

Original Paper

Causes and Effect of Ataraxia on Drop out among Secondary School Students in Bangladesh

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Abstract

The study explores the causes and effect of ataraxia on dropout students. Ataraxia means emotional detachment. Ataraxia comes when students don't go to school regularly or when remain unconscious mind in the class room or don't study part by part according to syllabus. There have many kinds of reason on dropout ataraxia is one of them. It is one of the new ideas on education sector. The study is both qualitative and quantitative in nature. Data are collected by purposively sampling. Both primary and secondary data are used for the study. SPSS (17.0) program have been used for required result. From the study it is observe that dropout causes by ataxia at secondary level in Bangladesh.

Keywords: effect, ataraxia, drop out, secondary school

1. Introduction

Ataraxia is a Greek philosophical term for a lucid state of robust equanimity that was characterized by ongoing freedom from distress and worry. Achieving the state of ataraxia was a common goal for many Ancient Greek philosophies. As a result, the term plays an important role in many different Ancient Greek philosophical schools. The use of the term ataraxia to describe a state free from mental distress is similar throughout these different schools, but the role of the state of ataraxia within a philosophical school varied depending on the school's own philosophical theory. The mental disturbances that prevented one from achieving ataraxia often varied between schools, and each school often had a different understanding as to how to achieve ataraxia. Ataraxia is emotional detachment. Ataraxia come when students don't go to school regularly or when remain unconscious mind in the class room or don't study part by part according to syllabus. When a student influence of Ataraxia gradually falls back in his study, his interest to going to school reduces in his unconscious mind. For ataraxia students writes his name under drop out children. In Bangladesh many kinds of problems are prevailing in primary education sector. At present, drop out situation of school going students are very alarming and which causes by ataraxia. Bangladesh Government has been given stipend for learners and giving special training in Math and English subjects. Beside this, books and other advantage has been given free of cost but we have not found expected result of drop out. So, in this field my study may help to give a new idea to stop drop out situation in primary level.

1.1 Statement of the Problem

In a developing country like ours Bangladesh many kinds of problems are prevailing in education sector. At present, drop out situation of school going students are very alarming. This scenery is more alarming in the secondary school level. According to BANBEIS (2012), the 55% students have been dropping out in secondary school level. To stop drop out situation in secondary level government has taken many kinds of necessary steps but we have not yet seen expected result. The director of secondary education quality and access enhancement project" named Md. shohidul bokhteer Alam says to stop drop out situation in secondary level we have to discover a new kind of idea". So, in this field my research study (Causes and Effect of Ataraxia on drop out among Secondary School students in Bangladesh) may help to give a new idea to stop drop out situation in secondary level. Despite living in the modern age today, poverty, illiteracy and unemployment, etc. are considered to be the main causes of dropping out of the school

going student but If we ask a school going drop out student “Why do you stop going to school?” s/he answer’s that his father is very poor. His father can’t able bear food and education expenditure. It is really an important cause but we have to keep in mind that causes are really of two kinds. One is social and other is psychological cause. If father’s poverty is the social cause, the psychological cause is the influence of Ataraxia. If we analyze his psychological state, we will find that he is not interested going to school because when he goes to school, teachers ask him questions which he cannot answer. So, he feels ashamed and reluctant to go to school. If we think a little bit, he actually does not like school. He blames his father’s poverty but he avoids his mental inability in unconscious mind. We find two causes here. He is not interested to going to school because of lack of preparation to answer in class but he uses father’s poverty as the main cause. So, to know the real cause of drop out of school going students, we have to analyses both the psycho-social aspect of the school going drop out student. My study explores the effect of ataraxia on students.

1.2 Objectives of the Study

- i) To find out the causes of Ataraxia of the secondary children
- ii) To find out the effect of Ataraxia on drop out at secondary school children in Bangladesh

2. Methodology

The study is both qualitative and quantitative by nature. A qualitative method is used to explore the objectives and some quantitative procedures were followed to support the qualitative data. The nature of this study is to identify the situation of Ataraxia affected children in the study area and to find out its causes. The required data of the study have been collected from both primary and secondary source. Primary data was collected through questionnaires, interviews and observation. Academic teachers, students and drop out students were participants of study. These respondents were chosen in the consideration that they are dealing with study. In this study secondary data was obtained from Government Office Records, School Records, the internet and library books, journals, articles Newspapers, etc. to find information on influence of ataraxia on secondary school dropout. The population of the study has been selected through using the purposive sampling in order to get the representative data. Before conducting the interview method, the list of the dropout students. A specific list was also prepared among the dropped-out students who were stopped going to school. The students (both boy’s and girl’s) who were dropped out due to various causes under the area of study.

An exploratory social survey has been conducted using scheduled questionnaire to carry out the study. A face to face interview technique has been used through both structured and non-structured questionnaire. So, the major tools in this investigation for the collection of primary data, was an interview method, based on schedule questionnaire. The questionnaire contained both closed and open-ended questions arranged systematically.

2.1 Causes of Ataraxia

From the study it is observed that the following indicator causes ataraxia they are, Uses of Mobile phone, Peer-group, Homework, Love and affairs, Freedom of child, Interesting on playing.

2.1.1 Uses of Mobile Phone

A mobile phone is a phone that can make and receive telephone calls over a radio link while moving around a wide geographic area. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. In addition, modern phones also support wide range variety of other services such as text messaging, MMS, e-mail, internet access, short range wireless communications (Infrared, Bluetooth), business applications, gaming and photography (Ashok, 2016). Apart from the negative effect through the usage of these phones by the students, it also has some other effects; which may be psychological. Most students like to keep track ahead of their peers or to have an ontological balance in their peer group which they find themselves. It was observed that most of the students using the Internet enabled phones get to pay some bills at the end of the month, which is however paid with the little monthly allowance money given to them by their sponsors or parent for upkeep in school and their studies. Some go as long as to upgrade their phone, by buying the current ones and selling of the old ones at a giveaway price (Lipscomb, 2017).

These ostentatious mode of using and disposing of mobile phones especially, the internet enabled phones at will, in order to be abreast of current trends may inhibits the student from focusing on their academics and allowing them to do better in their studies which is their primary target as students in the secondary schools. Their academic performance is a fulcrum for their future roles and the roles that will be vested upon them by their predecessors as the new generations. In an attempt to discuss about the issue of this topic on mobile phones and its impact on students' performance, personal observations has been seen among student using the phones for visiting social platform, such as the Facebook, Twitter, Myspace and instant messengers (yahoo messengers, msn messengers and blackberry pinging instant messengers) especially the internet enabled ones, during academic periods and off academic periods indicating that the internet phones have a strong effect on the students. Calling to mind the judicious gap which has been mended by technology, it should be noted that the usage of phones is not intended for negative purpose and influence; however, the attitude and time channeled towards these devices has enslaved the student, thereby making them addicts, Also, they affirmed that young people between 15 and 19 admitted being addicted to their cell phones (Nasal, 2017). Research studies have also claimed that mobile phones have a negative impact on health of an individual. It is true that mobile phones can help students in studies but only if they use them wisely. Most of the students become additive to mobile phones and are found playing games, chatting with their friends and watching movies and other stuff. If students are busy keeping their eyes on their mobile phones at all times they won't get time for studying which would lead to poor grades. In many times students leave their school or class. They not understand of teachers teaching and suffer in ataraxia.

2.1.2 Peer-group

Peer group influence in education, is very crucial and important for the "productivity" of educational processes and the organizational design of school systems in Bangladesh. Peer group is an important influence throughout one's life but they are more critical during the developmental years of childhood and adolescence (Bluestein, 2012). Peer group as a group of people of same age or social status. It is the first social group outside the home in which the child attempts to gain acceptance. A child learns more through interaction with peers. In the school system the child gets into the social group of "like minds" and interest. In general, peer groups or cliques have two to twelve members, with an average of five or six. Peer groups is important to study the influence of peer group influence on students' academic achievement in secondary schools. Many peer groups can exert a positive influence on their friend. It is thought that intelligent students do help their peers bring up their academic performance. Likewise, girls with good friends who are considered intelligent tend to do better in school (Kang, 2016). The term adolescence is derived from Latin word adolescence which means growing up. It is a period of transition in which the individual transforms from childhood to adulthood. Adolescence is a time of transformation in many areas of an individual's life. Teachers, parents and peers all provides adolescents with suggestions and feedback about what they should think and how they should behave in social situations. Modeling refers to individual changes in cognition, behavior, or affects that result from the observation of others. It is important, however to remember that peer influence can potentially have a deadly impact or other various negative effect, it vital for educational related professional teachers to understand the complex aspects of peer influence on achievement in other to stop the negative effect before they occur. Peer group connected to education especially studying in schools and universities, involving a lot of reading and studying. Through interaction over many years acceptable social customs are taught and fostered. Other children as well as adults can have a great impact on a broad range of issues in the child's life including achievements in school. The kind of group a particular child identifies with will sometimes determine the kind of influence the group will have on his academic achievement. Children if not checked often associate with bad friends and this could have a great negative impact on them. During the period of adolescence, the amount of influence that peer group has on one's academic achievement could be enormous. Peer influence can have both positive and negative effects on an adolescent's academic performance. Thus, the ways and manners by which peer group influence affects adolescents' academic performance. Peer groups are significant in students' academic achievement at different stages of education. It is highly influential for, pre-reading, linguistic skills and high level of commitment for education. The results of different research studies have strongly linked higher-achiever to high achievements (Turly, 2017). It is believed that peer groups characteristics and environment where it operates, affect the behavior and educational attainments of

students. Variation in students' educational achievements is due to their peer group effect. Peer groups' influence is strong at secondary school level due to the age of peer (Sikana, 2010). Researchers are not of the same opinion regarding the effects of peer group interactions. Some of the studies found no significant peers' effects, while some others reported significant effects of peers' interaction on their academic achievements (Rao, 2016). Various studies have assessed the effects of peer groups in different contexts. The present study studied peer groups effects in family context, which causes emotional detachment, emotional detachment causes ataraxia. Students peers' effects on their academic achievement.

2.1.3 Homework

Education is very vital and every home wish to see their children prosper in their education. Homework has been a debatable educational tool used as an attempt to evaluate and enhance student learning for as long as it has been around. Homework was any task assigned to students by school teachers that is meant to be carried out during non-school hours (Cooper, 2017). Homework is performing school curriculum tasks outside regular classes (Robinson, 2016). Homework as the amount of time students spend studying outside of class (Nye, 2015). There are varied amounts of time that students should spend on homework to improve achievement for middle and high school students. For middle school students in grades six through nine, research shows that achievement improves slightly with less than one hour of homework per night. In other words, even a small amount of reinforcement of classroom learning seems beneficial. Achievement continues to improve when assignments last between one and two hours a night. Homework requiring more time than that is no longer associated with high achievement. For high school students in grades 10 through 12, achievement appears to improve when students are doing from one-and-a-half up to two-and-a-half hours of homework a night. When students do more than two-and-a-half hours per night, achievement begins to decline (Baber, 2016). Homework tasks are meant to extend and supplement in class activities (Fine 2014). An effective homework assignment links to classroom content and leads to a deeper understanding of the concepts. Homework enables students to master a process by practice and to increase comprehension and retention of information. Students learn best when the concepts are frequently reviewed and practiced. Assigning of homework potentially frees in class time for more structured activities such as explorations, investigations and co-operative learning opportunities. Practicing skills during in class time is an efficient use of learning time. Assigning homework is thus an ideal opportunity for students to practice skills without rigid time constraints. Homework that has been explained and is relevant can be indispensable to a students' education. Homework assignments should be assigned with a reasonable length and specific goal in order to keep students focused and encourage parental support. Research offers conflicting discussions on the effect of homework on students' achievement. Some researchers believe homework is essential to student success, while others believe there is no consistent relationship between time spent on homework and academic achievement (Meyer, 2015). However, it has been found that homework raises achievement "substantially" for high school students (Marzana, 2017) states, "Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it, and the academic benefits increase as children move into the upper grades". The positive effects of homework are more pronounced as students age (Sagor, 2016). Homework is important for every student's life. Without Homework of a student's causes ataraxia and ataraxia causes drop out which is bad for education system in Bangladesh.

2.1.4 Love and Affairs

Although some people believe that having a relationship while studying can be beneficial, opponents of this idea would argue that teenage relationships can cause problems on academic performance in some ways. When teenagers are involved in love and affairs, they tend to pay less attention to their academic work. The study reveals that students who engage in relationships are unable to manage their time well and mostly spend only 1 to 4 hours per week for their studies. As love grows fonder, along with the desire to keep the relationship going, more time is allotted to various dating activities, leaving only a small amount of time for learning (Newman, n.d. 2018). This tendency then has connection with course attendance; it was reported that students are likely to be absent for at least three times in a semester (Schmidt & Lockwood, 2015). A study from the University of Denver found that teenagers who are engaged in love and affairs are likely to experience emotional problems such as anxiety and depression

(Scott, 2015). They tend to feel worried if they look good enough, if their partner loves them or even how to impress them. They can feel even more distracted when that person is in the same class with them (Mwaura, 2012). Regarding the distractions, Laflamme claimed that when people are in love, they simply cannot concentrate on anything but only thinking about their lovers (Lannarone, 2014). Rather than paying attention to their teachers, some teenagers turned out to be texting their partners during class time, and their level of anxiety even increased when they had conflicts with their partner. Students who were involved in love and affairs would not perform well in school. Thus, love and affairs cause ataraxia and ataraxia causes drop out.

2.1.5 Interesting on Playing

The students who are addicted to gaming, then their academic and professional success is likely to suffer. People who play games excessively find it challenging to pay attention to their jobs or school. It is quite common to turn to playing their performance in these areas suffers. Games turn into an escape when the responsibilities in their life feel overwhelming. A cross-sectional and longitudinal study of adolescents in secondary school showed a negative association of screen time with school achievement one year later, independent of their physical activity, age, gender, and socio-economic status. It suggests a link between increased playing and poor academic performance. Academic achievement may be negatively related to over-all time spent playing games. Studies have shown that the more time a kid spends playing games, the poorer is his performance in school. Many game players routinely skip their homework to play games, and many students admitted that their game habits are often responsible for poor school grades. Interesting on playing games negatively associated with academic outcomes.

3. Result and Analysis

3.1 Results of Classroom Observation

The researcher investigates 20 secondary schools and evaluated the statement on the basis of using a five-points Likert method rating scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree) to 5 (Strongly Agree). The Mean (M) and Standard deviation (SD) are calculated for each of the statement of the observation as the rank. The nearer Mean would determine the score of observation like, Strongly Disagree, Disagree, Undecided, Agree and strongly agree for 1, 2, 3, 4 and 5 respectively. The Mean and SD of the observation are presented in the tabular form in table.

Table 1. Mean and SD of the Classroom Observation of the Study Area

Sl. No.	Statement	Mean	SD
1.	Study demotion at classroom for ataraxia (O_1)	3.2500	1.22167
2.	Students fail for ataraxia (O_2)	4.1700	0.22167
3.	Students earn of poor GPA for ataraxia (O_3)	4.3200	0.31168
4.	Students are irregular for ataraxia (O_4)	2.1100	1.35163
5.	Ataraxia prevents teacher-students friendship relationship (O_5)	1.2500	1.40555
6.	Students dislike school of ataraxia (O_6)	3.6500	0.21247
7.	Students are not attentive of class for ataraxia (O_7)	2.1300	1.79923
8.	Students are not able to present their homework for ataraxia (O_8)	3.8750	0.18164
9.	Good result in the last examination (O_9)	1.2950	1.45435
10.	Students Use Android Mobile Phone (O_{10})	2.2450	1.15761
11.	Student face any problem irregular studding (O_{11})	3.3150	1.12724
12.	Students are not interested in studying for ataraxia (O_{12})	4.3150	0.42724
13.	Drug/alcohol abuse is the causes of students drop out (O_{13})	2.3150	1.32724
14.	Ataraxia is the main barrier of the study (O_{14})	4.6150	0.42724
15.	Ataraxia causes drop out (O_{15})	4.7400	0.26331

Note. O = Classroom Observation of the Study Area.

The mean of 15 observations of the study areas schools separately are between 1.2500 to 4.7400 and SD is 0.18164 to 1.79923. Maximum numbers of SD are > 1.00 . So, most of the observers are heterogeneous in the selected schools.

3.1.1 Study Demotion at Classroom for Ataraxia (O_1)

The mean value of the observation (O_1) is quite closer to the score “Undecided” in the rating scale and valued 3.2500 which is near to 3. Thus, the score indicates that the Study demotion at classroom for ataraxia (O_1) is “Undecided”. The SD value 1.22167 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_1).

3.1.2 Students Fail for Ataraxia (O_2)

The mean value of the observation (O_2) is quite closer to the score “Agree” in the rating scale and valued 4.1700 which is near to 4. Thus, the score indicates that the Students fail for ataraxia (O_2) is “Agree”. The SD value 0.22167 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_2).

3.1.3 Students Earn of Poor GPA for Ataraxia (O_3)

The mean value of the observation (O_3) is quite closer to the score “Agree” in the rating scale and valued 4.3200 which is near to 4. Thus, the score indicates that the Students earn of poor GPA for ataraxia (O_3) is “Agree”. The SD value 0.31168 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_3).

3.1.4 Students are Irregular for Ataraxia (O_4)

The mean value of the observation (O_4) is quite closer to the score “Disagree” in the rating scale and valued 2.1100 which is near to 2. Thus, the score indicates that the Students are irregular for ataraxia (O_4) is “Disagree”. The SD value 1.35163 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_4).

3.1.5 Ataraxia Prevents Teacher-students Friendship Relationship (O_5)

The mean value of the observation (O_5) is quite closer to the score “Disagree” in the rating scale and valued 1.2500 which is near to 1. Thus, the score indicates that the Ataraxia prevents teacher-students friendship relationship (O_5) is “Disagree”. The SD value 1.40555 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_5).

3.1.6 Students Dislike School of Ataraxia (O_6)

The mean value of the observation (O_6) is quite closer to the score “Agree” in the rating scale and valued 3.6500 which is near to 4. Thus, the score indicates that the Students dislike school of ataraxia (O_6) is “Agree”. The SD value 0.21247 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_6).

3.1.7 Students are not Attentive of Class for Ataraxia (O_7)

The mean value of the observation (O_7) is quite closer to the score “Agree” in the rating scale and valued 2.1300 which is near to 2. Thus, the score indicates that the Students are not attentive of class for ataraxia (O_7) is “Agree”. The SD value 1.79923 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_7).

3.1.8 Students are not Able to Present Their Homework for Ataraxia (O_8)

The mean value of the observation (O_8) is quite closer to the score “Agree” in the rating scale and valued 3.8 750 which is near to 4. Thus, the score indicates that the Students are not able to present their homework for ataraxia (O_8) is “Agree”. The SD value 0.18164 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_8).

3.1.9 Good Result in the Last Examination (O_9)

The mean value of the observation (O_9) is quite closer to the score “Disagree” in the rating scale and valued 1.2950 which is near to 1. Thus, the score indicates that the Good result in the last examination (O_9) is “Disagree”. The SD value 1.45435 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_9).

3.1.10 Students Use Android Mobile Phone (O_{10})

The mean value of the observation (O_{10}) is quite closer to the score “Agree” in the rating scale and valued 2.2450 which is near to 2. Thus, the score indicates that the Students Use Android Mobile Phone (O_{10}) is “Agree”. The SD value 1.15761 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_{10}).

3.1.11 Student Face any Problem Irregular Studying (O_{11})

The mean value of the observation (O_{11}) is quite closer to the score “Undecided” in the rating scale and valued 3.3150 which is near to 3. Thus, the score indicates that the Student face any problem irregular studying (O_{11}) is “Undecided”. The SD value 1.12724 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_{11}).

3.1.12 Students are not Interested in Studying for Ataraxia (O_{12})

The mean value of the observation (O_{12}) is quite closer to the score “Agree” in the rating scale and valued 4.3150 which is near to 4. Thus, the score indicates that the Students are not interested in studying for ataraxia (O_{12}) is “Agree”. The SD value 0.42724 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_{12}).

3.1.13 Drug/alcohol Abuse is the Causes of Students Drop out (O_{13})

The mean value of the observation (O_{13}) is quite closer to the score “Agree” in the rating scale and valued 2.3150 which is near to 2. Thus, the score indicates that the Drug/alcohol abuse is the causes of students drop out (O_{13}) is “Agree”. The SD value 1.32724 which is > 1 indicates that the classrooms are heterogeneous in respect of observation (O_{13}).

3.1.14 Ataraxia is the Main Barrier of the Study (O_{14})

The mean value of the observation (O_{14}) is quite closer to the score “Strongly Agree” in the rating scale and valued 4.6150 which is near to 5. Thus, the score indicates that the Ataraxia is the main barrier of the study (O_{14}) is “Strongly Agree”. The SD value 0.42724 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_{14}).

3.1.15 Ataraxia Causes Drop out (O_{15})

The mean value of the observation (O_{15}) is quite closer to the score “Strongly Agree” in the rating scale and valued 4.7400 which is near to 5. Thus, the score indicates that the Ataraxia causes drop out (O_{15}) is “Strongly Agree”. The SD value 0.26331 which is < 1 indicates that the classrooms are homogeneous in respect of observation (O_{15}).

3.2 Correspondence Analysis

Simple correspondence analysis performs a weighted principal components analysis of a contingency table. If the contingency table has I rows and J columns, the number of underlying dimensions is the smaller of $(I - 1)$ or $(J - 1)$. As with principal components, variability is partitioned, but rather than partitioning the total variance, simple correspondence analysis partitions the Pearson χ^2 statistic (basically the same statistic calculated in the χ^2 test for association). Traditionally, correspondence analysis uses χ^2/n , which is termed inertia or total inertia, rather than χ^2 . The inertias associated with all of the principal components add up to the total inertia. Ideally, the first one, two, or three components account for most of the total inertia. Lower dimensional subspaces are spanned by principal components, also called principal axes. The first principal axis is chosen so that it accounts for the maximum amount of the total inertia; the second principal axis is chosen so that it accounts for the maximum amount of the remaining inertia; and so on. The first principal axis spans the best one-dimensional subspace (closest to the profiles using an appropriate metric; the first two principal axes span the best two-dimensional subspace; and so on. The contingency table can be analyzed in

terms of row profiles or column profiles. A row profile is a list of row proportions that are calculated from the counts in the contingency table. A column profile is a list of column proportions that are calculated from the counts in the contingency table.

The following is the contingency table for the variables “Students fail for ataraxia vs. Do you think ataraxia causes drop out”.

Table 2. Do you Think that Students Fail for Ataraxia vs. Do you Think Ataraxia Causes Drop out?

Do you think that students fail for ataraxia	Do you think ataraxia causes drop out					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Active Margin
Always	0	3	2	2	13	20
Often	2	1	4	3	5	15
Sometimes	1	0	0	6	1	8
Rarely	0	1	0	3	0	4
Never	0	4	0	1	0	5
Active Margin	3	9	6	15	19	52

Table 3. Overview Row Points: Do you Think that Students Fail for Ataraxia

Do you think that students fail for ataraxia	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Point to inertia of Dimension		Dimension to Inertia of Point		
					1	2	1	2	Total
Always	.385	.538	.183	.157	.289	.039	.711	.082	.793
Often	.288	.269	-.324	.113	.054	.091	.185	.267	.452
Sometimes	.154	-.819	-.734	.194	.268	.250	.531	.426	.958
Rarely	.077	-1.086	-.057	.101	.235	.001	.899	.003	.901
Never	.096	.782	1.462	.273	.153	.619	.216	.753	.969
Active Total	1.000			.838	1.000	1.000			

3.2.1 Graph Row Points

Interpretation:

The row points plot shows that Sometime is very close to the origin, indicating that it differs little from the average row profile. The location in the left of the plot Always and Often is far from the origin. The positions of the option Rarely and Never are far away from other options.

3.3 Overview Column Points

Do you think ataraxia causes drop out	Mass	Score in Dimension		Inertia	Contribution				
		1	2		point to inertia of Dimension		Dimension to Inertia of Point		
					1	2	1	2	Total
Strongly disagree	.058	-.151	-.800	.073	.003	.111	.018	.507	.525
Disagree	.173	-.417	1.160	.268	.078	.702	.113	.870	.983
Undecided	.115	.579	-.269	.096	.100	.025	.403	.087	.491
Agree	.288	-.759	-.431	.228	.432	.161	.729	.234	.964
Strongly agree	.365	.638	.002	.174	.386	.000	.857	.000	.857
Active Total	1.000			.838	1.000	1.000			

3.3.1 Graph Column Point

Interpretation:

The column points plot shows that Disagree, Undecided and Agree are very close to the origin, indicating that they differ little from the average column profile, the location in the lower left of the plot Strongly Disagree is far from the origin and upper right Strongly Agree is very far from origin.

4. Findings

The first stage of ataraxia is lack of knowledge. When children do not go to school or when children are not attentively in the class, then he does not understand the lesson. In this stage it is called lack of knowledge. For example, here, one day teacher teach the student about tense. If the student is not present in the class, he has no idea about tense. That is to say, he has lack of knowledge about tense. The second stage of Ataraxia is empty memory. When children do not go to school or when children are not attentively in the class, he does not understand the lesson. So, his memory is now empty. We can give example here, one day teacher teach the student about tense. If the student is not present in the class, he has no idea about tense. That's to say, his memory is now empty about tense. The third stage of ataraxia is lost combination power. As the children have no idea about tense or sentence, he will not understand about voice or narration. We can give example here. One day teacher teach the student in the class about voice, he cannot understand stand voice. As he has no idea about tense or sentence so, for perform voice his brain lost combination power. The fourth stage of Ataraxia is study complexity. As the children have no idea about tense or sentence, he will not understand about voice or narration. We can give example here. One day teacher teach the student in the class about voice, he cannot understand the voice. As he has no idea about tense or sentence so, for perform voice, he will suffer on study complexity. The last stage of Ataraxia is lost eagerness. As the children have no idea about tense or sentence, he will not understand about voice or narration. We can give example here. One day teacher, teach the student in the class about voice, he cannot understand the voice. As he has no idea about tense or sentence so, for perform voice, he lost eagerness. In this way Ataraxia plays a vital role on drop out among secondary school children.

5. Conclusion

All parents brought books for their child, brought cloths for going to school of their child, supply adequate food for their child, bear necessary education expenditure for their child. Children told their socio-economic condition is good. But they have been dropped out. It proves that though all necessary element is present for study, they were detaching by many ways. They have no internal ability to carry on their education. Though they go to school, they fail to give answer in the class room, for cause of failure to study negative remarks come from teacher to escape from such kind of dishonor and negative remarks one kind of phobia to study grows in him. Such kind of phobia remains dormant for some days in the boys and girls. Gradually it becomes active and he/she tries to find out a plea for not going to school. After few months it was found they stop going to school. Then causes dropout and its main cause is ataraxia.

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