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## A STUDY ON THE FACTORS AFFECTING YOUTHS IN REDUCING THE RATE TO PURSUE HIGHER EDUCATION

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### ABSTRACT

The object of this study is to evaluate the factors that affect the youths in reducing the rate to pursue higher education. In today's world it is very important to pursue higher education. However not all of them are able to pursue their higher education. This study aims to identify those elements that are influencing students to drop their higher education.

There are many factors that influence the study but some of the main factors can be: lack of sufficient fund, difficulty in obtaining the scholarships, family constraints, lack of interest among students to study further, lack of motivation, lack of quality teaching and many more. Higher education is currently perceived as highly competitive, dynamic, and global. Thus, students who are not able to get enrolled in the universities of their choice do not wish to continue their higher education with any other university.

Key Words:

### INTRODUCTION

Higher education is critical to India's aspirations of emerging as a major player in the global knowledge economy. The global competitiveness of Indian industry and also its employment generation potential is clearly dependent on availability of required skills and trained personnel. But as several recent studies have revealed the overall state of Indian higher education is dismal and therefore poses a severe constraint on the supply of qualified manpower. Despite remarkable progress in reforms covering a number of sectors and sub-sectors of the

economy, there is little informed debate on reforms in higher education. This paper also evaluates the various reasons why students are demotivated to pursue their higher education.

Higher education in India suffers from several systemic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as – the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognized. Driven by populism and in the absence of good data, there is little informed public debate on higher education in India. This has also served as a major demotivation for students to discontinue their education.

### **THE FACTORS AFFECTING YOUTHS IN REDUCING THE RATE TO PURSUE HIGHER EDUCATION:**

- **Lack Of Sufficient Funds:**

Students coming from an economically backward society or the students whose parents or themselves cannot afford to pay the huge sum of fees for higher education. Such students cannot solely afford this education and instead they have to start working immediately after their basic education in order to look after their families and provide for them.

- **Difficulty In Obtaining Scholarships**

Since the higher education is not affordable by all. Some students wish to get the quality education by obtaining scholarships and grants given by various Government and Non Government Organisations. However, for obtaining some of the scholarships various criteria have to be fulfilled such as a bank account, income report of the parents and various such details have to be given. While not all the students will have such information.

- **Early Adult Responsibilities**

Some section of the youth has Early Adult Responsibilities. Some of them get married at an early age. They have to shoulder family responsibilities and responsibilities of parenthood. Thus, they have to work for longer hours to fulfill family obligations and in such case they have no time to pursue higher education.

- **Restrictions On Girls**

Most of the girls are expected to get married at a certain age and shoulder the responsibilities of a family. Thus they are not allowed to pursue higher education by their family and in laws. Some of the girls embrace motherhood at an early age and have no further time to continue with their studies. Some of the quality universities are co-head and thus few parents do not allow girls to pursue education in a co-head university.

- **Individual Background Characteristics**

Some individuals have a learning disability or they are going through emotional disturbance and hence find it difficult to focus on their studies and thus they choose not to pursue higher education.

- **Lack Of Individual Interest**

Some individuals have low academic achievement and are not fond of studies. Some of them are habituated to living in their comfort zones and are not willing to take up the responsibilities and challenges that come together with the higher education. They are happy with their current status and do not wish to upgrade or up skill themselves.

- **Existing Business Ventures**

Some students are already into several businesses. These individuals are already controlling their businesses efficiently and they are busy looking after their business operation and are acquiring practical knowledge while performing them. They do not wish to opt for higher education owing to their busy schedules and practical exposure and challenges equaling the higher studies.

- **Family Background Characteristics**

Few families have low economic status and high family mobility. The low education of parents, provide them with low pay. Having larger number of siblings makes it difficult to afford sufficient food for the family let alone affording higher education. Some children do not stay with their natural parents or they are always subjected to a family environment where there are lots of disputes. This makes a child slip into depression and not want to do anything at all.

- **Family Engagement/Commitment To Education**

Few families have low educational expectations or have seen many drop outs in the family and lack conversations about education. Such students will further lose contact with school and lose interest in educating themselves. Such students voluntarily opt out of higher education.

- **Many elite universities prioritize research, often at the expense of teaching:**

Quality of universities, at least as judged by research excellence tables, is predominantly based on research rather than teaching. In many top institutions, teaching can be seen as a distraction from publishing and getting research grants. Top faculties are attracted not just with higher salaries, but also with more freedom and a lower teaching load. In return, they will publish research prolifically and bring in grant income while leveraging graduate students to do their teaching instead.

- **Instead of boosting meritocracy, universities reinforce inequality:** The value-add of a university degree is inversely related to a student's socio-economic status, as most top college graduates would have enjoyed high levels of career success anyway because of their initial wealth, privilege, and contacts. This is what makes the recent college admissions scandal so ironic: the people who could afford to pay such high bribes were the ones who needed to do this the least – their wealth, privilege, and contacts virtually guaranteed that they would land in a good place in life regardless of whether or where they attended college.

At the same time, universities tend to increase rather than decrease inequality. As research reports have noted, rich people are not just more likely to buy a more expensive education, but also to marry equally rich and educated people, which in turn will produce more affluent and privileged offspring. Even when elite universities focus on enrolling minorities, they tend to prioritize what he calls the “privileged poor,” from higher socio-economic status. The fundamental question we see is this: If a university claims to be a top educational institution, shouldn't it admit the people with the (as opposed to admitting the people with the highest income and test scores, who would probably rule the world tomorrow regardless of those three or four years in college)?

In short, there is much that we need to rethink about the current model of higher education. Tomorrow belongs to the companies and individuals who are approaching education in parallel with work, with continuous loops of learning. Success in the future won't be defined by a degree, but by potential and the ability to learn, apply, and adapt.

### **Pandemic**

This pandemic COVID-19 has led to a more health conscious world. While the pandemic was ongoing, it was very unsafe for the people to come in contact of one another. Few fields of education need students to get on Campus and have a practical exposure of the subjects. With the risk to their lives due to the spreading of virus, no student would like to come in contact with others. Thus, some students postponed their pursuance of higher education while others completely cancel them. Thus we can see a decline in the rate of students pursuing higher education.

### **CONCLUSION**

From the study we can conclude that the rate of students pursuing higher education is reducing day by day. There are various factors that play a role in reducing the rate of students enrolling in the higher education. Thus social workers and other Government and Non Government Organizations can come together to eliminate these factors and encourage students to pursue higher education.

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