



A Study of Potential Drop-Out and its Causal Factors in Elementary Schools of Central U.P.

Yogendra Nath Tiwari

Research Scholar, Department of Education, Integral University, Lucknow

Dr. Ali Imam

Associate Professor, Department of Education, Integral University, Lucknow

ABSTRACT

This study examined the effect of gender; school resources, time on drop out of class I-VIII students of Central U.P. The study consists of 520 male and 497 female students of fifty schools of Central U.P. The Cattell culture fair test for intelligence checking, Socio Economic status made by R.L.Bharadwaj, school information questionnaire and school absenteeism schedule self made test were used for data collection. While t-test, correlation coefficient were used for statistical analysis. The result showed that male and female students had equal drop outs. Further the result showed that school resources had no impact on drop outs.

KEYWORDS

Drop outs, Elementary Schools, School Resources, Central U.P.

Introduction

Potential Drop-out If a child had attended school but withdrew after sometime (days/month/years) due to some reason and the child is presently not attending school, then the child is said to be a potential dropouts. The potential drop-out problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete Elementary Education and multiple factors are responsible for children dropping out of school. Risk factors begin to add up even before students enroll in school that includes: poverty, low educational level of parents, the weak family structure, pattern of schooling of sibling, and lack of pre-school experiences. Family background and domestic problems create an environment which negatively affects the value of education. Further, students could drop out as a result of a multitude of school factors such as uncongenial atmosphere, poor comprehension, absenteeism, attitude and behavior of the teachers, and failure or repetition in the same grade, etc. When students experience school failure, they become frustrated with lack of achievement and end up alienated and experience exclusion leading to eventual dropout. It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts. Certain preventive measures can be implemented throughout the target population, while others must take into account the diversity of dropout profiles.

Khan S. et al (2012) found that majority of girls dropouts (72.86%) belonged the age group 12-14 age group, mostly girls (42.86%) dropouts ordinal position at the first, majority of girls (77.14%) dropped out from school at primary education, mostly girl's dropouts belonged to schedule caste followed by (21.43%) backward caste and minimum (18.57%) general caste. They also found the education status of the dropout's parents was very low as majority of mothers (65%) and fathers (60%) were illiterate and mostly girls belonged to medium income group in their study on —Dropout is black spot of Indian education system.

Shivali, R. et al. (2010) reported that mostly non-school going girls are coming from family of low family income in their study on “Resourcefulness of the school going and non-school going girls to the family in rural areas”. The target area of this study was rural Northern Karnataka.

Akshya, M. (2009) out of school children in India, a recent

survey conducted by social research institute of Indian Market Research Bureau(2009) for the Ministry of Human Resource Department reveals the presence of 80.4 Lakh children out of school in the age group 6 to 14 years in India. In percentage terms, 4.22% of the total children in this age group are not going to school as per the latest figures. The major reason for a sizable children being out of school in India is due to the imbalance that exist within the basic institution of family affected by the socio-demographic characteristics. Hence it is important that the demographic characteristics need to be analyzed in reference to the already existing pieces of knowledge so as to find out the current status of children being out of school.

Venkatanarayana, M. (2009) said if a child had attended school but withdrew after sometime (days/month/years) due to some reason and the child is presently not attending school, then the child is said to be a dropout. The concept of dropout is very old. It was present, even in those days when there were very little means available for schools, and building designated as school. Students were often taught under the shade of a tree. Students sat on the ground under the tree and lecture was given by the teacher. In the absence of teaching learning material like books and papers, the process of education was carried out, only a very few out of the entire school age population went to do families. The reason was that these people wanted to maintain their distinguished social and educational status in the society. People from low socio-economic status neither thought nor sent their children to school. As the caste system was ingrained in the society they were deprived educationally and socially. Teachers generally used corporal punishment to make them obedient. Attendance of the students in olden days was often irregular. Student's absence from the school was a problem even in very old days because compulsion to attend school has a long history. School participation is important for the individual and society. —Students absence from school for unexcused reason is referred to as truancy. It seems that truancy often leads to drop-outs at a later stage (Macdonald, 1972). There are many reasons behind leaving school in middle.

Method: The present work is a descriptive study investigating if students' drop out significantly correlates to a group of variables such as gender, family size, school resources, and teacher's experience. The sample consisted of 1017 students of class I-VII, selected from 50 schools of Central Uttar Pradesh (India) in which 520 were male and 497 were female stu-

dents. In this study, schools were categorized on the basis of their level i.e. Elementary (Primary and Upper Primary) Schools .

The research questions for this study include the following:

1. Does gender explain differences in the absenteeism or drop outs?
2. Do the school resources affect the drop out?

Results and Analysis

Data analysis is performed on computer with SPSS 17 software package. When data was analyzed to make a comparative study of the achievement in mathematics of male and female students (Table 1) the result shows a significant difference between drop outs of males and females (df=1015, t=2.40).

Table 1: Comparison of mean drop outs scores of male and female students

Gender	N	Mean score	SD	t-value	Df	Sig./Not sig.
Male	520	47.33	2.75	1.40	1015	Not Sig.
Female	497	47.58	3.00			

The total numbers of male and female students were 520 & 497 respectively as indicated by the table 1. Out of 60 scores, the mean absenteeism scores of male student is 47.33 and SD=2.75. In case of female students, the mean absenteeism score is 47.58 and SD=3.00. The statistically calculated t-value is 1.40 which is not significant with 1015 df. The result clearly indicates that there is no significant difference between mean absenteeism score or drop outs of male and female students. Both are same in the case of absenteeism besides their gender. Thus the hypothesis stating that "Male and female students do not differ significantly on absenteeism or drop outs" is accepted.

Table 2: Comparison of mean drop outs scores students on the basis of their school resources

School Resources	N	Mean score	SD	t-value	Df	Sig./Not sig.
Good	14	21.29	4.50	1.111	48	Not Sig.
Poor	36	19.97	3.44			

The institutional resources in schools were categorized as good and poor resources. It is clear that good resources schools have good building, playground, furniture's and other resources as compare to the poor resource schools. At first the mean drop outs scores are computed according to school wise then this mean drop outs scores are estimated as the scores of that particular school and further analysis for t-value is done.

The mean drop out scores 21.29 and 19.97 and standard deviations (SD= 4.50 and 3.44) of students of good and poor resource schools respectively. The statistically calculated t-value is 1.111 which is not significant 48 df. Table 2 shows that the mean score of students of good resource schools are found a bit higher than the mean score of students of poor resource school students. A relationship between drop outs scores of students and school resources has been demonstrated by the findings. Hence, the hypothesis stating that, "there is no significant difference between school resources and drop outs of students" was accepted.

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