

Psychological Causes of Residential and Day Scholar

School Dropout

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ABSTRACT

The present study explored the difference between some psychological causes of residential and day scholar school dropout. A total number of 200 boy's school dropout students in government schools of Chhattisgarh state were selected randomly, which comprised of 100 residential and 100 day scholar elementary school students. Dropout was measured of self developed questionnaire. Dimension wise Guttman split half reliability, item wise factor loading, inter factors correlation shows good psychometric properties about the questionnaire. Result of F-ratio showed that residential & day scholar school dropout student differs with respect to the school environment, child-parent relationship, child-teacher relationship, interest of education significant positively.

Keywords: Residential & day scholar school dropout, Quality of school life, Peer factors, School environment, Child-parent relationship, Child- teacher relationship, Interest of education.

Dropout means leaving a school or group for practical reasons, necessities, or disenchantment with the system from which the individual in question leaves (Wikipedia, 2013). Student discipline and absenteeism in school are strong predictors of school dropout, dropping out is influence of social and academic experience of students (Bachman et al., 1971; Carbonaro, 1998; Ekstrom et al., 1986; Goldschmidt & Wang, 1999; Grant & Hallman, 2006; Rumberger, 1995; Rumberger & Larson, 1998; Swanson & Schneider, 1999; Wehlage & Rutter, 1986). Parents monitor and regulate student activities, provide emotional support, encourage independent decision-making and generally involved in their schooling are less likely to drop out of school (Aston & Melanahan 1991; Rumberger, 1995; Ainsworth et al., 2005). Early academic achievement and engagement like regular attendance, misbehavior in elementary and middle school, predicted withdrawal from high school student engagement include student participation identification with school or social bonding, academic performance (Finn, 1993; Maehr & Midgley, 1996). Large school had higher dropout rates than small schools, school size and school climate are significant predictors of school dropout (Merritt 1983; Pitterman & Haughwought, 1987). Small school size is an important variable that facilitates a healthy

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environment for student and teachers' engagement (Bryk & Thion, 1989). School facilities and especially punishment school factors have been shown to contribute to the school dropout. Drop out of schools comes from a variety of sources such as within students' families. School and communities (and peer) on the child behavior, that the socioeconomic status, most commonly measured by parental education and income is a powerful predictor of school achievement and dropout behavior (Ekstrom et al., 1986; McMeal, 1999; Rumberger, 1995; Rumberger & Larson, 1998; Pong & Ju 2000). High levels of schools satisfaction are positively associated with acceptance of educational values, commitment to school. Family background, personal problem and school related factor are significant predictors of school dropout. Child drop out of schools comes from a variety of sources such as within students' families. Various aspects of teaching-learning are also linked to dropping out the poor teaching, learning transaction leading to low motivation, low comprehension and finally dropping out one instance (Chaudhary et al., 2005). Quality of school life is predominantly associated with personality factors, in particular school self-esteem, relation to the trait character of quality of school life and educational implication of the model (Karatzias, Power, Flemming, Lennon & Susanson, 2002).

OBJECTIVE

Following objectives included in this present research work:

1. To study differences between some psychological causes of residential and day scholar school dropout.

Hypothesis

Following hypothesis included in present research work:

1. Residential school dropout students will differ significantly from day scholar school dropout student with respect to quality of school life.
2. Residential school dropout students will differ significantly from day scholar school dropout student with respect to school environment.
3. Residential school dropout students will differ significantly from day scholar school dropout student with respect to child- parent relationship.
4. Residential school dropout students will differ significantly from day scholar school dropout student with respect to child- teacher relationship.
5. Residential school dropout students will differ significantly from day scholar school dropout student with respect to peer factor.
6. Residential school dropout students will differ significantly from day scholar school dropout student with respect to interest of education.

METHOD

Research design

In the present research work survey research design was used.

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Sample & Inclusion criteria

Sampling has done by random selection as shown the below table:

Age Group	Target subject	Target Area	Type of school	
			Residential School	Day Scholar
6-14 year (boys)	School dropout students	Government Schools of Chhattisgarh	100 students	100 students

Tools

Self developed psychological scale was used. Following dimension wise psychometric properties in this test:-

Table 1: Dimension, No. of items, Response category & scoring pattern, Guttman split half reliability

Table 2: Maximum likelihood estimates of the oblique factor loadings for the 23-item wise test

Table 3: Eigen values, percentage of explained variance, inter-factor correlations and Factor-total correlations for the test

Predictive validity: - Re-administered this test to 100 dropout subject.

Table 4: Test-retest correlation (4-week interval)

RESULT & DISCUSSION

With a view to obtain evidence for the hypotheses formulated, it was decided to employ the ANOVA technique. Each hypothesis will now be considered separately to see whether or not, it is supported in terms of the data obtained and analyzed.

Table 5: Summary of F-ratio table

The data in the table -5 indicate that the quality of school life main effect F- ratio is 1.28 which is not significant. It reveals that Residential & day scholar school dropout students does not differ with quality of school life significantly (Chaudhary et al., 2005). Researchers are also reporting that quality of school life significantly associated with school dropout (Karatzias, Power, Flemming, Lennon & Susanson, 2002). School environment main effect F - ratio is 12.85 which are significant. It reveals that Residential & day scholar school dropout students differs with school environment significantly (Merritt, 1983; Pitterman & Haughwoughwont, 1987; Bryk & Thion, 1989). Moreover child-parent relationship main effect F- ratio is 10.15 which are significant. It reveals that Residential & day scholar (Aston & Melanahan, 1991; Rumberger, 1995; Ainsworth et al., 2005). Furthermore child-teacher relationship main effect F- ratio is 8.52 which are significant. It reveals that Residential & day scholar school dropout students is differ with child-teacher relationship significantly (Bochman et al., 1971; Carbonaro, 1998; Ekstrom et al., 1986; Goldschmidt & Wang, 1999; Rumberger, 1995; Rumberger & Larson, 1998; Swanson & Schneider, 1999; Wehlage & Rutter, 1986; Grant & Hallman, 2006). Likely the peer factor

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main effect F- ratio is 0.85 which are not significant. It reveals that Residential & day scholar school dropout students does not differ with peer factor significantly (Ekstrom et al., 1986; McMeal, 1999; Rumberger; 1995; Rumberger & Larson 1998; Pong & Ju, 2000). Furthermore the interest of education main effect F- ratio is 12.52 which are significant. It reveals that Residential & day scholar school dropout students differs with interest of education significantly (Finn, 1993; Maehr & Midgely, 1996).

CONCLUSION

It may be concluded on the basis of the above statistical findings and supporting studies, second, third, fourth and sixth hypothesis accepted, and the basis of above finding it is clear to say that residential & day scholar school dropout students is significantly positive difference with school environment, child-parent relationship, child- teacher relationship and interest of education. Furthermore first, and fifth hypothesis is not accepted. On the basis of above findings residential & day scholar school dropout students is not found significantly differences with quality of school life and peer factors dimensions.

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Table 1, Dimension, No. of items, Response category & scoring pattern, Guttman split half reliability

Dimension	Total No. of items	Response category & scoring pattern	Guttman split half reliability
Quality of school life	3	Yes=1 No= 0 Highest score=23 Lowest Score=0	.75
School environment	4		.65
Child-parent relationship	3		.85
Child-teacher relationship	4		.86
Peer factor	5		.75
Interest of education	4		.69
Total	23		

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Table 2, Maximum likelihood estimates of the oblique factor loadings for the 23-item wise test

Item	Factor loadings					
	Quality of school life	School environment	Child-parent relationship	Child-teacher relationship	Peer factor	Interest of education
Q1	.55	-	-	-	-	-
Q2	-	.59	-	-	-	-
Q3	.57	-	-	-	-	-
Q4	-	-	.65	-	-	-
Q5	-	.89	-	-	-	-
Q6	-	-	-	.57	-	-
Q7	.66	-	-	-	-	-
Q8	-	.75	-	-	-	-
Q9	-	-	-	.89	-	-
Q10	-	-	.49	-	-	-
Q11	-	.65	-	-	-	-
Q12	-	-	.85	-	-	-
Q13	-	-	-	-	.58	-
Q14	-	-	-	-	-	.89
Q15	-	-	-	.82	-	-
Q16	-	-	-	-	.78	-
Q17	-	-	-	-	-	.79
Q18	-	-	-	-	.69	-
Q19	-	-	-	-	-	.75
Q20	-	-	-	-	.59	-
Q21	-	-	-	.87	-	-
Q22	-	-	-	-	-	.64
Q23	-	-	-	-	.78	-
KMO	Bartlett's sphericity		Determinant			
.75	Chi square=2717.34 P<.000		.06			

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Table 3, Eigen values, percentage of explained variance, inter-factor correlations and Factor-total correlations for the test

	Eigen values	Percentage explained variance	Inter-Factor correlations					
			Quality of school life	School environment	Child-parent relationship	Child-teacher relationship	Peer Factor	Interest of education
Quality of school life	4.10	44.02	.95					
School environment	3.25	33.25	-.85	.75				
Child-parent relationship	2.85	21.53	.32	.35	.87			
Child-teacher relationship	2.19	15.23	.26	.17	.35	.76		
Peer factor	1.85	13.13	.10	.11	.15	-.98	.65	
Interest of education	1.02	8.66	-.65	-.45	.10	.12	.10	.69

Table 4, Test-retest correlation (4-week interval)

Dimension	Quality of school life	School environment	Child-parent relationship	Child-teacher relationship	Peer-factor	Interest of education
Predictive validity	0.9	0.85	0.9	0.75	0.89	0.84

Table 5, Summary of F-ratio table

Variable	Quality of school life	School environment	Child-parent relationship	Child-teacher relationship	Peer-factor	Interest of education
Residential & Day Scholar School dropout	1.28	12.85	10.15	8.52	0.85	12.52
	NS	Sig.	Sig.	Sig.	NS	Sig.

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