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A study on family related reasons for being school dropouts among banjara tribal adolescent girls in Ranga Reddy district

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Abstract

Adolescence is regarded, as a unique phase of human development. It is a transitional phase of growth and development between childhood and adulthood. NCERT defined a dropout as a pupil who leaves school before the completion of a school stage or leaving at some intermediate or non-terminal point of a given level of education (school stage). There is a substantial lacuna among adolescent girls for being school dropout in tribal community; hence, an attempt was made to study the reasons for being school dropouts among adolescent girls of Banjara tribal community. Exploratory research design was used for the present study. The locale of the study was purposively selected as Maheshwaram mandal of Ranga Reddy district in Telangana State. Sample size of the present study was 60 Banjara tribal adolescent school dropout girls. The age group of respondents were 12 to 24 years who were randomly selected. Structured questionnaire was used to study the family related reasons for being dropout. Frequency and percentage were used to analyse the collected data. Results revealed that 53.3 per cent of the respondents were dropped out of the school due to “financial constraints” in the family. As much as 50 per cent of the respondents were dropped out due to the “early marriage” and “lack of parental interest towards education”. Hence, guidance and counselling is to be given to the family members since family is the primary source of information and support to their young ones so as they must be aware of education and importance of it for a better life.

Keywords: Adolescence, banjara, constraints, discrimination, financial, illiterate

Introduction

NCERT defined the term ‘dropout’ in two senses. It may mean either: (i) one who has discontinued education before completing the last level of education for which he/she was enrolled or (ii) one who has discontinued education before attaining a specific level.

According to Gabriela Chirtes causes of school dropout has four leading factors: family factors, school related factors, social environmental factors and personal factors.

The Planning commission mentions in one of its report that the Government has special concern and commitment for the well-being of the Scheduled Tribes (also referred to as STs/Tribals) who suffer as a Group due to their social and economic backwardness and relative isolation.

Shadreck (2013) ^[3] studied about the school based factors and the dropout phenomenon. and established the poverty and financial constraints were critical in the dropout phenomenon the study recommended that parents, teachers as well pupils should team up to work together to encourage and assist children on the verge of dropping out to remain in school.

Snigdha and Goswami (2012) ^[1] investigated the factors influencing the school dropouts at the primary level in Jorhat district of Assam. The major factors influencing school dropouts were found to be household work, lack of parental guidance in studies, large family size, poor economic condition of the family, ill-health and illiteracy of parents were found to be the major reasons for dropping out of students from the schools in this study.

Chirtes (2010) ^[2] investigated case study relating the causes of school dropouts he opined that school dropout leads to failure in social integration, and as a result greatly diminishes a person’s chances to achieve personal success in legally accepted fields of activity. A just identification and analysis of these factors were helpful in revealing the action that is to be taken and eventually lead to a decrease and prevention of school dropout.

Vijay (2007) ^[4] designed a questionnaire to analyse the causes and consequences of school Drop-outs which included socio - economic details of respondents, details related to causes of being a drop and general consequences from both the respondents point of view and school point of view.

Objective

1. To study the general profile of the banjara tribal adolescent school dropout girls
2. To study the family related reasons for being school dropouts among adolescent banjara tribal girls

Materials and methods

It was an exploratory research design and the locale of study was Banjara Tribal areas of Ranga Reddy district. Random sampling procedure was followed for the study. The sample size was 60 each of 20 samples from one mandal likewise 3 mandals were selected. The selected mandals were

Maheshwaram, Farooqnagar, and Talakondapalle. The age group of the respondents was 12 to 24 years. Structured questionnaire was used to know the family related reasons for being dropout. Frequency and percentage were used to analyse the collected data.

Results and discussion

General profile characteristics of the respondents

General profile of the banjara tribal adolescent school dropout girls includes age, level of education and marital status and family type of the respondents.

Table 1: Profile characteristics of the respondents

S. No.	General profile	Ranga Reddy (N=60)	
		N	%
1.	Age		
	12 to 16	2	3.4
	16 to 20	35	58.3
	20 to 24	23	38.3
2.	Education level		
	Primary	10	16.7
	Upper primary	12	20.0
	Secondary	38	63.3
3.	Marital status		
	Unmarried	8	13.3
	Married	52	86.7
4.	Family type		
	Joint	26	43.3
	Nuclear	34	56.7

It was observed that majority 58.3 per cent of the respondents are of age group 16 to 20 years and 3.4 per cent of them comprising 12 to 16 years.

Majority of respondents 63.3 per cent are of secondary level of education. The study revealed that 86.7 per cent of the respondents are married and 56.7 per cent of the respondents are from nuclear families compared to 43.3 per cent are from joint families.

Family related reasons for being school dropouts

There is a substantial school among adolescent girls in tribal community; hence, an attempt was made to study the reasons for being school dropouts among adolescent girls banjara tribal community. It is observed that majority of the school dropouts are because of the family related reasons contributing for being dropout. Each respondent had multiple reasons for being dropout.

Table 2: Family related reasons for being school dropouts

S. No.	Family related reasons for being school dropout	Frequency (N=60)	Percentage %
1.	Early marriage of the respondent	30	50
2.	Financial constraints of the family	32	53.3
3.	Lack of parental interest	30	50.0
4.	Lack of support from father	23	38.3
5.	Lack of support from mother	16	26.7
6.	Lack of support from relatives	7	11.7
7.	Death of the parents	3	5
8.	Death of the father	3	5
9.	Death of the mother	2	3.3
10.	Parental insistence on household responsibilities	20	33.3
11.	Parental insistence on agricultural operations	17	28.3
12.	Bullying by family members	3	5.0
13.	Lack of freedom/ decision making regarding education	11	18.3
14.	Taking care of younger siblings	10	16.7
15.	Migration of the family	1	1.7
16.	Frequent change of schools	2	3.3
17.	Illiteracy of parents	10	16.7
18.	Lack of value for education in family members	14	23.3
19.	Lack of parental guidance in studies	10	16.7
20.	Poor health conditions of Parents	6	10
21.	High academic pressure from parents	1	1.7
22.	Discrimination by step mother	2	3.3
23.	More number of siblings	0	0.0
24.	Other reason: Gave birth to baby so dropped out	1	1.7

It is observed that 53.3 per cent of the respondents were dropped out of the school due to financial constraints in the family. Followed by 50 per cent of the respondents were dropped out due to the early marriage and lack of parental interest towards education to the respondents.

Followed by lack of support from the respondent father comprise 38.3 per cent and Parental insistence on household responsibilities comprising 33.3 percent.

It was seen that lack of support from the mother towards education comprising 26.7 per cent lead to drop out of school and parental insistence on agricultural operations comprising 28.3 percent.

Conclusion

Majority of the respondents are married and are from nuclear families. Maximum of the respondents are dropped out during the secondary level of education.

Results revealed that 53.3 per cent of the respondents were dropped out of the school due to financial constraints in the family. As much as 50 per cent of the respondents were dropped out due to the early marriage and lack of parental interest towards education. Hence, guidance and counselling is to be given to the family members since family is the primary source of information and support to their young ones so as they must be aware of education and importance of it for a better life.

Continuous rejection of school by the dropped out children had led to waste of public resources in terms of time, money and person day and opportunity cost to the society. School dropout is the manifestation of dysfunctional education system and social disorganization.

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