



CAUSES OF DROP-OUTS IN PRIMARY EDUCATION: A CASE STUDY OF GOKAK TALUK OF BELAGAVI DISTRICT

Economics

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ABSTRACT

Education is the most important level for social, economic and political transformation. A well educated population equipped with the relevant knowledge, attitudes and skills essential for economic and social development in the twenty first century. Education is the most potential tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being.

The study is presents the profiles of drop-outs of children at primary education and reasons for drop-outs in the study area. Like education, socio-economic conditions of the parents/guardians, the child's attitude towards learning too plays a vital role in education the child of 6-14 age group and success of the primary education program in the country. The present study also aims at investigating the attitude of the child of 6-14 years age group to get primary education under the existing socio-economic conditions of family as well as school conditions. The study considered for 200 drop-outs are out of school children for the age of 6 to 14 years, who have dropped out before the seventh standard. The analysis focused on the characteristics of primary education drop-outs being a major plan of the study in this section. The education drop-out respondents study is administered which has twelve parameters or reasons of the process, discussion and result analysis of this study.

KEYWORDS

Drop-Outs, Education, Children, Primary.

Introduction:

Achievements in education in Karnataka have been quite remarkable and the state is moving towards universal literacy at a steady pace. The literacy rate increased from 56.04 per cent in 1991 to 6.64 per cent in 2001, with the female literacy rate increasing more swiftly than the male literacy rate. Overall, the gender disparity in literacy is declining rather perceptibly and the decline is much more evident in the less economically developed districts of the state. Karnataka had 51,904 primary schools in 2003-04 and the number of habitations with primary schools within a distance of the kilometer increased from 84 per cent in 1993 to 88 per cent in 2002. Enrolment in primary education grew at the rate of one per cent for boys and two per cent for girls per annum from 1990-91 high 31 per cent in 1993-94 to six percent in 2001-02, but increased thereafter to 11 per cent in 2003-04. For classes I to VII, the drop-out rate declined from 54-59 percent between 1992 and 2000 to 45.4 per cent in 2003-04. Karnataka has taken steps to recruit women teachers, who numbers went up to 54 per cent in 2003-04. The Supreme Court ruling in 1994 that a children has a fundamental right to free education up to age 14 clearly directly the state government to take responsibility for Universal Elementary Education (UEE). With this background the following analysis present detailed information about Karnataka's remarkable achievement in primary education in recent period.

The drop-outs help to grow illiteracy and lead to colonial wastage of money and energy both on the part of the parents and governments. The investigators decided to study the various factors which are related to the drop-outs after the primary stage level. So the purpose of the study is to find out what factors influence their decision to leave the education in the middle.

Objectives of the Study:

This research study has the following specific objectives:

1. To analyze the socio-economic conditions of the study area.
2. To study the causes of drop-outs at primary education in the study area.
3. To give suggestions to reduce the problems of drop-outs at primary education.

Hypotheses of the Study:

1. The drop-out rate is more in primary education.
2. The girl's drop-out rate is more than that of boy's drop-out rate.

Methodology and Sampling Design:

The field data was collected through the interview schedule from parents, drop-outs at schools and primary education departments. Total

200 samples were collected from the Gokak Taluka covering the areas of Gokak Block Education Office and Mudalagi Block Education Office; interview and observation methods were used wherever felt necessary. The simple random sampling method was used in the study.

Sources of data: The data have been collected from both primary and secondary sources. For the collection of primary data interview schedule was prepared in the primary education drop-out children in 6-14 years age group.

Period of Study: The present study is confined to Gokak Taluka of Belagavi district in Karnataka State and it has taken the study period of 2015-16.

Causes of Drop-Outs Children in the Study Area:

The analysis focused on the characteristics of primary education drop-outs being a major plan of the study in this section. The education drop-out respondents study is administered which has various reasons of the process, discussion and result analysis of this study.

1. Profile on General Characteristic of Respondents:

The primary education drop-outs in the age group 6-14 years are the respondents. The age, gender, caste and socio-economic conditions of the family of the child are the responsible factors of schooling the children at primary level successfully. The profile of general characteristics of the respondents is discussed and based on data collected its results are analyzed as under:

Drop-out Class-Wise Profile of Respondents:

At primary education level children discontinue the schools for various reasons; some even not enroll to schools. Table-1 illustrates class-wise education drop-outs in the selected areas of Gokak Taluk.

Table-1: Drop-Outs Class-Wise Profile of Respondents

Drop-Out Class	Respondents	Percentage of Total
I Std	18	9.00
II Std	36	18.00
III Std	11	5.50
IV Std	05	2.50
V Std	90	45.00
VI Std	27	13.50
VII Std	06	3.00
Not Enrolled	07	3.50
Total	200	100.00

Source: Field Survey

Table-1 illustrates the facts that (a) 45 per cent of respondents dropped out from the primary school during V Std learning stage which indicates that most of the Lower Primary Schools (LPS) have provision of teaching from I standard (Std) to IV Std thus after passing-out the fourth standard the children have to go to Higher Primary Schools (HPS) where there is provision of teaching from V Std to VII Std; it becomes major cause, particularly in rural area, to drop-out from process of primary education process because of the HPS are far away from the houses/villages and in case of girls there is risk is sending to far away schools because of their early puberty, (b) the drop-outs at II Std stage, 18 per cent and VI Std stage 13.5 per cent are higher and next to V Std stage, (c) drop-out problem became common at all primary stages of learning process and (d) 3.5 per cent of respondents not at all enrolled to schools. Thus, drop-out became typical feature of primary education process.

Age-Wise Profile of Respondents:

The mind-development of child also influences on drop-out in primary education level. Fig-1 describes the profile of age-wise primary education drop-out respondents.

Fig: 1 Percentage of the Age-Wise of Drop-outs

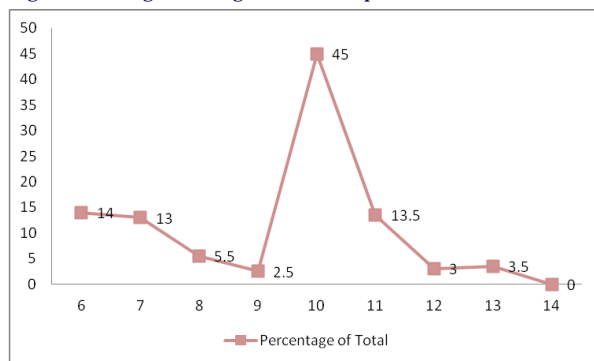


Fig-1 illustrates that (a) 14 per cent and 13 per cent of respondents left the school at 6 and 7 year ages respectively, (b) 45 per cent of respondents left school at the age of 10 year old and 13 per cent at the age of 11 year old left school and (c) the education drop-out process found at all level of age from 6 to 13 years. It is generally observed that the drop-outs are more at the age 6-7 years and 10-11 years because of lack of adjusting child mentality with new school environment and change in school environment respectively.

Sex-Wise Profile of Respondents:

The size of primary education of drop out is also determined by this parents' attitude towards schooling their children. Fig-2 explains the profile of sex-wise drop-out respondents in selected study area, Gokak taluk.

Fig: 2 Percentage of the Sex-Wise of Drop-outs

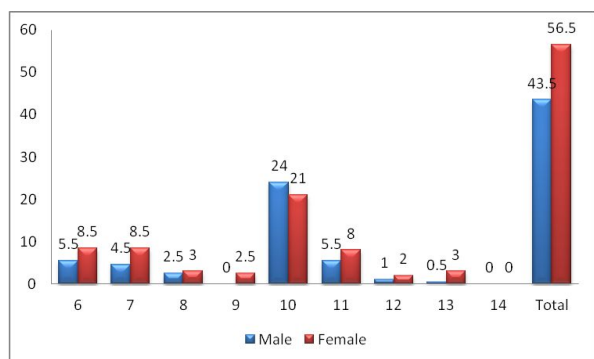


Fig-2 gives the real picture of sex-wise primary education drop-outs in study areas as (a) 56.5 per cent of respondents are girls and 43.5 per cent respondents are boys so the size of primary school drop-out higher in girls than boys, (b) at the age 6 and 7 year old the percentage of female-drop-out is more than male-drop-outs similarly female-drop-out is higher than male-drop-outs at all ages from 11 to 13 years

old and (c) the trend of education drop-out is same as male-drop-outs in the age group 10 and 11 years old. However it is generally observed fact that the female-drop-out size is higher than male-drop-out size.

Profile of Caste-Wise Respondents:

Lower caste peoples' socio-economic conditions are always deplorable and hapless so the child-schooling capacity of these families is low thereby it influences primary education drop-out conditions in the country. Fig-3 explains the profile of caste-wise respondents who drop their education at primary level.

Fig:3 Percentage of the Caste-Wise of Drop-outs

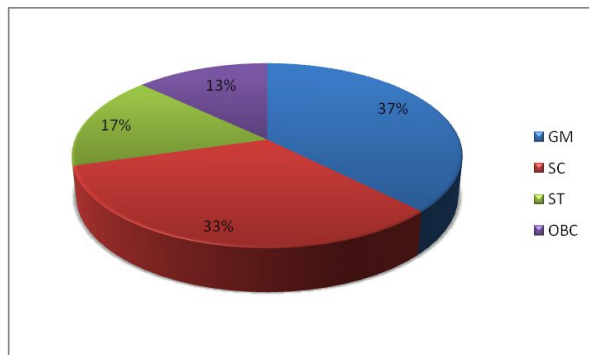


Fig-3 illustrates that (a) 37.5 per cent of respondents are from general category/merit (GM) which includes upper-caste, upper-class having higher income and wealth and (b) SC, ST and OBC are socio-economic and educational backward people who include lower-caste, lower class having low income and wealth people, particularly SC and ST caste people are being deprived of opportunities and chances of education, job and possession of income and wealth; among total respondents 33 per cent belong to SC, 16.5 per cent to ST and 13 per cent OBC wherein SC and ST together exceeds the size of GM respondents so the primary education drop-outs are more in SC and ST.

2. Profile of Medium of School of Respondents:

Parents always prefer to educate their children in their own mother tongue; it depends upon availability of schools and fee-structure. The incontinence of required mother-tongue medium school too influence on schooling the child at primary level.

Fig: 4 Percentage of the Medium-Wise of Drop-outs

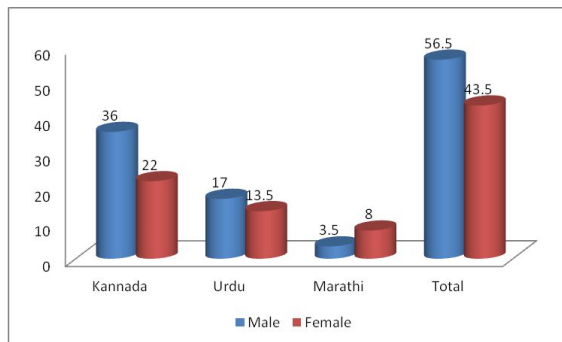


Fig-4 illustrates that (a) all primary educations drop-out respondents are from government schools, there is no respondent from private schools; (b) 58 per cent of drop-out respondents are from Kannada medium government schools, © 30.5 per cent drop-out respondents are from government Urdu medium schools, (d) 11.5 per cent respondents from government Marathi medium government schools and (e) among the total drop-out 56.5 per cent are boys and 43.5 per cent girls.

3. Reasons for Drop-Out of Respondents:

Like educational socio-economic conditions of family and parents' attitude towards education, the children have different attitudes and reasons to discontinue their education at primary education level. Fig-5 explains drop-outs' own reason for discontinuation of primary education.

Fig: 5 Percentage of Reasons for Drop-Outs

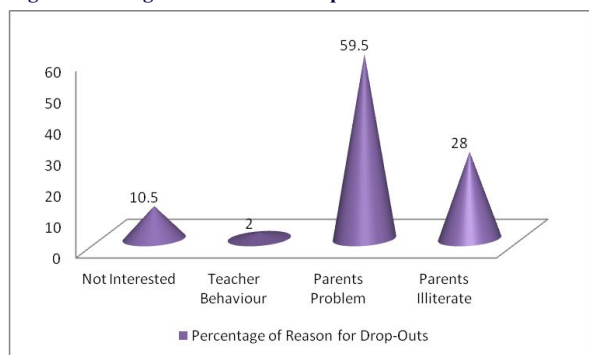


Fig-5 explains that (a) 10.5 per cent of drop-out respondents discontinued their primary education as they have no interest in education, (b) 28 per cent of drop-out respondents discontinued their primary education because their parents are illiterate, (c) 59.5 per cent drop-out respondents discontinued their primary education because their parents have so many socio-economic problems such as poverty, language, etc. and (d) 2 per cent drop-out respondents discontinued their primary education because of rude and violent behaviour of their teachers. However it is clearly observed that the poverty, illiteracy and ignorance about education are still dominating factors responsible for primary education drop-out problem.

4. Profile of Learning Interest of Respondents:

Like educational socio-economic conditions of family and parents' attitude towards education, the children's interest to learn is also equally important reason to discontinue their education at primary education level. Fig-6 explains drop-outs' own learning interest at primary education level.

Fig: 6 Percentage of Learning Interest of Drop-Outs

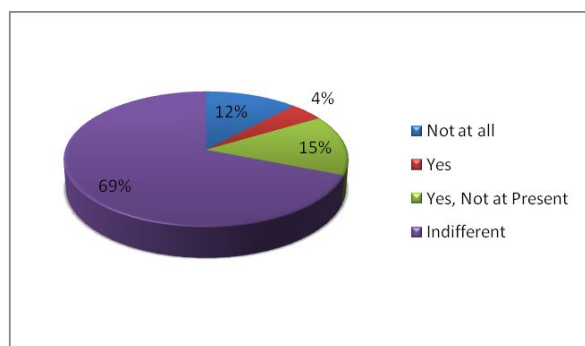


Fig-6 explains that (a) 12 per cent of drop-out respondents expressed their interest that they have no interest in learning, (b) 14.5 per cent of drop-out respondents expressed their interest to learn but not at present, (c) 4.5 per cent drop-out respondents expressed their interest to learn and (d) 69 per cent drop-out respondents expressed their interest that they have no idea to learn or not to learn. However it is clearly observed that the lack of awareness about significance of education is still dominating factors responsible for primary education drop-out problem.

5. Profile of Housing Conditions of the Respondents:

Like parents' attitude towards education, the children's learning is also depends upon their family home-conditions. Table-2 explains drop-outs' own home conditions.

Table-2: Profile of Housing Conditions of the Drop-Outs

Housing Conditions	Respondents	Percentage of Total
Poverty	134	67.00
More children to the parent	21	10.50
Work at Home	17	08.50
Negligence of the parent	28	14.00
Total	200	100.00

Source: Field Survey

Table-2 describes that (a) 67 per cent of drop-out respondents have the poverty at home, (b) 10.5 per cent of drop-out respondents are living in big-size families who have more children, (c) 8.5 per cent of drop-out respondents have discontinued education at primary level because they have work at home and (d) 14 per cent drop-out respondents discontinued their education at primary level because of their parents' negligence. However it is generally observed that the children's attitude of school-learning mainly depends on their parents' attitude toward education and their family conditions.

6. Profile of Opinion about the Schools of Drop-Outs:

Like family home-conditions, the school-conditions and facilities to influence on children's mind thereby their school-going attitude. Table-3 explains drop-outs' school problems and conditions.

Table-3: Opinion about the Schools of Drop-Outs

Opinions	Respondents	Percentage of Total
a) School is not attractive	143	71.50
b) No Basic facilities	26	13.00
c) Lack of Other facilities	31	15.50
Total	200	100.00

Source: Field Survey

Table-3 describes that (a) 71.5 per cent of drop-out respondents have the complaint that the schools were not attractive because there were no regular classes, no good teachers, no entertainments, etc, (b) 13 per cent of drop-out respondents have the complaints that there are no basic facilities such as toilets, pure drinking water, play-grounds, library, and (d) 14.5 drop-out respondents complained that there are no other facilities like school-uniform, proper supply of text books and learning aid materials, etc. However it is generally observed that the physical attraction and facilities of the schools also influence the children in the process of learning at primary education.

7. Drop-Outs regarding Expectations from School:

Children expect good school with teachers and teaching as well as well equipped infrastructure and other facilities such as mid day meals, school-uniforms, note-books and text books, shoes, scholarships, transport facilities, etc from school administration, particularly from government.

Table-4: Drop-Outs regarding Expectations from the School

Expectations	Respondents	Percentage of Total
Scholarship	120	60.00
Free Uniform and Books	188	94.00
Midday meals	192	96.00
Individual attention in the school	195	97.50

Source: Field Survey

Table-4 illustrates that (a) 96 per cent of respondents in the study area expect mid day meals in schools for various acceptable reasons, (b) 94 per cent of respondents in the study area expect uniforms and shoes, books and learning aids and scholarships from schools, particularly from government for various acceptable reasons, (c) 97.5 per cent of respondents in the study area expect individual care to be given to every student in schools, (d) 60 per cent of respondents expect financial aid in form of scholarships. Poverty, good learning at schools, mid day meals, scholarships, uniform and books are the expectations of respondents from schools.

8. Profile of Drop-Outs regarding Rejoining School:

After a while, the school attractions such as well equipped infrastructure, good teachers and good teaching, mid day meals, change in socio-economic conditions of family and parents' attitude towards education, the children's interest to learn is also equally important reason rejoining to schools at primary education level. Government campaign such as 'come back to school', teachers motivation, fellow-mates influence etc too attract the drop-outs to rejoin the schools. Fig-7 explains drop-outs' own rejoining-school interest at primary education level.

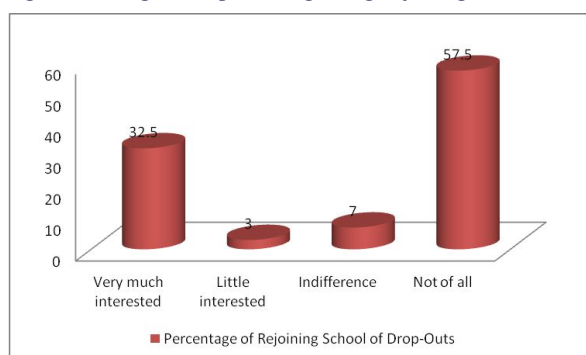
Fig: 7 Percentage of Drop-Outs regarding Rejoining School

Fig-7 narrates the facts that (a) 32.5 per cent of drop-out respondents expressed their interest to rejoin the school, (b) 3 per cent of drop-out respondents expressed their little interest to rejoin the school, (c) 7 per cent drop-out respondents are unaware of the fact and (d) 57.5 per cent drop-out respondents expressed that they are not rejoining the school. However it is clearly observed that the lack of awareness about significance of education is still dominating factors responsible for primary education drop-out problem.

Conclusion:

This research study has done the socio-economic analysis of the main cause of drop-outs in primary school system and found out new ways to control drop-outs in education system. The profile of the respondents from study area and who are the selected education drop-out children of 6-14 years age and revealed the facts that the education, socio-economic backwardness of the parents and guardians in question, poverty and bad home-conditions, lack of parents' cooperation, indeterminateness and unawareness about education, the bad conditions in schools, lack of responsible good teachers and teaching, negative attitude towards girl-education, lack of schooling-pro environment in family as well as in villages and poor infrastructure and other facilities in schools are the main reasons for primary education drop-outs in the study area.

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