A STUDY ON THE BARRIERS FACED BY YOUNG AND ADULT DROPOUTS

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ABSTRACT :

This study aims to provide a comprehensive exploration of the dropout phenomenon in educational settings. Drawing upon a range of theoretical frameworks and empirical research, the research seeks to elucidate the complex factors contributing to student disengagement from formal education. Through surveys and data analysis the study examines the interplay of socio-economic, academic, familial, and personal factors influencing dropout decisions among diverse student populations. The study also looks into the immediate and long-term effects of dropout on people and society, including how it affects social mobility and the economy. This study aids in the creation of efficient intervention methods and policies to avoid dropout and support educational equity and attainment for all students by synthesizing the body of existing material and producing fresh insights.

INTRODUCTION :

Dropouts refers to a person who leaves school, college or university before completing a qualification or a person lives in a unusual way. They are pupils which either no longer attend school, have moved to another school system or have died. The phenomenon of premature termination of participation in adult education also known as dropout, and it is well-known in the practice of adult education. In this phenomenon, individuals discontinue their participation in continuing education before the regular end of the education program, even if they were registered for the education program and participated in it up to a certain point. This phenomenon is known from all areas of training and occurs regardless of the length of the training.

School dropout refers to the phenomenon of students leaving school prematurely before completing their studies. The definition of school dropout can vary from one country to another, depending on the specific realities and contexts . It is a complex and multidimensional issue influenced by various factors. These factors can be categorized into three main dimensions. They are individual factors, family factors, and school environment factors. Indicators of dropout include lack of investment in learning, negative perception of school, academic difficulties, and poor academic performance. Dropout prediction models have been developed to identify students at risk of dropping out, and these models can help improve education quality. The consequences of school dropout can include unemployment, regret, family problems, and engagement in harmful behaviors like alcoholism and drug addiction. Child labor is also closely associated with school dropouts.

HYPOTHESIS :

Students from low-income backgrounds are more likely to drop out of school due to a lack of access to resources and support systems, compared to students from higher-income backgrounds.

Dropout rates are higher for students who perceive a mismatch between the instructional methods used in their educational institutions and their preferred learning styles than for those who sense alignment between the two.

REVIEW OF LITERATURE :

Enrico Ripamonti (2018) studied developmental systems theory as a theoretical framework and this study reviews worldwide literature from an interdisciplinary standpoint and looks at contextual, social, and personal risk factors for dropout. The findings indicate that a number of factors, including truancy, a lack of drive, health, bullying, and residing in areas with low economic status, are linked to dropout rates.

Spady, (1970) investigated the process of dropping out of college from a number of conceptual and operational angles. A more rigorous multidisciplinary approach has to be tried, according to a systematic examination, critique, and synthesis of the empirical literature. The university's social and academic structures are recognized as crucial frameworks from which to analyse the dropout process.

Rumberger, (1987) studied the various problems that come with attempting to comprehend and resolve the intricate social and educational issue. The problems are divided into four categories that address the problem's occurrence, causes, effects, and solutions. The study highlights the key problems in each field, the level of research on those problems at the moment, and suggestions for further investigation.

De Witte et al, (2013) conducted a research on early school dropout. It explain the issues surrounding early school departure and address methodological concerns and underlying issues that have been brought up in the literature. The study explores the levels, approaches, and models used to study the subject and talks about the possible benefits and drawbacks of each.

FINDINGS AND DISCUSSION :

The findings highlight the interdependence of the obstacles dropouts encounter, highlighting the necessity of a thorough and all-encompassing strategy to reduce dropout rates. The economic crisis faced by the young students are forcing them to drop their education. The financial burden on students and families can be lessened by addressing socioeconomic inequities through focused interventions such financial aid programs, access to vocational training, and job placement services. Additionally, in order to effectively engage students and accommodate a variety of learning styles, efforts must be made to improve the adaptability of educational institutions and teaching methodologies. Academic difficulties can be resolved and student retention can be increased by offering individualized academic support, mentorship programs, and counselling services. A multimodal strategy that incorporates family-centered therapies, mental health resources, and social support services is also necessary to address personal and family conditions. Reducing dropout rates and promoting educational equity can be achieved by establishing a welcoming, inclusive learning environment that recognizes and responds to the diverse needs of students. In general, cooperative efforts involving educators, legislators, community organizations, and families are necessary to create and put into practice strategies that effectively address the obstacles dropouts encounter and promote their success in school.

CONCLUSION :

In conclusion, the obstacles dropouts confront would probably end with a discussion of the intricate interactions between different elements that lead to students quitting school early. It would highlight the significance of tackling these obstacles all at once with focused interventions, like helping students with their academics, addressing socioeconomic issues, creating a positive learning environment in schools, and increasing family and community involvement. Furthermore, the research may highlight the necessity of customized strategies to assist various student demographics and promote legislative modifications to establish more inclusive and fair learning environments.

RECOMMENDATIONS :

1. Implementing early intervention programs to identify and address academic struggles or learning difficulties before they lead to dropout behavior.
2. Providing comprehensive support services, such as counseling, mentorship, and tutoring, to address personal and family challenges that may contribute to students leaving school.
3. Creating a positive and inclusive school environment through anti-bullying initiatives, promoting diversity and acceptance, and fostering strong teacher-student relationships.
4. Offering alternative education pathways, such as vocational training or flexible scheduling, to accommodate diverse learning styles and life circumstances.
5. Strengthening partnerships between schools, families, and community organizations to provide wraparound support for students at risk of dropping out.
6. Advocating for policy changes at the local, state, and national levels to address systemic issues contributing to educational inequities and barriers to graduation.

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