



Socio-Psychological Factors Contributing to Higher Primary School Dropouts

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Abstract

The purpose of this study is to explore socio-psychological factors leading to dropout in higher primary schools. The authors provide an analysis based on theoretical perspectives including social learning theory and the socio-ecological model to illustrate how parental relationships, peer factors, as well as psychological variables inform decisions about dropping out. This study reviews the literature and proposes an analytical framework to theoretically synthesize these factors among different demographic groups. Results highlight the importance of supportive family, positive peer relationships and psychological health resilience in avoiding dropout. Finally, recommendations for educational policies and study areas that can help to foster good student retention and academic success are drawn in the context of these socio-psychological determinants.

Keywords: Socio-Psychological Factors, School Dropout, Family Dynamics, Peer Relationships, Psychological Factors, Educational Policy.

I. Introduction

1.1 Background

Global, has made dropout rates in high primary schools a matter of greater concern. This is a critical issue, as high dropout rates influence the paths that students take in their life trajectories but also have concerning societal implications on workforce readiness and economic development nationally.

In all of these cases, however, more than academic performance and curriculum challenges are at play-socio-psychological factors also contribute to dropout rates among ethnic minority



students. Increasingly, the importance of family dynamics and echelon relationships external determinants; Bourdieu (1986) is recognized in shaping students' decisions to persist including mental health.

1.2 Research Objective

The primary objective of this study is to explore and analyze the socio-psychological factors contributing to school dropout rates in higher primary schools.

1.3 Research Questions

- What are the key socio-psychological factors influencing dropout rates?
- How do these factors vary across different demographic groups?
- What theoretical frameworks can provide insights into these socio-psychological factors?

II. Literature Review

2.1 Socio-Psychological Factors

Definition and Importance: Socio-psychological factors define a variety of influences on educational behaviours and decision-making made by the pupils. Such determinants include family dynamics, peer relationships, socio-economic status and mental health-factors that have been shown to disproportionately influence educational attainment for preservice teachers of colour.

Theoretical Perspectives

o *Social Learning Theory:* referring to Bandura (1977) who argued that individuals learn behaviours through observation, imitation and modelling which can also be applicable in the sense of trying to understand how the students develop their attitudes toward education as well as for school dropout behaviours.

o *Socio-Ecological Models:* Bronfenbrenner's Bioecological Systems theory (1979) suggests that development is multi-directional, it's from multiple environmental systems -microsystem, mesosystem, ecosystem and macrosystem interact with individuals over time, making them a useful framework for understanding the complex interplay of socio- psychological in



educational context.

2.2 Dropout Rates Overview

- **Global and Regional Statistics:** Though the global dropout rates can be high, it is very dependent on a country to region basis driven by socio-economic status of families in relation involved with their income level as well as educational policies implemented within certain countries due to cultural norms. Exploring these variations can shed important light on the larger trends and hurdles related to educational attainment.
- **Historical Context of Dropout Research:** Whereas dropout research was initially preoccupied with academic factors before acknowledging the social-psychological dimensions, this phenomenon had more substance and implications than meets the eye (Reardon 2011). A historical background helps set present theories and methods utilized in dropout research into context.

III. Theoretical Frameworks

3.1 Social Learning Theory

- **Explanation of Peer Influence:** Social Learning Theory Bandura (1977) suggests that peer influences can be explained through social learning theory whereby individuals learn behaviours vicariously, by observing and modelling. Peer influence in dropout rates is an important factor, with students imitating attitudes and behaviors toward education as well (Bandura, 1977).
- **Role Models and Dropout Rates:** The dropout rates are inevitably tied with the role models children have, whether positive or negative examples of that. While positive role models can motivate students to remain in school, negative role model might perpetuate the mindset that leads one toward drop out behaviours (Bandura 1977).

3.2 Socio-Ecological Model

- **Application to Dropout Rates:** Bronfenbrenner's Socio-Ecological Model (1979) provides a comprehensive framework for understanding the multifaceted influences on



student development and educational outcomes. This model identifies multiple environmental systems:

- **Microsystem:** Immediate environments such as family, peers, and school.
 - **Mesosystem:** Interactions between microsystems, such as home-school relationships.
 - **Exosystem:** External environments indirectly affecting the individual, such as parental work environment.
 - **Macrosystem:** Cultural, societal norms, and economic conditions impacting educational opportunities.
- **Interaction of Factors:** The Socio-Ecological Model highlights the interplay of these elements in influencing educational engagement and our examination suggests how they affect decisions regarding drop-out behavior. In this example, interplay between family dynamics (microsystem), a school environment (mesosystem), community resources-which might serve to enrich the meso- and exo-systems of individual students within reach-and societal values such as high teacher autonomy in South Korea relative to that which exists elsewhere across many EU nations-collectively shape whether students stay engaged or disengage from their academic pursuits over time(Bronfenbrenner, 1979).

IV. Key Socio-Psychological Factors

4.1 Family Dynamics

- **Impact of Family Support:** Family support, including emotional, financial, and educational support, plays a crucial role in determining whether students stay in school or drop out.



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- **Parental Involvement:** The level of parental involvement in a child's education, such as monitoring school progress, attending parent-teacher meetings, and providing academic guidance, significantly influences dropout rates.
 - **Parenting Styles:** Different parenting styles (authoritative, authoritarian, permissive) affect children's attitudes towards education and their resilience in the face of academic challenges.

4.2 Peer Relationships

- **Influence of Peer Pressure:** Peer pressure can either motivate students to excel academically or lead them to engage in behaviors that contribute to dropout, depending on the norms and values of the peer group.
- **Friendships and Social Acceptance:** Positive friendships and social acceptance within the school environment can enhance students' sense of belonging and academic engagement, reducing the likelihood of dropout.

4.3 Psychological Factors

- **Role of Self-Esteem:** Students with low self-esteem may struggle with academic challenges and peer interactions, contributing to feelings of inadequacy that can lead to dropout (Reardon, 2011).
- **Motivation:** Intrinsic motivation, driven by personal goals and aspirations, and extrinsic motivation, such as rewards and recognition, influence students' persistence in school.
- **Mental Health:** Issues such as anxiety, depression, and stress can impact students' ability to cope with academic pressures and maintain school attendance (Reardon, 2011).



V. Discussion

5.1 Interpretation of Findings

- ***Influence of Socio-Psychological Factors:*** The outcomes on the influence and contribution to dropout rates in higher primary schools with social-psychological factors, such as family dynamics or peer relationships or psychological factors. Using the tones of red, oranges you need to pin about specific cases studies that give a brief look on these impacts.
- ***Complex interaction:*** Investigate the complex interactions amongst various socio-psychological factors and their unified effects on students' decision to either continue in school or drop-out. Jone suggests considering direct influences on resilience - such as family support, and indirect influencers levels of a pervasive common adversary like peer pressure.
- ***Socio-psychological factors:*** Examine how socio-psychological components differ among demographic sectors (e. g., socioeconomic status, cultural backgrounds) akin to the implications for evidence-based interventions and coverage solutions Garcia & Weiss).

5.2 Theoretical Implications

- ***Application of Theoretical Frameworks:*** Critically assess how theoretical frameworks (e.g., social learning theory, socio eco-logical models) can help us understand and predict dropout behaviours. Examine how these frames might be useful in understanding: the socio-psychological gaps, and dropout rates (Reardon, 2011).
- ***Prediction Power:*** Evaluate how well these theories predict which students are at risk for dropping out and what intervention strategies will be useful Discuss restrictions or areas lacking in data that could potentially improve the prediction.

VI. Conclusion

6.1 Summary

- ***Findings Recap:*** Summarize the key findings regarding sociopsychological factors impinging on drop-out rate at higher primary schools. Document the effect of family



dynamics, peer influences and mental health in influencing student decisions to persist at or leave school.

- **Implications:** Be sure to indicate if your findings impact any educational policy or dropout reduction practices. Highlight integrating socio-psychological dimensions holistically for enhancing education delivery.

6.2 Future Research Directions

- **Additional Socio-Psychological:** Factors Explore further socio-psychological factors that might join dropout rates (i.e. cultural effects, school climate and community support). Suggest topics for further research to increase knowledge in these areas (Bourdieu, 1986).
- **Testing Theoretical Models:** Recommend additional testing and refining of theoretical models, including social learning theory and socio-ecological models in diverse educational venues. Proposal of methodological refinements and interdisciplinary strategies for furthering the field (Reardon, 2011)

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