CHAPTER - II

REVIEW OF LITERATURE

Researches in the field of higher education and particularly on dropouts, wastage and stagnation are relatively less as compared to the other aspects of education. In the past two decades, considerable amount of data has been gathered on wastage in education and attempt has been made to study this problem from the economic point of view. The socio-psychological aspect of the problem has not been sufficiently studied. Nevertheless, wherever work has been done on higher education, most of it, in one way or the other relates to the economic aspects of higher education. Even those studies which have focussed attention on wastage and stagnation have dealt invariably with the economic aspect. Before taking up the issue of dropouts, it is important to get a bird's eye view of what has been happening over the decades in the field of higher education.

HISTORICAL PERSPECTIVE :-

Although the development and expansion of Indian higher education is not even a century old, there were Universities in ancient India which imparted knowledge. We will review the condition of higher education under the sub-title of:
Higher Education in Ancient India;
- Higher Education in Medieval Period;
- Higher Education in British Period;
- Higher Education between 1947 to 1966; and

Higher Education in Ancient India :-

The universities of Modern India owe very little to the ancient centres of learning, but, one must not forget the existence of such centres since very early times. Probably the need to learn 'Vedas' and 'Dharam Sastras' attracted a number of students to learn them through some organised centres of learning in order to enable themselves to serve as the parishads or assemblies of Brahmans. The noteworthy institutions in this regard are Taksasila and Nalanda. Taksasila probably flourished as an educational centre till the fifth century A.D. while Nalanda was destroyed towards the close of the twelfth century.

Vallabhi in Kathiawad and Kanchi in the South were great centres of learning about the same time as Nalanda. Not much is known about Vikramasila and Odantapuri in Bihar, but Nadia in Bengal continues its tradition down to the present day. Here the students specialised in Logic, but Law and Grammar were also studied. It is not known as to whether these institutions of higher education were adequate
for the needs and demands of that time. However, no indication about the wastage and similar problems are available about these institutions of higher learning.

**Higher Education in the Medieval Period:**

This period also witnessed quite a number of institutions of higher education though not on the line of modern ones. While some of the Hindu centres of learning in the East and the South continued their work throughout the middle age, the Mohammedan rulers encouraged the establishment of colleges at places like Lahore, Delhi, Rampur, Lucknow, Allahabad, Joumpur, Ajmer and Didar. The curriculum of these colleges paralleled European institutions and included Grammar, Logic, Rhetoric, Law, Geometry, Astronomy, Natural Philosophy and Theology. While most of these institutions have disappeared, some still exist. Yet no indications are available regarding wastage during this period also.

**Higher Education in British Period:**

As the institutions of higher learning of ancient India were totally discarded by the institutions of the Medieval period, the institutions in this period were also discarded by the Britishers. They introduced a new system of higher education called Modern Education. They
established the famous three Universities - namely, Bombay, Calcutta and Madras, on the pattern of London University. The first university entrance examination was held at Calcutta in 1857; in which 244 candidates appeared. With this, the process of establishing more and more universities started. In the beginning the process was rather slow. There were only 10 universities till 1921 (within a span of 64 years) when education was transferred to Indian control. After 1921, the development of universities was much faster, within a span of 26 years, nine more universities came into existence. Thus till 1947 there were 19 universities with 247287 enrolled students. Upto this period, higher education was suffering from lack of resources though there was pressure for establishing more and more universities. Further, only those persons got enrolled who could afford the education, who, wanted to get higher level employment etc. To this extent, higher education appeared to serve the need at that time of the ruling party. Probably due to these factors there was far less wastage in higher education during this period, than at present.

Higher Education between 1947 and 1964-66 :-

Probably the rapid expansion of higher education took place after 1947 only. The next 17 years of
independence witnessed the establishment of 45 universities, more than double the number of universities which were established almost in one hundred years. Probably this abrupt expansion of higher education has been one of the reasons for the rising up of various problems in higher education. In the words of Kothari Commission Report (1964-66), "What is new is the magnitude of problem and their accentuation as the result of the extraordinary rapid expansion of higher education". By this time people started feeling dissatisfied over the state of higher education. Although the extent of wastage is still untraceable, the abrupt expansion was being questioned on the basis of falling standard and lowering of the quality of education.

The Education and National Development Report, (1964-66), pays considerable attention on the problems faced by higher education and had mentioned the issues like relevance of subjects taught, standard of the education, scarcity of the resources and its better use, the need for more meaningful and useful courses of study, need for better and well paid staff etc. Despite the above, the major emphasis on higher education continued to be on the establishment of more and more universities with better facilities.
Problem of Wastage :-

In India, it is more than two decades when this problem caught the attention of educators and planners but in other countries the problem was detected much earlier. It is nearly five or six decades ago that the problem was discovered in the system. It was an Auxiliary Committee popularly known as Hartog Committee, which for the first time in the history of Indian education, gave emphasis on the problem. In 1929, the Committee observed that, "throughout the whole educational system there is a wastage and ineffectiveness". Though the Hartog Committee's report on the problem of wastage was primarily concerned with the primary stage of education, the problem in higher education was studied after 1960 only. Prior to 1960 no one talked about such concepts like, wastage, dropout etc. in the higher education field.

It was Schultz (1960), who for the first time gave the concept of "Capital formation of Education", and probably this new idea inspired the scholars to study the problem from this point of view. When Schultz (1960) said, "I propose to treat education as an investment in man and to treat its consequences as a form of capital", the other related concepts such as wastage, stagnation, dropout, attrition, under utilization of resources etc. also found
a new dimension in the educational field, and a worldwide survey was launched after 1960, specially in the developed countries. Robbins Committee (1961-63), was organized to study the problem, in the field of higher education. This Committee in their report compared the dropout rates of U.K. with those of U.S.A. and Australia in the following words, "In the United States, the students who enrolled for degree courses in 1950s about 40-50 percent left without obtaining a bachelor degree, while a further 10 percent took longer than the normal four years".

This high rate of dropouts, about 50 percent, caught the attention of the scholars, and a number of studies were conducted subsequently. A very high rate of dropout was noticed in the beginning of the attempts made, though the concept was not defined clearly, and many scholars used the same word in different manner.

In the studies conducted by Summerskill (1962), Montgomery (1964), and Stadt (1965), only half of the students who entered college pursued their course of study until graduation. Iffert (1964), showed that more than one third of the students who entered college probably never obtained the degree. In contrast to the above findings Astin (1964), who worked extensively and a number of studies
conducted on the problem of dropouts concluded that there was only 10.4 percent dropout rate, which is further divided among boys and girls, in which girls comprised a higher rate (13.8%) than the boys (8.7%).

In India, though the problem had not been dealt so far, the scholars have assessed the dropout rate as high as around 50 percent. In an International study of university admission (1965) it is mentioned that, "the position at collegiate level is no better. It has been estimated that, on an average, out of every hundred students, who enter the first year class in college, only about 41 emerged as successful at the B.A. Examination". In the same report, the author further said, "A high rate of failure in examination and low standard of achievement have marred the efficiency of the Indian educational system". A study made by the rector of Bombay University in (1964) shows that only about 25% students are able to complete the degree courses within the minimum period prescribed for it. The problem of wastage and stagnation studied in Baroda University, also shows that there is considerable stagnation during the period 1951-55, there was roughly 33% wastage. The index of stagnation in both the Arts and Science faculties was reported to have risen. Rawat (1970), gives an estimated 41 percent of dropout at
first degree level. Kamat and Deshmukh (1963), have estimated the rate at 44.8 percent for Arts and 38.3 percent for Science students.

Nature and Definition of Dropout :-

The concept of dropout, historically, has been used in various ways by different scholars. Thereby making the nature of dropout more complex, Generally the dropout refers to the situation where a student leaves his studies premature, or in other words leaves the school/college midway, or it will be imperative that the one who leaves the course of study midway, will definitely leave the school/college midway. It is not that simple to understand this phenomenon, probably because, the definition given at one level of education may not apply to the other levels of education. To be more specific, the term 'dropout' at school level will be much different from that of dropout at higher education level. The reason for this, may be, that entire nature of education is so different at these two levels that it may require a different and specific definition of dropout. Though the essence of the definitions may be the same for primary and college dropouts, the words used in the definitions can be referred and interpreted in different ways. Thus making the definition ambiguous and differently used. As is observed in the
definitions of school dropouts, the word "leaves the school" has been used, which essentially means leaving the study incomplete. As it is defined by the UNESCO, "... a pupil who 'leaves school' before the end of the final year of the educational stage in which he is enrolled". And Punalekar et al (1975), used it with reference to a stage in the educational system, so that if a student 'withdraws from school' before completing a stage, viz., primary, middle or secondary, he is a dropout.

In both the above definitions emphasis had been put on the leaving or withdrawing from the schools, which is generally understood that the pupil is no more engaged in the schooling process. But if the same will be used in higher education, that is, the leaving the college or withdrawing from a college by itself, will not ensure the uninvolvem.ment of the student in studies. Rather, it has been observed that a student who withdraws from a college does so for various reasons such as, changing of a course, subject etc. Thus, the student is still in the higher education stream. He had still not left the course at this level incomplete. He has not still gone out of the Higher education system. Hence the above two definitions in the context of school will not be adequate to explain dropout phenomenon at higher education level. Dropout in its true sense should indicate a student leaving the studies
incomplete. There are two definitions which perhaps appear to be more adequate in explaining dropout.

1. In the concise dictionary of education, U.S.A., 1982, it has been defined in the following words -
"A student who leaves the formal education system before completing studies required for a high school diploma or a college degree, thereby forfeiting graduation".

2. In the International Dictionary of Education, U.S.A., 1977, it has been defined in the following words:
"Person who leaves school/college before completing his/her education".

It is clear from the above definitions that merely the act of leaving the school or college cannot be considered as the act of dropping out, unless there is the act of leaving the education or the system of education once and for all incomplete. Or in other words someone who leaves one's college but completes the degree somewhere else will not be considered a dropout, because the person has completed the education and obtained the concerned degree.
Therefore in the present study, when reference is made to 'dropout', it essentially means that the person has not completed the graduation in any case. All those students who complete their graduation even after leaving the college, will not be considered as dropout for the purpose of this study.

Many scholars have used the word 'wastage', almost interchangeably to 'dropout'. But these two terms are very different. Other words like stagnation and attrition are also used in almost the same sense, which makes the phenomenon more complex and ambiguous. In order to make the nature of dropout more clear, it is important to define the terms such as wastage, stagnation, attrition etc. separately and differentiate them from dropout.

In the words of Tilak (1982), "Education represents one of the largest industries in India, with more than 100 million public on rolls, 3.5 million teachers, 7.5 lakhs institutions running at an annual expenditure of Rs.25,000 million. Thus huge material and non-material resources go into education for the educational process to take place which in return yields some output. Thus educational system can be rightly treated as an industry or group of industries, producing manpower with a range of skills, called as the product of this industry. As, one refers to wastage of
resources in other industries, one could talk of wastage in the field of education as wastage of resources in the educational process".

Wastage can be defined in the following words -

Wastage:

"It refers to that state where the efficiency of educational system is reduced".

In other words the wastage in education affects the efficiency of investment resources in education, pushing up the input-output ratio or pushing down the contribution of education.

As defined above, wastage appears to be a very vast term which includes all sorts of wastage in education which lowers down the efficiency. There are a number of reasons due to which the educational system is affected by wastage:-

1. Stagnation
2. Attrition
3. Under utilization of resources
4. Dropout.

1. Stagnation:

Wastage may be caused by failure of students in the final qualifying examination. This is familiarly known as
wastage due to repetition and stagnation. Investment made on a student who does not qualify in the final examination can be called as wastage. Stagnation may lead to an increase in the required period to complete the course and results in wastage.

3. **Under Utilisation of Resources:**

   It relates to under optimum use of resources. The concept of optimum use of resources in education may be referred to the size of the institution (in terms of enrolment), and the number of working hours put in etc.

4. **Attrition:**

   The student who seeks admission into a college, but does not persist in completing the course, but joins some other institution could be considered as attrition to the first college.

**STUDIES ON DROPOUTS:**

Even though the problem of wastage and dropout in the field of higher education had caught the attention of scholars and educationists, not much systematic work had been carried out so far, especially in India. In the words, of Sagolsem (1977), the existing literature on this subject does not provide a satisfactory answer to the questions of
why do more or less half of the students leave their studies prematurely. On similar lines Marsh (1966) expressed his views by stating that those engaged in research in higher education have been largely unsuccessful in isolating a set of background and environmental variables which are highly related to the attrition amongst college students. Attempts have been made to study the problems of dropouts whereas in India, there is not a single comprehensive study to throw light on this problem.

Studies in India :-

The dropouts studied in higher education are mainly with regard to the Scheduled Caste and Scheduled Tribe students. Phadke (1980), studied the dropouts among Scheduled Tribe college students in Vyara. Ahuja (1980) studied educational wastage among tribal students. Chitnis (1980) studied the dropouts and situation of the Scheduled Caste students of Bombay and found that negative attitude of the other students towards them and non-congregual atmosphere at college were the main reasons for them to dropout of the higher education.

Kamat and Deshmukh (1963) studied the students of Fergusson College of Poona University and found that more female than the male students dropout, and that the number
of married students in both the sexes is very small.

Studying the socio-economic background of the regular students he found that more than 50 percent of male students and more than 70 percent of women students belong to high socio-economic status. They also related the marks obtained by students at Senior School Certificate Examination with the wastage phenomenon and found that 66 percent of wastage was among the students who scored less than 50 percent marks; 42 percent wastage was among the students with 50 to 55% marks and 28 percent of wastage amongst the students who scored more than 55 percent at S.S.C.

This study also shows that wastage increases with the advance in age at entry, the type of school from which the student came - Poona schools or the Mofussil schools. Wastage was found to be higher among students from Mofussil schools although they have average marks at S.S.C. examination.

**Studies on Dropouts in other Countries:**

A number of studies on dropouts have thrown considerable light on the problem. Iffert (1957) studied the rate of dropouts and found it to be 50% to the enrolment at this level. Grace (1957) studied the personality adjustment of dropouts and non dropouts and concluded that dropouts were less adjusted as compared to the non dropouts. Holmes (1964), Iffert (1957), Slocum (1964), and Astin (1963) attempted
to identify factors in the college environment leading to dropout. Again Iffert (1957), Blanchfield (1971), Bragg (1956), and Yoshino (1964) studied the educational background of the dropouts and non dropouts. They found that the dropouts had relatively lower educational background as compared to the non dropouts. Similar studies by Cliff (1962), Iffert (1957) on the socio-economic background of the dropouts indicated that the dropouts were from relatively less socio-economic background as compared to non dropouts. Maxwell (1960), Astin (1964), Bayer (1968), and Edelbrock (1975) studied the personality characteristics of the dropouts, and they were of the view that the dropouts were low adjusted, had more personal and emotional problems than the non dropouts.

Alfert (1966), Montgomery (1964), Robbins Committee (1963), Kosher (1969), Hannah (1971), Cope (1972), and Diravia (1973) also attempted to study the dropout phenomenon. They all concluded that there is about 40 to 60% of wastage in higher education level.

Bean (1979) in his study on dropouts had clearly shown that male and female students left the college for different reasons. One of the important reasons for dropping out was dissatisfaction with the course. Educational quality, usefulness of education for getting a job
were also related to be significant variables. He also found that the opportunity available for transferring to another course college was another important reason.

McCloy (1980) found that there was a significant difference between the personal, emotional and academic characteristics of persisters and non-persisters, while the former were more stable mature and consistent, the latter were not. Jackson (1978) in his study found: (1) a significant difference between graduates and dropouts on the personal characteristics; for instance, dropouts had poorer health at the time of study and had larger numbers of persons to be supported by family income, (2) significant differences were noted down between the two on the high school characteristics; size of high school; racial climate of high school; and high school class rank. While dropouts had studied in a high school with larger number of pupils, affected relatively more by racial climate and obtained lower class ranks, the non dropouts were contrary to them in all three aspects, (3) significant differences were found also on the career related variables such as; educational aspirations at the time of study; occupational goals; factors considered important in selecting a career etc. In all those the dropouts had relatively lower aspirations and were not clear about their goals or careers. The
persisters had higher educational aspiration and were clear about the career and educational goals.

Diedrichs (1979) in his study on dropouts supported the findings of earlier researchers on student attrition. A significant finding in his study was that the combined variables of race and sex were significantly related to students' persistence. Specially superior race and male sexes led to persistence relatively more than any other interactors. Another finding of his study was that the 'fit' of the institution to the student; where the students fitted into the institution well, they persisted to complete their graduation.

Mathews (1957), Bore (1964) and many others noted that the greatest high cause of academic failure was lack of interest included meaninglessness of course of studies. Forster (1959), Schonell et al (1962) and Schonell (1965) expressed the view that students' performance was influenced by their adaptability, maturity, self discipline, intrinsic motivation, pupil teacher relationship, motivation by parents and other important individuals, previous scholastic achievement, adjustment to higher education, and personal qualities of persistence and toughness. According to these experts any one or combination of these factors may bring
down or improve students' performance and to that extent cause wastage or benefit higher education.

Priestley (1957) pointed out that vocational ends and career prospects were extremely important for university students which contribute to the persistence in the system. Supporting this view Venebles (1961) demonstrated that 50% of students gave up the course because it was not related to better occupational prospects. Olsen (1957) interviewed students who were failing in all the faculties in different colleges, out of 80 only 9 reported that they knew the reason they fail. Serious illness causing absence from lectures, impossible study conditions were the main reasons for 11 students. Of the remaining students who did not know the cause, 22 blamed the faculty lecturers 12 felt they did not understand what was required of them, another 50 felt that they could not budget their time properly as detailed syllabus was not available to them to plan and work in the college.

Malleson (1959) investigated the difficulties expressed by undergraduates and found that social isolation in the college, inadequacy of the teaching staff, unapproachable teaching faculty, difficulty in budgeting between work and social interests, inefficient concentration, poor memory and financial difficulties as the main reasons for failing at higher education level, thereby causing wastage.
Watson (1963) interviewed students of the City University of New York in order to ascertain the reasons for their request for withdrawing from the course. He considered all these students as potential or actual dropouts. The most frequent reason for 28 percent of students was severe personal and emotional problems, 22 percent left because they had emergency such as death of parents and financial problems. The male students dropped out because of financial problems whereas women students dropped out because of pregnancy and were forced to support children. Nearly 50 percent were transferring to another college to take up some other course. Thus in Watson's study, dropouts were related to personal, emotional, financial problems and irrelevance of the course. On the other hand Astin (1964) showed different emphasis. He found that dropout amongst male students were because of unsureness about what to study, unsatisfactory grades, tiredness of being a student, whereas dropouts amongst women was mainly due to family responsibility and financial reasons.

Other reasons for dropouts according to Gray and Short (1961), were related to social classes, wherein it was pointed out that dropouts were far lesser in those cases where both the parents were well educated, had positive attitude towards university course and university itself, and coming from a high economic background.
Schonell (1963) had also taken up this point and showed that working class students do not do as well as students from homes of parents in professional, semi-professional and administrative groups.

Hammond's (1957) studies of 954 first year students from science, engineering, law and arts showed that even where intellectual training and attainment are equalized at entry points, students with better social background performed better than intellectual training etc.

Sanders (1963) extended the above point of view still further and suggested that an actually deprived home with poor study facility and a materially better home with frequent entertainments, both are deterrent to academic success, which may in turn lead to wastage/dropout. Holmes (1961) compared students of Oxford and Cambridge University with students of Queensland and found that only 3.5 percentage of students had parents working in a semi-skilled and unskilled jobs, whereas all the others belonged to higher level professions.

Cultural and sub cultural differences were found to be stronger than class differences in determining thepersisters and dropouts. Venebles (1960) concluded that it is not so much the social class per se which matters in dropouts, as the cultural impetus deriving from the students' social origin.
Discussing the family characteristics in regard to persisters Merril (1964) pointed out that high ability persisters and low ability persisters had experienced most stable relationship as compared to the dropouts with high ability.

Though Merril (1964) found in his sample that persisters and dropouts did not differ significantly regarding their income and father's occupation. Hughes (1960) in a similar study on Australian students found that dropouts were more correlated with lower income levels as compared to persisters.

Age and maturity have been found to influence persisters in higher education, in the sense that older and mature persons continued on a course until completion as compared to younger age group. Discussing the issue Sanders (1963) pointed out that maturity associated with increasing age was responsible for student to persist in a course for which he was enrolled. Supporting this argument Derbyshire Education Committee (1966) suggested that wastage in higher education was accounted in part by immaturity of students. Therefore, they suggested that it might be better for students who wanted to take up full time higher education course to spend forcibly a year in employment before taking up the course.
One important problem that causes dropout appears to be poor scoring at the time of students in take and imposition of quota scheme in certain fields. Woodhall and Blaug (1965) claimed that productivity in university had gone down since 1938 and attributed this to the lack of care at the time of selection.

Other factors contributing to persisting in a course seems to be related to the marks obtained by the students at the time of school leaving certificate. Parkyn (1959) studied 4000 students with a mean IQ of 123, the correlation between school leaving certificate and university performance for different groups between .36 and .15. Williams (1950) found correlation of .77 between school marks in Biology and 1st year M.B. Biology. On the other hand, Anderson (1964) contradicted the above view and demonstrated that there was no relationship between matriculation marks and academic performance in higher education.

SEX FACTOR AND DROPOUT :-

Research on sex differences had received relatively greater attention amongst the factors affecting academic performance, and other factors such as job satisfaction, achievement motivation, etc.
In a study on course satisfaction and occupational ego identity among undergraduates, Springett (1986) found that male students perception of course satisfaction to be linked to their occupational ego identity positions. This would seem to contradict the view of Braskamp (1979) who pointed out that course dissatisfaction is an unbiased measure of departmental quality. However, both of them were of the view that significant differences in course satisfaction were not found between male and female students. These findings appears inconsistent with the view of Dauvan and Adelson (1966), and Marcia (1980) who demonstrated that the process of identity formation is different for sexes and that the issue of career resolution may be less salient for females than males. This finding suggested that male undergraduates with less vocational commitments may feel relatively less satisfied with their course than females.

In a study on, "Learning affected by knowledge of results by different sexes", Kohli (1972) found no significant sex differences on learning.

Pathak in 1970 and again in 1972, found the differences between boys and girls significant on health, social and emotional adjustment.
Grewal (1971) found boys and girls to prefer different kind of vocations.

Pasricha and Rajni (1964) concluded that college boys had more problems than girls in their areas of adjustment. Contrary to this finding Matteo (1972) found that the two sexes did not differ from each other in the area of adjustment except in the sphere of emotional adjustment.

Sharma (1972), in his study on "sex and caste evaluation, as a source of variation in significant achievement of adolescents", found that adolescent boys fared better than the adolescent girls.

Astin (1964) found that girls had significantly higher rate of dropout than the boys.

In another study Bean (1979) found that male and female intended to dropout courses for different reasons. Satisfaction was found to be an important intervening variable for females, but was not significantly related to intention to leave in the case of males.

Diedrichs (1979) also found sex as an important factor for college dropout.

Destefano (1984) found that female had a higher graduation rate than the males.
In a study on, "students perception of the purposes of higher education", Sathiaraj (1984) found a significant difference in the purposes between male and female students.

Badami and Badami (1974) concluded that male and female students differed significantly in their attitude towards higher education and female students had expressed more favourable attitude towards education than males.

Vasantha (1971) found significant sex differences to exist in several work values.

Khan and Singh (1978) found significant sex difference in terms of courses chosen. For instance females preferred general courses and males specific courses.

Edelbrock (1975) concluded that male persisters scored significantly higher on personal adjustment and some other scales than the female persisters.

Shah (1982) in a study on "relationship between vocational interest and personality", found that the effect of personality was not found to be independent of sex factor.

Kamat and Deshmukh (1963) classified wastage in higher education by sex. They showed that the wastage among men students is remarkably higher than among women.
students, the wastage percentage was found to be 51 for men, whereas for women it was 42 percent. A significant difference was noted down in the Senior School Certificate Examination, the female students were significantly better than the male students. And also the women students, on an average were younger than men students. Another interesting finding of them was that women students mostly belong to advanced communities as compared to the men students at higher education level.

HOME BACKGROUND AND DROP OUT:

According to Schonell (1962) 'home background' includes the following:

1. Economic conditions, such as the income of the family, size of household, sufficiency and regularity in meals and sleep etc.

2. Opportunity for play and social experiences of different kinds which may contribute to the development of various concepts and vocabulary.

3. Nature and amount of speed and language pattern of children, particularly as they are influenced by the talk of their parents.

4. Attitudes towards reading and writing, the amount of the reading done at home and the availability of the books of varying levels of difficulty.
5. Quality of family life in terms of interparental relationship, as they influence the child's feelings of security and personality growth and development.

The above aspects of home background appear to influence a student's personality, attitude, motivation, aspiration and interests to the extent that his future studies can be assumed as a function of his home background. A better home background provides stimulating atmosphere and gives the student an opportunity to explore and converse with parents who also on their part encourage his experiments and curiosity. It provides varied social experiences which help in the growth of concepts and personality development (Downing and Thomson, 1975).

Studies relating to dropout's home background are a few in number. However, the findings have emphasized its significance. For instance Swart (1976) in his study about the potential dropout found that homes of the dropouts were more likely to have one parent as compared to the persisters. Parents of the persisters as compared to dropouts were more likely to have occupations like professional, technical, managerial, clerical etc. On the other hand, fathers of dropouts were more likely to have farming, fishery, forestry and other related occupations.
In a similar study Bayer (1968) found family income, fathers' occupation, father and mother's education as significant factors affecting dropouts.

Astin (1964) studied personal and environmental factors associated with college dropouts and found that the chances of a student dropping out of college will be higher for those who came from relatively low socio-economic background, low level of parental education, low level of father's occupation and large size families.

Jackson (1978) also found that dropouts tend to have a greater number of persons dependent upon family income than the persisters.

Cliff (1962) and Iffert (1957) found that the dropouts came from lower socio-economic level as compared to the 'stayins'. Mathur (1970) concluded that home and health problems were the main causes of frustration in adolescents and the incidents of frustration was higher amongst adolescents belonging to the lower class.

In contrast to the above findings McCloy (1980) found that there was no significant difference between home environmental factors of non persisters and persisters.

Astin and Panos (1982) found that academic ability and career choice reflected student's home background.
Sagar (1971), and Sharma (1971) found that students having parents in high prestige occupation were better adjusted in colleges than students of parents with low prestige occupation.

Karandikar (1975) studied the problems and conditions of the students in Poona University and found that the deficient economic conditions were responsible for many of the students problems including the phenomenon of dropouts.

Reddy (1971) found that the children whose fathers were engaged in manual work or had blue collar jobs were less adjusted than children whose parents were in good business or professions like teaching, medicine and engineering.

Khan and Singh (1978) said that socio-demographic factors and family background have most significant influence upon college youths in terms of their course chosen and their views of society.

Shrivastava and Tiwari (1967) studied need achievement in relation to socio-economic factor and found that upper class people have high need achievement, and the middle class ones, the highest need achievement. Jindal (1976) found that socio-economic status had a positive correlation with intelligence.
Verma (1966) investigated the relationship between personality traits and socio-cultural status and found a positive relationship between the two.

Thus, it appears that socio-economic background of students affect the dropout rate in higher education.

**PERSONAL FACTORS AND DROPOUT** :-

An individual's action can be a function of his unique personal attributes, apart from the social, educational and other external factors.

Jha (1985) studied that, "students having more personal problems have lower academic performance". Similarly, Jackson (1978) found that, "Significant differences existed between graduates and dropouts on personal characteristics". McCloy (1980) and Bayer (1968) also confirmed the above findings. According to them, "There was a significant difference between the personal, emotional characteristics of non persisters and persisters".

Although the personal factors are very vast and cover a very wide area, it is important to discuss here some of the aspects such as age and sex, future plans, vocational aspirations, self concept, etc. which may affect a student's educational attainments.
As pointed out elsewhere in this chapter, the sex factor appears to play a determining role in various aspects of education and psychology of students. Similarly, age also plays a significant role in education. This aspect is strikingly brought out in studies showing that if a test had been developed for one particular age group, it will not apply to all the other age groups unless standardized on other age group population. This perhaps is one of the important reasons why different tests are required for different age groups. The above situation substantiates the importance of age factor in Psychology and educational fields. Khan (1978) demonstrated that the course choice made by students and their perception of society were significantly associated with age factor.

In a study on the students' attitude towards higher education, Malik (1984) found that as age increases the attitude towards higher education becomes more favourable.

In another study on wastage in college education, Kamat and Deshmukh (1963) investigated that the Science students were significantly younger than the Arts students. Similarly, the women students at college level were significantly younger than the men students. They also found that the 'urban' students are on the average younger than
the 'rural' students. A similar analysis of age by occupations of guardians shows that -

(1) students whose guardians are businessmen are older on the average than those whose parents are in 'service'!
(2) the lower the income of the guardians in these categories, the higher generally is the average age of their wards,
(3) sons and daughters of professional men and teachers form the youngest group of students, and (4) students whose guardians are farmers have the highest average age.

Thus, it appears that the age of a student affects the wastage and dropout in higher education.

**FUTURE PLANS AND DROP OUT** :-

A student's future plans regarding his career has been considered as an important variable for his academic success. Sawhney (1975), studied that the choice of study course when compatible with vocational choices, led to better adjustment. Ujagar (1982), found significant differences in the job priorities between superior and average students. According to Mathew's (1970), vocational interests have been found to be related to the field of study undertaken and values held.

Hopkins, Malleson, and Sarnoff (1958), found that most of the students who failed had decided their careers
at an early age as compared to the other students. Although they lacked genuine interest in their subjects, their choice was made in response to the strong parental aspirations. They further discovered a distinction between a failing group of students and a passing group of students. The failing students said that they had chosen the subject following parental pressure. The passing students, on the other hand, said that they had chosen their subject because of their interest or aptitude.

Similarly Himmelweit (1950) cited studies showing positive correlations between interest in chosen course and examination results. Astin (1964) found significant differences between dropouts andpersisters in connection with whether they intended to proceed to higher degrees in their subjects or only a Bachelors degree. Men and women who intended to take higher degrees were both more likely to stay on in college than dropout.

Thus, these findings show that a student's future plans influence not only his academic success but his completing the course etc. also.

VOCATIONAL ASPIRATIONS AND DROPOUT :-

Almost every scholar working on education have adjudged the level of aspiration as the best indicator of academic success. Astin (1982) said that, "A student's
initial level of aspiration was the best indicator of their academic performance. Similarly Gaur (1973) found that, "there exists a significant difference between levels of occupational aspirations of the superior and the backwards". According to Jackson (1978) significant differences were observed between graduates and dropouts in terms of their educational/occupational aspirations at the time of study.

These findings show that there is a relationship between the level of aspiration and educational attainment.

**SELF CONCEPT AND DROPOUT**

Self concept is indicative of the perception one has of one's own self. It may be negative or positive. The more positive the self concept the better adjusted and confident a person is and tackles various situations more efficiently than those who have a negative self concept. On the same line of argument, one may expect a person having a positive self concept to continue and persist on a course he has taken to study than the one who has poor concept of himself. Studies on this aspect by Jackson (1978) showed that persisters had more positive concept of themselves than dropout students. Earlier studying the academic achievement of those having positive and negative self concept, Vasantha (1975) found that the
former had higher academic achievement as compared to the latter.

Thus, it appears that self concept could be one of the important factors contributing to dropout in higher education.

SOCIAL AND ENVIRONMENTAL FACTORS AND DROP OUT:

The social class of student appears to have considerable influence on his educational attainment. In fact, there are fundamental differences between the social classes as regards their way of life, values, attitudes, aspirations, and even marital status which lead the students of different social conditions experience differently, due to which they respond differently to the educational environment.

Many studies have shown that the social factors have an important influence in this regard. For instance, Banks and Finlayson (1973) had demonstrated that more number of successful boys had fathers in non-manual occupations than less successful boys. Similarly Dale and Griffith (1970), in their clinical study found that 37 out of 39 deteriorators were from the semi-skilled and skilled manual working class.
In a study on school dropout, Husen (1967) showed 50 percent of the dropout pupils to be from manual working class and only twenty-two percent from lower middle class and 10 percent from upper middle class.

Blanchfield (1971), demonstrated that the social consciousness score was significantly higher amongst the successful students who also appeared to have greater concern for social issues, and this was reflected in their greater persistance to be in college than dropping out of it.

Ambarao (1982), found majority (75%) of the students who go in for the higher education, generally come from higher social class background. Astin (1964), and Bayer (1968) showed a significantly higher rate of dropout amongst the students from lower socio-economic background, whose size of the family was relatively larger than those of persisters.

Discussing the home background of dropouts vs persisters Swart (1976), showed that homes of the dropouts were more likely to have one parent than persisters, and that the fathers of dropouts belonged mostly to lower occupational stream than those of persisters.

Cliff (1962), and Iffert (1957), found that the dropouts come from lower socio-economic level as compared
to the stay-ins. Sagar (1971), Sharma (1971), and Reddy (1971), investigated the parents' influence on the students' adjustment in college and found that the students of parents in high prestige occupations were better adjusted than those whose parents were in lower level occupation.

Khan and Singh (1978) found that age, sex, family and demographic factors as well as social background differed significantly in terms of the course chosen indicating that younger age persons, male students, from smaller size families, and with a high socio-economic background chose higher level courses such as Science, Maths etc. as compared to the others belonging to different age group, sex and socio-economic factors.

Shitra (1970), and Karandikar (1975) studied the socio-economic background of women students in higher education and found that these students represented the upper income group.

Kamat and Deshmukh (1963) also demonstrated that the students who caused wastage in higher education, largely come from lower socio-economic strata of the society. According to them only 35 percent of wastage were constituted by the upper class students as compared to 50 percent wastage by lower-economic status ones.
EDUCATIONAL BACKGROUND AND DROPOUT :-

As had been observed elsewhere in this chapter the educational background of a student appears to play a crucial role in determining his future course of study; hence one may expect it to play an important role in a student's decision to dropout of the college course.

Furthermore, as already pointed out, the parents' educational background and the home background appears to be significantly related to the dropout phenomenon. In the present section, the student's past educational background before entering college will be considered to ascertain if it has any influence on the dropout than the persisters.

Jackson (1978) studied the educational opportunity of the graduates and dropouts and found that the class rank of graduates was significantly higher than rank of the dropouts. McCloy (1980) pointed out that, the non persisters tended to have lower grade point average than the persisters.

Kumar (1981), demonstrated that the students having lower academic performance appear to have more personal problems. Destefano (1984) studied the graduation and attrition rate and found that the previous educational records of the students who did graduation was much higher than those who did not.
Bragg (1956), Iffert (1957), and Yoshino (1964) concluded that the dropouts as compared to the students who remained in colleges, tended to have lower academic records at the school leaving level.

Bayer (1968), Blanchfield (1971), and Astin (1964) showed that the high school rank proved as a significant pointer towards students continuing in the college and being successful in their course.

**ATTITUDE TOWARDS HIGHER EDUCATION AND DROPOUT :-**

Attitude is a specific mental state of the individual towards something according to which his behavior towards it is moulded.

An attitude can be defined in the following manner -

a. attitude is the mental or neural state of readiness.

b. attitude influences the reactions of the individual.

c. attitude changes the reactions of the individual.

Since attitude is such a strong predictor of behavior, it has been studied extensively in various aspects of educational studies. Attitude of university students have been measured towards various issues such as strike (Siddaramaiah, 1979); Internal assessment (Reddy, 1978),
social problem (Lalitha and Swaranjit, 1979), problem of scheduled caste/scheduled tribe students (Rastogi, 1978), political issues (Bayer, and Datton 1970), national integration (Eapen, 1976) academic achievement (Banreti, 1976; Baureti, 1972), regional language (Reddy, 1980), attitude towards examination (Kansal, 1971) etc.

Apart from the attitude towards various aspects of life, attempts have been made to study the attitude towards higher education. Indiresen (1979) studied the attitude of university students towards higher education and compared the same with social science and engineering students and found a significant difference. Malik (1984) studied the university students attitude towards higher education and found that age, sex, rural urban area, parents level of education plays an important role in influencing the attitude. She found that there is a positive correlation between age and attitude. Female students had a slightly more favourable attitude towards higher education than the male students. The first generation learner had a more positive attitude towards higher education than the second - generation learner.

ACHIEVEMENT MOTIVATION AND DROP OUT :-

In the words of Guilford, "A motive is a particular internal factor or condition that tends to initiate and to
sustain activity". Thus, motivation includes all those internal conditions which begin an activity or sustain it. The word motive itself includes all the internal and external factors which control the activity of living being.

Achievement motivation is a socio-genic motive, also known as secondary motive, and they are also as active as primary motive and have the same motivational cycle -

The motivational cycle

To be more specific, if a student has a high achievement motivation in educational field, there will be a driving state in his body towards the activities which
will help him in attaining success in education, or he
will probably give more time to study, will be more
attentive in class, and will be instrumental in this
regard. Unless he achieves the goal or succeeds in
education, he will not relax. Thus, to get the relief
from his state of aroused behavior he will behave in such
a way that he completes or performs his academic activities
successfully.

Many scholars have studied the above phenomenon and
have found it to be one of the predictors of academic
performance. Mehta (1968) found, achievement motive to be
related to academic achievement. Narayana (1964, 1967a,
1967b) studied the relationship between academic
achievement and adjustment and found that adjustment problems were
more related to under achievement than over achievement.
Sharma (1964) relating anxiety and academic achievement,
revealed a positive influence of anxiety on academic
achievement.

Sinha (1966) in a study found that high achievers
had low anxiety, better health, and emotional adjustment
than the low achievers.

Bunnel (1984) pointed out that student's academic
achievement and persistence in college cannot be predicted
solely by the measuring of the level of students' academic
ability.
Shrivastava and Tiwari (1967) studied need achievement in relation to socio-economic factor and found that the upper class people to have high need achievement, and the middle class have the highest need achievement.

Phutela (1976) was of the view that need achievement and educational and vocational aspirations formed one group of motivational variable, and fear and failure and achievement press formed another group of variable affecting academic achievement in their unique way. The former group was significant predictor of academic achievement, while the latter group was not significant.

In some other studies, the achievement motive was found not to be related to personality. Muthayya (1968) related achievement motive to personality, using the projective technique but found no positive relationship between the two factors. In this context, De and Khan (1969) and Muthayya and Rajeshwari (1969) did not find any significant relationship between achievement motivation and personality.

PERSONALITY ADJUSTMENT AND DROP OUT

Ordinarily, personality is taken as the external appearance of the individual. In philosophy, the meaning
of personality has been interpreted in the sense of the inner self. But in psychology the personality is neither the external appearance, nor the internal self which are important but it includes both and much more. It is not a fixed state but a dynamic totality which is continuously changing due to interaction with the environment. It is known by the conduct, behavior, activities, movement and every thing else concerning the individual.

Thus, personality being dynamic by nature covers a very vast area of human being. It cannot be defined in a limited sense, nor it can be understood by calling a particular act or aspect of an individual as his personality. It is the way of responding to the environment. The way in which an individual adjusts with his own internal and the external environment, is personality.

Thus, a student's personality adjustment may cover the five areas of adjustments.

1. Home adjustment
2. Health adjustment
3. Social adjustment
4. Educational adjustment
5. Emotional adjustment

Much work has been done on these areas of personality adjustment and its relationship was investigated in various psycho-social and educational sphere.
Mathur (1970) pointed out that the home and health problems contributed to the main cause of frustration in adolescents and so focusing on these areas was necessary.

Rao (1965) found that Arts, Science and Commerce students of college had more adjustment problems than the professional college students.

In a similar study Sharma (1986) found that the non professional college students faced more adjustment problems in the area of home adjustment, whereas arts students had greater adjustment problems in home and health area of adjustment.

Pasricha (1964) found that college boys had more adjustment problems than the girls. Maxwell (1960) studied a large state university and found that dropouts could be better predicted on the personality test. Bayer (1968), McCloy (1980) also confirmed the findings of Maxwell. Tripathi (1965) found academic success to be related to personality problems.

Studies conducted on college students covering personality traits etc., have shown significant positive relationship between personality traits and socio-cultural status. Muthayya (1963), and Abraham (1968) found that the level of aspiration of students to be a general trait of personality.
Joshi (1964) and Joshi and Singh (1968) indicated inter-area dependence in adjustment and pointed out that the severity of situation may also contributed differently to different areas of adjustment. Rao and Kanthamani (1967) demonstrated that the scholastic achievement was related to certain important factors of personality.

Grace (1957) studied and found that score on MMPI indicated that dropouts tended to be more irresponsible and dependent than students who remained in the College. De and Jha (1978) found that a positive relationship existed between certain dimensions of personality and achievement motivation.

In this context, Shah (1982) pointed out that the main effect of personality was significant in case of vocational areas and not in other areas.

Edelbrock (1975) found that there was a significant difference between male and female persisters on personal adjustment. In contrast to Edelbrock's findings, Mattoo (1972), showed that the two sexes did not differ from one another in any area of adjustment, except in the sphere of emotional adjustment.

Grewal (1971) found that though boys and girls preferred different kinds of vocations there was no clear-cut rural-urban pattern of occupational choices being evident.
Bhat et al (1961) found that there was a significant correlation between emotional, social and family areas of adjustment.

Ali (1967) showed that there was no significant difference between bright and dull children in terms of different behavioral problems.

Muthayya and Rajeshwari (1969), and De and Khan (1969) found a significant positive relationship between personality and achievement motivation.

**CONCLUDING REMARKS AND STATEMENT OF THE PROBLEM**

Although much has been talked about wastage and dropout in higher education system, not much has been done for the same.

While studies conducted in the countries other than India have tried to find out the contributing factors of dropouts, not much extensive investigation has been done in India so far. On the one hand the reported rate of wastage and dropout in higher education is as high as those of reported rate of developed countries, and on the other hand, not much successful attempts were being made in the same direction.

At higher education level, one of the most important problems is high rate of wastage and dropout which makes
the entire system less productive and less meaningful, in addition to the other problems faced by the system. Since the causes of dropouts and wastage has not been scrutinised in detail, with the result no remedial measures have been suggested to improve the system.

In order to do this, it is important to identify the major factors contributing to dropouts as well as wastage at college level of education.

The present treatise is an attempt in this direction aiming to ascertain the various factors and correlates of dropouts and to bring out the factors influencing the dropout phenomenon.

Before taking up the investigations in detail, a description of the methodology employed in this study will be in order. The following chapter deals with the methodology.