

Vol 5 Issue 11 August 2016

ISSN No : 2249-894X

---

*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

Chief Editors

---

**Ashok Yakkaldevi**  
A R Burla College, India

**Ecaterina Patrascu**  
Spiru Haret University, Bucharest

**Kamani Perera**  
Regional Centre For Strategic Studies,  
Sri Lanka

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Regional Editor

Manichander Thammishetty  
Ph.d Research Scholar, Faculty of Education IASE, Osmania University, Hyderabad.

### Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pinteau Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [ M.S. ]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....



## COPING KNACK FOR MANAGING CHAOTIC LIFE OF RURAL SCHOOL DROPOUT

Krishna Duhan<sup>1</sup>, Santosh Sangwan<sup>2</sup> and Anju Aneja<sup>3</sup>

<sup>1</sup>Principal Scientist, Department of HDFS, College of Home Science, CCS Haryana Agricultural University Hisar,, Haryana, India.

<sup>2</sup>Assistant Scientist, Department of HDFS, College of Home Science, CCS Haryana Agricultural University Hisar,, Haryana, India.

<sup>3</sup>Research Associate ,Department of HDFS, College of Home Science, CCS Haryana Agricultural University Hisar,, Haryana, India.

### ABSTRACT

**C**oping as an individual's adaptation to the environment, meaning an individual's efforts to maintain control over events. Coping is seen as a psychological mechanism that creates premises for finding an adequate response to environmental demands and challenges. School dropout girls from Devan village of District Hisar were selected for the present study. A coping Response Inventory developed by Moos (1993) and Family Environment Scale by Bhatia and Chadha (1993) was administered. To find out the socio-economic status of girls, scale developed by Aggrawal et al. (2005) was used. Intervention was developed and imparted to the identified school dropout girls on socio-emotional problems, family environment and coping strategies. Majority of school dropout girls had moderate to severe socio emotional problem. Further probing revealed that majority of them perceived average level on all the sub aspects of dimensions of family environment i.e. relationship, personal growth and system maintenance. Results pertaining to approach coping, problem solving was most preferred style used by them. Out of the four style of avoidance coping, seek alternative rewards is highly preferred style followed by cognitive avoidance. Intervention was imparted to improve socio- emotional problems of dropout



**KEYWORDS** :Rural, dropout youth, coping skills .

### INTRODUCTION

Adapting alludes to directing the unpleasant circumstance and the individual's feeling and conduct. No reasonable agreement has been accomplished in the meaning of adapting (Compas et al., 2001). Adapting includes those things people do to counteract, keep away from, or control passionate worry with a specific end goal to keep up psycho-social adjustment amid unpleasant circumstances and conditions; it incorporates guide activities to determine the issues and intellectual reactions to control enthusiastic misery. Adapting reactions are behavioral reactions, which allude to what individuals do in standing up to stretch. Adapting is characterized as

"continually changing psychological and behavioral endeavors to oversee particular outer or potentially inward requests that are evaluated as exhausting or surpassing the assets of the individual" (Lazarus and Folkman 1984). Adapting practices are utilized to ease a troublesome circumstance, to diminish saw dangers, and to deal with the manifestations of stress. Adapting is best when the technique utilized matches the attributes of the individual, the individual's needs, and the way of the stressors included. The viability of adapting is dictated by such qualities of a person as great/terrible wellbeing, satisfactory/unsatisfactory functioning in society, psychological well-being, and so on (Kallasmaa, 2003; Lazarus & Folkman, 1984). Many children live in poverty, with one in five rural children having limited, uncertain, or no access to nutritious food. In these rural areas, there is limited access to health care and social services. In addition, rural youth are at risk for academic failure and may be involved in substance abuse and criminal behavior because of poverty and limited health services. Indeed, there is an increased risk of poor mental health because of limited access to services, and as a consequence, rural areas have some of the nation's highest suicide rates (Collins et al., 2008). It is one of the biggest challenges in educational reform. Many students drop out of school not because they can't handle the academics, but rather because they have outside stressors that make coming to school impossible. The dropout problem is most acute with lower-income and minority students. Numerous siblings have a negative effect on educational performance due to decreased parental attention, family resources, and educational supervision (Roscigno & Crowley, 2001). Unfortunately, some students are taking the feeling of defeat to the next level and dropping out of school completely. Over-stressed students are finding it hard to carry on with school and may either drop out or transfer to a different school in hopes of a less hectic schedule. As a result, retention rates are alarmingly low at some schools. That is to say, stress isn't just affecting the students, but the community as a whole. We all have to balance work, school, and play which causes a strain in our lives. Unhealthy ways of dealing with stress can lead to another serious self destructive behavior mechanism. Unfortunately, there is an uneven balance between those who cope alone using unhealthy means, versus those who go out and seek help. Keeping in mind these facts this study was planned with a following objective:

To find out the socio-emotional problem and coping style of school dropout youth.

## METHODOLOGY

Devan village of District Hisar was selected under AICRP project. The village leaders were contacted and door to door survey was carried out for getting information of school dropout youth in the village. Only girls sample was available as the dropout boys were busy in agriculture work and also visited in city to search work for their livelihood.

So finally a sample of 33 school dropout girls in the age range of 17-24 years of age was identified for the present study. A meeting was organized with village Sarpanch, dropout girls and their parents to discuss their problems. To find out their problems base line survey of these families was done. For conducting different activities for the girls a counseling center was established with the help of village sarpanch. A coping Response Inventory developed by Moos (1993) which contained 48 statements about different style of coping was used to find out the preferred style of school dropouts. Family Environment Scale by Bhatia and Chadha (1993) was administered to judge the family environment of school dropout girls. This scale contained 69 total statements and had three main dimensions i.e. Relationship Dimensions, Personal Growth dimensions and System Maintenance Dimension. To find out the socio-economic status of girls, scale developed by Aggrawal et al. (2005) was used.

Intervention was developed and imparted to the identified school dropout girls on socio-

emotional problems, family environment and coping strategies. Further stress management techniques were suggested to parents and adolescent girls. Emphasis has been given on daily yoga and meditation and active involvement in other social activities at village and school level. Interventions in the form of workshops, trainings and lectures cum demonstrations were also imparted. To persuade school dropout youth, different trainings were organized to inculcate vocational skills and make them economically independent and feel socially secured.

## RESULTS AND DISCUSSIONS

### Socio-emotional problems

It is a well known fact that emotionally and socially mature people easily adjusted in society and enjoys good physical and psychological well being. Good socio-emotional state is necessary for good quality life. Table 1 encompasses results pertaining to socio-emotional problems. Majority of the school dropouts (66.7 %) belonged to moderate category followed by severe (21.2%) showing that there are some socio-emotional problems which require help and interventions for effective management of these problems. The percentage of those respondents who had mild problems was 12.1.

**Table 1: Socio-emotional problems of school dropouts  
N=33**

Category	Frequency	Percentage
Mild	4	12.1
Moderate	22	66.7
Severe	7	21.2
Total	33	100

### FAMILY ENVIRONMENT

Data on three aspects of each three dimension were picked out to judge family environment of dropout girls. Data in Table 2 illustrated that none of the respondent perceived high cohesion in their family indicating poor environment in this dimension. Majority of respondents (78.8%) perceived average category of cohesion and expressiveness in the family. Results of relationship dimensions further revealed that majority of dropouts' belonged to average category of conflict (66.7%) which is again an indication of poor family environment. Few respondents (12.1%) also reported high level of conflict in their family.

In case of the personal growth dimensions it can be scrutinized from Table 2 that majority of respondents felt that their extent of participation in active- recreational activities is average followed by low which can be because of their personal and family reasons. More than fifty percent respondents felt that their family members had average level (39.4%) of independence in taking their own decision followed by low level which indicated poor family environment. Further probing of data divulged that equal percentage of respondents felt that degree of importance of clear organization structure in planning family activities and responsibilities is average and high which a good sign is. Contrary to this majority of respondents (60.6%) perceived average category of control in their families. Whereas, 15.2 percent reported high level of control in their family.

**Table 2: Family environment of school dropouts**

Dimensions	N=33			
		Low f (%)	Average f (%)	High f (%)
Relationship	Cohesion	7(21.2)	26(78.8)	-
	Expressiveness	5(15.1)	26(78.8)	2(6.1)
	Conflict	7(20.6)	22(66.7)	4(12.1)
Personal growth	Active recreational orientation	9(27.2)	22(66.7)	2(6.1)
	Independence	13(39.4)	20(58.8)	-
System maintenance	Organization	7(21.2)	13(39.4)	13(39.4)
	Control	8(24.2)	20(60.6)	5(15.2)

### COPING STRATEGIES OF SCHOOL DROPOUTS

Facing stress, conflict and other problems is common in every one's life. Coping mechanism of an individual determines how adverse conditions affect one's life. There are many coping strategies which a person uses some or the other time in everyday life. Results of coping responses are given in table 3 & 4.

### APPROACH COPING

Table 3 show that in case of all coping approaches (logical analysis, positive appraisal, seeking guidance and support and problem solving) majority (54.5 % to 84.8 %) of school dropout belonged to high category showing that they all use approach strategies at most of the time. Nobody in the group belonged to low category except for logical analysis (3.0 %). About 15.2 % to 45.5 % respondents use at average level in their coping with stress or some other difficult conditions. Out of all four style of approach coping, problem solving was most preferred style used highly by them.

**Table 3: Approach coping of school dropouts**

N=33

Sr.no	Coping style	Low f (%)	Average f (%)	High f (%)
1	Logical analysis	1(3.0)	11(33.3)	21(63.7)
2	Positive appraisal	-	12(36.4)	21(63.6)
3	Seek guidance and support	-	15(45.5)	18(54.5)
4	Problem solving	-	5(15.2)	28(84.8)

### AVOIDANCE COPING

It is apparent from the table 4 that majority of school dropouts (27.3 to 81.8 %) belonged to average category of all four style of avoidance coping showing that beside approach strategies they prefer avoidance coping. Majority of the respondents (81.8%) use acceptance and emotional discharge style of avoidance coping moderately. Out of the four style of avoidance coping, seek alternative rewards is highly preferred style followed by cognitive avoidance. It can be concluded that coping

mechanism of school dropouts need to be strengthen.

**Table 4: Avoidance coping of school dropouts  
N=33**

Sr. no	Coping style	Low f (%)	Average f (%)	High f (%)
1	Cognitive avoidance	1(3.0)	18(54.5)	14(42.5)
2	Acceptance	1(3.0)	27(81.8)	5(15.2)
3	Seek alternative rewards	-	9(27.3)	24(72.7)
4	Emotional discharge	1(3.0)	27(81.8)	5(15.2)

Results showed that socio-family adversity has a direct link to school dropout. This finding is in line with data from Ensminger & Slusarcick (1992), except that these authors also found that poverty and mother's level of education interacted with the child's characteristics to predict school dropout. It can be concluded that family environment of school dropout need improvement so that their belongingness, independence and relationship can be improved to make them adjust properly in their family life. Intervention was developed and imparted to the identified school dropout girls on socio-emotional problems, family environment and coping strategies. Failure to complete high school not only produces negative outcome for the individuals, but also widens the existing social and economic inequalities (Sunita Chug, 2011). The reason for school dropouts are many, lack of interest of child or parents, financial constraints, distance to school, school atmosphere and home environment. Children from better households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled (Frances Hunt, 2008). Females were found to use active and emotion-focused strategies more, which supports the findings of Folkman and Lazarus (1984) that females use emotional mechanisms such as releasing emotions and talking with friends more often than do males. It is interesting that female adolescents are more likely to use unhealthy behaviors to cope than male adolescents after experiencing major stressful life events. It is contrary to the argument that boys tend to use more distraction tasks to cope like substance use (Hoffmann & Su, 1998; Compas et al. 1993; Seiffge-Krenke, 1993).

Different socio-demographic aspects of family are having direct influence on child and child development. Existing literatures and empirical evidences shows that school dropout have significant negative correlation with the family environment. Jayachandran (2006) indicate that children and parents are not interested in studies, unable to cope, work for wages, participation in other economic activities, and attend to domestic duties and financial constraints. To reduce the behavior problems, intervention was imparted to improve socio- emotional problems of dropout youth through lectures, workshop and training in counseling center of operational villages resulted improvement in behavior of youth.

### VOCATIONAL TRAININGS FOR SCHOOL DROPOUT YOUTH

- Dropout youth and mothers were empowered on coping strategies for management of socio-emotional problems through a series of lectures, discussions and trainings on stress management and life skill aspects in counseling centre.
- Organized 45 days vocational training on 'Hair & Skin Care' for school dropout girls in family counseling centre. From this training drop out youth were empowered to promote their quality life. The training was given by expert in this field. During the training the girls were given tips related to all the aspects of

Hair & Skin Care viz. threading, waxing, hair cut and styles, facial, bridal make-up, pedicure etc. This training helped the youth to develop vocational and entrepreneurial skills and further they can start their own entrepreneurs to earn livelihood.

- Organized three months training for dropout girls on “cutting and tailoring” in counseling centre. This training covered cutting and stitching of all family garments. This training developed cutting and tailoring skills among youth and as a result of which three girls started their own entrepreneur.

## REFERENCES

1. Aggrawal, o.P., Bhasin, S.K., Sharma, A.K., Chhabra, P., Aggarwal, K and Rajoura, O.P. A new instrument (Scale) for measuring the SES of a family: Preliminary study, Indian Journal of Community Medicine, 2005. Vol 30:4.
2. Bhatia, Harpreet and Chadha, N.K. 1993. Manual for Family Environment Scale, Ankur Psychological Agency, Lucknow, Pp. 12.
3. Chugh, S, (2011). Dropout in Secondary Education: A Study of Children Living in Slums of Delhi. New Delhi: NUEPA.
4. Collins, A., Bronte-Tinkew, J., & Logan, C. (2008, May). Strategies for improving out-of-school programs in rural communities. Child Trends Research-to-Results Brief # 2008-18. Retrieved July 29, 2008, from [http://www.childtrends.org/Files/Child\\_Trends-2008\\_05\\_05\\_RB\\_RuralOST.Pdf](http://www.childtrends.org/Files/Child_Trends-2008_05_05_RB_RuralOST.Pdf)
5. Compas, B. E., Orosan, P. G., & Grant, K. E. (1993). Adolescent stress and coping: Implications for psychopathology during adolescence. *Journal of Adolescence*, 16, 331-349.
6. Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M.E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin*, 127 (1), 87-127. doi: 10.1037/0033-2909.127.1.87.
7. Ensminger & Slusarcick (1992), Ensminger, M.E., & Slusarcick, A.L. (1992). Paths to high school graduation or dropout: a longitudinal study of a first-grade cohort. *Sociology of Education*, 65, 95–113.
8. Hunt Frances (2008). Dropping Out of schools: A cross country Review of literature, A cross country Review of literature, NUPEA May, 7
9. Hoffmann, J. P., & Su, S. S. (1998). Parental substance use disorder, mediating variables and adolescent drug use: A non-recursive model. *Addiction*, 93 (9), 1351-1364. doi: 10.1046/j.1360-0443.1998.93913516.x.
10. Jayachandran (2006) Jayachandran, U. (2007). How High Are Dropout Rates in India? *Economics and Political Weekly*, 982-983.
11. Kallasmaa, T. (2003). Isiksus ja kohanemine [Personality and Adaptation]. In J. Allik, A. Realo, & K. Konstabel (Eds.), *Isiksusepsühholoogia (Psychology of Personality)*, (pp. 139-168). Tartu: Tartu Ülikool.
12. Lazarus, R. S., and Folkman, S. (1984). *Stress, appraisal and coping*. New York: Springer.
13. Moos, Rudolf H. (1993) coping Response Inventory (CRI) Center for Health Care Evaluation Department of Psychiatry and Behavioral Sciences Stanford University Palo Alto, California
14. Roscigno, V. J., & Crowley, M. L. (2001). Rurality, institutional disadvantage and achievement/attainment. *Rural Sociology*, 66(2), 268-292.
15. Seiffge-Krenke, I. (1993). Coping behavior in normal and clinical sample: More similarities than differences? *Journal of Adolescence*, 16, 285-303. doi:10.1006/jado.1993.1026.



**Krishna Duhan**

Principal Scientist, Department of HDFs, College of Home Science, CCS Haryana Agricultural University Hisar,, Haryana, India.



# Publish Research Article

## International Level Multidisciplinary Research Journal

### For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

### Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

### Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-[ayisrj@yahoo.in](mailto:ayisrj@yahoo.in)/[ayisrj2011@gmail.com](mailto:ayisrj2011@gmail.com)  
Website : [www.ror.isrj.org](http://www.ror.isrj.org)