE IMPACT OF SCHOOL DROPOUTS ON SOCIETY

On an individual level, dropping out of school often leads to lower paying jobs and less job stability. This can lead to a cycle of poverty and difficulty making ends meet. In addition, dropouts are more likely to become involved in crime and to struggle with addiction.

On a **societal level**, the effects of school dropouts can be far-reaching. Dropouts are more likely to rely on government assistance, which can put a strain on public resources. In addition, they are less likely to vote or participate in other civic activities, which can lead to a decline in the overall health of democracy. Finally, dropping out of school can have a ripple effect, as the children of dropouts are more likely to drop out themselves.

ISSUE STATEMENT

Preventing school dropout must become a priority social policy issue. The public and private sectors share quality in providing leadership, resources, and solutions to this important problem. Dropping out is the quiet killer of the American dream (National Foundation for the Improvement of Education, 1986). An estimated 5 million students are at educational risk because of limited English proficiency, poverty, race, geographic location, or economic disadvantage. More children are living in poverty and will enter schools with health and learning difficulties that are a direct result of inadequate prenatal care or the effects of substance abuse. These conditions may contribute to dropping out of school before completion of secondary education. Additionally, current welfare changes are likely to increase poverty and homelessness and inevitably place more children at risk. When a student drops out of school it poses lifelong challenges for the individual and concomitant costs for society. Consequently, the need for effective action in the area of school dropout prevention has never been greater. To support student learning, NASW's policy on school dropout prevention is consistent with its mission of enhancing the functioning of individuals, families, and society at large, particularly in light of current social and funding trends. These trends include increasingly complex demands on schools that have limited resources. Schools are experiencing a diminished ability to provide for students who require educational services beyond the conventional; a competitive labor market that requires entry-level employees to have not only basic skills, but also advanced technical abilities; increasing political pressure for decreasing and rediverting funding for government educational and social welfare assistance; and imposing financial penalties on those who are poor.

Dropout prevention programs assist individuals in obtaining self-sufficiency and dignity. These programs help an individual to compete in the global market place and therefore and cost-effective as well as humane. The projected loss in human capital of youths not completing high-school is staggering. Dropouts are more likely than high school graduates to be unemployed and are more likely to be incarcerated. The unemployment rate for dropouts in 1992 was nearly twice that of high school graduates who did not attend college, and the median income of dropouts was about half the income of high school graduates. Dropouts are more likely to have a criminal record than youths who graduate

from high school. In 1992, 50 percent of the prison population in the United States were dropouts compared with about 25 percent of the general population.

Dropping out is a multidimensional, interactive, and cumulative "process" that involves school, family, economic and personal factors. Past dropout prevention efforts have focused too much attention at changing children rather than at changing children's environments. Although several innovative, exemplary programs to prevent school dropout have been developed, must current dropout prevention programs do not adequately focus on those school conditions that contribute to the "dropout process". McPartland(1994) states, "It seems that most current programs are add –on or supplemental approaches that do not get at the basic structures and characteristics of schools that can turn off many students" such as tracking, grading, and promotion practices. To address these limitations, dropout prevention programs must target those factors in schools, families and communities that contributes to or exacerbate the dropout process. In addition to providing direct services to high-risk youth, interventions must include school – based reform efforts and organizational changes that are designed to reduce the determine impact of school factors on vulnerable children and youth that include class room environment, teaching styles, and methodology.

EARNINGS AND OPPORTUNITIES FOR DROPOUTS

The gap between dropouts and more educated people is widening as opportunities increase for higher skilled workers all but disappear for the less skilled.

- In the last 20 years the earnings level of dropouts doubled, while it nearly tripled for college graduates.
- Recent dropouts will earn $200,000 less than high school graduates, and over $800,000 less than college graduates, in their lives.
- Dropouts make up nearly half the heads of households on welfare.

THE LIVES OF DROPOUTS

In a recent survey, dropouts, approximately 18- years –old, were asked to tell about their lives before they decided to leave school. They said that both their personal and schools lives were very hard. Experiences like the following ones, which they revealed, can be considered a warning sign that a student is a dropout risk:

CYCLE OF SCHOOL FAILURE

Poor grades –Negative reaction by teachers / parents –drop in self- esteem – Struggle to catch up- Worse grades – Teachers begin to "give up" on the child – another drop in self –esteem –apathy – Worse grade. Failing school can lead to social impairment if the child is held back, economic impact if the child drops out or cannot continue his or her education, and emotional impact as the cycle of failure diminishes the adolescent's self –esteem.

If your adolescent is failing in school, avoiding homework, skipping classes, or threatening to drop out, or simply not achieving at his or her potential, there are probably underlying behavioral and emotional problems causing the academic issues. A therapeutic boarding school can help you pinpoint these problem behaviors and help your child catch up on academics, setting him or her on a course of academic and personal success.

REASONS WHY YOUTH DROP OUT

Dropouts listed both school problems and personal factors as reasons for dropping out:

- Didn't like school in general or the school they were attending.
- Were failing, getting poor grades, or couldn't keep up with school work.
- Didn't get along with teachers and / or students.
- Had disciplinary problems, were suspended, or expelled.
- Didn't feel safe in school.
- Got a job, had a family to support, or had trouble managing both school and work.
- Got married, got pregnant, or became a parent.
- Had a drug or alcohol problem.

WHO IS AT RISK OR DROPPING OUT

The following information shows certain groups of young people whose members are more likely than others to leave school before graduating. While not everyone in these categories drops out, paying special attention to the needs of students from these groups can keep some of them in school.

- Students in large cities are twice as likely to leave school before graduating than non-urban youth.
- More than one in four Hispanic youth drop out, and nearly half leave by the eighth grade.
- Hispanics are twice as likely as African Americans to drop out. White and Asian American students are least likely to drop out.
- More than half the students who drop out leave by the tenth grade, 20% quit by the eighth grade, and 3% drop out by the fourth grade.

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- Dropouts make up nearly half the heads of households on welfare.
- Dropouts make up nearly half the prison population.

ROLE OF PARENTS

- To increase the level of motivation of the parents and teachers and ensure enrolment and retainment in the schools, Motivational Trainings were organized to the parents and teachers.
- Involvement of parents in school enrolment is an essential requirement of the programme.
- To create awareness among parents on the importance of child education, the partner NGOs conducted parents meeting.

Sometimes parents themselves become the cause of their children's dropouts. They have to be educated on their participation in school education.Another important area of focus was strengthening the existing Parent teachers Associations and forming new parent teacher associations where they did not exist. An effective PTA can definitely contribute a lot for the development of the school and to improve the quality of education and to make the school child friendly.

Davis (2000) conducted a study on recruiting and retaining teachers to teach in rural AI / AN communicates is a long – standing problem. In experienced teachers and teachers faced with new situations need time to learn and adjust, and the high rates of teacher turnover in reservation schools contributes to educational problems in these schools. In addition, staff turnover creates a loss of institutional memory that can help maintain successful teaching practices and prevent the repetition of past mistakes. A similar problem exists with reservation school administration

TITLE OF THE STUDY
OPINION STUDY ON THE EFFECTS OF SCHOOL DROPOUTS AMONG THE PARENTS AT MEENSURUTTY VILLAGE, ARIYALUR DISTRICT, TAMILNADU

SIGNIFICANT OF THE STUDY
The family and parents are complex social units which stages children development and overall well-being in their education so the parent child relationship constitute and important part of the family economic system. The children who don't complete high school due to the poor economic condition in the family reflex many more problems in later life then do people who graduate thus the child was more prone to psychological problems an development disorders. Thus this motivated the researcher to carry out a study with the parents of school dropout children in Meensurutty Village**, Ariyalur District**, Tamilnadu

OBJECTIVES:
- To study the socio demographic profile of the respondents.
- To study the respondent's opinion about the educational performance of their children.
- To analyse the respondent's opinion about the relationship of the children towards their teachers.
- To Study the respondent's opinion about the children's disinterest to go to school.

PRE TEST:
A self-prepared Interview Scheduled was administered on five respondents. This helped the researcher to make slight modification by way of adding and deleting of certain questions. Hence the researcher decided to make it more relevant and applicable to elicit information from the respondents.

RESEARCH DESIGN :
The researcher has adopted descriptive research design for the present study. The main aim of having used this design was to analyze the problem more precisely as well as to increase the knowledge of the researcher about the magnitude of the problem.

UNIVERSE AND SAMPLING:
The universe of the study constitutes all the parents of school dropout children in Meensurutty Village**, Ariyalur District**, Tamilnadu. As there were only 50 families in the village the researcher collected the data from all the 50 respondents. Thus, census method was adopted for this study.

TOOLS OF DATA COLLECTION:
The researcher collected the data through self-prepared Interview Schedule which was framed to elicit necessary data. The Interview schedule elaborately covered various aspects like, socio demographic

details, respondents' opinion about the children's education, respondents' opinion about the children's performance in academic activities etc.

FINDINGS:

- Half of the respondents (50 per cent) belong to the age group of 40-49 years.
- More than half of the respondents (50 per cent) were Hindus.
- Majority (70 per cent) of the respondents were hailing in semi-urban areas.
- More than half (40 per cent) of the respondents were illiterates.
- Nearly half of the respondents (48 per cent) were coolies.
- Nearly half of the respondents (48 per cent) marriage were arranged marriage.
- Vast majority of the respondents (80 per cent) were from in nuclear family.
- Majority (60 per cent) were earning above Rs.2000.
- Half of the respondents (50 per cent) managed the family expenses by borrowing money from money lenders.
- Majority (60 per cent) of the respondents were having property.
- Majority (70 per cent) of the respondents said that their mode of expenditure was to fulfil the family needs.
- Majority proportion of the respondents (74 per cent) did not have the habit of savings.
- Majority (60 per cent) of the respondents were living in rented house.
- Less than half of the respondents (40 per cent) lived in tiled house.
- Half of the respondents (50 per cent) said their wives were decision makers.
- (60 per cent) of the respondents physically and verbally their children regarding their school performance.
- Majority (64 per cent) of the respondents were frustrated with their children.
- Less than half of the respondents (44 per cent) spend 5-7 hours with their children.
- Majority (64 per cent) of the respondents were not satisfied with their children's academic performance.
- More than half of the respondents (54 per cent) were flexible in the disciplinary pattern.
- Majority of the respondents (74 per cent) children were sociable in nature.
- More than half of the respondents (64 per cent) were fulfilling the basic facilities of the children.
- Less than half of the respondents (44 per cent) children rarely maintain cordial relationship with the teachers.
- More than half of the respondents (54 per cent) over protect their children.
- More than half of the respondents (58 per cent) children were normal in their educational performance.
- Majority of the respondents (60 per cent) children were disinterested to go to school.
- Majority of the respondents (74 per cent) children were satisfied with their teachers' relationship.
- More than half of the respondents (68 per cent) children were engaged in other jobs.

SUGGESTIONS

- Social workers can help the children with their personal problems, and / or arrange for professional help.

- Help can be given to schedule work and family obligations so that there is also time to attend school.
- Teaching should be improved in such a way that it should create interest among students.
- Parents must be educated about regarding the importance of education.
- Awareness should be created about the effects of illiteracy in the society.
- Government and Non-Governmental organizations should take efforts to provide qualitative education to the community
- Not all factor related to dropout reduction are school controllable and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school and solutions requires a team approach the combined efforts of students, parents, teachers, administrators, community – based organizations and business as well as the federal, state and the local governments.

CONCLUSIONS

There is no one magical, quick fix solution to the dropout problem. The problem is complex and requires a complex array of solutions dropouts have dissimilar characteristics and therefore need different kinds of program which respond to their individual circumstances and needs. Programs, to be effective need to provide one-on-one intensive attention to at risk students, who often must be convinced that they are competent and can be successful in school. The curriculum should include basic educational skills and experimental education. In addition the interrelated causes and multiple problems associated with dropping out call for comprehensive community wide multi services approaches and multi component programs if goal is to be achieved.

Children at risk need to be identified at a young age (as early as preschool) so that early sustained intervention can be applied. Success in the elementary grades diminishes the possibility of later dropping out in high school. The key to reducing the dropout rate is helping youth to overcome their sense of disconnectedness. It is imperative not to isolate a or alienate any students from the school.

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