

STRATEGIES TO CONTROL DROPOUTS IN EDUCATION

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Abstract

Education, as we aware, is vital to the human resources development and empowerment in the stages of growth of a nation. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation. The overall impact that education can make in the Indian society depends on the dialectics operating between these three factors. The validity of this assertion can be appreciated from the fact that a unilateral focus on any three shall leave the others unaddressed, thereby affecting the state of education and hence human capital in the country.

Keywords: *Management, nation, growth, education, dialectics, skills*

Introduction

In recent years, advances in technology have fueled the demand for a highly skilled labor force, transforming a high school education into a minimum requirement for entry into the labor market. Because high school completion has become a basic prerequisite for many entry-level jobs, as well as higher education, the economic consequences of leaving high school without a diploma are severe. Dropping out is defined as leaving school without a high school certificate or equivalent credentials.

Characteristics of Students Who Drop Out

Socioeconomic Background - Students from low-income families are more likely to drop out of school than are children from middle-income families, and students from high-income families.

Disabilities - Students with disabilities are also more likely to drop out. The National Transition about 40% of disabled youth drop out of school before completing a diploma or certificate.

Academic Factors - National research also indicates that academic factors are clearly related to dropping out. Students who receive poor grades, who repeat a grade, or who are over-age for their class are more likely to drop out.

Absenteeism - Students who have poor attendance for reasons other than illness are also more likely to drop out. Clearly, students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop out of school.

Occupational Aspirations - Young people's perceptions of the economic opportunities available to them also play a role in their decision to drop out or stay in school. Dropouts often have lower occupational aspirations than their peers.

Predictive Factors - The following individual-level factors are all strongly predictive of dropping out of high school:

- Grade retention (being held back to repeat a grade)
- Poor academic performance
- Moves location during high school
- High absenteeism
- High absenteeism
- The student's feeling that no adult in the school cares about his or her welfare

Earnings Potential

On average, dropouts are more likely to be unemployed. Employed dropouts in a variety of studies reported working at unskilled jobs or at low-paying service occupations offering little opportunity for upward mobility.

Dropping out, in turn, causes other secondary, indirect problems:

Public Assistance - High school dropouts are also more likely to receive public assistance than high school graduates who do not go on to college. In fact, one national study noted that dropouts comprise nearly half of the heads of households on welfare.

Single Parents - Young women who drop out of school are more likely to have children at younger ages and more likely to be single parents.

Prisons - The individual stresses and frustrations associated with dropping out have social implications as well: dropouts make up a disproportionate percentage of the nation's prisons and death row inmates.

Effective Strategies for Dropout Prevention

The following are some of the effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation.

School and Community Perspective

A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

School-Community Collaboration

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve

Safe Learning Environments

A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students.

Basic Core Strategies

Mentoring/Tutoring: Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Service-Learning: Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Alternative Schooling: Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

After-School Opportunities: Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

Making the Most of Instruction

Professional Development: Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

Active Learning: Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Educational Technology: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Individualized Instruction: Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Career and Technology Education (CTE): A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

Guide the learner through the purpose: One of the powerful methods to motivate them to learn faster, is to guide them through the purpose of the text or content and to make it equally interesting for them to want to learn more. Getting glued to a syllabus is alright to some extent, but presents a bigger picture of the subject / lesson, enlarging students' capacity to understand the purpose of learning it, in the longer run. By engaging students in your class, you are encouraging them to stay alert, attentive, learn effectively, contributes efficiently.

Availability of Schedules: From the teacher's perspective, a student has to get acquainted with the class and teaching schedules. But what would happen if the student is under the mercy of a job or any other commitment that is making it a challenge for him to attend the school

Teachers: How to reduce the Dropout Rate Observe the signs

There are early warning signs that teachers, parents, or the school staff must observe. Be careful to know about the students with poor attendance, below average performances, behind credits, symptoms of withdrawal from involvement in class work or home work, etc. Intervention must be conducted regularly to learn about the student's response to the system, and take necessary steps to avoid dropouts.

Power of relationships: Across cultures, relationships play a vital role in the lives of students. A trusted adult or a concerned teacher can be an influencing factor in a student's decision to stay back or to opt out of education. It is also important to create stronger bonds by supporting students in their academic, emotional, and social needs; along with grooming them to progress higher in life.

Involve parental guidance: It is quite normal for a parent to involve lesser, as students get older and try to become independent in their progressive grades. However, it is essential to involve parents regularly in the activities connected to school or college. Teachers must take initiatives to update the parents on the student's learning curve.

Conclusion

There could be other matters where some students just drop out due to wrong moves, academic hurdles, and negative perception on studies; consequently without earning a secondary school leaving certificate or without a pre-university college certificate or with whichever related course. Hence, they end up with low paying jobs and pile up insecurities within and outside the confinement of the society. In essence, the onus falls on the teachers, parents and the educators to keep aforesaid guidelines in order to curb the level of dropouts in the city, state and in the country, for the betterment of the society and living.

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