A STUDY ON PERCEPTION OF THE PARENTS TOWARDS DROPOUT CHILDREN IN PRAKASAM DISTRICT OF ANDHRA PRADESH

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In India, Scheduled Tribes constitute 8.6 percent of total population numbering 104.28 million (Census of India, 2011). More than half of the Scheduled Tribe population is concentrated in the States of Madhya Pradesh, Chhattisgarh, Maharashtra, Odisha, Jharkhand and Gujarat. The Tribes generally reside in isolated places situated in remote areas of forests, islands, hills etc. These communities are not able to access basic facilities such as schools, hospitals and other amenities due to their remoteness. All these factors have led to the socio-economic backwardness of the community.

In this chapter, an attempt has been made to analyse the perception of the parents. The social profile and opinions of parents on children out of school in the study area is analysed in the following tables:

The sample of children selected from every school 30 children of 10 children each from 6th class, 7th class and 8th class male and female children, from one section, who are studying in government schools were selected by making use of disproportionate random sample. Hence, the total sample was 300 children from 10 schools.

Table -1: Age wise distribution of Respondents

Age	Frequency	Percent
< - 25	27	9.0
26 - 35	85	28.3
36 - 45	73	24.3
46 - 55	79	26.4
56 - >	36	12.0
Total	**300**	**100.0**

Mean age =42.7250 Years

The table 1 shows that the age group composition of the sample respondents. In order to facilitate further analysis, five age categories have been developed. The table shows that in the age group of 25 and below are 9.0 percent followed by 26 to 35 of the age group are 28.3 percent. About 23.3 percent in the age group of 36 to 45 and remaining 26.4 percent and 12.0 percent are in the age group of 46 to 55 years and 56 and above years respectively. Hence, the majority are 26 to 35 years of the households are leading their family as head of the social institution and the average mean age of the households are 42.7250 years.

Table -2: Sex wise distribution of respondents

Sex	Frequency	Percent
Male	262	87.3
Female	38	12.7
Total	**300**	**100.0**

The sex wise distribution of the sample respondents are given in the table and figure from the table 2 it is clear that the survey covered 85.3 percent male and 12.7 percent of the female households are widows as leading head of the family and who are lost their husband in the study area. Most of the families are headed in the study area.

Table -3: Education wise distribution of respondents

Education	Frequency	Percent
Illiterate	206	68.7
Primary	31	10.3
Secondary	32	10.7
SSC & above	31	10.3
Total	**300**	**100.0**

Most of the respondents were found poor in terms of education and literacy development. About 68.7 percent respondents were reported to be illiterate. Importantly, educated respondents were reported high in secondary education about 10.7 percent. Remaining 10.3 percent were belonging to primary education and 10.3 percent are studied SSC and above. Thus, majority respondents are not given importance to education (Table 3).

4: Occupation wise distribution of respondents

Occupation	Frequency	Percent
Collection of forest produces	125	41.7
Daily wage labour	101	33.7
Agriculture	64	21.3
Any other	10	3.3
Total	**300**	**100.0**

The researcher examined socio-economic characteristics of the sample households of students' parents. As the rural economy of the respondents are basically subsistence economies agriculture occupies a predominant position.

The table 4 shows that majority (41.7 percent) households are their main occupation is collection forest produces, followed by 33.7 percent are daily wage labour. Among 21.3 percent are belongs to agriculture and 3.3 percent are involved in any other occupations of auto drivers etc.

Table -5: Annual Income of respondents

Annual Income	Frequency	Percent
<- 25000	176	58.7
25001 - 35000	66	22.0
35001 - 45000	35	11.7
45001 ->	23	7.6
Total	**300**	**100.0**

The table 5 shows that annual income of households. It is evident that a vast majority of the respondents are low income group. The majority 58.7 percent are earning < - 25001. About 22.0 percent getting 25001 to 35000 of income, followed by 11.7 percent 35000 to 45000 of income and remaining 7.6 percent are 45001 and above income.

Table- 6: School going children Vs. Education

Education	school going child			Total
	One	Two	Three	
Illiterate	162	36	8	206
	54.0%	12.0%	2.7%	68.7%
Primary	30	1	0	31
	10.0%	.3%	.0%	10.3%
Secondary	30	0	2	32
	10.0%	.0%	.7%	10.7%
SSC & above	24	7	0	31
	8.0%	2.3%	.0%	10.3%
Total	**246**	**44**	**10**	**300**
	82.0%	**14.7%**	**3.3%**	**100.0%**

χ^2=14.689, df= 6, P > 0.023, Significant at 0.05 level

It can be seen from the table 6 that 82.0 percent of their only one child is going to school, whereas 14.2 percent of their two children from one family are going to school and only 3.3 percent of their three children went to school.

The chi-square test reveals that there is significant difference among the education wise category by going to school of their children. Hence there is an association between the education and going to school at 0.05 level.

Table- 7: Children get midday meal Vs. Age

Age	Children get mid day meal		Total
	Yes	No	
< - 25	27	0	27
	9.0%	.0%	9.0%
26 - 35	82	3	85
	27.3%	1.0%	28.3%
36 - 45	70	3	73
	23.3%	1.0%	24.3%
46 - 55	74	5	79
	24.7%	1.7%	26.3%
56 - >	36	0	36
	12.0%	.0%	12.0%
Total	**289**	**11**	**300**
	96.3%	**3.7%**	**100.0%**

χ^2=4.028, df= 4, P > 0.402, **Not Significant at 0.01 level**

It can be observed from the table 7 that the majority (96.3 percent) parents are agreed of their children eating midday meal at the school which is provided by the government. Only a negligence number 3.7 percent of parents agreed that their children are not eating midday meal and usually come back to home and take lunch at their home.

The study shows the results of the Chi-square test that there is no significant difference between age and children get midday meal (P= 0.402) at 0.01 levels. The results show that there is no statistically significant difference in children get midday meal by their age wise categories.

Table- 8 : Parent perceptions on Personal factors for Dropout

Sl.No	Reasons	Yes	No	Total N=300
1	Not Interested in study	38.0	62.0	100.0
2	Difficult study	22.7	77.3	100.0
3	Dislike going school	29.3	70.7	100.0
4	Retired Minded	35.0	65.0	100.0
	An average total percentage	**31.3**	**68.7**	**100.0**

The table 8 reveals the distribution of the dropouts according to personal factors or reasons. The personal responses were given by parents of dropouts. Majority of dropouts, (38.0 per cent) left school because they were not interested in studies followed by 22.7 per cent dropouts left school due to difficult study, 29.3 per cent dropouts left school because they disliked going school and 35.0 per cent of parents revealed that dropout because of retired minded.

An overall, 31.3 per cent personal factors are reasons for dropout whereas, 68.7 per cent personal factors are not reason for dropout.

ANOVA's Descriptive table- 9:

### Parent perceptions on Personal factors for Dropout Vs Sex

Personal Factors	Sex	N	Mean	Std. Deviation	F Value	P Value
Not Interested in study	Male	262	1.6260	.48480	.309	.578
	Female	38	1.5789	.50036		
	Total	300	1.6200	.48620		
Difficult study	Male	262	1.7557	.43048	3.679	.056
	Female	38	1.8947	.31101		
	Total	300	1.7733	.41937		
Dislike going school	Male	262	1.7099	.45467	.105	.746
	Female	38	1.6842	.47107		
	Total	300	1.7067	.45605		
Retired Minded	Male	262	1.6565	.47579	.381	.538
	Female	38	1.6053	.49536		
	Total	300	1.6500	.47777		

ANOVA test has been applied to find whether there is any significant difference between the personal factors influence the dropout from school by their sex. The ANOVA table shows that the calculated F value and P values. The personal factors of Not Interested in study (P= 0.578), difficult study (P= 0.056), Dislike going school (P= 0.746) and Retired minded (P= 0.538) and there is any impact of age categories. So, it is inferred that there is no impact of age at 0.01 level.

Table- 10: Parent perceptions on Familial factors for Dropout

Sl.No	Reasons	Yes	No	Total N=300
1	Look after Siblings	26.0	74.0	100.0
2	Negative thinking of Parents	30.3	69.7	100.0
3	Ill heath of parents	33.7	66.3	100.0
4	Death of Father	8.0	92.0	100.0
An average total percentage		24.5	75.5	100.0

Fig -1: Parent perceptions on Familial factors for Dropout
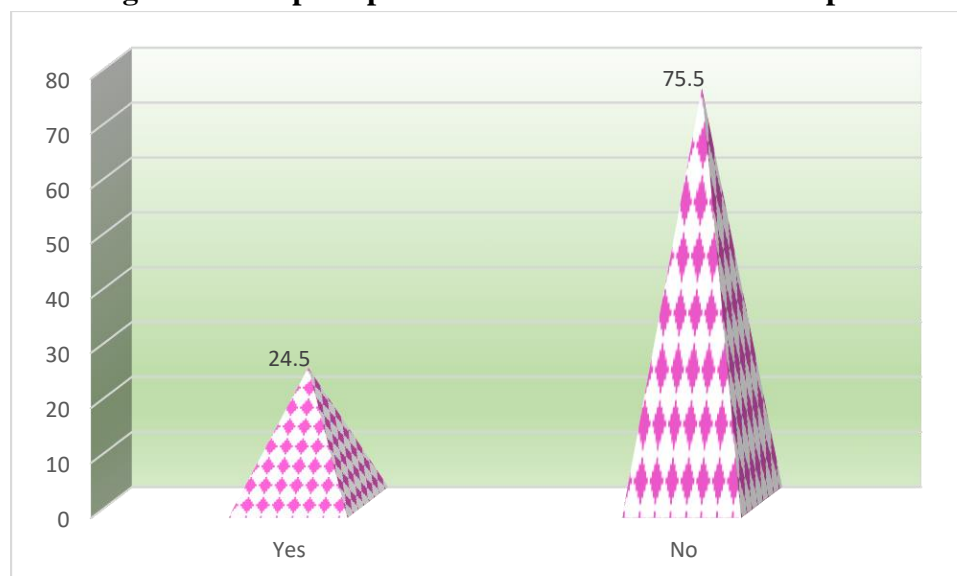
The table 10 and figure 1 indicates the distribution of the dropoutsaccording to family factors. The family responses were given by dropout's parents. Three by forth of dropout (26.0 per cent) left school due to looking after siblings followed by (30.3 per cent) negative thinking of parents (no useful of education etc,), about 33.7 per cent ill health of parents and minimum 8.0 per cent left school due to death of father.

The overall average 24.5 per cent of respondents feel familial factors are reason for dropout and 75.5 per cent are not reason for school dropout.

ANOVA's Descriptive table- 11:

Parent perceptions on Familial factors for Dropout Vs. Age

Familial factors	Age	N	Mean	Std. Deviation	F Value	P Value
Look after Siblings	< - 25	27	1.7037	.46532	1.473	.210
	26 - 35	85	1.6588	.47692		
	36 - 45	73	1.7945	.40685		
	46 - 55	79	1.7468	.43760		
	56 - >	36	1.8333	.37796		
	Total	300	1.7400	.43937		
Negative thinking of Parents	< - 25	27	1.8519	.36201	5.265	.000
	26 - 35	85	1.5176	.50265		
	36 - 45	73	1.7945	.40685		
	46 - 55	79	1.7215	.45112		
	56 - >	36	1.7500	.43916		
	Total	300	1.6967	.46047		
Ill heath of parents	< - 25	27	1.5556	.50637	.697	.594
	26 - 35	85	1.6588	.47692		
	36 - 45	73	1.7260	.44908		
	46 - 55	79	1.6456	.48140		
	56 - >	36	1.6667	.47809		
	Total	300	1.6633	.47336		
Death of Father	< - 25	27	1.9259	.26688	.813	.518
	26 - 35	85	1.9059	.29373		

	36 - 45	73	1.9589	.19989		
	46 - 55	79	1.8861	.31975		
	56 - >	36	1.9444	.23231		
	Total	300	1.9200	.27175		

The ANOVA Table 11 described that familial factors influenced for dropout from school by their age. The factors Look after Siblings(P=0.210),Ill heath of parents (P=0.594),Death of Father (P=0.518) are not influenced by their age at 0.01 level. Hence, there is no significant impact of age on the familial factors contributed to dropout from school. Whereas, the familial factor of Negative thinking of Parents (P= 0.000) is influenced by their age for dropout from school. hence, there is a significant impact of age on familial factors for dropout from school at 0.01 level.

Table- 12: Parent perceptions on Socio-Economic factors for Dropout

Sl.No	Reasons	Yes	No	Total N=300
1	Negative Attitude of Society	30.3	69.7	100.0
2	Early Marriage	9.7	90.3	100.0
3	Lack of Money	23.0	77.0	100.0
	An average total percentage	**21.0**	**79.0**	**100.0**

Fig-2: Parent perceptions on Socio-Economic factors for Dropout
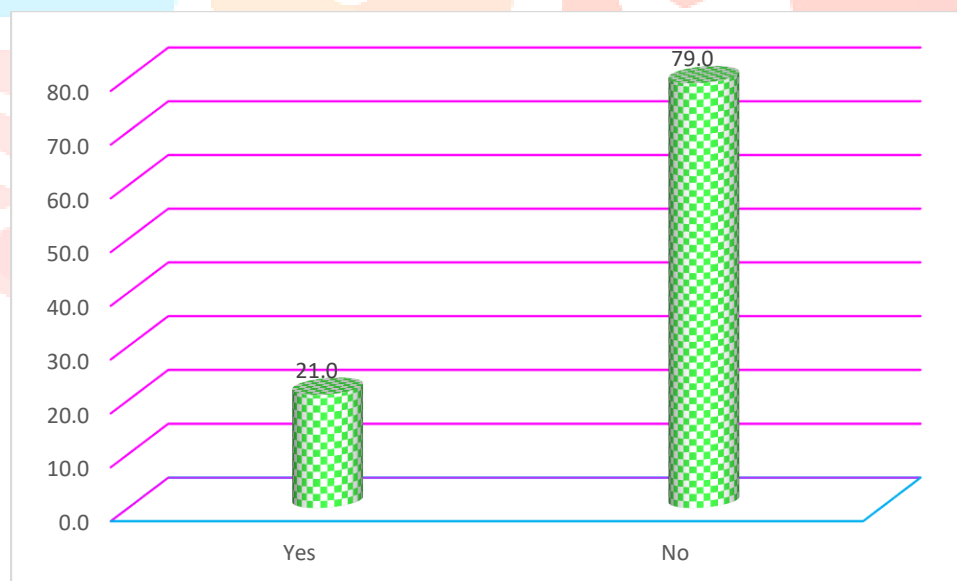
The table portrays distribution of Dropouts According toSocio- Economic Factors in the present study. The responses were given by dropout's parents. Parents of dropouts (30.3 per cent) left school due to negative attitude of society followed by 9.7 per cent dropouts were left school due to early marriage and 23.0 per cent were left school due to lack of money.

The overall 21.0 percent of the respondents feel that Socio-Economic factors are reasons for school dropout and 79.0 per cent are not reason for Socio-Economic factors for school dropout.

ANOVA's Descriptive table- 13:

**Parent perceptions on Socio-Economic factors for Dropout Vs.Education**

Socio- Economic Factors	Education	N	Mean	Std. Deviation	F Value	P Value
Negative Attitude of Society	Illiterate	206	1.6505	.47798	2.651	.049
	Primary	31	1.8710	.34078		
	Secondary	32	1.7500	.43994		
	SSC & above	31	1.7742	.42502		
	Total	300	1.6967	.46047		
Early Marriage	Illiterate	206	1.8981	.30331	.361	.781
	Primary	31	1.9355	.24973		
	Secondary	32	1.8750	.33601		
	SSC & above	31	1.9355	.24973		
	Total	300	1.9033	.29600		
Lack of Money	Illiterate	206	1.8301	.37646	4.987	.002
	Primary	31	1.6452	.48637		
	Secondary	32	1.6875	.47093		
	SSC & above	31	1.5806	.50161		
	Total	300	1.7700	.42154		

ANOVA descriptive table 13 discussed to find whether there is any significant difference between the Socio-Economic factors for Dropout and their education. The socio economic factors influence by their education for dropout from school. The ANOVA table shows that the Early Marriage P=0.781 and F value 0.361 are not influenced the eduction. It is inferred that there is no significant impact of education on Socio-Economic factors and not influenced dropout from school at 0.01 level.

Hence, the socio economic factors of Negative Attitude of Society F= 2.651 and P= 0.049, Lack of Money F= 4.987 and P=0.002 and the impact of education is influenced on dropout from school at 0.01 level. Thus, there is significant impact of education on dropout at 0.05 level.

Table- 14: Parent perceptions on School factors for Dropout

Sl.No	Reasons	Yes	No	Total N=300
1	School Environment is not good	32.0	68.0	100.0
2	Fear of teacher	24.3	75.7	100.0
3	Boring Teaching	23.7	76.3	100.0
4	Fear of Exam	27.7	72.3	100.0
5	Long distance of school	29.7	70.3	100.0
An average total percentage		**27.5**	**72.5**	**100.0**

Fig-3:Parent perceptions on School factors for Dropout
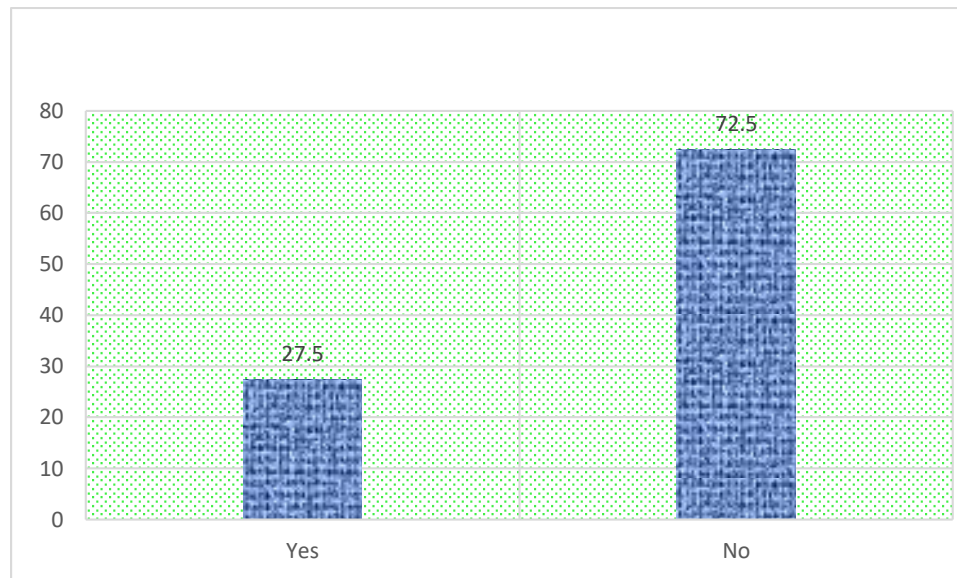
The table 14, distribution of Dropouts according toSchool Factorsor reasons in the present study. The responses were given by dropout's parents. Parents of dropouts (32.0 per cent) left school due to school environment is not good followed by (24.3 per cent dropouts left school fear of teacher, 23.7 per cent dropout left school boring teaching, 27.7 per cent dropouts left school fear of exams and 29.7 per cent dropouts left school due to long distance of school.

The overall 27.5 percent of the respondents feel that School factors are reasons for school dropout and 72.5 per cent are not reason for School factors for school dropout.

ANOVA's Descriptive table- 15:

Parent perceptions on School factors for Dropout Vs. Occupation

School Factors	Occupation	N	Mean	Std. Deviation	F Value	P Vale
School Environment is not good	Collection of forest produces	125	1.6640	.47424	4.218	.006
	Daily wage labour	101	1.5941	.49352		
	Agriculture	64	1.7969	.40551		
	Any other	10	2.0000	.00000		
	Total	300	1.6800	.46726		
Fear of teacher	Collection of forest produces	125	1.7360	.44257	.252	.860
	Daily wage labour	101	1.7822	.41482		
	Agriculture	64	1.7500	.43644		
	Any other	10	1.8000	.42164		
	Total	300	1.7567	.42981		
Boring Teaching	Collection of forest produces	125	1.7600	.42880	.062	.980
	Daily wage labour	101	1.7723	.42145		
	Agriculture	64	1.7500	.43644		
	Any other	10	1.8000	.42164		
	Total	300	1.7633	.42575		
Fear of Exam	Collection of forest produces	125	1.7280	.44678	.122	.947
	Daily wage labour	101	1.7129	.45468		
	Agriculture	64	1.7188	.45316		
	Any other	10	1.8000	.42164		
	Total	300	1.7233	.44810		
Long distance of school	Collection of forest0produces	125	1.7200	.45081	.294	.830
	Daily wage labour	101	1.7129	.45468		
	Agriculture	64	1.6562	.47871		
	Any other	10	1.7000	.48305		
	Total	300	1.7033	.45755		

The ANOVA Table 15 described that school factors influenced the dropout from school by their occupation. The calculated values of Fear of teacher F value is 0.252 and P value is 0.860, Boring TeachingF value 0.062 and P value 0.980, Fear of ExamF value 0.122 and P value 0.947,and Long distance of school F value 0.294 and P value 0.830. There is no significant impact on dropout from school by their occupation at 0.01 level.

About School Environment is not good F value is 4.218 and P value is 0.006 and there is a statistically significant impact on dropout by their occupation at 0.01 level.

Conclusion:

The findings of the study give an in-depth examination of parents perceptions towards the overall situation of dropouts and its prevailing among Scheduled Tribe students. The study empirically analyzed various economic, social, cultural and institutional factors affecting the dropout of tribal school children.

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