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Aftermath of School Dropout: Sociological Analysis with Reference to Maram Naga Tribe, Manipur

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Abstract

School dropout is a serious problem faced by individual and society for which focus has been a great concern for the policymakers and researchers to deal with. The present study was to examine the consequences of school dropouts in the Maram Naga Tribe, Manipur. School dropout is not a new phenomenon but the current study will contribute to the awareness of the effects and suggest the remedies in order to curb the problems. The aims of the study were to explore the research questions such as what problems do dropouts encounter after leaving school. The researcher followed simple random sampling method to select 260 respondents from the universe. The interview method has been used to collect data to understand the phenomena of the consequences of school dropouts. The key findings are unemployment, regret, family chaos and taking intoxicants like alcoholism, drug addiction and so on. The significance of the findings shows that dropouts have different experiences in economic, social and political outcomes in society.

Keywords: School Dropouts, Consequences, Unemployment and Illegal Behaviour.

Introduction

Maram tribe is one of the indigenous Naga tribes inhabiting in Senapati and Kangpokpi Districts of Manipur. There are more than 40 villages scattered known as Maram Areas. The national highway (NH-2) passes in Maram areas connecting Nagaland to Manipur state. In earlier days Maram Naga tribe has not been interested to accept western education for their rich cultural heritage. This led to a high dropout rate and low literacy rate as compared to other tribes. Being in the process of developing stage Maram Tribe is included among the particularly vulnerable tribal groups (PVTGs) of India.

Social stigma such as judgment and observation is common pertinent in the community which is often made by the elders towards school dropout. When remaining idle at home creates a negative impression on family and community. The consequences of school dropout ruin the personal unique talent. Idunn Brekke (2014) found that youth who completed school have a higher probability of being employed than the school dropout. Similar results were found by William, O. B. et al. (2015), who shows that school dropouts faced a higher level of unemployment. After dropping out of school, it is quite difficult to get back on track the consequence will find it hard to be successful in the labour market that offers less opportunity (Bloom, D. 2018). Dropouts experience more likely to engage in criminal activity, have health issues and be

dependent on welfare (Rumberger, 1987). The effects of dropping out of school include too early pregnancy and addiction (Kattan & Szekely, 2015). Thus, school dropout creates a negative momentum for society.

Review of Literature

Parental education and income impact their children's schooling. Chevalier, et. al. (2013) investigated the early school leaving at the age the results make it interesting that maternal education has a stronger effect, particularly on the daughter which is double effective than son while paternal education has not shown any significant statistical effects on the probability of education to either son or daughter. While the higher income of the paternal has a great impact to stay their children longer in the school. Rumberger and Thomas (2000) study shows family and academic background also predicted dropping out and leaving school. Students from high socioeconomic status families were almost half of the students less likely than students from average socioeconomic status families to drop out of high school. The results also indicated that students from low socioeconomic status families were about twice as likely to drop out of high school than students from average socioeconomic status families.

Chang Fang, et al. (2016) showed that the high dropout rate is significantly correlated with personal expectations. The optimistic expectation significantly worked out among the students for instance the expectation to complete a level of education of less than high school was more likely to drop out of junior high school than those who expected to complete high school. In the same way, students who expect to pursue less than college were more likely to drop out than students who expected to attend college level. Good academic performance makes more confidence to go for higher education, poor grades loss of confidence led to dropping out of school (Wayman (2010).

Gonzalez, al. et. (2015) study found that high school dropout students were linked to mental health issues, chronic health problems, criminal behavior and substance use. A drawback of the past year of drop out students were more likely to use marijuana than complete graduates. In the current status at

the time of studying dropouts were more likely to be smoking than graduates. Anderson and Portner (2014) reported students school dropout are likely more who has contracted an STI such as HIV/AIDS in this regards females' are a large in size dropout. Students who do not have infections were more likely to stay in school.

Teachers play a great responsibility to students as they know better than parents in school. They know the sign of students before dropouts. Hickman, et al. (2008) stated that school dropouts missed more classes than graduate students. In middle school the dropouts and graduates have become heterogeneous, the graduates' students become more advance whereas, the dropouts become are more likely at risk. Thus, students' progression from kindergarten does not unfold but becomes more firmly established in their learning pathways.

Sappa and Bonica (2011) found students who choose to work have a high risk of being unemployed rather, having a degree in vocational training find it easier to get a job, most of the respondents were employed, but the job is inferior to their educational qualification. Sandra and Martha (2004) have argued dropout problems were solvable, and student performance in examinations and other curriculum activities needs to be systematically monitored. Ensure certain provisions to students with a realistic opportunity for academic and reading success, educators support, families help related to learning and evaluate them time to time their personal interest and monitoring throughout the school years. Engagement in school activities and enthusiasm for school requires simply staying at school that can concentrate on learning to the highest level.

Methodology

The objectives of the study are to analyse the consequences of being school dropouts and to suggest feasible remedial measures to overcome the problems. The present study is purely empirical work that follows a descriptive research design. The researcher has followed simple random sampling to select 260 respondents from the universe. The interview method has been used to collect data to understand the phenomena of the consequences of school dropouts.

Results

Table 1 Distribution of Respondents by Socio-Demographic Details N = 260

Socio-Demographic Profile		No. of Respondents	Percentage (%)
Gender	Male	175	67.30
	Female	85	32.70
Age	Up to 22	115	44.20
	23-25	87	33.50
	26 and above	58	22.30
Marital status	Unmarried	209	80.40
	Married	51	19.60

Source: Primary Data

Socio-economic variables influence the human development index of an individual. It also affects their attitudes and response toward social capital and its accessibility. The above table illustrates the socio-demographic distribution of the respondents. The number of male respondents 67.3 per cent outnumbered females 32.7 per cent by half margin. About 44.2 per cent of the respondents were in the age group of up to 22 years at the time of data collection. The majority (80.4%) of the respondents were unmarried during data collection. Teenagers are not mature enough to contemplate the consequences of their choice. The socialization stage proves a challenge to them affecting their decision-making process, which in turn effects their attitude towards schooling.

Table 2 Educational Qualification N=260

Levels of Educational Qualification		No. of Respondents	Percentage (%)
Educational qualification	Higher primary level (6 – 8)	86	33.10
	Lower secondary level (9 -10)	95	36.50
	Higher secondary level (11 – 12)	79	30.40

Source: Primary Data

The findings revealed dropout rates occurring at all levels of schooling. The highest level (36.5%) of dropout rate occurred during the lower secondary level (9-10) standard. A similar finding was supported by (Saravanan, 2019). In a similar study conducted by Sunita Chugh, (2011) found that the

highest number of dropouts was registered among grade IX students. Based on the inference from the above data it can be concluded that the highest number of dropouts occurred in the lower secondary level.

Table 3 Consumes Intoxicant Substances N=260

Taking Intoxication		No. of Respondents	Percentage (%)
Taking intoxication	Often	56	21.50
	Rarely	63	24.20
	Never	141	54.20
Friends consume intoxication	Often	91	35.00
	Rarely	74	28.50
	Never	95	36.50

Source: Primary Data

The respondents were asked about their ill habits and their friends to understand the impact of their habits on the respondents. The obtained response data revealed that more than half (54.2%) of the respondents did not take intoxication of any kind but 45.7 per cent take intoxication. It was found that less than half (36.5%) of the respondents admitted their friends never consumed alcohol while 35

per cent often and 28.50 per cent rarely consumed alcohol. From the above inference, it can be said the majority of the respondent's friends had the habit of intoxication. The role of parents and teachers can play important role in averting such habits among the students. A dedicated subject on the ill effects of such social vices can help to a great extent.

Table 4 Distribution of Respondents Based on Parents' Reaction after their Wards Dropout N=260

Sl. No.	Parents Reaction on school dropout	No. of Respondents	Percentage (%)
1	Silent	99	38.10
2	Scolding	23	08.80
3	Angry	38	14.60
4	Encourage to retain school	100	38.50
Total		260	100.00

Source: Primary Data

The respondents were asked about the reaction of their parents to dropping out of school. It was revealed that (38.5%) were encouraged to go back followed by their parents maintaining silence (38.1%). Family members were aware of the benefits of education but

unable to encourage their children to pursue further schooling because of the economic crisis. The situation may be changed if the government comes up with adequate welfare programs to support the people in need of education funding.

Table 5 Distributions of Dropouts by Gender and Age According to Faced Discrimination in the Community N=260

Profile Details		Faced Discrimination in the Community			Total
		Often	Rarely	Never	
Gender	Male	08 (04.6%)	48 (27.4%)	119 (68.0%)	175 (100.0%)
	Female	07 (08.2%)	21 (24.7%)	57 (67.1%)	85 (100.0%)
Sig. Level		.473(NS)			
Age (At the time of data collection)	Up to 22	05 (04.3%)	42 (36.5%)	68 (59.1%)	115 (100.0%)
	23-25	05 (05.7%)	20 (23.0%)	62 (71.3%)	87 (100.0%)
	26 and above	05 (08.6%)	07 (12.1%)	46 (79.3%)	58 (100.0%)
Sig. Level		.011(S)			

Source: Primary Data

Based on gender, about 68 per cent of male respondents reported not facing any kind of discrimination and about 67.1 per cent of the female respondents asserted the same. From the data, it can be concluded that in the study area people still believed in the social stigma of culture that makes a slow transformation in society. Further analysing the chi-square test shows the P-value is .473 which is greater than the conventionally accepted significance level of 0.05 (i.e. $p > 0.05$). Hence, there is no statistically significant association in the proportion of gender with dropout discrimination in the community.

The respondents were inquired whether they faced any discrimination within their community because of school dropout status. The response

data were tabulated against their age and gender. Accordingly, it was found that 59.1 per cent of the respondents in the under 22 years age category reported not facing any kind of discrimination while 71.3 per cent of respondents in the 22-23 year age category and 79.3 per cent of the respondents in the above 26 year age category reported the same. It can be observed that the pressure to work and its related discipline is limited to younger people. The chi-square test shows the P-value is .011 which is lesser than the conventionally accepted significance level of 0.05 (i.e. $p < 0.05$). Hence, it is concluded that there is a statistically significant association between different ages categories with faced discrimination in the community.

Table 6 Occupation After School Dropouts N=260

Sl. No.	Occupations after School Dropout	Numbers of respondents	Percentage (%)
1	Unemployed	95	36.50
2	Working in private company	84	32.30
3	Government employee (Constable Army)	9	03.50
4	Running shop	13	05.00
5	Others	59	22.70
Total		260	100.00

Source: Primary Data

The respondents were enquired about the work or occupation they immediately take up after dropout of school. It was reported that about one-third (36.5%) of the respondents were unemployed and remained idle at home while (32.3%) of the respondents worked in private company. As the economy is more shifting towards knowledge based work force. Hence, dropouts find it hard to secure a stable and a well-paid job and work for a competitive remuneration. The dropout is less likely to achieve success in the

labour market compared to high school graduates as the population are rapidly increasing, thousands of graduates' students are producing every year, the competition raise up higher (Markey, 1988). Due to which high school dropouts faced high rates of unemployment, poverty, social stigma, lower salaries and higher probability of involvement with criminal (Megan Millenky, 2016). Hence, dropouts in turn give additional burden to their parents by depending on them for livelihood and financial security.

Table 7 Gender and Age According to the Present Job to Sustain a Whole Life N=260

Profile Details		Present job can sustain a whole life happily		Total
		Yes	No	
Gender	Male	48 (27.4%)	127 (72.6%)	175 (100.0%)
	Female	24 (28.2%)	61 (71.8%)	85 (100.0%)
Sig. Level		.892 (NS)		
Age (At the time of data)	Up to 22	28 (24.3%)	87 (75.7%)	115 (100.0%)
	23-25	28 (32.2%)	59 (67.8%)	87 (100.0%)
	26 and above	16 (27.6%)	42 (72.4%)	58 (100.0%)
Sig. Level		.468 (NS)		

Source: Primary Data

The respondents were asked if their current job or employment status would suffice to sustain them for a long time. Their response data was distributed based on gender and their age group. Accordingly, mostly (72.6%) of the male respondents and (71.8%) of the female respondents were reported not being satisfied with their present job and it presents a bleak future before them. Both gender expressed similar dissatisfaction over their job status. Further analysis of the chi-square test reveals the P-value is .892

which is greater than the conventionally accepted significance level of 0.05 (i.e. $P > 0.05$). Hence, there is no association between gender with the present activity.

Taking into consideration the age of the respondents, most (75.7%) in the under 22 years category, (67.8%) of the respondents in the 23-25 years category and (72.4%) of the respondents in the above 26 years age category reported dissatisfaction over the same. The Chi-square test shows the P-value

= .468 which is greater than the conventionally accepted significance level of 0.05 (i.e. $P > 0.05$).

Hence, no association between the respondents' age and present activity.

Table 8 Distribution of Respondents by Aftermath of Dropout N=260

Regret and Opinion of Retain School		Numbers of Respondents	Percentage (%)
Regret for been dropout.	Often	115	44.20
	Rarely	100	38.50
	Never	45	17.30
Will join school if opportunity avail.	Yes	116	44.60
		144	55.40

Source: Primary Data

The respondents were enquired about their opinion on whether a degree or better education qualification status would have improved their employment opportunities and if they regret discontinuing their school studies. It was evident from the response data that most of the respondents 44.2 percent regretted their decision to drop out of school and admitted their mistake of risking their future by not continuing schooling. They feel they were always looked down upon by people and there is less expectation from the families and community to bring changes in the society. Hence, leaving school was not a good decision if their family's economic

status of the households can sustain.

Considering their willingness to join and learn again, it was evident that close to half (44.60%) were assertive and the rest (55.4%) did not consider such a decision and cited their age as the reason for ruling out such an option. Most respondents despite their state were strong-minded and displayed resilience to survive and earn for their families because they knew that their dropping out of school was a response to their family situation and refrained from worrying and seemed unassured. In addition, some discontinued the advice and wishes of their parents.

Table 9 Distribution Based on Gender and Age of Respondents with their Aspirations to Retain School N=260

Profile Details		Retain the School if Opportunity Comes		Total
		Yes	No	
Gender	Male	69 (39.4%)	106 (60.6%)	175 (100.0%)
	Female	47 (55.3%)	38 (44.7%)	85 (100.0%)
Sig. Level		.016 (S)		
Age (at the time of data collection)	Up to 22	61 (53.0%)	54 (47.0%)	115 (100.0%)
	23-25	36 (41.4%)	51 (58.6%)	87 (100.0%)
	26 and above	19 (32.8%)	39 (67.2%)	58 (100.0%)
Sig. Level		.031 (S)		

Source: Primary Data

The respondents were asked if they wish to continue their education if a chance given. Their response was distributed against gender and educational status. Accordingly, it was found that

more than half (55.3%) of the females' respondents responded positively while close to half (39.4%) of the males responded the same. There is a great difference between gender as women have more

persistence towards education than men. Statistical analysis, the chi-square test shows the P-value is .016 is lesser than the conventionally accepted significance level of 0.05 (i.e. $p < 0.05$). Therefore, there is a significant association between gender and joining again if the opportunity comes.

Considering the age, about 53 per cent of the respondents in the below 22 years age category asserted their willingness to continue their education. About 53 per cent of respondents in the age category of 23-25 years and about 32.8 per cent of respondents in the age category of 26 and above reported the same. It can be observed that as they grow old, they are reluctant to join again school because of social stigma, family responsibility, age limitations, etc. Further analysis of the statistical chi-square test shows P-value is .031 which is lesser than the conventionally accepted significance level of 0.05 ($p < 0.05$). Hence, there is a significant association between the proportion of join again the school and the opinions of the different age groups.

Discussion

The findings from this study suggest that consequences of school dropout ruin the personal career, for which completion of a normal academic course or acquiring a professional course will reduce the problems faced by dropouts of school. The present study shows that male dropouts were more than females. Regardless of gender 36.50 per cent are unemployed. McCaul, (1992) stated that male dropouts experienced more periods of unemployment while female dropouts experience less job satisfaction. The finding, 45.7 percent of dropouts take intoxication similarly, most of their friends 63.50 percent take intoxication. This was supported by Sharma, (2016) found that the unemployed youth due to frustration often succumb to other alternatives habit like drug addiction, alcoholism as well as joining the insurgent cadres for easy money. Indira (2014) also shows youth have problems in Manipur they faced parental negligence, unemployment, boredom, narcotic addiction and alcoholism. Parents were not happy with their wards school dropouts.

The results of this study lend concern about the negative experiences school dropouts faced personal and social. Although as per the findings

discrimination was less in the society while some faced less regard and insignificant behaviour in the family and community. Nevertheless, discrimination was lesser in a society where the literacy rate is low there is a lack of competition which still lack the knowledge of the value of education in the areas. To solve the problem, the policymakers, counsellors and researchers may see into in-depth analysis caution to consequences of dropout can be measured because in the early days' parents were guilty for children school dropout or out of school but at present central and state government fault. Right to education prevail in our country the government resources anticipate in the education system. The finding shows idle stay home cannot sustain the whole life happily.

School dropout differ from grade wise the present study revealed maximum dropouts took place in the lower secondary levels (9-10). This stage is a critical stage being out of the parents' control and indulged with a peer group, lack of taking personal decision fall into dropping out. School dropout is a direct effect on personal growth; a current study confirms most dropouts faced problems in the workplace due to low educational qualifications. The certificate is a basic necessity being the proof of self-identity. Of many respondents 82.7 percent feel regret for being dropouts. Thus, dropouts' regret and deficiency in education degree affect their whole life.

Conclusion

The phenomena of school dropout affect the entire life of a person. They cannot engage in any skilful job as they did not acquire enough knowledge. This study shows the consequences of school dropout has a lower probability of unemployment, involving illegal behaviour, creating chaos in the family and community and so on. The dropping out of school creates a negative consequence in the society. In this regard parents and teachers' anticipation, teachers and students' relations and community participation may curb the problems. To Prevent of school dropouts, awareness programs in the school and community will combat the incidence of leaving school. Further research is needed to focus on the prevention of school dropouts.

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