

IMPACT OF PARENTAL SOCIO-ECONOMIC STATUS ON SECONDARY SCHOOL DROPOUT RATES IN TELANGANA'S PUBLIC DAY SECONDARY SCHOOLS

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ABSTRACT

Background: This study investigates the influence of socio-economic factors on student dropout rates in a community context, focusing on parental education levels, family income dynamics, and external influences such as social media.

Methods: The study utilized quantitative methods, including surveys and correlation analyses, to assess relationships between socio-economic variables and dropout rates among secondary school students. Data were collected from 328 participants, including parents, principals, and teachers.

Results: Findings indicate that parental education levels significantly impact educational outcomes, with higher levels of parental education correlating with decreased dropout rates. Similarly, family income levels showed a strong association with the ability to meet educational expenses, highlighting economic disparities as a critical factor in dropout risks. Social influences, particularly from social media, were found to correlate positively with higher dropout rates, suggesting the need for interventions to mitigate digital distractions.

Conclusion: The study underscores the complex interplay of socio-economic factors in shaping student dropout rates. It emphasizes the importance of parental education, economic support mechanisms, and targeted interventions to promote educational continuity. Future research directions include longitudinal studies and qualitative investigations to deepen understanding and inform effective policy and community-based interventions aimed at reducing dropout rates and fostering educational equity.

Keywords: Socio-economic factors, parental education, family income, dropout rates, social media influence, secondary education, quantitative analysis.

I. INTRODUCTION

In Telangana's public day secondary schools, the issue of secondary school dropout rates remains a significant concern, reflecting broader challenges in educational equity and access. The socio-economic status of parents emerges as a critical factor influencing these dropout rates, underscoring the complex interplay between economic conditions and educational outcomes. Parents' socio-economic status encompasses factors such as their educational attainment levels, family income dynamics, and the availability of community resources, all of which collectively shape the educational experiences of their children.

The educational landscape in Telangana is marked by disparities that often correlate with socio-economic backgrounds. Higher levels of parental education are typically associated with better academic outcomes and reduced dropout rates among students. This association is rooted in the ability of educated parents to provide support, navigate educational systems, and foster high aspirations for their children's educational attainment. Conversely, lower levels of parental education are often linked with limited resources and opportunities, posing barriers that hinder educational achievement and perpetuate cycles of disadvantage.

Family income dynamics further compound these challenges. Economic stability not only facilitates access to essential educational resources such as textbooks and tuition fees but also influences the overall educational environment at home. Students from lower-income families frequently encounter financial constraints that disrupt their educational continuity, leading to higher dropout rates. The economic pressures on families to prioritize immediate needs over long-term educational investments highlight the critical intersection of economic status and educational outcomes in Telangana's public day secondary schools.

Moreover, contemporary influences like social media introduce new complexities to the educational landscape. While social platforms offer opportunities for learning and connectivity, they also present distractions that can impact students' academic performance and engagement with schooling. Understanding how these digital influences interact with socio-economic factors is crucial for developing nuanced strategies that leverage the benefits of technology while mitigating its potential negative effects on dropout rates.

In light of these multifaceted challenges, this study aims to delve into the impact of parental socio-economic status on secondary school dropout rates within Telangana's public day secondary schools. By examining the nuanced relationships between parental education levels, family income dynamics, and educational outcomes, this research seeks to provide insights that inform targeted interventions and policy initiatives aimed at fostering educational equity and enhancing student retention across diverse socio-economic backgrounds.

II. REVIEW OF LITERATURE

Nyagiati and Yambo (2018) from Tanzania have contended that children from illiterate households exhibit worse academic performance compared to their peers from affluent households. Smart [8] discovered that there is a clear positive correlation between parents' education level and academic success in most situations nowadays. **Willging, Pedro, and Johnson, Scott. (2019).**"While there are several factors that contribute to students dropping out of college courses, these factors may vary for students who are enrolled in an online programme." Factors like as loneliness, disconnectedness, and technology issues might impact a student's decision to drop a course. In order to comprehend these elements, a digital questionnaire was created to gather data from students who discontinued their participation in an online programme. Logistic regression analysis was used to compare different variables between those who remain in the programme and those who discontinue. The findings, derived from the attrition rates of three cohorts in an online postgraduate programme, indicate that demographic factors do not serve as predictors for the probability of dropping out from the programme. Conversely, the factors that lead

students to withdraw from an online programme are diverse and distinct for each person. The results include recommendations for additional investigation.

A study conducted by Pakistan **Naz, Ejaz, and Khan (2019)** examines the primary factors contributing to the significant rate of students leaving school prematurely in the rural regions of Islamabad. Data was gathered from a sample of 550 children, aged 5 to 18 years, using a comprehensive questionnaire. The youngsters under examination were categorised into two basic groups: dropouts and presently enrolled students. The Probit model was used to investigate the factors influencing the occurrence of child school dropout. The research demonstrated that factors such as the proximity of the school to the kid's home, financial obstacles, the educational level of the father, the child's age, and gender are all very influential in determining whether a child would drop out of school. The educational background of mothers did not have an impact on the percentage of students leaving school prematurely, perhaps due to the fact that homes in rural parts of Pakistan are often led by male members.

Shah, Haider, and Taj (2019) examined the factors contributing to the phenomenon of elementary school students discontinuing their education in Pakistan. They used the descriptive research approach to gather data. This research gathered the perspectives of educational administrators, teachers, parents, and community members on several factors contributing to the high percentage of students leaving primary school before completion. The sample comprises 208 educational managers and 291 primary school instructors. A total of 96 schools and 12 districts were included in the nationwide sample. The contributing factors for children dropping out of primary schools include the country's low economic development, low per capita income, parental illiteracy, large family size, children assisting with domestic responsibilities, low priority given to female education, poor child health, inadequate school buildings, long distance between home and school, teachers' harsh attitude, corporal punishment, teacher absenteeism, and lack of available teachers. To investigate the impact of land fragmentation on the rate of school dropouts In Vietnam, a research was undertaken by Bui, Hoang, Nguyen, and Nguyen (2020). Using data from Vietnam's Access to Resources Household Surveys from 2008 to 2016, the research discovered that increased land fragmentation is associated with a decreased likelihood of children dropping out of school. This has an influence on the school dropout rates of children between the ages of 10 and 15, but it does not have an effect on the school dropout rates of children between the ages of 6 and 10. The research also indicates that increasing levels of land fragmentation will lead to the empowerment of women.

Marlow and Rehman (2021) conducted a meta-analysis of 33 studies to examine the association between positive family processes, such as parental involvement and support, and high educational outcomes, as well as negative family processes, such as conflict, maltreatment, low supervision, and harsh punishments, with absenteeism and dropout rates at the primary and secondary levels. A strong inverse correlation was discovered between favourable family dynamics and both school absenteeism and dropout rates. There is a strong correlation between negative family dynamics and both school absenteeism and dropping out of school. The correlation between good family dynamics and school absenteeism and dropout rates was most pronounced among elementary school students, whereas the correlation between negative family dynamics was most pronounced among secondary school students.

The study conducted by **Woldehanna, Endale, Hamory, and Baird (2021)** investigates the factors contributing to dropout rates, absenteeism, and grade repetition in Ethiopia. The researchers use data from the Gender and Adolescence: Global Evidence (GAUGE) survey, which includes information from 6800 teenagers and was conducted in 2017-18. The research used a regression model to analyse the decision-making authority of adolescents within the home. It found that both paid and unpaid employment performed by youngsters relates to higher rates of dropout, school absenteeism, and delayed completion of basic education. The primary factors contributing to dropout rates include a lack of interest in education, the need to support the household through agricultural work in rural areas or employment outside in urban areas, a child's own illness or disability, lack of parental support for education, inability to afford school costs, and poor academic performance.

Murphy-Graham, Montoya, Cohen, and Lopez (2021) conducted a study on the factors that contribute to students dropping out of upper secondary schools in Honduras. They used longitudinal mixed methods data from 1305 rural children. The study was conducted using qualitative and conventional least square techniques. A study revealed that a poor academic performance and learning challenges are significant factors influencing children's choice to drop out of school. The survey findings indicated that in many instances, parents believed that education up to the 6th grade was sufficient, leading them to withdraw their children from school. Cost linked with education is an important predictor of school dropout. The research demonstrates that the gender of the kid significantly influences their likelihood of discontinuing their education. The presence of home poverty was also identified as a significant determinant of school dropouts. The research also suggests that government financial transfers to impoverished families have a significant impact on increasing school enrollment among youngsters.

Rizwan Ahmed Satti and Muhammad Jamil (2021). The current research examined the factors influencing the school dropout rate among children in Pakistan, using PSLM microdata. The research used the sophisticated econometric approach known as the logistic regression model to find the factors associated with the issue. This included analysing the marginal impacts of the various characteristics. The studies indicate that female children have a higher probability of discontinuing their education in comparison to male children. The level of education attained by the head of the home is also a key factor in decreasing the number of students who leave school before completing their education. Maternal education also decreases the likelihood of a child's school dropout. A kid is more likely to drop out of school if their mother is working, compared to if their mother is jobless. Additional characteristics that decrease the likelihood of children dropping out of school include having a female as the head of the home, living closer to middle and secondary schools, more household wealth, and greater per capita household income. If the head of the home is involved in the agricultural industry, there is a higher likelihood that their kid has discontinued their education. The financial situation of a household is a crucial element in decreasing the number of students who leave school prematurely. If the financial situation of a home improves, the likelihood of a kid dropping out of school decreases. Likewise, the economic conditions of the neighbourhood in which the home is located also have an impact on school dropouts. Improvements in the community's economic position decrease the likelihood of kid dropout.

By using the multi-variate latent growth model **Choe (2021)** investigated if there was a linear progression over time in the neglect of children, the relationships between children and their classmates, the relationships between students and their instructors, and school dropout rates. This research used panel data from multicultural adolescents in South Korea. The dataset included 1316 teenagers who were enrolled in courses ranging from 7th to 9th grade. The research suggests that ignoring a kid has a direct impact on the deterioration of relationships with classmates and teachers, which increases the likelihood of school dropout. A strong correlation between peer relationships and the student's connection with their instructor directly contributes to a reduction in the likelihood of school dropout. It was also determined that the connections between peers and the interactions between students and their teachers had a moderating influence on school neglect and dropout. The research suggests that in order to avoid socially and linguistically diverse children from leaving school prematurely, it is crucial to foster strong ties between these children and their teachers and classmates.

Sukanya Mahalanabis and Sreejita Acharya (2021). Education is the process of equipping a learner with information and insight to enhance their quality of life. In all, 69% of girls and 85% of men aged 6 and above have had formal education at some point in their lives. The dropout rate in rural regions is higher compared to metropolitan areas. Male and female students in Indian schools often fail to finish their education, leading to the significant problem of school dropouts. The current research, which is a review, examines the factors that compel Indian students to discontinue their education and discusses several variables that contribute to this phenomenon. The research has highlighted the importance of linking this article to SDG-4 and has offered many suggestions. The data has been obtained from the National Family Health and Survey (NFHS 4). Although the dropout percentage for males in schools is continuously high, it is reassuring to observe that girls have a far lower dropout rate. The current research analyses the factors contributing to dropouts, including diminished academic motivation, children's home responsibilities, economic constraints, and family relocation. The research depicts vulnerable school-age children and the endeavour to reduce the percentage of students leaving school, a responsibility shared by all responsible people in India.

Ádám Kocsis and Gyöngyvér Molnár 2024. The objective of this study was to identify and assess the research techniques that are most often used and the elements that have an impact on academic achievement. The study analysed a total of 95 papers that were published after 2012. We only examined scholarly articles that underwent peer review, which included 78 empirical research and 17 meta-analytic investigations. We have a theoretical foundation in the various perspectives on the concepts of 'university dropout' and 'academic performance'. Based on our thorough investigation, we have determined that the most often used techniques are Educational Data Mining (EDM) algorithms, including decision tree, logistic regression, and neural networks, as well as Structural Equation Modelling (SEM). The predictive accuracy varies depending on the dataset, however the Support Vector Machines, Multilayer Perceptron, and Naïve Bayes algorithms were identified as the most accurate in prediction. Our findings on the variables affecting academic achievement were obtained from a sample of 600,000 university students. Based on an extensive analysis of up to 900 papers, including meta-analyses and systematic reviews, we have identified grade point average (GPA), acquired credits (ECTS), and gender as the most reliable and influential factors in predicting academic achievement. However, the GPA and ECTS, which are the outcomes, are influenced by

several aspects related to the student (such as intrinsic motivation, self-regulated learning techniques, self-efficacy, and previous education) as well as elements related to their progress (such as job, money, and academic engagement).

III. OBJECTIVE OF THE STUDY

1. To Investigate the Relationship Between Parental Socio-Economic Status and Secondary School Dropout Rates in Telangana.
2. To Recommend Policy Measures to Reduce Dropout Rates Based on Socio-Economic Factors.

IV. RESEARCH METHODOLOGY

Research Design: The study adopted a descriptive survey research design to investigate the determinants of students' dropout rates in public day secondary schools in Telangana. A descriptive survey involves collecting data to answer questions about the current state of the area being studied (Mugenda, 2008). This design was chosen as it allows for the collection of both qualitative and quantitative data from a large number of cases within a specified period.

Study Area: The research was conducted in public day secondary schools in Telangana, focusing on various socio-economic factors influencing student dropout rates.

Study Population and Sample Size: The study population consisted of principals, form three class teachers, and form three students from 25 public day secondary schools in Telangana. The sample size was 384 participants, including:

- 22 principals
- 22 form three class teachers
- 340 form three students.

Sampling Techniques: A stratified random sampling technique was used to ensure representation from all categories of respondents: principals, class teachers, and students. This method helped in obtaining a diverse and representative sample for the study.

Data Collection Instruments: Data was collected using structured questionnaires tailored for each group of respondents:

- **Principals:** Questionnaire focused on school management, financial challenges, and dropout rates.
- **Class Teachers:** Questionnaire concentrated on classroom dynamics, student attendance, and parental involvement.

- **Students:** Questionnaire aimed at understanding personal and family backgrounds, educational experiences, and reasons for potential dropout.

Data Collection Procedure: The questionnaires were distributed to the selected respondents and collected after completion. The data collection process was conducted over a predetermined period, ensuring consistency and reliability of the data gathered.

Data Analysis: The collected data was analyzed using the Statistical Package for Social Sciences (SPSS) version 26. Both quantitative and qualitative data were processed:

- **Quantitative Data:** Analyzed using descriptive statistics such as frequencies, percentages, and correlations. The findings were presented in tables and figures.
- **Qualitative Data:** Analyzed using thematic analysis, with the results presented in narrative form to provide deeper insights into the factors influencing student dropout rates.

Ethical Considerations: The study adhered to ethical guidelines, including obtaining informed consent from all participants, ensuring confidentiality, and securing necessary permissions from relevant educational authorities in Telangana. By adopting this methodology, the study aimed to provide a comprehensive understanding of the socio-economic factors contributing to secondary school dropout rates in Telangana, offering insights for policymakers and educators to address this critical issue.

V. ANALYSIS AND INTERPRETATIONS

5.1 DESCRIPTIVE STATISTICS

The objective of the study was to determine the influence of parents' socio-economic status on students' dropout. The researcher sought to assess the influence of the education level of the parents and the family income/poverty level on students' dropout rate. The findings are presented in Table 1 and 2 below.

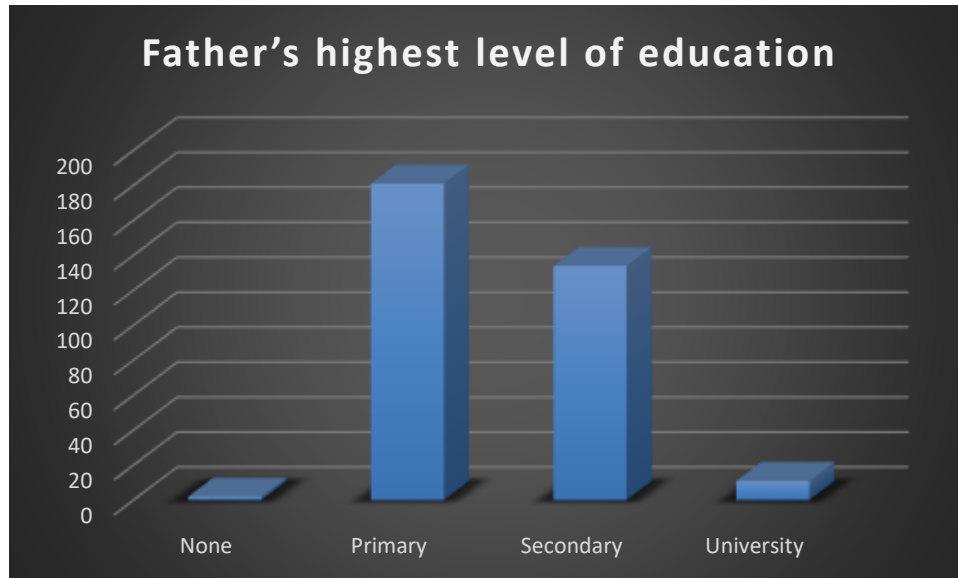
Education level of parents:

Table 1: Father's highest level of education

Particulars	Frequency	Percent
None	2	0.6
Primary	181	55.2
Secondary	134	40.8
University	11	3.4
Total	328	100.0

Table 1 represents the highest level of education attained by the fathers of the students surveyed in the study. The results reveal that only 2 fathers, accounting for 0.6% of the sample, have no formal education. This indicates that almost all fathers have received some level of formal education, highlighting the rarity of completely uneducated fathers within the sample.

A significant portion of the sample, 181 fathers or 55.2%, have completed primary education. This suggests that over half of the fathers possess basic educational qualifications, which could influence their ability to support their children's schooling. The fact that a substantial number of fathers have primary education reflects a common level of educational attainment among this group.



Furthermore, 134 fathers, representing 40.8% of the sample, have completed secondary education. "This indicates a considerable number of fathers with education beyond the primary level, which might contribute positively to their socio-economic status and their children's educational outcomes." The presence of fathers with secondary education suggests that secondary-level schooling is relatively accessible within the community.

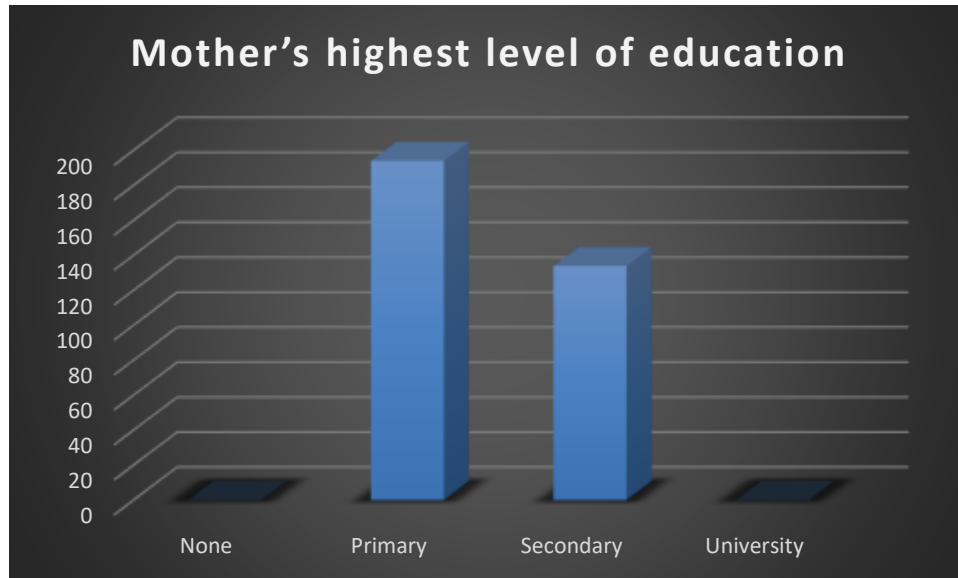
On the other hand, only a small fraction of the sample, 11 fathers or 3.4%, have attained university-level education. This shows that higher education is less common among the fathers in this sample, pointing to potential socio-economic constraints or other barriers to accessing tertiary education.

Overall, the majority of the fathers (96.0%) have at least primary education, with a significant number having completed secondary education. However, very few have reached the university level. This distribution suggests that while most fathers have some formal education, which may positively impact their children's educational experiences, the limited number of fathers with higher education could reflect broader socio-economic challenges faced by the community.

Table 2: Mother's highest level of education

Particulars	Frequency	Percent
None	0	0
Primary	194	59.1
Secondary	134	40.9
University	0	0
Total	328	100.0

Table 2 represents the highest level of education attained by the mothers of the students surveyed in the study. According to the data, none of the mothers have no formal education, indicating that all mothers have received some level of schooling. This is a notable finding, as it suggests that basic education is universally accessed by women in this sample.



A significant majority of the mothers, 194 or 59.1%, have completed primary education. This indicates that over half of the mothers possess basic educational qualifications. The prevalence of primary education among mothers is a positive sign, as it likely contributes to their ability to support their children's early education and development.

Additionally, 134 mothers, making up 40.9% of the sample, have completed secondary education. This substantial proportion suggests that secondary education is relatively accessible and that many mothers have pursued education beyond the primary level. The presence of mothers with secondary education can have a beneficial impact on their children's educational outcomes, as these mothers are more likely to value and support continued education.

However, it is important to note that none of the mothers in this sample have attained university-level education. This absence points to potential socio-economic barriers or other constraints that prevent women in this community from pursuing higher education. The lack of mothers with university education highlights a significant gap in educational attainment that could affect the aspirations and opportunities available to their children.

In summary, the data shows that all mothers in the sample have received some level of formal education, with a majority having completed primary education and a substantial number having completed secondary education. The absence of university-educated mothers suggests that while basic and secondary education are accessible, higher education remains out of reach for many women in this community. This educational distribution among mothers may influence their socio-economic status and their children's likelihood of staying in school.

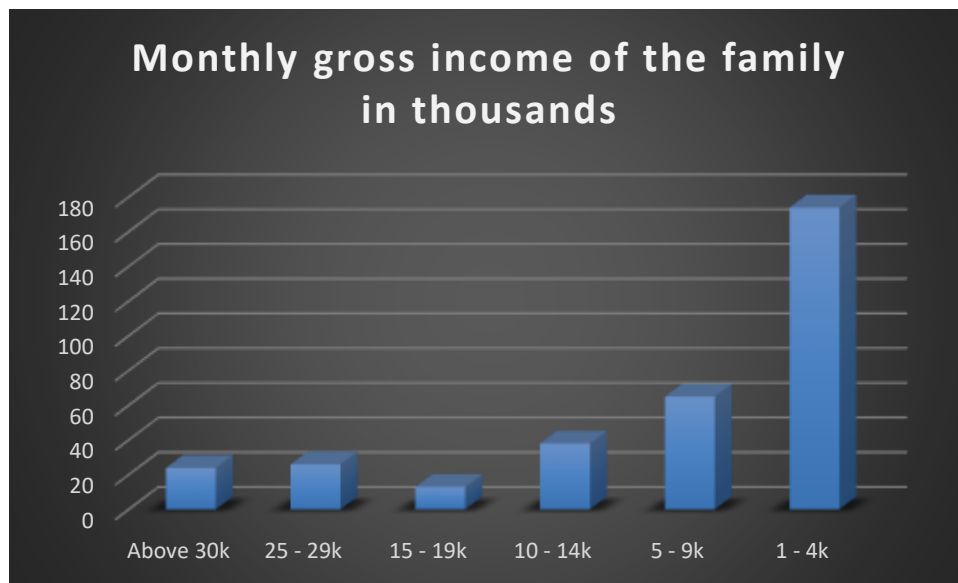
Family Income/Poverty Level of the Family:

The researcher gathered information on the total monthly gross income of the family from the students and the data is presented in Table 3.

Table 3: Monthly gross income of the family in thousands

Particulars	Frequency	Percent
Above30k	24	7.1
25-29k	26	7.6
15-19k	13	3.8
10-14k	38	11.2
5-9k	65	19.1
1-4k	174	51.2
Total	328	100.0

Table 3 presents the monthly gross income of the families of the students surveyed, expressed in thousands of rupees. The results indicate a wide range of income levels, highlighting the economic diversity within the sample.



A significant portion of the families, 174 or 51.2%, fall into the lowest income bracket, earning between 1,000 to 4,000 rupees per month. This suggests that more than half of the families are living with very limited financial resources, which could significantly impact their ability to afford educational expenses and other necessities for their children.

The next largest group comprises families earning between 5,000 to 9,000 rupees per month, with 65 families or 19.1% of the sample. Although slightly better off than the lowest income group, these families still face considerable financial constraints that may affect their children’s educational opportunities and overall well-being.

Families earning between 10,000 to 14,000 rupees per month account for 38 families or 11.2% of the sample. While these families have a higher income compared to the majority, they still represent a

minority within the community, indicating that relatively few families have moderate financial stability.

The higher income brackets include families earning between 15,000 to 19,000 rupees per month (13 families or 3.8%), 25,000 to 29,000 rupees per month (26 families or 7.6%), and those earning above 30,000 rupees per month (24 families or 7.1%). These groups collectively make up a smaller portion of the sample, suggesting that higher-income families are less common within this community.

Overall, the data reveals that the majority of families (70.3%) earn below 10,000 rupees per month, indicating widespread economic hardship. The limited financial resources available to most families likely pose significant challenges to sustaining their children's education, contributing to higher dropout rates. This economic distribution underscores the need for targeted interventions and support to help low-income families keep their children in school and improve their educational outcomes.

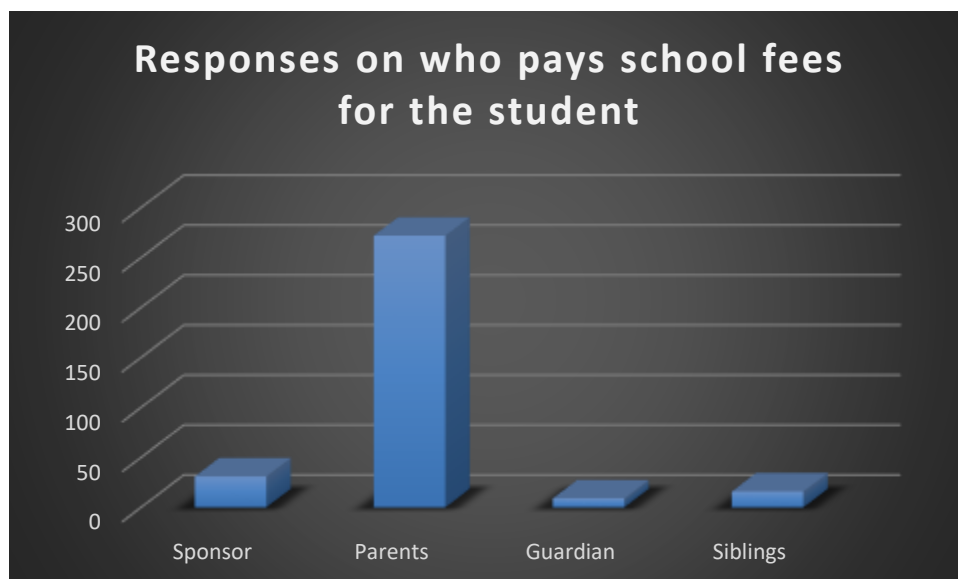
School Fees Payment for the Student:

The researcher carried out an investigation to know who paid fees for the student and the information gathered is presented in Table 4.

Table 4: Responses on who pays school fees for the student

Particulars	Frequency	Percent
Sponsor	31	9.5
Parents	272	82.9
Guardian	9	2.7
Siblings	16	4.9
Total	328	100.0

Table 4 shows the different sources responsible for paying school fees for the students surveyed. The responses indicate a variety of fee-payers, reflecting the financial support systems available to students within the community.



The majority of the students, 272 or 82.9%, have their school fees paid by their parents. This high percentage suggests that most families take on the financial responsibility of their children's education directly. The significant involvement of parents in paying school fees highlights their commitment to their children's education despite potential financial challenges.

A smaller group of students, 31 or 9.5%, have sponsors who pay their school fees. This indicates that nearly one-tenth of the students rely on external financial support, which could come from organizations, charities, or individuals. The presence of sponsors demonstrates the importance of external financial assistance in helping some students stay in school.

Guardians are responsible for paying school fees for 9 students, making up 2.7% of the sample. This reflects situations where parents might not be present or able to pay, and other family members or custodians' step in to provide financial support for the students' education.

Siblings pay the school fees for 16 students, accounting for 4.9% of the sample. This suggests that in some families, older siblings or those who are financially stable contribute to the education of their younger brothers or sisters. This familial support can be crucial for ensuring that younger siblings have the opportunity to continue their education.

In summary, the data reveals that the primary source of financial support for students' education comes from their parents, followed by sponsors, siblings, and guardians. The reliance on diverse sources of financial support underscores the various strategies families employ to manage educational expenses. This distribution highlights the significant role of family and external assistance in sustaining students' education amidst economic challenges.

5.2 INFERENTIAL STATISTICS

Correlation Analysis:

The association between the dependent and independent variable was evaluated by doing a Pearson's correlation analysis, with a confidence level of 95 percent. The correlation coefficient varies between -1 and 1, with a value of 0 indicating the absence of a linear relationship between the variables. Within the range of 0 to 0.3, the correlation is characterised as weak, from 0.3 to 0.5 it is considered moderate, and any value over 0.5 indicates a significant connection. "A positive coefficient indicates a positive or direct correlation, while a negative coefficient indicates an inverse or negative correlation."

Table 5: Correlation analysis on students' responses showing parents' education level, family income level and school fees payment

		School feespayment	Parents' education Level	Family income level
	PearsonCorrelation	1	.449	.607

Schoolfees Payment	Sig.(2-tailed)		.036	.003
	N	328	328	328
Parentseducationlevel	PearsonCorrelation	.449	1	.213
	Sig.(2-tailed)	.036		.341
	N	328	328	328
Family income level	PearsonCorrelation	.607	.213	1
	Sig.(2-tailed)	.003	.341	
	N	328	328	328
.Correlationis significantatthe0.01level(2-tailed).				
.Correlationis significantatthe0.05level(2-tailed).				

The correlation analysis in Table 5 examines the relationships between school fees payment, parents’ education level, and family income level. Firstly, there is a moderate positive correlation of 0.449 ($p = 0.036$) between school fees payment and parents’ education level. This finding suggests that as parents’ education levels increase, there is a tendency for more consistent payment of school fees. The significance level below 0.05 indicates that this association is statistically significant, implying that higher parental education could contribute to better financial stability and capacity to support their children's education financially.

Secondly, the correlation between school fees payment and family income level reveals a stronger positive relationship, with a coefficient of 0.607 ($p = 0.003$). This indicates that higher family income levels are significantly linked with the ability to pay school fees regularly. The significance level below 0.01 underscores the robustness of this association, suggesting that families with greater financial resources are more likely to afford educational expenses. This finding highlights the critical role of economic well-being in determining educational access and continuity for students.

In contrast, the correlation between parents’ education level and family income level shows a weaker positive relationship, with a coefficient of 0.213 ($p = 0.341$). Despite the positive direction suggesting that higher parental education tends to align with higher family income, the lack of statistical significance ($p > 0.05$) indicates that this association is not reliably established in the sample. This suggests that while education may contribute to economic opportunities, other factors beyond educational attainment also influence family income levels. Therefore, while educational attainment can enhance financial capacity, its direct impact on income levels in this context is less pronounced.

In summary, the correlations in Table 5 highlight significant associations between parents’ socio-economic factors and school fees payment. Higher levels of parental education and family income are generally linked with more consistent school fees payment, underscoring the importance of socio-economic factors in educational outcomes. These findings provide valuable insights for policymakers and educators aiming to address financial barriers to education and improve retention rates among students from diverse socio-economic backgrounds.

Table 6: Correlation results for principals’ responses on selected factors/parameters and dropout rates

		Gender	Dropout	Parents’	Social	Parents’
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			rate	academic expectations	media influence	socio-economic status
Gender	Pearson Correlation	1	.527	.436	.236	.335
	Sig. (2-tailed)		.022	.042	.289	.128
	N	22	22	22	22	22
Dropout Rate	Pearson Correlation	.527	1	.425	.675	.534
	Sig. (2-tailed)	.022		.039	.006	.010
	N	22	22	22	22	22
Parents' academic expectations	Pearson Correlation	.436	.425	1	.307	.415
	Sig. (2-tailed)	.042	.039		.164	.055
	N	22	22	22	22	22
Social media influence	Pearson Correlation	.236	.675	.307	1	.424
	Sig. (2-tailed)	.289	.006	.164		.049
	N	22	22	22	22	22
Parents socio-economic status	Pearson Correlation	.335	.534	.415	.509	1
	Sig. (2-tailed)	.128	.010	.055	.016	
	N	22	22	22	22	22
Correlation is significant at the 0.05 level (2-tailed).						

Table 6 provides a detailed insight into the correlations derived from principals' responses concerning several key factors and their impact on student dropout rates. The analysis employs Pearson correlation coefficients, ranging from -1 to 1, where values closer to 1 or -1 indicate stronger relationships, while values near 0 suggest weaker associations. Significance is determined by a p-value (Sig. 2-tailed) of less than 0.05.

Firstly, the correlation between gender and dropout rates yields a coefficient of 0.527, with a significant p-value of 0.022. "This moderate positive correlation implies that gender differences may influence dropout rates, with implications suggesting that certain gender dynamics could contribute to higher or lower rates of students leaving school prematurely."

Secondly, focusing on dropout rates and parents' academic expectations reveals a coefficient of 0.425, with a significant p-value of 0.039. This finding suggests a moderate positive correlation, indicating that higher academic expectations from parents are associated with lower dropout rates. This insight underscores the importance of parental involvement and aspirations in mitigating dropout risks.

Thirdly, the correlation between dropout rates and social media influence shows a substantial coefficient of 0.675, with a highly significant p-value of 0.006. This strong positive correlation suggests that increased social media influence correlates with higher dropout rates among students. This finding highlights the potential impact of digital distractions and other social factors on educational outcomes.

In summary, the correlations identified in Table 6 underscore the multifaceted influences on student dropout rates as perceived by principals. "Gender dynamics, parental expectations, and social media influences emerge as significant factors shaping educational outcomes, providing valuable insights for interventions aimed at reducing dropout rates and enhancing student retention in secondary education."

Table 7: Correlation for class teachers’ responses on certain factors/parameters and students’ dropout

		Gender	Dropoutrate	Parents’ academic expectations	Social media influence	Parents socio-economic status
Gender	PearsonCorrelation	1	.437	.477	.320	.424
	Sig.(2-tailed)		.042	.001	.112	.062
	N	22	22	22	22	22
Dropoutrate	PearsonCorrelation	.437	1	.516	.698	.612
	Sig.(2-tailed)	.042		.031	.016	.022
	N	22	22	22	22	22
Parents’ academic expectations	PearsonCorrelation	.477	.516	1	.469	.415
	Sig.(2-tailed)	.001	.031		.003	.055
	N	22	22	22	22	22
Social media influence	PearsonCorrelation	.320	.698	.413	1	.469
	Sig.(2-tailed)	.112	.011	.074		.003
	N	22	22	22	22	22
Parents socio-economic status	PearsonCorrelation	.424	.612	.415	.509	1
	Sig.(2-tailed)	.062	.022	.055	.016	
	N	22	22	22	22	22
Correlationis significantatthe0.05level(2-tailed).						

Table 7 provides insights into the correlations derived from class teachers' responses concerning various factors and their relationship with student dropout rates. The analysis utilizes Pearson correlation coefficients, ranging from -1 to 1, where values closer to 1 or -1 indicate stronger relationships, while values near 0 suggest weaker associations. Significance is indicated by a p-value (Sig. 2-tailed) of less than 0.05.

Firstly, the correlation between gender and dropout rates yields a coefficient of 0.437, with a significance level of 0.042. This moderate positive correlation suggests that gender differences among students may moderately influence their likelihood of dropping out. "This finding underscores the potential impact of gender dynamics in educational settings, where different expectations or social pressures could affect retention rates".

Secondly, focusing on dropout rates and parents' academic expectations reveals a coefficient of 0.516, with a significant p-value of 0.031. This indicates a moderate positive correlation, suggesting that higher academic expectations from parents are associated with lower dropout rates among students. It highlights the crucial role that parental aspirations and involvement play in shaping students' educational outcomes and retention in school.

Thirdly, the correlation between dropout rates and social media influence shows a substantial coefficient of 0.698, with a highly significant p-value of 0.016. This strong positive correlation suggests that increased social media influence correlates significantly with higher dropout rates among students. This finding underscores the impact of digital distractions and online behaviors on educational engagement and persistence.

In summary, Table 7's correlations highlight the complex interplay of factors affecting student dropout rates as perceived by class teachers. Gender dynamics, parental expectations, and social media influences emerge as pivotal considerations for understanding and addressing dropout challenges in educational contexts. These insights provide valuable directions for interventions aimed at enhancing student retention and success in secondary education.

Discussion:

The analysis of the study on the influence of parents' socio-economic status on students' dropout rates reveals several critical findings across various dimensions. Firstly, examining the education levels of fathers (Table 1) and mothers (Table 2) highlights the educational landscape within the surveyed community. For fathers, while the majority have attained at least primary education, only a small percentage have reached university-level education. This distribution suggests a common but limited educational attainment among fathers, which could impact their socio-economic standing and, consequently, their ability to support their children's education effectively.

Similarly, for mothers, the data shows a predominance of primary and secondary education, with none having attained university education. This pattern indicates accessible but constrained educational opportunities for women in the community, potentially limiting their economic empowerment and the educational support they can provide to their children. These findings underscore the importance of educational access and attainment in influencing family dynamics and students' educational outcomes, as parents with higher education levels may better navigate challenges related to their children's education.

The family income distribution (Table 3) further illuminates the economic backdrop against which educational decisions are made. The majority of families surveyed earn below 10,000 rupees per month, reflecting significant financial constraints. This economic reality poses substantial challenges in meeting educational expenses and could contribute to higher dropout rates. The strong positive correlation between family income level and school fees payment (Table 5) underscores that higher income correlates with a greater ability to afford school fees, highlighting economic disparities as a determinant of educational continuity.

Regarding the sources of school fee payment (Table 4), parental responsibility emerges as predominant, indicating a strong commitment to children's education despite financial hardships. The involvement of sponsors, guardians, and siblings in financing school fees further underscores the community-based support structures that supplement familial efforts. These findings collectively

emphasize the intricate interplay between socio-economic factors and educational outcomes, calling for targeted interventions to support disadvantaged families and mitigate dropout risks.

In the inferential statistics section, correlation analyses (Tables 6 and 7) reveal nuanced relationships between various factors and student dropout rates as perceived by principals and class teachers. Factors such as gender, parental academic expectations, and social media influence show significant correlations with dropout rates, highlighting the multifaceted nature of influences on student retention. These insights underscore the importance of addressing gender disparities, fostering higher parental expectations, and mitigating negative influences like social media distractions to enhance educational outcomes and reduce dropout rates effectively.

In conclusion, the study's findings provide a comprehensive view of the complex factors shaping student dropout rates within the studied community. Education levels, family income dynamics, and parental roles in educational financing and aspirations all contribute significantly to students' educational trajectories. Addressing these factors through targeted interventions and policy measures could pave the way for improving educational equity and enhancing opportunities for all students to succeed and thrive in their academic journeys.

VI. CONCLUSION

In conclusion, this study has provided valuable insights into the complex interplay of socio-economic factors influencing student dropout rates. The findings underscore the critical role of parents' education levels, family income dynamics, and community support structures in shaping educational outcomes. Here are the key conclusions drawn from the analysis:

Firstly, the education levels of both fathers and mothers play a pivotal role in influencing their children's educational trajectories. While the majority of parents have attained at least primary education, the limited presence of university-educated parents suggests potential barriers to higher education attainment within the community. This educational landscape highlights the need for initiatives aimed at enhancing parental educational opportunities and thereby improving their ability to support their children's academic pursuits.

Secondly, the distribution of family income revealed significant economic disparities, with a majority of families earning below 10,000 rupees per month. This economic reality poses substantial challenges in meeting educational expenses and underscores the link between financial resources and educational continuity. The study's findings emphasize the importance of targeted financial support mechanisms and interventions to alleviate economic barriers and ensure equitable access to education for all students.

Thirdly, the correlation analyses underscored the impact of parental expectations, social influences such as media, and gender dynamics on student dropout rates. Higher parental academic expectations were associated with lower dropout rates, highlighting the positive influence of parental involvement and aspirations in supporting educational persistence. Conversely, increased social media influence correlated with higher dropout rates, suggesting the need for strategies to mitigate digital distractions and promote positive engagement among students.

Future directions for research in this area should focus on several key areas to deepen our understanding and inform effective interventions:

- **Longitudinal Studies:** Conducting longitudinal studies to track students' educational trajectories over time would provide insights into the long-term effects of socio-economic factors on dropout rates. This approach could help identify critical periods and factors influencing dropout decisions and inform timely interventions.
- **Qualitative Research:** Supplementing quantitative analyses with qualitative research methods, such as interviews and focus groups, can provide deeper insights into the lived experiences and perspectives of students, parents, and educators. Qualitative data can uncover nuanced factors influencing dropout decisions that quantitative measures alone may overlook.
- **Policy Interventions:** Developing and evaluating targeted policy interventions aimed at addressing socio-economic disparities in education. This includes initiatives to improve parental educational attainment, expand access to financial aid for low-income families, and enhance school-community partnerships to support at-risk students.
- **Digital Literacy and Engagement:** Given the significant correlation between social media influence and dropout rates, future research could explore strategies to promote digital literacy among students and families. Educating students on responsible digital citizenship and leveraging technology for educational enrichment could mitigate negative impacts on academic performance.
- **Community Engagement:** Strengthening community-based support networks and partnerships to foster a supportive educational environment. Collaborative efforts involving schools, families, local organizations, and policymakers can enhance resources and advocacy for educational equity and student success.

In conclusion, addressing the complex challenges influencing student dropout rates requires multifaceted approaches that integrate educational, socio-economic, and community-based strategies. By advancing our understanding through rigorous research and implementing evidence-based interventions, we can work towards creating inclusive and supportive educational environments where all students have the opportunity to thrive and succeed.

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