A Study between the School, Educational, and Social Causes of Dropouts in Rural and Urban Area at Elementary Level of Prayagraj District (U.P.)

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ABSTRACT

The topic of this study was "A Study between the School, Educational, and Social Causes of Dropouts in Rural and Urban Area at Elementary Level of Prayagraj District (U.P.) "and the objective was to to find out the differences in the school, educational, and social causes of school dropouts in rural and urban area at elementary level of Prayagraj district (U.P.). Type of the research study was quantitative research. Population selected for this research work was all the governmental elementary schools of Prayajrajdistrict, from this population selected samples was takenof total 312 govt elementary teachers through survey method, out of which 156 were from rural area and 156 were from urban area. The method of data collection was through a tool SDCC (school dropout cause scale), which was filled by 312 govt elementary teachers of different schools of both the areas. Social cause was found least responsible cause among all the three causes.And the major difference on the basis of percentage was not seen in the educational cause of school dropouts at elementary level of Prayagraj district.

Key Words : Drop Outs, Elementary Schools, Rural and Urban Area, Prayagraj District, School Cause, Educational Cause, Social Cause

INTRODUCTION

In our country elementary education takes two forms 1. Primary education and 2. Basic education. The first form is called the general stream. In it there is a provision for an education, which achieves only the objective of intellectual skill. The meaning of education is not to educate people in the things of which they are ignorant. The real meaning of education is to teach people to conduct themselves in ways in which they do not behave. It has also been said in our constitution that the state shall endeavour to provide with in a period of 10 years from the commencement of this constitution for the free and compulsory education for all the children's until they complete the age of 14 years. Because of this, states and local bodies were interested with the responsibility of making and efforts to implement the 7-year plan of

compulsory education in our country generally primary education is found to have different forms and names in different parts the Kothari Commission suggested that this diversity should be ended and uniform meeting introduced but this uniform concept of education has yet to gain wide currency. The Education Commission to has observed that in democracy the individual himself is the end or goal and the purpose of education is to give the individual extensive opportunity is to develop in Accord with his abilities. India's future is being saved and moulded in classrooms. This statement is undoubtedly true. Education alone can save guard the individuals prosperity welfare and success in his constantly developing world of Science and Technology. It is the prime tool or instrument of social change. It is evident that India must aim at Universal and compulsory education but universality in this field is faced with three problems first -

second -lack of universality in registration and third- University in dropouts.

Primary education is the first stage of formal education where an individual acquires the necessary ability to read and write and perform basic operations with numbers primary education is an essential foundation and an indispensable prerequisite for all Future School and lifelong learning the World bank terms the phenomena of being unable to read and understand a simple text by the age of 10 as learning poverty. Children who are not able to read by the age of 10 usually find it challenging to grasp the ability to read in later years of their schooling. Without foundational learning children often fail to flourish in their later years as the don't acquire the required human capital needed to empower them in careers.

National education policy 2020 it is stated in national education policy that a large proportion of students currently in elementary schools, estimated to be over 5 crores have not attained foundational literacy and numeracy, that is the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with numerals. The national achievement Survey (NAS) states for students across 12 States for significantly below the national average in mathematics ability. NAS identify learning and the bill as the big challenge facing National average in mathematics ability it also identifies learning as a big challenge facing Indian education

Though India has made significant improvement in raising adult literacy; however, the goal of universal primary education has not been achieved due to low Enrolment and high dropout rates. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

But most importantly high drop-out rate has almost paralyzed the efforts for acquiring the goal of universal primary education in the country. The most cited and most widely available indicator of the education quantity is the gross Enrolment rate, which is currently very low.

Review of Literature :

Venkatanarayana (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.

Seetha Rama and Usha Devi in (2008), studied "Education in Rural Areas: Constraints and Prospects*",* described that the majority of the dropouts had poor parental background in terms of education, occupation, land holdings and asset status. Despite such deprivation these factors were never addressed by them or their parents as reasons for discontinuance of studies

Haroon *et al.* (2012), describes the alarming incidence of dropout at primary level is pervasive in many developing countries. The dropout among school children in India is a problem of poor and destitute families where parents cannot keep up with the financial demands of schooling or are even unable to provide for their basic subsistence needs wide differentials exist in the literacy rate between male and female and the gap is still high despite the various schemes initiated by the government

Nurzamal (2018), studied Free elementary education and its impact on school dropout in India a panel date approach. Major findings were there is considerable variation in the extent of public expenditure on elementary education, where the developing states spends a comparatively higher amount on elementary education

as a share of NSDP than the developed states. Developed states are quite ahead of the developing states in terms of financing FEE, *i.e.*, per student expenditure on government schools both in nominal and real terms. On an average, developed states have experienced somewhat higher growth of per student expenditure than the developing states, with a few exceptions. The problem is more acute in developing states that have fewer resources for social sector development.

METHODOLOGY

The present work was a descriptive study investigating the student's dropout causes at elementary level of Prayagraj district mainly the educational, social and school causes in both the areas *i.e.* rural and urban. The method of sample collection was through random sampling method. The present study was delimited to the government elementary level only.

Sample		
Sr. No.	Area	Total Sample
1.	Rural Government Elementary Teachers	156
2.	Urban Government Elementary Teachers	156
	Total Government Elementary Teachers of Prayagraj District	312

The research questions for this study include the following:

1. What were the differences in the school, educational, and social causes of student's dropout in rural and urban area at elementary level of Prayagraj district (UP)?

The research objective for this study includes the following:

1. To find out the differences in the school,

educational, and social causes of student's dropout in rural and urban area at elementary level of Prayagraj district (U.P.).
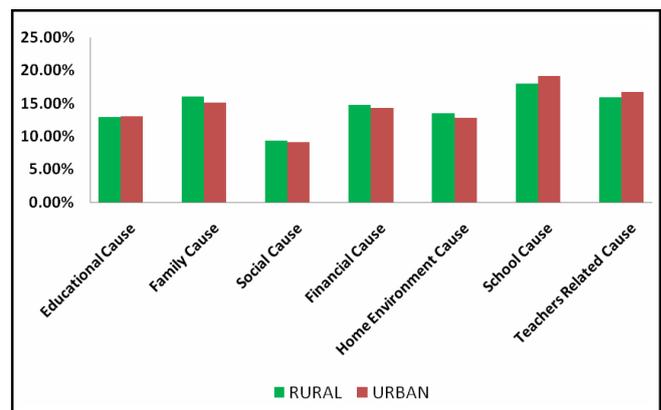
RESULTS AND DISCUSSION

Graphical representation of the difference in causes of dropout students of government elementary level of Prayagraj district on the basis of locale shown in Fig. 1.

Description of the Fig. 1:
– From the above graphical representation of the chart, it is concluded that both in rural and urban area of the Prayagraj district, school related causes were more responsible for the student's dropout at government elementary level with the percentage of 17.92 of rural area and 19.07 % of urban area.
– And in total the percentage of the dimension no 6 *i.e.*, school related cause is showing the highest *i.e.* 18.49%
– There was no difference between the educational causes of rural and urban area of government

Fig. 1 : Graphical representation of the difference in causes of dropout students of government elementary level of Prayagraj district on the basis of locale

| Table 1 : Total percentage of the causes of dropout students of rural and urban area of government elementary level of Prayagraj district				
Sr. No.	Dimensions	Percentage of Rural	Percentage of Urban	Total Percentage
1.	Educational Cause	12.96%	13.03%	12.99%
2.	Family Cause	15.96%	15.05%	15.50%
3.	Social Cause	9.37%	9.10%	9.23%
4.	Financial Cause	14.69%	14.26%	14.47%
5.	Home Environment Cause	13.48%	12.78%	13.13%
6.	School Cause	17.92%	19.07%	18.49%
7.	Teachers Related Cause	15.91%	16.73%	16.32%

elementary schools of Prayagraj district.

– The least responsible causes of both the areas of Prayagraj district was found at dimension number 3rd *i.e.*, social causes with the percentage of 9.37 in rural and 9.10 in urban area

– The second difference between the causes of rural and urban area of Prayagraj district was found at dimension number 2nd *i.e.* Family causes with the percentage of 15.96 and 15.05, respectively.

Findings as per the objective:

Social causes (lowest among all)/ (least responsible):

– Low socio-economicstatus,
– Broken homes,
– Case of girl's early marriages,
– Caste distinction,
– Lack of educational tradition,
– Lower career expectations, low self-image,
– Shabby and overcrowded homes, peer group pressure,
– Drugs, and
– Unemployment.

Fig. 2 : Difference in the 3 causes of school dropouts
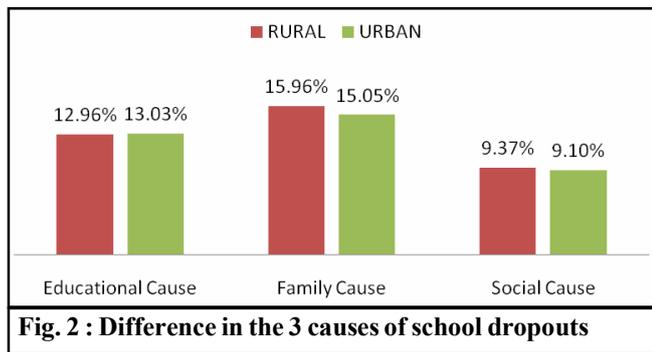
Educational causes (no vast difference was seen among the rural and urban causes related to education):

– They cannot read and write properly in comparision to their age
– They cannot pass in examination
– They do not have interest in studies
– They have physical deformities or they are physically disabled and, in some schools, there is no provisions for the disabled children's and they feel like they are discriminated on the basis of their physical deformities, so they leave the schools before the completion of education
– Our focus is not just on where to improve, but how do we continually deliver on our improvement goals.

Although education quality depends on a wide range of educational aspects, common practices of measuring education quality involve

(i) measurement of school quality, *i.e.*, the availability and quality of facilities in schools, both physical and human, and

(ii) measurement of students' outcomes

Family causes:

– Students remain busy in domestic activities.
– Their parents do not supervise the homework as assigned from school
– Parents do not think that all children of the family need to be educated.
– The guardians do not pay attention whether their children attending school.
– Parents are not well-educated and so they are indifferent about the education of their children.
– The guardians of those children are not interested to send the child to the school for education
– More school dropouts were found more to be among those rural families whose family size is more than 2 children's
– Further wastage was found among those rural students where both the parents were illiterate

Conclusion:

There needs to be some kind of mechanism in place to know when a kid is starting to get in trouble academically or socially. Some schools have early warning systems, which is a good start. It uses the numbers that schools already have of their students' absences, grades, discipline issues. If any of these aspects is triggered, having a plan in place to respond to that kid can be effective.

Backing up even further, having a school-wide orientation toward truly knowing your kids and taking steps to make them feel they are an important part of everything, that they belong, that their voices are valued. If that's the culture, teachers will be more likely to know about issues they're having because they might tell you about it.

Effective campaigns through multimedia should be carried out to create awareness and need for children's education.

Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support.

The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances.

Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education

Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach—the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments. There is no one magical, quick fix solution to the dropout problem.

The problem is complex and requires a complex array of solutions.

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