



Factors Influencing of Rural Dropouts in High School Level

KEYWORDS

Factors Influencing of Rural Dropouts, High School level, Economic condition.

B.Alagusundaram

Ph.D Research Scholar Centre for Youth Development and Studies, Bharathidasan University, Tiruchirappalli.

R.Sivakumar

Ph.D Research Scholar Department of Education (CDE), Bharathidasan University, Tiruchirappalli.

Dr.M.Rajendraprasad

Professor & Head, Centre for Youth Development and Studies, Bharathidasan University, Tiruchirappalli.

ABSTRACT

Education is the basic requirement for Human Development. With education, employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. The present article tried to understand the differentials and factors associated with Rural Dropouts in High School level. The present study investigates the factors influencing the rural dropouts in High School level in Sivaganga District of Tamilnadu. Based on the responses of 20 rural dropouts selected through random sampling. The major factors influencing school dropouts were found to be household work, lack of parental guidance in studies, large family size and poor economic condition of the family, failure in examination, lack of time for study, punishment by teachers and lack of interest in studies.

INTRODUCTION

Education is the process of bringing out the potentialities of an individual and unfolds the natural abilities and interests before the society. It is thus the basic right of every human being and the government should provide the same (Harichandran 1992). Education is the basic requirement for human development. With Education, Employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. It is also the principal instrument in awakening the child to cultural values and thus is the strongest force in the development and growth of a child in preparing to be a responsible, intelligent and capable citizen.

Education is the means through which a society perpetuates and spreads its own culture. It is indispensable for understanding social problems and coping with social stresses and changes. It is also considered to be a means through which the general productivity of the population is raised leading to better standard of living. The quality of life in terms of good health, general personality growth and better social living is also closely associated with the educational status of an individual. Education is also equally important to improve the women's status and autonomy. It contributes to an increase in confidence and decision-making power within the household.

REVIEW OF RELATED LITERATURE

Boroah examined a large Indian database and observed that while only 11 percent of children lived in villages without a primary school, 30 per cent lived in villages without a middle school. A similar picture is reflected in urban areas. A neighborhood primary school is frequent while the same cannot be said about upper primary schools. Similar results have also been reported by Shariff and Sengupta and Guha. The fact that dropout rate of Muslims is higher in India has also been borne out by the analysis carried out by Bhat and Zavier. They argued that communities that took to education earlier had the advantage that was passed on to the next generation. Higher illiteracy or educational backwardness of Muslims is a legacy of the past. Consequently in urban

India, following independence, upper caste Hindus was in a better position to take advantage of opportunities for secondary education than Muslims who lagged behind in primary education and literacy.

According to Upendranath Indian education has been experiencing with high incidence of dropout at middle level (6th to 8th classes) and this is more for girls than boys. Data shows that in most countries, like India, more girls than boys drop out, resulting in a widening of the gender gap between primary and secondary and between secondary and tertiary enrolment ratios. Another study by Rao and Mohanty concluded that the gender differentials in school enrolment and school attendance persisting in all the states. The school attendance varies directly with the economic condition

METHODOLOGY

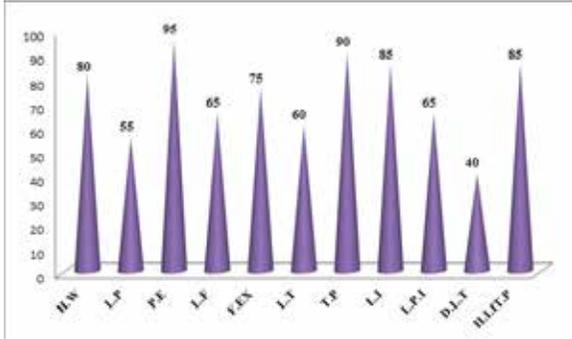
The study was conducted in Sivaganga district of Tamilnadu. A sample of 20 children who had dropped rural school at high school level was drawn for the study. For collection of the required data the tool used was an interview schedule which was prepared specially for the purpose. As per the direction of the leader of each area door-to-door visit was made to collect data of the rural school dropouts. The collected data were coded and the percent values of each response were calculated.

Table .1
Reasons expressed by respondents for Rural dropouts at the High School level

Reasons of Respondents	No. of Dropouts	Percentage
Household work	16	80.00
Lack of parental guidance in studies	11	55.00
Poor economic condition	19	95.00
Large family size	13	65.00
Failure in examination	15	75.00
Lack of time for study	12	60.00
Punishment by teachers	18	90

Lack of interest in studies	17	85.00
Lack of parental interest in continuation of studies	13	65.00
Disliking for teachers	8	40.00
Illiteracy of parents	17	85.00

Chart Showing the Percentage Analysis of Respondents for Rural Dropouts at the High School level.



RESULTS AND DISCUSSION

The Results indicate that the most reported reason for dropping out of school as due to household work (80%). Lack of parental guidance was another reason reported by a part of the respondents (55%). A majority of the respondents' parents were from illiterate that might have resulted those parents' inability to guide their children properly. Somewhat hostile to the very idea of schooling which contributed to students' poor performance in schools and finally leading to dropout.

Most of the children from poor economic conditions were found another reason. Poor economic condition was found to be a dominant reason reported by a majority (95%). A large family was found to be another reason for dropping out are coded and the percent values of each response were calculated among a considerable percentage (65%) of the respondents. This is indicative of the fact that in order to support and help the parents to keep up the economy and daily routine of the household the children were compelled to leave school at an early age. Some of the reasons identified were non-availability of educational aids like books, uniforms and delayed payment of fees.

Failure in examination was reported by the respondents (75%) as one of the main reasons for dropping out of school. Parents engage their children in their work to supplement family labour rather than allowing them to attend classes for 4-5 hours a day. Therefore poverty-ridden par-

ents pull out their children from schools on their first failure in a class. Thus the combination of poverty of parents and poor performance of children acts as great stumbling blocks in the implementation of the strategies of retaining children in schools. Lack of time for study was reported to be another reason for discontinuation of school among a considerable part of the respondents (60%). Most of the respondents had to do the household work which resulted in lack of time for their studies. Some of the respondents (90%) gave punishment by teachers as a reason for dropping out of school. The respondents reported that due to fear of punishment they dropped out of school. So Punishment by teachers as a reason for dropping out of school.

Lack of interest in studies was found to be a reason for dropping out of the schools among the respondents (85%). Lack of parental interest in continuation of studies was also given as a reason for dropping out of school by the respondents (65%). Another percentage (40%) of the respondents gave disliking for teachers as a reason for discontinuing school. This may be associated with the punishment inflicted by the teachers. Illiteracy of parents was also found to be a reason for dropping out among the respondents (85%).

REASONS FOR DROPPING OUT AND THEIR CURRENT ACTIVITY

The topmost reasons for dropping out are lack of interest in studies, Migration of family and to help the family in domestic work, Household work, lack of parental guidance in studies, large family size, poor Economic condition of the family, failure in examination, lack of time for study, Punishment by teachers, lack of interest in studies, lack of parental interest in Continuation of studies, dislike of teachers and illiteracy of parents were found to be the major reasons for dropping out of students from the schools in this study.

After dropping out the children were involved in helping their parents in household work, occupation work, working to earn money and a lot of students were also sitting idle and doing nothing. More or less the students after dropping out from high school classes were helping the parents in earning the money, either by getting them involved in the agriculture and allied activities or directly by doing work to earn money.

CONCLUSION

Most of the developing countries have rapidly increasing population with a high proportion of children. The adult population invariably is not able to provide universal education, training and other social amenities to all children which results in high dropout. Therefore more attempts or programmes should be brought forward to solve the problems of these children's education. It must be tackled at the parental level. A social awareness has to be created to induce parents to sustain their children's interest, attitude and level of aspiration to good jobs and higher education.

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