

Causes and Solutions for Women Student's Dropouts at Undergraduate Institutions- A Study

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Abstract:

Education is the most powerful weapon to fulfil our needs. With education employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. The phenomenon of dropout is met in all undergraduate institutions in the world. The aim of the study is to investigate the causes for women student's dropouts at various undergraduate institutions in Hanamkonda District and develop suggestions for solving these problems. This paper is based on primary and secondary data. For the collection of primary data, a well-structured questionnaire was prepared and collected the information by using descriptive survey method through mobile phones, google sheet. For the secondary data the researcher scanned several websites, journals and magazines. For purpose of study 56 undergraduate institutes were randomly selected from Govt./ Aided/ Private/ Autonomous institutes in Hanamkonda District. Simple percentage method has been used to analyze the data. The researcher has undertaken the present study to explore how many dropouts are there among women students in different undergraduate institutes in Hanamkonda District. The result of the study is financial factors occupies the main role for dropouts, next comes social factors, then next psycho-pedagogical factors. Certain suggestions were developed based on the findings obtained as the result of the study.

Key Words: Women Students, Dropouts, Undergraduate Institutions, Financial Factors, psycho-pedagogical factors.

INTRODUCTION

Education is the most powerful weapon to fulfil our needs. With education, employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. Every year a number of students are accepted to complete their studies in the academic institutions, but in return there are a number of students drop from the programs and leave without completion. Dropout rates of students in a country discussed as an important criterion that shows the quality of education in that country and this is regarded as an important predicator of the existing and future problems of the education system. A large number of women students are unable to take advantage of nearby educational facilities because they are needed at home to participate in the basic tasks of the household economy. Many girls who are not in the colleges are instead working eight hours or more daily. Moreover, these girls are not earning any significant income, rather than being involved in jobs that would permit them to earn wages. In some cases, "failure to pass examinations" as their reason for dropping out of education.

OBJECTIVES:

- To identify the major academic, social, family, financial, job related and personal causes of women student's dropouts at graduation level.
- To focus on the solutions for dropouts.
- To make recommendations to reduce the chances of high dropouts.

HYPOTHESIS:

- There is a positive relationship between poor financial conditions and dropouts.
- There is a positive relationship between worst personal conditions and dropouts.
- There is positive relationship between poor psycho-pedagogical conditions and dropouts.

REVIEW OF LITERATURE:

Robbins et al. (2004), in a meta-analysis of 109 studies that aimed at identifying if there is a relationship between the educational outcomes of students and psychological and academic factors took into account a number of explanatory factors of university dropout as follows: motivation for student success, academic goals (for example, the desire to obtain a bachelor's degree), institutional commitment (the level of satisfaction of the student, how attached they are to the university), perceived social support (existence of a university-level network for support or family support); social involvement (how involved in activities with other colleagues or organized by the university), self-assessment ability (how students relate to their academic abilities), self-perception (the way students relate to oneself), academic abilities (behavioral and cognitive skills required for academic success), contextual influences (aggregate indicator from three other indicators: financial support from the institution, institutional size and institutional selectivity). Bean (1982) indicates 10 determinants that can cause variations in student wearing out and may lead to dropout. These are: the intention to give up, the practical value of the field chosen on the labor market, security of choice (the university in which he studies is the best choice for the student), loyalty to the institution they are studying (how important it is to graduate at that university and not at the other), average grade, perception of courses (if the student considers them appropriate), the importance given to university studies, the certainty of graduating a particular specialization or career plans, the opportunity to transfer to another university, family approval of the institution in which the student learns.

Robbins et al. (2004) show that the most important factors influencing university dropout are: students' academic goals, self-evaluation capacity and their academic abilities, but also other variables such as: institutional commitment, social support, social involvement, financial support institution or selectivity of the institution. The authors find that students are more tempted to drop out of university if they feel they cannot cope with the demands of the courses, their academic capacity being defining.

DeBerard (2004) shows that dropout rates cannot be explained by the way students respond to stress or behaviors that may affect health, but these variables influence the academic achievements of students.

Jia and Maloney (2014) indicate a number of other factors influencing university dropout as follows: ethnicity - majority students are more likely than minority students to complete their studies, gender - women have higher completion rates (Paura, Arhipova, 2014), the form of schooling (the students from the higher education have higher rates of completion of the studies than those from other forms of education), the age (students who are aged 2 to 3 years older than the average age enrollment in faculty is more likely to drop out of studies).

Westrick et al. (2015) show that first-year school results are important predictors for retention in study programs. The better these results are the more students do not dropout. The same authors state that good results in pre-university education tests influence higher academic performance and that there are no significant correlations between parental income levels and child dropout, especially given that the university provides material support to students in need of help. Bonaldo and Pereira (2016) show that the genre of students, the educational level of parents, the academic failure of students, or the fact that they have a child during their studies are not statistically significant explanatory variables for abandonment.

Factors such as age (Bonaldo and Pereira 2016, Araque, Roldan and Salguero, 2009), changing civil status (marriage, divorce, widowhood, child's appearance, lacking financial support is variables) abandoning university courses.

Araque, Roldan and Salguero (2009) make an analysis of abandonment according to the field of study. They show that humanitarian students have the highest chances of abandonment compared to those in engineering and economics. They introduce a number of other variables such as: the admissions faculty (those entering the first round are more likely to abandon the courses than those who enter the round), admission to college (those who are selected on the basis of an examination are less likely to drop out of studies than those enrolled on an exam score (eg, a baccalaureate grade), failing exams. Oreopoulos (2007) show that the most likely to dropout are students who consider the school uninterested and unmotivated. With regard to the time of dropout, other studies show that students are more likely to quit after examination periods when they have failed some examinations. High dropout rates have been recorded among students with low outcomes in pre-university education but also among those who have good grades,

but the university program did not respond to their expectations(Paura, Arhipova, 2014).The analysis of the Career Counseling and Career Center of The Bucharest University ofEconomic Studies shows that the students of the first year come with a picture of the academicenvironment often not in line with reality. In most cases, university students in Romania are people aged between 18 and 25, a periodof profound transformation both personally and socially, characterized by instability, intensequests, adaptation efforts, lack of a correct vision on the professional environment, lack ofmotivation and perspective for studies and work, insufficient self-knowledge, so on. (Diaconu,Stăiculescu, 2012). If at the beginning of the university studies, the young students are stillteenagers, during graduation there is a gradual transition to maturity (Diaconu, Stăiculescu,2012). The characteristics of adolescence and maturity coexist in a certain period. Thechallenges come from the growing responsibilities, the economic and social pressures that makethis life stage tense and full of searches.

SIGNIFICANCE OF THE STUDY:

Although many studies have been done on the primary school dropout, yet the issue of dropout at the undergraduate level still remains open for research. It is found from the secondary sources that several programs and policies had been taken to control dropout over the last few decades but all it generates is only disappointment. At the same time the problem of dropout is wideningas it is a new insight to focus on dropout scenario at the university level.

AIM OF THE STUDY:

The aim of the study is not only to explore the reasons of dropout at graduation level but also to build up a conceptual frame work by which the level of dropout can be controlled at graduation level. The aim of the paper is to give an outline to the policy makers with an overview of research about the dropout problem and the best strategies for building an early warning system that can signal which institutions are most in need of controlling dropout problem on the other hand, the study will also be helpful for the guardian of the students to understand the internal and the external reason of dropout and to give them an idea about their role to minimize dropout at different levels of girl students. An effective measure to control dropout will significantly improve our overall education system and the nation as a whole will be benefitted from it.

METHODOLOGY:

This paper is based on primary and secondary data. For the collection of primary data, a well-structured questionnaire was prepared and collected the information by using descriptive survey method though mobile phones and google sheet. For the secondary data the researcher scanned several websites journals and magazines.

RESEARCH DESIGN:

For the purpose of the study out of 251 undergraduate institutions,56 was randomly selected from Govt/Aided/Private/Autonomous institutes and 448 students were surveyed in Kakatiya University.

TOOLS OF ANALYSIS:

The collected data is represented by simple percentage method.

DATA ANALYSIS:

TABLE: 1- CORSE WISE DROPOUTS

SL.NO	COURSE	NUMBER OF STUDENTS	PERCENTAGE
1	General	201	44.86%
2	Technical	186	41.5%
3	professional	61	13.61%
4	Total	448	100

TABLE – 2
CASTE WISE DROPOUTS

SL.NO	CASTE	NUMBER OF STUDENTS	PERCENTAGE
1	SC	210	46.87%
2	BC	149	33.25%
3	ST	68	15.17%
4	OC	21	4.68%
5	Total	448	100

TABLE – 3
REASON WISE DROPOUTS

SL NO	REASON	NUMBER OF STUDENTS	PERCENTAGE
1	Financial	182	40.62%
2	Personal	176	39.28%
3	Psycho-pedagogical	68	15.17%
4	Environmental	16	3.57%
5	Other Factors	06	1.33%
6	Total	448	100

FINANCIAL FACTORS:

Out of 448 students 182 (40.62%) answered that financial factors are the main reason for their dropouts.

TABLE - 4

SL NO	FACTOR	NUMBER OF STUDENTS	PERCENTAGE
1	For participating in other economic activity	72	39.56%
2	Financial constraints (Fee)	52	28.57%
3	For helping parents in house hold enterprises/Agriculture	58	31.86%
4	Total	182	100

PERSONAL FACTORS:

Out of 448 students 176 (39.28%) answered that personal factors are the main reason for their dropouts.

TABLE - 5

SL NO	FACTOR	NUMBER OF STUDENTS	PERCENTAGE
1	To attend other domestic chores	51	28.97%
2	Got married	48	27.27%
3	Look after younger ones or sick people at home	36	20.45%

4	Sickness	18	10.22%
5	Parents not interested in studies	12	6.8%
6	Migrated	2	1.13%
7	Accident	1	0.56%
8	TOTAL	176	100

PSYCHO-PEDAGOGICAL FACTORS:

Out of 448 students 68 answered that psycho-pedagogical factors are the main reason for their dropouts.

TABLE - 6

SL NO	FACTOR	NUMBER OF STUDENTS	PERCENTAGE
1	Inconsistency between prior studies	28	41.17%
2	Inadequate academic training	21	30.88%
3	Unable to cope up or failure in studies	14	20.58%
4	Change of university	3	4.41%
5	Low level of socio-emotional intelligence	2	2.94%
6	TOTAL	68	100

ENVIRONMENTAL FACTORS:

Out of 448 students 16 (3.57%) answered that environmental factors are the main reason for their dropouts.

TABLE - 7

SL NO	FACTOR	NUMBER OF STUDENTS	PERCENTAGE
1	Lack of transportation	12	75%
2	Bad weather conditions	4	25%
3	TOTAL	16	100

OTHER FACTORS:

Out of 448 students 6 (1.33%) said about other factors which does not come under above factors.

TABLE - 8

SL NO	FACTOR	NUMBER OF STUDENTS	PERCENTAGE
1	Eve teasing	3	50%
2	After covid effect	3	50%
3	TOTAL	6	100

SOLUTIONS AND SUGGESTIONS:

After examining the problems of students at Kakatiya University the researcher identified some interventions to increase student retention.

- Encourage programs that provide pre-university information and guidance on university specialties.
- Encourage programs that provide counseling and support to the student, especially providing training in learning and psychological support strategies.
- Teachers must play an important role of counselors and discuss with identified students about their situation.
- The students with poor results in pre-university education must set up a bridge course in the starting of academic year.
- Mid day meals programme must be encouraged.
- Vocational courses or some socially useful product period must be included. So that they can earn money on their own for their financial drawbacks. Inservice training programmes should be organized to reach this aim.
- Students must be given counseling to face eve teasing and ragging, as some of the students are dropping because of these problems.
- Remedial coaching must be given to duller and failure students.
- Visits to employers, meeting with employers and career plans must be encouraged.
- Workshops in specialized fields and study visits, visiting further study universities must be encouraged.
- Recreational activities like cultural programmes, sports, games and yoga must be encouraged.
- Banks must provide study loans to poor students without any guarantee.
- Co-operation between college and the family should be maintained and the awareness of families regarding the attendance at college should be raised.
- Counselling must be given to parents.
- Workshops, seminars must be conducted to solve dropout problem.
- Special scholarships for women students must be encouraged.
- The remedial teachers must be given training.
- Regarding the family related problems, the university has very little things to do. Even, the university can start a campaign to make the people aware to allow the girls to go to the university. Tell them about the women who are contributing towards the nation as well as international level. To make them open eyes about the girl education.
- Campus job can be offered to the meritorious and needy students.
- Donations can be searched from the various donor agencies to help the poor students.
- A poor fund can be maintained by the university.

COCLUSION:

The aim is helping students to have a linear, chronological, progressive transition from one institutional structure to another, covering both information and academic, content as well as activities that facilitate socialization, integration into student life.

“TO EDUCATE A WOMEN IS TO EDUCATE AN ENTIRE GENERATION”

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