



## School Drop out as an Obstacle for Youth Empowerment

### KEYWORDS

Dropouts, Obstacles, Education, Social values.

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**ABSTRACT** *The term education has very attractive meaning which provides knowledge on particular subject, skills and social values. Without education an individual can not at all treated as a human being. Education makes a man a rational oriented being. India faced lot of hardships to change the society. There are lot of welfare measures including education provided for the people. Measures were also taken to eradicate the educational drop outs. But still it is not possible to stop the drop outs from the schools and colleges. Having this in mind the present research work entitled School Drop Out as an Obstacle For Youth Empowerment has been formulated to identify the importance of education on empowering the youth in the villages. The study was conducted in Venkayanur and Mat-tukaranur villages in Omalur taluk of Salem district of Tamil Nadu. Data have been collected with a structured interview schedule. Very few individual in the villages have completed their degree level education. Influence of friends and no interest in education are the major causes of drop outs. Most of the drops out individuals are engaging in menial jobs which are dangerous and less paid. Empowerment will be only in dream until we stop the drop out.*

### Introduction

The present study entitled **School Drop out as an Obstacle for Youth Empowerment** is an attempt to find out the causes and consequences of drop outs and its impact on youth development. A student who withdraws himself before completing a course of instruction is known as drop-out. This may be due to personal likes, parents' encouragement, peer influence, teachers, school environment, health of the students and socio-economic condition of the students' family. Most of the students who dropped from the school never thought of going back to school. They are attracted by media and other entertainment. Engaging in petty jobs they lead a carefree life. They have no aims to be achieved. Empowerment is nothing but encouraging the youth to take charge of their life that is to improve the quality of their life. But a minimum education with a vision on the life will help the individuals to empower themselves. When they dropped from the school before completing their middle or high school empowerment becomes an impossible one. Having this in mind the present study has been formulated and conducted with the following objectives.

### Objectives of the study

1. To study the socio-economic profile of the respondents.
2. To find out the reasons for the drop outs.
3. To analyse the impact of drop outs on youth empowerment

### Review of literature

Studies conducted across the world in the current topic have been compiled and presented in this chapter. Every year, a large number of students drop out of school worldwide. A significant number of them go on to become unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced, and single parents of children who are likely to repeat the cycle themselves.

In 1993, 27 million children entered school in Class 1 in India but only 10 million (37%) of them reached Class 10 in 2003. Dropout rates peak in the transition between Class 1 and 2 and again in Classes 8, 9 and 10. Dropout rates

have remained negative between Classes 4 and 5. The state of Pondicherry improved its performance with regards to school dropouts from the fourth place in 1991 to the first in 2001, displacing Kerala as the best performing state. The states of Bihar, Jharkhand, Uttar Pradesh, and Arunachal Pradesh perform poorly in this ranking. Government data indicate improvement in the rates of school enrolment. However, there may be problems in looking at enrolment data without attention to attendance and retention rates. Thus, the actual rates of dropout from schools may be much higher than those depicted. Various developmental disorders have been implicated as a reason for dropout from school. In the NFHS III survey (IIPS 2007), "lack of interest" was cited as the most common reason for dropping out of school (36% boys and 21% girls). In an earlier NSSO survey (1998), 24.4% of respondents gave this as a reason for dropping out of school. In this study, we had combined the two "reasons"—"problems at school" and "lack of motivation" of which the latter is similar to "lack of interest." This study has shown that lack of motivation is determined by complex dynamics beyond socio demographic factors. The role of poor academic achievement related to learning difficulties, poor physical health, exclusion due to perceived "slowness in learning," and nutrition would need to be elucidated further. The survey suggests that if a child is unwilling to go to school, it is often difficult for the parents to overcome her reluctance (just as it is hard for a child to attend school against his parents' wishes). The fact that school participation is contingent on the motivation of the child is another reason why various aspects of "school quality" are likely to matter.

Various developmental disorders have been implicated as a reason for dropout from school.[1,2] In the NFHS III survey (IIPS 2007), "lack of interest" was cited as the most common reason for dropping out of school (36% boys and 21% girls). In an earlier NSSO survey (1998), 24.4% of respondents gave this as a reason for dropping out of school.[3,4] In this study, we had combined the two "reasons"—"problems at school" and "lack of motivation" of which the latter is similar to "lack of interest." This study has shown that lack of motivation is determined by complex dynamics beyond socio demographic factors. The

role of poor academic achievement related to learning difficulties, poor physical health, exclusion due to perceived "slowness in learning," and nutrition would need to be elucidated further.[5,6] The PROBE[7] survey suggests that if a child is unwilling to go to school, it is often difficult for the parents to overcome her reluctance (just as it is hard for a child to attend school against his parents' wishes). The fact that school participation is contingent on the motivation of the child is another reason why various aspects of "school quality" are likely to matter.

**Methods adopted**

A cross sectional descriptive research design has been adopted in this study. The study was conducted in Venkayanur and mattukkaranur, Omalur taluk, Salem District. The young people who stop the education at school level are the respondents for the present study. Using snow ball method the data have been collected. A structured interview schedule was used to collect data through face to face interview from the respondents.

**Analysis of data**

**Table No.1 Occupation of the respondents**

Sl.No.	Occupation	No.of Respondents	Percentage
1.	Daily wages	32	47.05
2.	Electrician	6	8.82
3.	Govt. Job	--	--
4.	Private job	10	14.70
5	No Occupation	14	20.58
6.	Traditional work	6	8.82
	Total	68	100

It is clear from the above table that most of the respondents who were dropped from their education are working somewhere except 21 per cent. About 80 per cent respondents who are having some jobs, from which more than 35 per cent of respondents are doing menial work for daily wages followed by 15 per cent of the respondents who are working as white scholar employees in private business firms.

**Table No.2 Income of the respondents**

Sl.No.	Income(In rupees)	No. of Respondents	Percentage
1.	Below 4000	10	18.51
2.	4000-7000	34	58.62
3.	7000-10000	4	7.40
4.	10000 and above	10	18.51
Total		58*	100

\*10 respondents are not having Occupation

Income of the respondents ranges from below 4000 rupees to above 10000 rupees. About 56 per cent of the respondents are earning between 4000 rupees to 7000 rupees. An equal number of 18.51 per cent of the respondents earn below 4000 rupees and above 10000 rupees respectively. Most of the respondents expressed that though the income is less they are satisfied with what they earn.

**Table No. 3 Community of the Respondents**

Sl.No.	Community	No.of Respondents	Percentage
1.	FC	--	--
2.	BC	8	11.76
3	MBC	12	17.64
4	SC	48	70.48
5	ST	--	--
Total		68	100

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The community of the respondents was identified with five categories viz. FC, BC, MBC, SCs, and STs. Except FC and ST communities all the other community people are living in the study area. Among them about three-fourth of the respondents belong to Scheduled caste categories.

**Table No.4 Class from which the respondents Dropped Out**

Sl.No.	Class	No.of Respondents	Percentage
1.	3 <sup>rd</sup> Std	6	8.82
2.	4 <sup>th</sup> Std	10	14.70
3.	5 <sup>th</sup> Std	10	14.70
4.	6 <sup>th</sup> Std	6	8.82
5	7 <sup>th</sup> 3 <sup>rd</sup> Std	4	5.82
6.	8 <sup>th</sup> Std	18	26.47
7.	9 <sup>th</sup> Std	6	8.82
8.	10 <sup>th</sup> Std	8	11.76
Total		68	100

The researcher enquired about the class from which the respondents dropped out. About 40 per cent of the respondents dropped from the school before completing the elementary level of education. Few of the respondents dropped from their degree and post graduate degree levels. In general, more than 80 per cent of the respondent dropped before even completing their higher secondary level.

**Table No. 5 Reason for Drop Out**

Sl.No.	Reasons	No.of Respondents	Percentage
1.	Difficult to learn	4	5.88
2.	No interest in Education	16	23.52
3.	Job Availability	2	2.94
4.	Family Problem	2	2.94
5	Financial problem	6	8.82
6.	Poverty	6	8.82
7.	To get experience in teaching	4	5.88
8.	Influence of friends	24	35.29
9.	To earn money	4	5.88
Total		68	100

The above table reveals that more than 65 per cent of the respondents expressed that the reasons for their drop out are less interest in learning and education and influence of friends and playmates. The next important factors are problem in the families and poverty.

**Table No. 6 Respondents' interest in continuing Education**

Sl.No.	Interest	No.of Respondents	Percentage
1.	Yes	24	41.17
2.	No	44	58.82
	Total	68	100

When the respondents are young they know nothing about their life goal, future plane, dignity in life, social responsibility and so on. They want to enjoy the life with others effort. When the young people grow mentally and physically gradually they understand their social responsibilities and requisite for a good citizen. The above table shows that about 60 per cent of the respondents did not want to continue their education through any means such as distance education, open learning system, and in regular mode. Others are interested to continue their education through some mode.

#### Summary of the findings

Most of the respondents who were dropped from their education are working somewhere except 21 per cent. About 80 per cent respondents who are having some jobs, from which more than 35 per cent of respondents are doing menial work for daily wages followed by 15 per cent of the respondents who are working as white scholar employees in private business firms. About 56 per cent of the respondents are earning between 4000 rupees to 7000 rupees. An equal number of 18.51 per cent of the respondents earn below 4000 rupees and above 10000 rupees respectively. Except FC and ST communities all the other community people are living in the study area. Among them about three-fourth of the respondents belong to Scheduled caste categories. About 62 per cent of the fathers work as coolies in menial jobs. About seven per cent of the respondents work in government. It is clear that 32 per cent of the respondents are earning less than 4000 thousand followed by 30 per cent respondents earn between 5000 rupees and 7000 rupees. It is clear that 32 per cent of the respondents are earning less than 4000 thousand followed by 30 per cent respondents earn between 5000 rupees and 7000 rupees. About 40 per cent of the respondents dropped from their class before they completes their 5<sup>th</sup> standard. Fifty per cent of the respondents dropped from the school before complete their 10<sup>th</sup> standard. More than 65 per cent of the respondents expressed that the reasons for their drop out are less interest in learning and education and influence of friends and playmates. The next important factors are problem in the families and poverty.

#### Conclusions

It is very obvious that education is an important instrument to empower the youth. When measuring the level of education and its influence of the level of life achievement, no achievement is possible without education. There is various type of education which leads to achieve different type of career among the youth. When there is no such education or when the individuals stop their education before they

complete their schooling, they cannot aim for any desirable career. If there is no such career for the ordinary people or they cannot live like others with a minimum standard. So empowerment without education is impossible but it is possible with informal education and vocational training.

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