

A Comparative Study of the Students Dropout Causes at Elementary Level of Prayagraj District (U.P.)

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ABSTRACT

The topic of this study was “A Comparative Study of The Students Dropout Causes at Elementary Level of Prayagraj District (U.P.)” and the objective was to determine the causes of student’s dropout at elementary level of both rural and urban area of Prayagraj district and to compare the difference between the causes on the basis of locale. Type of the research study was quantitative research. Population selected for this research work was all the governmental elementary schools of Prayagraj district, from this population selected samples was of 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. It was found that the most significant causes were family related causes, financial related cause and school related causes. The causes which were found not significant or there were no difference between the causes of dropouts on the basis of locale were social cause, home related cause, educational and teachers related causes.

Key Words : Drop outs, Elementary Schools, Rural and Urban area, Prayagraj district

INTRODUCTION

Education plays a vital role in human resources development. Schooling, according to the human capital theory, is an investment that generates higher future income for individuals. It elevates the productivity and competence of individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development.

Strengthening the quality of education has become a global agenda at all educational levels and more so at the primary level. Quality primary education also ensures increased access and equality and it is mainly due to these reasons that various international Forums and Declarations have pledged improvements in quality of primary education. It was stated in a report of Educational Scientific and Cultural Organization (UNESCO, 1991) that dropout phenomenon is a world-wide problem associated with the process of development in any society

whether such society is a developing or developed nations. Many children, who enter school, are unable to complete Elementary Education and multiple factors are responsible for children dropping out of school. It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts.

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

Sajjad *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 comparatively at elementary level of Prayagraj district *i.e.*, comparison of student’s dropout causes of both the rural and the urban area of Prayagraj district. 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 includes the following:

1. What were the causes of dropout students at Elementary level of Prayagraj district in both the areas?

The research objective for this study includes the following:

1. To compare the causes of dropout students in rural and urban schools at elementary level of Prayagraj

district.

The research hypothesis for this study includes the following:

There is significant difference in the causes of dropout students of Prayagraj district at government Elementary level on the basis of locale

RESULTS AND DISCUSSION

The statistical measures and the results of tests of significance of difference between the mean scores of dropouts causes in each dimension is presented in Table 1.

Description of table :

According to the results of the t test given in the above table, the causes of student's dropouts are varying, some are showing extremely significant differences and some are showing not statistically different.

Dimensions showing significant difference between the causes of both the areas of Prayagraj district are-

1. Family related cause – very significant
2. Financial related cause – extremely significant
3. School related cause – very significant

Dimensions not showing significant difference between the causes of both the areas of Prayagraj district are:

1. Educational cause
2. Social cause
3. Home environment and neighbourhood causes
4. Teachers related causes

For knowing exactly what were the different causes in both the areas and by what percentage the difference was coming, total % of 7 dimensions were calculated as shown in Table 2.

Difference in causes of student's dropout at elementary level in both the areas of Prayagraj district on the basis of percentage in Table 2.

Showing the total % wise difference in the causes responsible for the dropout of students of rural as well as urban area at Government Elementary Level of Prayagraj District (Fig. 1)

Description of chart:

If we look at this particular pie chart, very clearly the area which has the maximum percentage of dropout causes is the orange portion covering 18.49% which shows that the school related causes were the most responsible cause for the dropout of students at both rural and urban area of government elementary schools of Prayagraj district.

The second highest percentage among all the dimensions of dropout causes is related with the teachers,

Table 1 : The statistical measures and the results of tests of significance of difference between the mean scores of dropouts causes in each dimension

Sr. No.	Dimension	N	Rural		Urban		T Test	Significant at 0.05 Level	
			Mean	SD	N	Mean			SD
1.	Educational Cause	156	22.04	3.66	156	22.67	4.27	1.40	Not Statically Significant
2.	Family Cause	156	27.72	4.47	156	26.19	5.70	2.64	Very Statically Significant
3.	Social Cause	156	16.27	4.21	156	15.84	3.95	0.93	Not Statically Significant
4.	Financial Cause	156	26.64	4.34	156	24.81	3.46	4.11	Extremey Significant
5.	Home Cause	156	23.41	5.41	156	22.84	5.63	0.91	Not Statically Significant
6.	School cause	156	31.12	6.99	156	33.19	7.07	2.6	Very Statically Significant
7.	Teachers Cause	156	27.64	9.42	156	29.12	9.92	1.35	Not Statically Significant

Table 2 : Difference in causes of student's dropout at elementary level in both the areas of Prayagraj district on the basis of percentage

S. 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%

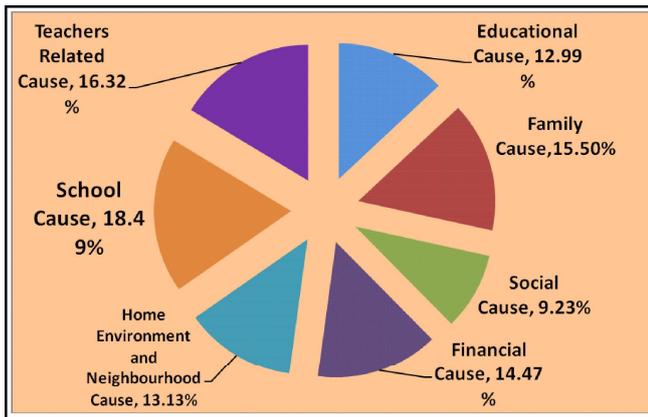


Fig. 1 : Total % wise difference in the causes responsible for the dropout of students of rural as well as urban area at Government Elementary Level of Prayagraj District

with the percentage of 16.32% (the dark purple portion), that means teachers were most responsible for the student’s dropout at this level of Prayagraj district.

For example – teachers do not teach students as per their needs and problems,

Most of the teachers in the teaching learning process were not sincere, some teachers do not come to school regularly, etc.

Similarly, the brown portion covering the family related causes with 15.50% was found to be responsible for the dropouts at government elementary level, as the parents of students do not think that all children of the family need to be educated,

Some children do not have their parents and the gaurdians of those children were not interested to send the child to get the education, even some guardians who send the child to school they do not pay much attention whether the child is attending the school or not, some parents were not educated and so they were indifferent about the education of the child

The pie chart also indicates that the green portion *i.e.* social causes (9.23%) was the least responsible dimension for the dropout of students at government elementary level of Prayagraj district because it was found that their social environment is good for education.

Findings:

Major causes of the student’s dropout cause at elementary level of both the areas of Prayagraj district are-

Dimension 1st:

School Related Causes – 18.49% Responsible:

Causes :

- Schools don’t have adequate numbers of teachers.
- As there are limited number of schools at village, they use to come to school from far of place. Schools don’t have adequate numbers of teachers.
- Being a single child or youngest one they cannot adapt themselves in school.
- Most of the time school remains closed.
- Due to faulty evaluation system, they fail in the examination and leave the school
- Schools may function as a protective factor, creating a safe harbor and sense of safety, offering challenges and a sense of mission, fostering positive relationships with students, developing competencies and a sense of efficacy, and providing students with access to good mental health supports and more development opportunities.
- Reducing chronic absence and developing conditions for learning are instrumental to improving outcomes for students and can be improved through policy reform and leadership. Schools and educators have the power to improve both student attendance and conditions for learning.

Dimension 2nd:

Teacher Related Causes – 16.32% Responsible

Causes:

- Most of the teachers in teaching learning process are not sincere.
- Some of the teachers do not enquire into the reason of student’s absence for school.
- Teachers are not competent for teaching such a level of children
- Pupil teacher ratio is not appropriate. In some schools 1 teachers has given the responsibility to teach all subjects.
- Teachers do not teach students as per their need and problem.

Dimension 3rd:

Family related causes- 15.50% responsible

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 ill-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
- Moreover, working status of parents or nature of the work they are engaged in was shown to be highly influenced factors for the dropouts from the concerned schools.

Statistical differences found in the student's dropout causes at elementary level of both the areas of Prayagraj district by applying t test.⁷

There was a difference in the causes of student's dropout at elementary level of Prayagraj district on the basis of locale.

- There was an extremely very high difference in the financial related causes of student's dropout at rural and urban area of Prayagraj district, as the students of rural areas are not given much priority in terms of getting education rather than they are forced to get engaged in some work to earn money because of their poor financial conditions.

- There was also a significant difference in the school and family related causes of dropout students. As there are very few schools which have all the basic facilities such as proper arrangement of seats, drinking water facility, and other useful materials in the rural areas.
- The rural schools lack systematized curriculum.

At some schools the load of work is so light that both the teachers and students idle away time and at some schools the loads of books are fully on students.

- Teachers of some schools of rural areas of Prayagraj district are not trained. So, there is a need for training those teachers who are in in-service

- Untrained teachers should be given an opportunity to improve their qualification through correspondence courses and in service training programmes.

Conclusion:

t test > value at level 0.05, showing that there is a 95% chance of having a difference between the causes of student's dropouts. So, the hypothesis was accepted as difference in the dimensions of student's dropout causes of government elementary level of Prayagraj district is statistically different specifically at family, financial and school related causes and the percentage at each dimension is varying and hence the hypothesis made was accepted and the major findings of this study was related with the family, teachers and school related causes. Effective and practical measures need to be taken to see that the targeted groups get the fullest benefits of such government programmes in order of eradicate the problems of literacy specially among the rural community. 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.

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