

REVIEWS ON SCHOOL DROPOUTS AND RESEARCH GAP

Mr. BASAVARAJ BIRADAR

Research Scholar, Department of Social Work, Karnatak University Dharawad

Dr. S.Y.SWADI ,

Professor, Department of Social Work Karnatak University Dharawad,

Abstract:

Currently numerous studies have concerned themselves with research on school dropout and school environment. This resulted into limited impact of interventions fronted to reduce the high school dropout rates. Student's dropout is a serious issue for any country. Students Drop out means discontinuing schooling for financial and practical reasons and disappointment with their social system and examination results. It focuses on the basics of being a school social worker; including eliminating school dropouts, building relationships, assessment, working with multidisciplinary teams, and helping children and adolescents address the difficulties that keep them from performing well in schools. The paper based on To understand the factors of school dropouts on review of literature, To know the research gap for research in the issue of school dropouts and To understand the needs of social work research on the problem of school dropouts in Karnataka. Social Workers should be included in decision making relating to special education needs; more empirical research should be conducted, regarding how Social Workers as people conversant with special needs, could continue to work effectively with stakeholders to achieve positive outcomes for special students' education.

Key Words: School Dropouts, School Education, Social Work, Research areas, Factors

Introduction:

Factors were socioeconomic insufficiency, lack of family support, lack of academic skills, insufficiency of guidance services, inflexibility of the curriculum, disregarding the individual characteristics, insufficiency of the teaching techniques, socioeconomic and cultural characteristics of the school environment. Most of the factors are seen, according to the researcher, as being external to the students. As can be seen in this master's thesis, in this study as well similar factors were stated by the school administrators and counsellors as correlated factors of dropout (Cem Kirazolu 2009). factors emerging as correlated with dropout like poverty (positive relationship), student ethnicity (more minority dropout), the opportunity of transition to higher educational institutions (negative correlation), negative school climate (positive correlation), family involvement (negative correlation), positive and supporting teachers behaviours and characteristics (negative correlation), good physical conditions of the school facilities (negative correlation).

Definition of Dropout:

Dropout is referred to as leaving from the school and class before completing the prescribed courses. The term dropout can be defined in many ways by different authors. A dropout is generally defined as “someone who has drop out from schools at least seven days these children called dropouts. According to Frances (2008), the term dropouts refers to the “students who have not completed a cycle of basic education, which depending on the compulsory age of enrolment, should generally encompass children from the ages of five or six to fifteen years”. However, this age differential varies according to the country’s level of development and period of growth. Meanwhile, Glatter & Wedell (1971) viewed dropout as “the proportion of students who enrol for the course but withdraw before examination”. Meanwhile, Good (1973) defined dropout as “an elementary or secondary school pupil who has been in membership for any reason except death or transfer to another school before completing the prescribed programme of studies; such an individual is considered a dropout whether his dropping out occurs before or after he has passed the compulsory school attendance age and where applicable, whether or not he had completed a minimum required amount of school work”.

Objectives of the paper:

The paper has following objectives as follow,

1. To understand the factors of school dropouts on review of literature
2. To know the research gap for research in the issue of school dropouts
3. To understand the needs of social work research on the problem of school dropouts in Karnataka

METHODOLOGY

This article mainly uses secondary sources. Extensive reviews of literatures are on the school dropouts. It is systematic reviews to find the research gap for understand the needs and research area for future research based on the objectives. The literature reviewed from international to regional area of research study.

Factors of School Dropouts:

Dropping out of educational system is a serious individual, familial, educational and social problem. It is a complex process influenced by a large number of factors. Nevertheless, it is a phenomenon that takes place in school, and different school factors can serve as risk or protective factors. Dropout rates in Serbia are still high. One way to improve the educational system and ensure equal education for every child is to reduce dropout rates from primary and secondary education. For society, dropping out represents a failure to develop the human capital needed to sustain a prosperous economy. Social capital theory suggests that part of the answer lies in promoting the kind of supportive social arrangements that convey to children the message that society really cares about their well-being and values their full participation in the life of the community.

Family factors: Family socioeconomic status is linked to educational attainment in terms of conditioning the environment of support for achievement. Family factors like any death of family members, taking care of younger children by elder children, parents attitude on children's discrimination, family harassment and abuse, poverty or low economic conditions, etc. These are leads for drop outing the students from schools.

School Factors: School factors contribute to a higher dropout rate from primary and secondary education. Leading cause of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teachers tend to favour to boys than girls in terms of academic performance and achievement which led to dropout (Shahidul S M and Zehadul Karim A H M (2015)). School factors includes school environment, teacher attitude towards students, lack of basic facilities, lack of infrastructure, lack of quality and trained teachers, discrimination, maladjustment with school environment etc responsible for school dropouts.

Social Environment factors: Social environment is most essential to development the personalities in society. Social environment may also responsible for the school education but in some situations social issues or problems leads to school dropouts. Child marriage, child labour, peer group influences, culture practice, community activities etc are caused for school dropouts. Migration is a cause of school dropout in developing countries. Some people are migrated frequently for livelihood, their children are highly vulnerable to school dropout. Migration has been shown to be both positively and negatively related to school dropout. This environment leads the students to get dropout from their schools. School absenteeism can be somewhat negatively more effective for early dropout from school female students. In this regard, Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and or temporary dropout.

Personal Factors: Personal factors are more important other than factors. Personal factors included the interest of the students, health conditions, inferiority complex, lack self motivations, lack of self awareness, lack of concentration, misunderstanding, maladjustment with environment etc may responsible for school dropouts in many geographical area. There is a possibility to drop out of school because of physical disability and malnutrition. Generally, disabled children cannot complete the full cycle of their schooling. Some time school related factors which don't influence school attendance in isolation but operate alongside other factors such as the individual characteristics of the children and their parents especially the household head, household structure and composition as well as the community factors.

Social Work in School Setting:

Social workers as school counsellors in the examined schools emphasise that their cooperation with families mostly consists of advising and educating parents. In some cases when a child dropped out of school, school counsellors and teachers identified inadequate cooperation with parents as a crucial factor. According to Selderholm (2003:73-76, 78), the following tasks also form part of the school social worker's responsibilities:

- ✓ Collaboration with specialists and institutions – The social worker collaborates with specialists like psychologists, physicians and psychiatrists;
- ✓ Research – Research and surveys can be carried out in the school to generate ideas that can be applied at the school;
- ✓ On-going education – Social workers must make best use of courses offered to stay stimulated and to generate new and creative interventions;
- ✓ Supervision – When dealing with sensitive issues, the social worker must get support to prevent burnout.

The National Association of Social Workers code of ethics (NASW, 1995) highlights the following concerns, guided by the scholarly inquiry: The social worker engaged in research should consider carefully its possible consequences for human beings. The researcher should make sure that the consent of participants in the research is voluntary and informed; Social workers engaged in research should protect participants from unwarranted physical or mental discomfort; The social worker who engages in the evaluation of services or cases should discuss them only for professional purposes and only with persons directly and professionally concerned with them

Research Gap in School Setting:

The studies were conducted on a relatively small sample of schools. The participation of a greater number of schools would lead to a more thorough understanding of the impact of individual factors, as well as the conditions in which they do or do not contribute to an increase in dropout risk. Further research is crucial in order to broaden the understanding of the dropout phenomenon in the society. The different models or measures and strategies are for prevention in order to provide the conditions for improving the educational system and reducing the dropout rate. Most children attend schools within their communities, with the high levels of rural urban migration and given that most high performing schools are based in the Central region of yadgir district. In future research causes of students' dropouts can be checked in special education institutes and at university level, comparative analysis of causes of students' dropouts in rural areas and urban areas can also be conducted. Moreover, Empirical testing can enhance the viability of the research in future.

Discussion and Suggestions:

This paper reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate. Parents with lower socio-economic status face difficulties to bear the expenses of their children's education. Inequalities in school resources exist much especially in developing countries compared to developed countries and this is because dropouts are higher in the developing parts of the world. Immediate reasons for students' dropout are most frequently personal and individual (poor academic achievement, lack of motivation and low educational aspirations, pregnancy, poverty, employment and supporting family), but these conditions lead to early school leaving only when the school does not recognise the problems and difficulties a student is faced with and does not provide a well-timed and adequate support in their learning and developments. On the basis of comparative analysis of different countries on reasons of students dropouts it was clear that students' dropouts in schools is not due to a single reason, there are different reasons of this problem but these reasons are similar in nature that cause students' dropouts in different countries. This diversity in the social worker's roles creates a wide variety of functions and responsibilities for school social workers. The main goal of school social work is to enable students to function and learn in the school environment. Kemp (2013) said that "school social work, as a field within social work, aims to provide a social service to learners, parents and schools where there are psychosocial barriers within the context of the learning site". social work as a profession to relate to the policy of inclusivity by applying the values of social work to the school setting in the following way: each pupil is valued as an individual regardless of any unique characteristics, each learner should be allowed to share in the learning process, individual differences in learning should be recognized by supporting the learner in their educational goals so that every child, regardless of race and socio-economic circumstances, has the right to equal treatment in schools.

Conclusion:

There is no other way but to reduce dropout to reach the goal of ensuring education for all in respect of caste, religion, gender act,. A government organization (GO) and Non-Government Organization (NGO) collaboration is necessary to address this problem in the research gap places. The study suggests that implementation of free education program, providing more scholarship at primary and secondary level, reducing paid coaching culture, lessening cost of private school, raising awareness of parents by teacher-parents relationship, improving school's infrastructure, stopping early marriage of girls, ensuring equal access to education, merging various curriculum into one/two unique system, providing quality training for teachers, provision of all related facilities should be ensured by the government.

References:

- 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
- Douglas Andabati Candia et al (2018), NON-SCHOOL FACTORS ASSOCIATED WITH SCHOOL DROPOUTS IN UGANDA, PEOPLE: International Journal of Social Sciences ISSN 2454-5899
- 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
- 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.
- 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].
- 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
- Manacorda, M.(2012).The cost of grade retention. Review of Economics and Statistics, 94 (2), 596–606.
- 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
- 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
- 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