



School Dropout and its Attribute among Youth at Lungrang ‘S’ Community

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Abstract

School dropout is a persistent issue affecting many communities globally, and Lungrang ‘S’ is no exception. This study seeks to identify the factors contributing to school dropout among youth in the Lungrang ‘S’ community and to assess the social, economic, and psychological impacts of this phenomenon. The study used quantitative and qualitative research methodologies, including surveys and interviews, to gather data from both dropouts and key community stakeholders. Findings highlight that poverty, lack of parental involvement, and negative peer influence are significant factors contributing to the high dropout rate. The study concludes with recommendations aimed at policymakers, educators, and community leaders to mitigate this issue.

Introduction

School dropout remains one of the most critical challenges in the global educational landscape. In many rural and underserved communities, the incidence of youth leaving school prematurely affects not only the individual but also the community at large, perpetuating cycles of poverty, unemployment, and social instability. The Lungrang ‘S’ community, a semi-rural area characterized by socioeconomic challenges, faces a significant number of school dropouts.

This study aims to investigate the causes of school dropout among the youth in the Lungrang ‘S’ community and analyze its social, economic, and psychological impacts. By examining factors such as family background, community environment, educational facilities, and personal challenges, this research seeks to offer evidence-based recommendations for improving school retention rates.

Methodology

The research employed a mixed-methods approach, integrating both qualitative and quantitative data collection techniques. This allowed for a comprehensive understanding of the dropout phenomenon from multiple perspectives, including those of the students, parents, teachers, and community leaders.

Research Design: This is a descriptive and exploratory study, focusing on identifying and understanding the factors contributing to school dropout in the Lungrang ‘S’ community. Both cross-sectional surveys and in-depth interviews were used to collect data.

Research Questions:

What are the primary factors contributing to school dropout in Lungrang ‘S’?

How do socioeconomic factors influence the decision to drop out of school?

What are the psychological impacts of school dropout on youth in Lungrang ‘S’?

How do community structures and support systems affect dropout rates?

Population and Sampling Techniques

The target population for the study included both school dropouts aged between 13-24 years and stakeholders such as parents, teachers, and community leaders. The total population of Lungrang ‘S’ was approximately 2,000, with a youth population of around 500.

Sampling Techniques:

Stratified Sampling: Youth from various demographic backgrounds, such as gender, age, and socioeconomic status, were categorized into strata to ensure representation across different groups.

Purposive Sampling: Used to select key informants, including parents, educators, and local leaders who provided qualitative data on community-level issues and perceptions surrounding school dropout.

A sample size of 100 participants was deemed sufficient for the study, including 50 dropouts, 20 parents, 10 teachers, and 10 community leaders. The sample size was chosen to ensure diverse perspectives, and saturation was achieved through data collection.

Data Collection**Data were collected through two primary methods:**

Questionnaires: Structured questionnaires were distributed among school dropouts and their parents to gather data on personal, social, and economic factors contributing to dropout. The questionnaires consisted of both closed and open-ended questions to capture both quantitative and qualitative insights.

In-depth Interviews: Semi-structured interviews were conducted with teachers, community leaders, and selected parents to gather their perspectives on the issue. Interviews were transcribed and analyzed for recurring themes and insights into community dynamics and educational challenges.

Focus Group Discussions (FGDs): FGDs were conducted with a select group of dropouts to explore peer influences, personal challenges, and social pressures contributing to their decision to leave school. These discussions provided deeper insight into the emotional and psychological factors involved in the dropout process.

Statistical and Data Analysis

Quantitative data collected from the questionnaires were analyzed using descriptive and inferential statistics. Statistical tools such as frequency distributions, percentages, and cross-tabulations were used to summarize the data. Inferential statistics, including Chi-square tests and logistic regression, were employed to determine the relationship between school dropout and variables such as family income, parental involvement, and peer influence.

Qualitative Analysis: Data from interviews and FGDs were coded and thematically analyzed to identify recurrent themes and patterns. Thematic analysis allowed for the examination of the socio-cultural and psychological factors influencing school dropout. NVivo software was used to organize and manage qualitative data.

Results and Discussion

The results indicated that school dropout in Lungrang 'S' is influenced by a combination of socioeconomic, psychological, and environmental factors. Several key themes emerged:

Socioeconomic Factors: Poverty was identified as the most significant factor contributing to school dropout. Many families in the community struggle to meet basic needs, and the cost of education, including school fees, uniforms, and books, is often prohibitive. Children are often forced to leave school to support their families financially, either by working in local farms or taking up casual labor.

Family Dynamics and Parental Involvement: Lack of parental involvement in children's education was another major contributing factor. Parents, especially those with low educational attainment, often do not prioritize education, viewing it as less important than immediate economic survival. This lack of encouragement and supervision leads to absenteeism and eventually dropping out.

Peer Influence and Social Pressure: Peer pressure was another contributing factor, with some youth being influenced by peers to engage in activities such as substance abuse and delinquency, which negatively impacted their academic performance and school attendance. Many youths indicated that they felt discouraged by the academic expectations and found solace in peer groups that did not value formal education.

School Environment and Quality of Education: Poor school infrastructure and lack of qualified teachers were also cited as reasons for dropping out. Many students expressed frustration over overcrowded classrooms, inadequate learning materials, and unengaged teachers, which led to a loss of interest in continuing education.

Psychological and Emotional Factors: School dropouts in the Lungrang 'S' community also reported experiencing feelings of alienation, low self-esteem, and anxiety. The stigma attached to academic failure and poor academic performance contributed to a sense of inadequacy, prompting many to leave school. Some students also mentioned bullying as a reason for their decision to drop out.

Conclusion and Recommendations

The issue of school dropout in the Lungrang 'S' community is complex and multi-faceted, requiring a holistic approach to address it. Based on the findings of this research, the following recommendations are made:

Poverty Alleviation Programs: The government and non-governmental organizations should introduce poverty alleviation programs that offer financial support to families, such as scholarships or subsidized school supplies, to reduce the economic burden of education.

Parental Involvement Initiatives: Schools and community organizations should work to increase parental involvement in education through awareness campaigns and parental education programs. By fostering a culture that values education, parents will be more likely to encourage and support their children's academic journeys.

Youth Counseling and Mentoring Programs: Introducing youth counseling services in schools can address the psychological challenges faced by students. Mentorship programs involving community leaders and role models can provide youth with guidance and motivation to stay in school.

Improving School Infrastructure: Local governments should prioritize improving school infrastructure and ensuring that schools are adequately equipped with learning materials and qualified teachers. This would enhance the quality of education and encourage students to continue their studies.

Community Engagement: A community-wide approach is needed, involving educators, parents, and local leaders, to create a supportive environment for education. Regular community forums should be held to discuss educational challenges and develop collective strategies to reduce dropout rates.

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