

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 Conclusion

The purpose of this study was to investigate factors influencing the school dropout rate among Lisu secondary students in five Lisu communities with a total population of 58 from five Lisu villages in two districts.

The data for the study was collected by questionnaires. The questionnaires were divided into 2 parts;

Part 1: General information of respondents, their family, their teacher-school and community

Part 2: Respondents' attitude toward education factors influencing continuation study

The collected data was analyzed by frequency, percentage, mean, standard deviation and the pearson chi-square test method.

5.1.1 General information of the respondents, their family, their teacher-school and community

The study discovered that the social environment e.g. family and peers was the most influencing factor for Lisu secondary school dropouts. Almost half (44.8%) of the respondents' siblings were doing household chores or helping their family in the village, while 43.1% of their friends were working in the city. These two factors were most relevant to the respondents in the Lisu communities.

The second important influencing factor was their feeling of discouragement while studying (mean = 2.84). The third important influencing factor was the number of respondents' siblings which was more than two in their family (84.5%). These results can be interpreted that the respondents' decision to dropout was shaped or influenced by the social environment e.g. milieu-friends, family and co-workers in terms of reciprocal determinism as suggested in the Social Cognitive Theory premise.

The respondents' education levels, the average grades, parents/guardians' education background and the distance between home and school were not found to be significant influencing factors for school dropout.

5.1.2 Respondents' Attitude Toward Education Factors

Personal related factors

The results of the study indicated that most of the respondents had a positive attitude toward the merit of education (mean = 2.47). They realized that education was important to their lives, and most of them felt good when they entered school (mean = 2.05). These results have an underlying meaning that the respondents' attitude toward education factors did not have any influence on the respondents' decision in dropping out of school. The respondents' experiencing a sad feeling when they entered school was at a middle level (mean = 1.83) and the respondents' physical problems and personal problems were at a low level (mean = 0.53 and 0.97)

Family related factors

The result of this study revealed that the feeling of discouragement of that the respondents felt while studying was found to be at a the high level (mean = 2.84) due to having rarely received encouragement from their parents/guardians (1.91%). A supportive environment is very important to the respondents' education. According to the Social Cognitive Theory premises, individuals' personal traits/behavior are social dimension interplay products. Limited education background of the respondents'

parents/guardians can result in their lack of support on their children's education environment, which could discourage their children's motivation to study.

Teacher and school related factors

The study results showed that teachers and the school environment were fairly supportive to the respondents' study (mean = 1.86) and most of the respondents have a good feeling toward their school (mean = 1.81). This can be interpreted that, the respondents' school environment was not found to be a significant factor in influencing their decision to.

Community related factors

The study indicated that most of the community realized the merit of education and regarded that education was important to life. The overall community environment was fairly supportive for their study. Thus, it can be interpreted that the respondents' community environment was not found to be a significant factor influencing the respondents' school dropouts.

5.2 Discussion

It was found that social environment e.g. peers and family was the most influencing factor for the school dropout phenomenon among Lisu students.

Student related factors

This study indicated that the grade point average of school dropout was 2.01-2.50 (37.9%) and that it was not relevant to the decision of the students in furthering their study. This result corresponded to Wanpen Intakhat's study (2000), which found that 90.48% of the students who did further their study had a grade point average between 1.51 – 3.50.

Family and school related factors

It was found that most school dropouts have more than two siblings (84.5%), and their family income was less than 1,000 baht/month (63.8%). These results indicated that

the respondents' family income was low and it directly affected the respondents decision not to continue studying. This finding also contradicted Wanpen Intakhat's study results, which discovered that the income of their parents' income did not have any significant influence on their decision to drop out of school.

Wanpen indicated in her study that 73.81% of the students who did continue their studies were poor. The average income of the parents of the students who continued their studies was less than 5,000 baht per year. The result of this study also indicated that the respondents' family income was relevant to the decision of the respondents in dropping out of school because 51.7% of the respondents' family income were very low as the average income was 500-1,000 baht. (Table 9 page 22)

Regarding the education background of the respondents, it was discovered that most respondents' parents/guardians were uneducated (65.5%). This result can be interpreted that the parents/guardians' education influenced the respondents' study decision. This was different from Wapen Intakhat's study result which indicated that 97.44% of the parents did not have any education, which can be interpreted that their parents/guardians' education was not a significant factor in influencing their decision to drop out of school.

The finding that the highest percentage of the distance between the respondents' home and their school was 1-2 kilometers (34.5%) can be interpreted that the distance between the students' home and school did not have any influence on the students' study. This result supported Wanpen Intakhat's study which discovered that 59.52% of continuing students' home and school distance was 6-10 kilometers which means that the distance between home and school did not have any influence on their decision to drop out of school.

Family, teacher, school and community related factors

The result of this study showed that 44.8 % of the respondents' siblings were helping their family do household chores, and most of these dropouts' friends were working in the city (43.1%). Table 13 displayed that the social environment and social perception influenced the respondents' decision not to study. Therefore, it can be concluded that

family, school and community factors were relevant to the students' decision making at a statistically significant level of 0.05.

According to the Social Cognitive Theory, decision making of the respondents' were influenced by milieu-friends, and siblings in terms of reciprocal interaction between personal factors and environment. Therefore, it can be assumed that the majority of school dropouts are likely to go to the city for employment, and students who have most of their friends and siblings out of school are also likely to leave school. Based on this Social Cognitive Theory, it can be concluded that, the school dropout phenomenon is a social phenomenon influenced by the social environment.

5.3 Recommendations

1. Education development programs should be in accordance with socio-economic development programs for the Lisu hill tribes.
2. Provision of opportunities for underprivileged people's education and development is extremely necessary.
3. School teachers and students' parents should work together to promote a quality education environment for students.
4. Promotion of the merit of education among the Lisu hill tribes is still needed.
5. Providing education scholarships for poor students is very important for promoting education among Lisu hill tribe.

5.4 Recommendations for further research

Studies on school dropouts should be conducted with other hill-tribes in other areas.

