Determinants Of Reasons For School Drop-Outs In Urban Areas Of Belagavi

Priyadarshini Chigari[1], Mubashir Angolkar[2], Mrinal Sharma [3], Waita Faith[4], B R Ashokkumar[5]

[1]*MPH, Department of Public Health, J.N.Medical College, KLE University, Belagavi, Karnataka, India.*
[2]*BDS, M.Sc, PhD, Associate Professor and Head of Department of Public Health, J.N.Medical College, KLE University, India.*
[3,4.] *P.G student, Department of Public Health, J.N.Medical College, KLE University, Belagavi, Karnataka, India.*
[5]*MDS, HOD, Allied courses, J.N.Medical College, KLE University, Belagavi, Karnataka, India.*

Abstract :
Background: The school drop-out phenomenon has been a significant academic problem globally and it is extremely difficult to identify the causes of drop out.
Objectives: To elicit reasons of school drop-out in age group between 6-14 years from students and teachers.
Material and Methods: Total 200 children were selected and the data collection was carried out in all the government urban schools of Belagavi district. A pre-designed and pre-tested questionnaire was used to collect information on socio demographic variables and to evaluate the reasons for school dropout.
Results: A total of 200 study participants were enrolled. The highest dropout rate was observed in children aged 13 years (22.5%). Around 48% children belonged to socio-economic status class II. The highest dropout was observed in Grade IV students (21%). The main reasons of drop-out were poverty (31%), parent's negligence (15.5%), lack of interest in going to school (12.5%), and prolonged illness (8.5%).
Conclusion: The highest drop-out rate was observed among students of 13 years of age and the main reasons were poverty, lack of interest in going to school, parent's negligence and prolonged illness. There is a need to motivate the community regarding the importance of education.
Keywords: Belagavi, Education, Primary Schools, School dropouts, Urban.

I.   Introduction

Education remains a major tool by which people become empowered and the economic, social, and personal well-being of all citizens in a pluralistic society increases. The school drop-out phenomenon has been a significant academic problem globally. The reasons for drop out have been investigated by various social analysts across the world, as drop out problem has turned out to be global concern.[1]

School drop-out rate has been high across the world, especially in developing countries. Sub Saharan Africa has 42% of school drop-outs, in south and west Asia, out of every 100 children who start primary school, 33 of them drop out before attaining last grade while in Latin America and Caribbean, 17% of pupils leave before completing primary education.[2]

South Asian countries are not fairing good as far as school drop-out is concerned. 13.54 million children leaves school before completing primary education . The number of school dropout still remains high in three most populous countries i.e. Bangladesh, India and Pakistan, whereby a total of 27 million children between the ages of 5-13 years are out of school. India has the highest number of out-of-school-children (OOSC) at 17.8 million followed by Pakistan with 6.5 million.[3]

Literacy in India is a key for socio economic progress. The literacy rate is estimated to be 74.04% as per 2011 census.[4] India is currently having 8.1 million eligible students who are either drop outs or have never gone to school, therefore, bringing them back to school can be considered as one of major challenge in implementing Right to Education (RTE). The government in its mission to universalize elementary education has over years been able to increase the rate of enrolment but has failed to arrest the dropout rate. Only 47 of 100 enrolled in class I reach class III putting the dropout rate in primary and elementary schools at 52.79%. The dropout rate at the primary level (class 1 to V) for girls is 33.73% and for boys 35.5%. Dropout rate is quite alarming at elementary level where 53.45% constitutes girls and 52.28% boys.[5]

Highest dropout rates were found in districts located in North Eastern part of Karnataka. The major portion consisted of girls. Within the state, highest number of drop outs are in Gulbarga (57.15%) followed by Belagavi (20.73%), Bengaluru (14.41%) and Mysuru (7.71%).The reason for drop out may be many like failure

in academics, non-availability of schools, inaccessibility of schools, pushing out due to teachers, poverty, child not interested in studies, to work for wage/salary, parents not interested in studies, child attending domestic duties etc.[6]

To achieve the goal of universal primary education, getting children into school is a vital first step. They must continue to attend classes till completion of primary level. Barriers preventing some children from going to school cannot be dealt with by education sector alone. Policy response need to address these overlapping barriers and must be cross-sectorial to be effective. Recognizing factors that are indicators of potential school dropout and reacting to them may prevent students from leaving school prematurely hence this study was undertaken to find out the reasons for school drop outs from students and teachers.

II. Materials And Methods

The present cross-sectional study is assessed to know the reasons for school dropouts in urban areas of Belagavi. A pre-designed and pre-tested questionnaire was used to collect information on socio demographic variables and to evaluate the reasons for school dropout. A total of 404 children were approached, out of which, 169 children had migrated. Hence, the sample size was 200. The study was approved by the JNMC Institutional Ethics Committee on Human Subjects Research. A pre designed & pre tested proforma was used to interview all teachers & students to know socio demographic variables & to evaluate the reasons for school dropout. Those students who dropped out of school from 1st to 7th standard were included in the study. The data was collected and analyzed using Excel software and results were expressed in percentages.

III. Results

A total of 200 school dropouts were included in the study. Teachers and school dropouts were participated in the study after obtaining written informed consent and the response rate was 100%.

Table 1 shows that 103 (52%) participants were males whereas 97 (48%) were females. According to religion, 140 (70%) were Hindus and 60 (30%) were Muslims. The type of family distribution constituted of participants as 104 (52%) belonging to nuclear family, 91 (45%) belonging to joint family and 5 (3%) belonging to extended family. Four (2%) parents of the school dropout children were literate whereas majority 196 (98%) parents were illiterate.

Table 1: Socio-demographic characteristics of school dropout children in urban Belagavi.

Variable	No. of dropouts	(%)
Sex		
Male	103	52
Female	97	48
TOTAL	**200**	**100**
Religion		
Hindu	140	70
Muslim	60	30
TOTAL	**200**	**100**
Type of family		
Nuclear	104	52
Joint	91	45
Extended	5	3
TOTAL	**200**	**100**
Education of parents		
Literate	4	2
Illiterate	196	98
TOTAL	**200**	**100**

Graph 1 shows that the highest drop rate 45 (22.5%) was observed in age thirteen years followed by 40 (20%) in age twelve years. Twenty four (12%) dropouts were in age nine years, 22 (11%) in eleven years age group and 21 (10.5%) in ten years age group. Twenty (10%) dropouts were in seven years age group, 17 (8.5%) dropouts in eight years age group, 6 (3%) dropouts in fourteen years age group and 5 (2.5%) dropouts were in six years age group.

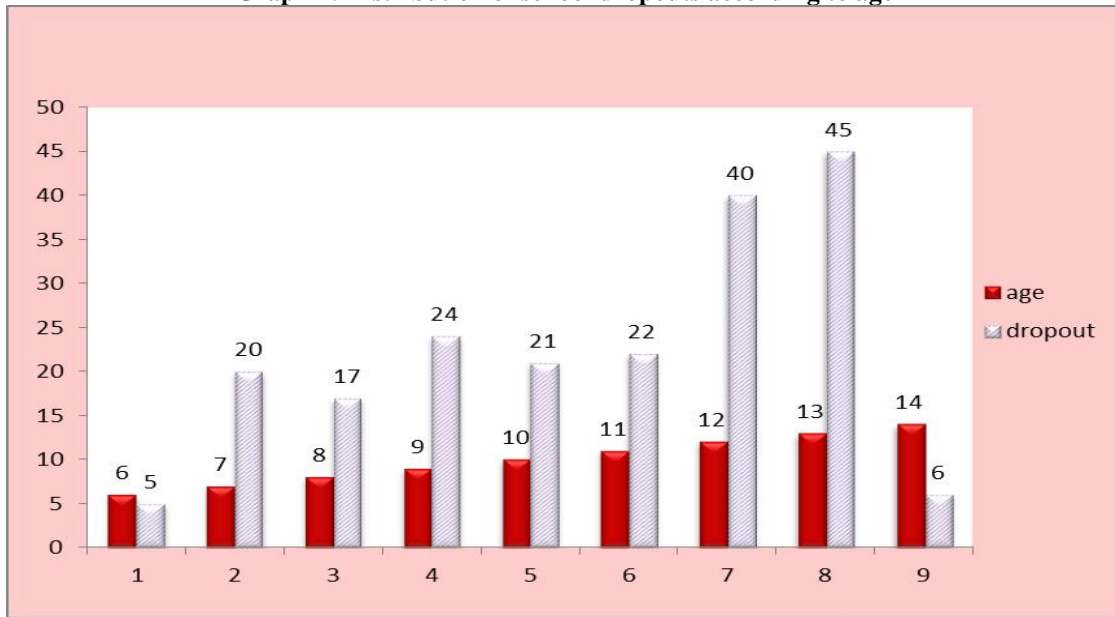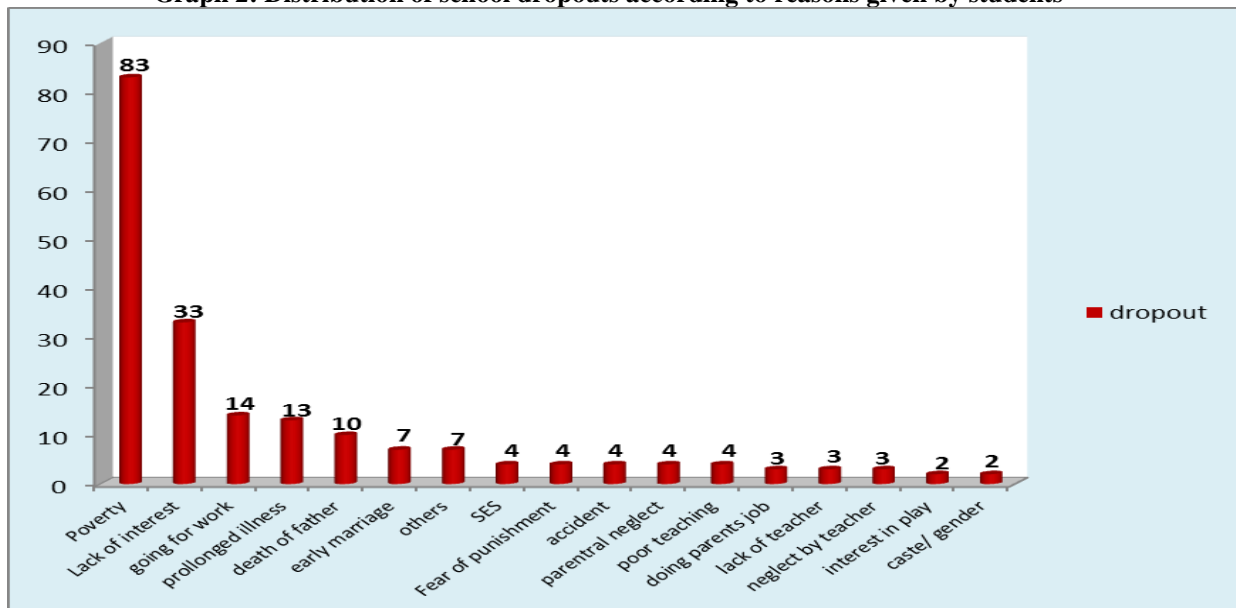**Graph 1: Distribution of school dropouts according to age**

Table 2: Distribution of dropouts according to reasons given by teacher (n=200)

Reasons for school dropout according to Teacher		
Reasons	No. of dropouts	%
Poverty	62	31
Parents neglect	31	15.5
Lack of interest	25	12.5
Illness	17	8.5
For work	16	8
Others	33	16.5
Death of father	8	4
Doing parents job	7	3.5
TOTAL	**200**	**100**

Table 2 shows that maximum school dropout according to the reasons given by the teacher was poverty 62 (31%), parents neglect 31 (15.5%), lack of interest 25 (12.5%), illness 17 (8.5%), going for work 16 (8%), death of father 8 (4%), doing parents job 7 (3.5%) and others include transportation problem, far location of schools, problem on the way of going to school 33 (16.5%).

Graph 2: Distribution of school dropouts according to reasons given by students

Graph 2 shows that among the total school dropout students, the reasons given by students were poverty 83 (42%), lack of interest 33 (17%), going for work 14 (7%), prolonged illness 13 (7%), death of father 10 (5%), early marriage 7 (4%), SES, fear of punishment, accident, parental neglect, poor teaching 4 (2%), doing parents job, lack of teacher, neglect by teacher 3 (2%), interest in play & gender 2 (1%) respectively.

Table 3: Distribution of dropout according to SES status (n=200)

Drop outs according to SES Status		
SES	No. of Dropouts	%
Class V	2	1
Class IV	66	33
Class II	97	48.5
Others	35	17.5
TOTAL	200	100

Table 3 shows that according to SES, distribution of dropouts was 97 (48.5%) in Class II, followed by 66 (33%) in Class IV and 2 (1%) in Class V.

IV.   Discussion

Education is the basic need of human beings. It is also very important for the development of any country. The present study is a cross sectional, community based study to determine the reasons of school dropout in urban area of Belgaum. The study was conducted at government primary schools at Belgaum.

In the present study the dropout rate among boys 103 (51.5%) is higher than girls 97 (48.5%), this may be because males are burdened with the responsibility of earning & supporting the family & hence education does not receive its due share of importance. Similar findings were reported in a studies done at Nawalparasi district of Nepal whereby (50.8%) were drop out among boys and (49.2%) girls.[7]

Majority of the dropout was seen in the age thirteen years 45 (22.5%) followed by twelve, nine, eleven, ten, seven, eight, fourteen & six 40 (20%), 24 (12%), 22 (11%), 21 (10.5%), 20 (10%), 17 (8.5%), 6 (3%) and 5 (2.5%) respectively. This is because as age increases students get more responsibilities like going for work with their parents, doing domestic work, looking after their siblings .A study done on determinants of primary school dropout in Nawalparasi district of Nepal 2009 showed   highest dropout rate of 22.5% was in age six year followed by 21.9%, 14.9%, 9.3%, 9.8%, 7.3%, 3.3%, 6.5% & 4.3% in ages seven, eight, nine, ten, eleven, twelve, thirteen & fourteen respectively.[7]

According to SES, distribution of dropouts was 97 (48.5%) in Class II, followed by 66 (33%) in Class IV and 2 (1%) in Class V. This could be due to increase utilization of schemes of free & compulsory education up to 14 year like Sarva Shiksha Abhiyan. However the results of our study were quite contrary to the results of the study carried out in the urban field practice area of All India Institute of Hygiene & Public Health, Kolkata, whereby majority of the dropouts 68 (45.4%) belonged to SES class IV, & 65 (43.4%) belonged to class V, 13 (8.6%) class III & 4 (2.6%) class II.[8]

In the present study 104 (52%) of primary school dropout children belonged to nuclear family, 91 (45.5%) joint family and 5 (2.5%) belonged to third generation family. Similar results were seen in the study carried out in the urban field practice area of All India Institute of Hygiene & Public Health, Kolkata,   where majority of dropouts were from nuclear family 128 (85.3%) compared to joint family 22 (14.7%).[9]

Majority of the parents of the dropouts were illiterate 196 (98%) & only 4 (2%) were literate. Parental illiteracy was found to be an important cause behind school dropouts. A study done in Kolkata revealed similar findings of 120 (80%) of the mothers & 84 (56%) of father were illiterate. [8]

The reasons given by students for dropping out of school were Poverty 83 (42%), Lack of interest 33 (17%), Going for work 14 (7%), Prolonged illness 13 (7%), Death of father 10 (5%), Early marriage 7 (4%), Lower SES, Fear of punishment, Accident, Parental neglect, Poor teaching 4 (2%), Doing parents job, Lack of teacher, Neglect by teacher 3 (2%), Interest in play & Gender 2(1%).Similar findings were reported in Jayachandran.U[10] & a study was carried out in three districts of the Uttaranchal viz. Dehradun, Nainital and Udhamsingh Nagar, found the main reason for dropping out was financial constraints, lack of quality education, imposition of parents, unable to cope, security reasons for girls, lack of privacy & toilet facilities for girls.[11] Husain et al reported that 76% drop out was mainly due to inappropriate curriculum, 57% due to inappropriate evaluation procedure, 11% due to lack of parents interest & 45% long distance to school.[12]

Similar finding were also reports by Kotwal N et al that the major cause of rural girls leaving schools was reluctance of the parents (78%), parents need the girls for performing domestic activities (72%), poverty (68%), not interested in studies (20%), illness of parents (10%), death in the family (6%) & unfair behavior of the teachers (4%).[13]

The following were the reasons given by teacher: poverty 62 (31%), lack of interest 25 (12.5%), doing parents job 7 (3.5%), for work 16 (8%), parents neglect 31 (15.5%), death of father 8 (4%) & prolonged illness 17(8.5%).Similar results were seen in study done in rural area of Chamrajanagar district in Karnataka in age group between 5-14 years which revealed that poverty, lack of interest in studies, caring for younger siblings, influence of television or films, illiteracy among parents & doing parents job were the reasons for school drop-out.[14]

V. Conclusion And Recommendation

Drop out is considered as a complex social problem. It is huge waste of resources of the country as well as individual. Community must be made aware & motivated regarding the importance of education. Parents should be encouraged to get involved in the school activities of their children. Counselling should be provided for the parents to realise the need of sending & making sure that their children are in school possibly by supervision and monitoring.

Acknowledgements

Reference

[1]. Facing the school dropout dilemma. American Psychological Association. 2012. Available from: http://www.apa.org/pi/families/resources/school -dro-out-prevention.aspx
[2]. Ahmed B. UNESCO report signals to high rates in education. One World South Asia. 2012.Available from:southasia.oneworld.net/news/unesco-report-signal-to-high-dropout-rates-in –education.
[3]. Global initiative for out-Of-School-Children (OOSC). South Asia regional study. January 2014, Cited on10.03.2015. Available fromwww.unicef.org/.../SouthAsia_OOSCI_Study__Executive_Summary_26
[4]. Census report 2011, Cited on 02.03.2015. Available from: www.censusindia.gov.in/2011census/PCA/PCA.../pca.../Chapter-1.pdf
[5]. Infochange Education [homepage on the internet] 52% dropout rate in India's primary and elementaryschools. 23.04.2015. Cited on 10.03.2015. Available from: infochangeindia.org/…52-dropout-rate-in-indias-primary-and-elementary-…
[6]. Govindraju R, Venkatesan S. A study on school Drop-outs in rural settings. J Psychology. 2010, 1(1):47-53
[7]. Manandhar. N, Sthapit A.B. Determinants of primary school dropout in Nawalparasi district. Journal ofmedical science-Nepal. 2010, 6(4):14-18.
[8]. Malik S, Biswas B, Mitra SP, Chaudhury RN. Socio-economic determinants and working environmentalconditions of child laborers in a slum area of Kolkata. Indian journal of community medicine. Oct-Dec 2002,27(4):161-165.
[9]. A Khokhar, S. Garg, N Bharti. Determinants of Reasons of School Drop-outs Amongst Dwellers of an UrbanSlum of Delhi. 2005, 30(3):92-93
[10]. Jayachandran U. How high are dropout rates in India? Economic and political weekly. March 17. 2007,982-993.
[11]. B. Maithly, Saxena V. Adolescent's Educational Status and Reasons for Dropout from the School. Indianjournal of community medicine. April 2008, 33(2):127-128.
[12]. Husain A, Khattack N, Khan A, Bangash S, Nazir N. An Assessment of the Causes of Drop Outs inPrimary Schools of Mountainous Areas of District Swat. Journal of Managerial Sciences. 4(1).
[13]. Kotwal Nidhi, Neelima and Sheetal Rani; Causes of School Dropouts among Rural Girls in Kathua DistrictKamla-Raj 2007 J. Hum. Ecol., 2002, 22(1):57-59.
[14]. A. Laxmaiah, K.V. Rameshwar Sarma, D. Hanumantha Rao, Ch. Gal Reddy, M.Ravindranath, M.Vishnuvardhan Rao and K. Vijayaraghavan ; Impact of mid day meal program on educational andnutritional status of school children in Karnataka. Indian pedriatics. 1999, 36:1221-1228.