



ROLE OF PARENTAL EDUCATION IN SCHOOL DROPOUTS: A STUDY WITH SPECIAL REFERENCE TO MARAM NAGA TRIBE MANIPUR, INDIA

MANINGBA AUGUSTINE. L ¹ | DR. M. JEYASEELAN ² | DOIBILA MAZARELLO ³

¹ RESEARCH SCHOLAR, DEPARTMENT OF SOCIOLOGY, PERIYAR UNIVERSITY, SALEM, TAMIL NADU.

² ASSISTANT PROFESSOR, DEPARTMENT OF SOCIOLOGY, PERIYAR UNIVERSITY, SALEM, TAMIL NADU.

³ MASTER OF SOCIAL WORK, KRISTU JAYANTI COLLEGE, BENGALURU.

*Corresponding Author:

MANINGBA AUGUSTINE. L: RESEARCH SCHOLAR, DEPARTMENT OF SOCIOLOGY, PERIYAR UNIVERSITY, SALEM, TAMIL NADU.

ABSTRACT:

Each and every parent's concerned about their children's education and wants them to reach greater height or position in their life. Nevertheless, the lack of parental care and lack of financial support results in dropping of the school still exists. The objectives of the study are (1) To study the demographic and socio-economic variables of the dropout's parents. (2) To examine the coordination and involvement of parents in their children's education. 180 respondents were interviewed to address the above objectives. The findings revealed that a considerable number of respondents parents were illiterate and (52.8%) of the families were having more than 8 members. Average respondents families are earning in between 5001 to 10000 Indian Rupees per month. Most of the families exist communication gap among parents, teachers and pupils, this communication gap results in lack of ideas in the scope of education and guidance. Implications to prevent dropping of school, the role of parents and teachers to initiate the children's education, and to create awareness of parents have been adhered in the discussion.

KEYWORDS:

TRIBES, SCHOOL DROPOUTS, MANIPUR, MARAM NAGA TRIBE.

1. INTRODUCTION

The Maram Naga tribe is inhabited and isolated in the mountainous region in the absence of easy communication and transportation facilities. An increasing rate of early school dropouts and lower employment skills hamper levels of employment risk in the community. The socio-economic state of the Maram remains stagnant in different levels of life. The Hartog Committee reports, Stagnation means "the retention of a child in a class for a period of more than one academic year". So, the stagnant students are those who completed the prescribed course but only after delayed progress. A student is normally expected to complete a certain prescribed course in one academic year. But, if the child completes it by spending more than one year then the extra year or years spent by him represents a period of stagnation. It means repeated failure in a class is stagnation. Sometimes a child drops out when he repeatedly fails in the examination. So, stagnation is also related to dropout. Staying means any student who passed the various examinations starting from Class A and is still in the class. In other words, it means pupils who are continuing in schools.

Education is one of the major primary agents of transformation towards social development. Education is in fact an input of social development and not only for economic growth. It is conceptualized by UNESCO, as an

organized and sustained instruction designed to communicate a combination of knowledge, skills, and understanding valuable for all the activities of life. Imply the importance of education in the life of an individual and community and other organizations. In India dropout rates was changing at primary, elementary and secondary levels are 23.5, 40.2 and 55.3 per cent in 2011-12. Gradually, the dropout rate has decreased in 2015-16, at primary, elementary and secondary levels are 6.35, 5.67 and 19.89 per cent respectively (Govt. of India). The dropout rate of Manipur was increasing from 3.92 per cent in 2015-16 to 14.65 per cent in 2016-17 (Manipur PAB minutes 2017).

2. REVIEW OF LITERATURE

School Dropout means a person who has abandoned a course of study before completing the last level of education for which he/she was enrolled. Sharma & Sapra, (1967) of the National Council of Educational Research and Training in its series of research studies states: The main point at issue is whether or not all pupils who drop out before passing the last grade of its stage of education be included in the definition of wastage.

The intervention designed to prevent school dropout concluded that few have been designed to address multiple risk factors and to be implemented early in life rather than in high school (Freeman & Simonsen, 2015). Students who drop out of high school are more likely to

come from low-income families, single-parent households, and parental education level is a strong predictor of high school completion (Rumberger, 1983; Ekstrom et al., 1986; Ensminger & Slusarcick, 1992; Boulerice & Tremblay, 1997). Student's mobility which is changes in home address or school attended is related to leaving high-school before completion (Astone & McLanahan, 1994; Rumberger & Larson, 1998; Swanson & Schneider, 1999). Children who grow up in poverty families have a high rate of mental health problems, academic failure, danger, and stress at home or in school. However, the economic well-being of families improved the psychological well-being of poor youth (Dearing, 2008; Evans, 2004). Moreover, a children failure to engage in class and school activities has a sense of alienation and gradually develops a significant deleterious consequence (Finn, 1989). Before completing the course early school leaving due to numerous causes and consequences sometimes seen as some related problems (Dorn, 1996). Some of the factors affecting students, parents, and

community in the social setting of the education affecting the current study.

3. METHODOLOGY OF THE STUDY

THE OBJECTIVES OF THE STUDY ARE AS FOLLOWS:

1. To study the demographic and socio-economic variables of the dropout's parents.
2. To examine the coordination and involvement of parents in their children's education.

The present study is purely an empirical work that follow a descriptive research design. The researcher has followed simple random sampling to select the respondents. The universe of the study was 600 out of which 30 per cent were taken by using lottery method (180 respondents). The interview method has been used to understand the phenomena of the causes and consequences of school dropouts. A structured interview schedule was used to collect data through face-to-face interviews from the respondent.

4. RESULTS

TABLE 1: SOCIO-DEMOGRAPHIC DETAILS

(N=180)

Socio-demographic		Frequency	Percentage
Sex	Male	126	70.0
	Female	54	30.0
Age	Up to 22	90	50.0
	23-25	55	30.6
	26 and above	35	19.4
Educational qualification	Higher primary level	57	31.7
	Lower Secondary level	70	38.9
	Higher Secondary level	53	29.4

Source: Primary data.

Frequency of analysis revealed that percentage of school dropouts is more among males (70%) than females. So, it can be inferred from the above table that males are more influenced in their choices than females. Age is a period of human life, measured by year from birth, usually by a certain stage or degree of mental or physical development and involving legal responsibility and capacity. Dropout irrespective of sex the frequency results prove young ages up to 22 are more. In the process of socialization having

poor knowledge is more dangerous, as they grow up and matured in the life dropouts will be lesser. Education plays an important role in engaging and developing better ideas to adopt modern ways of carrying out collective knowledge and ideas, taught with the experience made by successful people. Nearly every category of the educational qualification of the respondent have a similar impact on school dropout with a few differences in percentage.

TABLE 2: SOCIO-ECONOMIC AND EDUCATIONAL STATUS OF PARENTS

(N=180)

Socio-economic characters		Frequency	Percentage
Total family members	1 - 5	24	13.3
	6 - 7	61	33.9
	8 and above	95	52.8
Family Income per-month	Up to 5000	50	27.8
	5,001 - 10,000	78	43.3

	10,000 – 15,000	23	12.8
	15,001 – 20,000	17	9.4
	Above 20,000	12	6.7
Father’s educational qualification	Illiterate	102	56.7
	Literate	78	43.3
Mother’s educational qualification	Illiterate	143	79.4
	Literate	37	20.6

Source: Primary data.

The variables like family size, father and mother’s literacy status and family income were taken into account in the phenomenon of dropout. The data revealed that large family size (52.8%), illiterate father (56.7%) and mother (79.4%) and low family income (43.3%) were having their

respective shares in school dropouts. It was inferred that parents are the major source of motivation but when they are struggling to meet both ends, they fail to show great attention towards their children which will results in the social phenomenon like dropouts.

TABLE 3: PARENTS EDUCATIONAL QUALIFICATIONS AND DROPOUT STUDENTS’ AWARENESS ABOUT FUTURE CAREER (N=180)

Characteristics		Dropouts aware future career		Total
		Yes	No	
Father’s qualification	Illiterate	30 29.4%	72 70.6%	102 100.0%
	Literate	34 43.6%	44 56.4%	78 100.0%
Sig. Level		.049		
Mother’s qualification	Illiterate	43 30.1%	100 69.9%	143 100.0%
	Literate	21 56.8%	16 43.2%	37 100.0%
Sig. Level		.003 (S)		

Source: Primary data.

The Parent’s educational qualifications and awareness about a future career. From the table, it is seen that the majority of dropout fathers (70.6%) were illiterate and (56.4%) literate. The involvement of fathers in the child’s upbringing addresses the issue of childhood literacy practices. In this study, the qualification of fathers is backed by illiteracy which is likely to affect the career opportunity of one’s own self and for the children as being unaware. As outlined above, the role of father in their children’s lives has been widely emphasized. Statistically, the chi-square test shows P-value is .049 which is lesser than the conventionally accepted significance level of 0.05 (i.e. $p < 0.05$). Therefore, there is a significant association in

the proportion of dropout qualification and aware future career.

Analyze the mothers’ qualification, children belong to illiterate mothers (69.9%) were not aware of their future career. And literate children (56.8%) of the respondents were being aware of their future careers. The given data shows that most of the mothers are highly unaware of the future career with a very significant number. This can affect their children as well as the family in a wider perspective. Statistically, the chi-square test shows P-value is .003 which is lesser than the conventionally accepted significance level of 0.05 (i.e. $p < 0.05$). Therefore, there is a significant association between mother’s qualifications and dropouts aware of future career.

TABLE.4. SEX OF RESPONDENTS AND PARENT'S QUALIFICATION WITH PARENTS COMMUNICATE WITH SCHOOL (N=180)

Characteristics		Parents keep in touch with school authority			Total
		Often	Rarely	Never	
Sex	Male	17 13.5%	25 19.8%	84 66.7%	126 100.0%
	Female	7 13.0%	10 18.5%	37 68.5%	54 100.0%
Sig. Level		.970 (NS)			
Father's qualification	Illiterate	6 5.9%	18 17.6%	78 76.5%	102 100.0%
	Literate	18 23.1%	17 21.8%	43 55.1%	78 100.0%
Sig. Level		.001			
Mother's qualification	Illiterate	17 11.9%	24 16.8%	102 71.3%	143 100.0%
	Literate	7 18.9%	11 29.7%	19 51.4%	37 100.0%
Sig. Level		.068 (NS)			

Source: Primary Data.

From the outlined data above, more than half (66.7%) of respondents male and (68.5%) female parents never keep in touch with school authority. Further, analysed the data and the chi-square test shows P-value = .970 which is greater than the conventionally accepted significance level of 0.05 (i.e. $p > 0.05$). Therefore, statistically, there is no significant association between sex and parents to keep in touch with school authority.

From the outlined data above, more than half the percentage of illiterate fathers (76.5%) and literate fathers (55.1%) never keep in touch with school authorities. Thus, it draws the inference that literate fathers are more responsible than illiterate fathers. Statistically, the chi-square test shows p-value = .001 which is a highly significant association between fathers education and to keep in touch with school authority.

From the outlined data above for the mother's educational qualification, the extreme percentage never keeping in touch with school authority of illiterate mothers (71.3%) and literate mothers (51.4%). The statistical test shows a p-value = .068 which is greater than the significant level so, there is no significant association between Mothers education and to keep in touch with school authority.

5. DISCUSSION

This study is purely based on empirical research which reflects on the role of parent's education in school

dropouts. School dropouts are a universal phenomenon which is a general subject as a result study can view from different angle depend on personal interest. The socialization and development of the community, state, or country begin with a family. Earlier many research studies point out on the intervention of dropout issues could help to clear more about the actual school dropouts. Monga, (2016) points out that the parents low or no education and lack of parental awareness have a direct impact on childhood development and education. The family size has a direct influence on school dropouts. Knodel et al., (1990) found out small families are likely to perform better in academic performance than large families. The disadvantage of the large families in children's education was they enrol late in school and their academic performance was poor. While children from small family stay longer in school as compared to large families (Azumah & Nachinaab, 2017). Children who enrol late in school have affected the normal flow of education and drop out of school at an early age do not develop their unique potential, as a result, it destroys individual career not only that their country wastes the scarce resources (Huisman & Smits, 2015). Drop out of school constitute a social problem for which early intervention to prevent such thought of leaving, some remedial action has to follow such as personal counselling about their issues and conducting education awareness in the community level.

Family income is another major subject need to discuss.

Previous research studies have pointed out family financial constrain is the main cause of dropping from school. Children from low-income families are more likely to drop out of school five times more than high-income families (Rumberger, 2013). As the present study revealed among the many causes; financial issue makes an easy decision to withdrawal from school. The reasons why financial issues are due to the parents' lack of educational qualification and inadequate reliable sources to earn. The findings showed a majority of the parents were illiterate and rely on physical hard work like personal agriculture, labour, etc., Therefore, being illiterate to employ in government jobs, projects or schemes were rare. The finding also revealed that literate parents are more concerned about their wards education and guided in and out of home which means they communicate with teachers and scrutinize the child's performance.

The children belong to literate parents were lesser than illiterate parents, comparing the specific assumption by testing the statistics, results show there is a correlation between literate parents and their wards education. Literate parents give more parental guidance and motivation to their children than illiterate parents. Some of the families' never guide and concerned about children's education either at home nor at school as a result (Rumberger et al., 1990) rightly point out children are more likely to drop out from families where the children make decisions of their own. Communication between parents and teachers are found more in the literate families than illiterate. So, there is a huge contrast between literate and illiterate families.

6. CONCLUSION

Education is the main source for social development but dropping school being a great obstacle. Tribal students are more likely to drop out from school as they do not have accessibility and affordability to their education. The present study of the Maram Naga tribe school dropouts reveals the actual causes of dropout's and these findings will help to improve the system. The lower secondary level (9-10) has the highest number of dropouts. Most of the dropouts were from large families in size. The majority of the dropout's parents were illiterate this results clearly revealed that most of the dropouts did not aware of future careers at the time of their schooling. These findings also showed, children belong to illiterate parents were lack of career guidance and motivation. Lack of primary education causes several problems in societies such as child labour, poverty and it hinders the democratic values of societies. Compulsory primary education could put to an end of child labour and promotes the social development in India. Organizing social awareness programmes to parents and students about the value of education and creating a conducive relationship between parents and teachers will reduce the number of school dropouts in this modern era.

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