

“An Analysis of Major Social, Economic, Familial, and Accessibility-Related Factors Associated with School Dropout among Tribal Students in Poshina of Gujarat: A Social Work Study”

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Abstract:

School dropout among tribal students is a continuing educational and social concern because the decision to leave school may be connected with household livelihood, family responsibilities, parental education, and access to schooling. The present study examines this problem in the Poshina region of Gujarat, where the educational experiences of tribal students are closely connected with rural and household conditions. The study aims to identify major social, economic, familial, and accessibility-related factors associated with the main reported reason for school dropout and to statistically examine these associations. The present research study is quantitative in nature where cross-sectional analysis design undertaken for the present research study. The sample design undertaken 50 tribal dropouts of students cases from tribal region Poshina with 13 tribal villages surround it whereas the purposive sampling is applied to collection of the samples. the research analysis tools considered like frequency distributions, percentages, cross-tabulations, Pearson's chi-square (χ^2) test, and Cramer's V. Descriptively, 60percent of the cases has been noted of female against 40 percent of male dropout during period. Around 58 percent has been dropped out between Standards 6 and 9 of tribal students in Poshina region. Agricultural and household responsibilities are prominent in the dropout group of tribal families where 90 percent reported child farm work, 82 percent reported household work, and 68 percent reported an increase in farm work during the seasonal period. Further, 86 percent reported weak parental school support while 74 percent agreed that the family preferred work over continued schooling. Accessibility has also evident with 46 percent living at least 6 km from school and 52 percent have no public transport. Observed. The main observed dropout reasons are agricultural/farm work by 24 percent, household responsibilities by 18 percent, financial difficulty by 16 percent, transportation cost by 10 percent and lack of transportation by 8 percent. The inferential findings showed statistically significant associations between the main dropout reason and household income ($\chi^2 = 58.407$, $df = 27$, $p = .0004$, Cramér's $V = .624$), father's education ($\chi^2 = 49.910$, $df = 27$, $p = .0047$, $V = .577$), and school distance ($\chi^2 = 57.485$, $df = 36$, $p = .0129$, $V = .536$). Agriculture dependence, child farm work, mother's education, public transport, and transport frequency were not statistically significant at the 5% level. Overall, the findings indicate that tribal school dropout is multi-dimensional, with economic conditions, parental educational background, and physical access to school showing particularly important associations with the reported reasons for leaving school. The study suggests that dropout reduction in tribal areas requires a combined response involving family economic support, parental educational awareness, and improved educational accessibility, rather than relying on a single intervention.

Keywords: Social Work Study, Analysis, School Dropout, Social, Economic, Familial, Accessibility Related Factors, Tribal Students, Poshina, Gujarat

1.Introduction:

India is one of the nation where higher tribal population where tribes are spread across different geographical and ecological regions of the country. Their social and economic conditions are variables where most tribal communities' groups depend on agriculture, forest resources, wage labour, and other local occupations for their livelihood. These livelihood conditions have a direct connection with the opportunities available to children and young people for continuing education. Education has gradually expanded among Scheduled Tribe communities. However, educational progress has not removed all differences between tribal and non-tribal populations. Here, the literacy rate of Tribes increased substantially over the decades where it reaching to 59 percent in 2011 as per census:2011. This explores real situation of respective tribes which still below the literacy rate of 73.0% for the total population of India during the period. Further also indicate in gender also. A per Census: 2011, Female tribe has only 49.4 percent literacy rate against Male tribe by 68.5 percent in 2011. The literacy is only one part of educational development where drop out rate is very crucial importance in the overall development of the human resources as well as also direct & complementary support on economical, social as well as wellness too. So that here need to the educational position of tribal groups needs to be examined not only through enrolment and literacy but also through continuity in schooling.

In the case of Gujarat, the tribal population also one of the major concentration around 16 percent to aggregate population of Gujarat. In the part of tribal development programs, the Government of Gujarat has introduced several measures to support the education of tribal children. These include residential schools, hostels, scholarships and other educational assistance. Residential education has particular importance where children live far from secondary or higher-secondary schools. The state also operates Ashramshalas and other residential institutions to provide education and residential facilities to tribal students.

On the focus to School dropout which represents a break in the continuity of education. It is different from temporary absence because it involves leaving schooling without completing the expected educational pathway. At the individual level, dropout reduces opportunities for further education and skill development. At the family and community level, repeated dropout can contribute to the continuation of educational disadvantage across generations.

2.Need For Present Research Study:

National and state-level statistics provide an important picture of tribal education, but it cannot fully explain the circumstances under which an individual tribal student leaves school in a particular locality. Official datasets can show broad patterns of attendance, educational attainment and dropout, but local household conditions may differ considerably across tribal regions. The Poshina context therefore requires evidence that connects the student's dropout decision with the social, economic, familial and accessibility conditions surrounding that student. Here, the present research study addresses this need by examining school dropout among tribal students in the Poshina region of Gujarat. It focuses on the main reported reason for dropout and examines its association with selected characteristics related to agriculture, household income, parental education, family responsibilities, school distance and transportation.

3.Objects of Present Research Study:

- To Identify And Examine The Major Social, Economic, Familial, And Accessibility-Related Factors Associated With The Main Reported Reasons For School Dropout Among Tribal Students In The Poshina Region Of Gujarat.
- To Statistically Assess The Association Between Selected Socio-Economic, Familial, And Accessibility-Related Characteristics And The Main Reported Reason For School Dropout Among Tribal Students In The Poshina Region Of Gujarat.

4. Hypothesis of Research Study:

The present research study need to explore following hypothesis.

H₁: it has significant association between selected socio-economic, familial, and accessibility-related characteristics with the main reasons for school dropout among tribal students in the Poshina region of Gujarat.

5. Research Methods:

The present research study undertaken a quantitative research method which is very necessary to achieve objects of the research study. Further, the research design very important for any research study where here major descriptive as well as cross sectional research design undertaken. The geographical areas also most necessary for undertakes any empirical social work study. Here the primary data is major source of the study where aggregate 50 tribal dropout students considered in sample design where 13 tribal village surrounding of Poshina as tribal region has been included during the period in year of 2025.

Under the present study, most research tools considered like frequency with percentage, cross tabulation, Pearson Chi-square test, Cramer's V etc. the statistical significance considered only Alpha=0.05 for the present research study.

6. Results & Discussion:

The present research study has two sections for the results are classified where first focus on cross tabulation with descriptive level results while second one depends on empirical testing including the Pearson's Chi-square test of independence result.

A. Descriptive: Cross Tabulation Result:

The distribution of the respective standards with gender by Standard Dropout very crucial where Table:6.1 explore distribution frequency with percentage. These one showing the highest dropout concentration is 24 percent in standard 6 by 12 frequency at aggregate level .

Table: 1 Distribution of Gender with Standard Dropout of Tribal Students

Standard Dropout	Female Frequency (%)	Male Frequency (%)	Total Frequency (%)
Std. 5	3 (10.0)	0 (0.0)	3 (6.0)
Std. 6	6 (20.0)	6 (30.0)	12 (24.0)
Std. 7	4 (13.3)	5 (25.0)	9 (18.0)
Std. 8	6 (20.0)	2 (10.0)	8 (16.0)
Std. 9	2 (6.7)	5 (25.0)	7 (14.0)
Std. 10	2 (6.7)	2 (10.0)	4 (8.0)
Std. 11	4 (13.3)	0 (0.0)	4 (8.0)
Std. 12	3 (10.0)	0 (0.0)	3 (6.0)
Total	30 (100.0)	20 (100.0)	50 (100.0)

Source: Primary Data of Author

The lowest aggregate dropout rate registered in standard:12 by 6 percent as we well as same with standard 5 also. Its indicates higher aggregate dropout issue in the 6th to 9th standards during period. On focus to another side of Gender, highest female dropout observed in the standard 8 by 20 percent with 6 frequency where as Male highest dropout in Standard 6 by 30 percent with 6 frequencies during period.

B. Empirical Testing Result:

From the collected primary data, there are need to testing empirical way for achieve the objective of the research study by scientific research.

Testing:

H₁: socio-economic, familial, and accessibility-related characteristics association with reason for school dropout among tribal students in the Poshina region of Gujarat.

Here, **Table: 2** Representing the Pearson's Chi-square Test of Independence & Cramer' Test Result where overall indicate to household income, father's education, and school distance have statistically significant associations with the main reported reason for dropout for tribal students of Poshina. The scientific evidence Chi-Square=58.407, df= 27, p=0.0004 for household income have major reason for main dropout with Cramer's V=0.624. The another scientific evident for father education also reason for main dropout reason by Chi-Square=49.91, df= 27, p=0.0047 father education have major reason for main dropout with Cramer's V=0.577. The final significant also evident with Chi-Square=57.485, df= 36, p=0.0129 by Cramer's V=0.536 for School Distance also one of the major reasons for the main drop out where distance create many issues like transportation, cost, availability etc.

Table: 6.2 Pearson's Chi-square Test of Independence & Cramer' Test Result

Test	Cross-tabulation	χ^2	df	p-value	Cramer's V	Decision
1	Agriculture Dependence × Main Dropout Reason	23.728	18	0.164	0.487	Not significant
2	Child Farm Work × Main Dropout Reason	15.123	9	0.088	0.55	Not significant
3	Household Income × Main Dropout Reason	58.407	27	0.0004	0.624	Significant
4	Father Education × Main Dropout Reason	49.91	27	0.0047	0.577	Significant
5	Mother Education × Main Dropout Reason	18.461	18	0.426	0.43	Not significant
6	School Distance × Main Dropout Reason	57.485	36	0.0129	0.536	Significant
7	Public Transport × Main Dropout Reason	12.518	9	0.186	0.5	Not significant
8	Transport Frequency × Main Dropout Reason	17.132	18	0.514	0.414	Not significant

Source: Data Analysis of Primary Data By Author

7. Conclusion:

The present research study has scientific evidence which concludes that school dropout among tribal students in the Poshina region is not linked to a single condition. The empirical analysis shows significant associations between the main reported dropout reason and household income, father's education, and school distance. Other factors, including agricultural dependence, child farm work, mother's education, public transport, and transport frequency, did not show statistically significant associations in the present analysis. These findings indicate that dropout is connected with the wider economic, familial, and accessibility conditions in which tribal students live. Therefore, reducing dropout requires more than

improving school enrolment. Greater attention is needed to family economic support, parental educational awareness, and practical access to schools, particularly for students living in difficult rural and tribal settings.

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