



FACTORS INFLUENCE FOR SCHOOL DROPOUTS IN YADGIR DISTRICT OF KARNATAKA

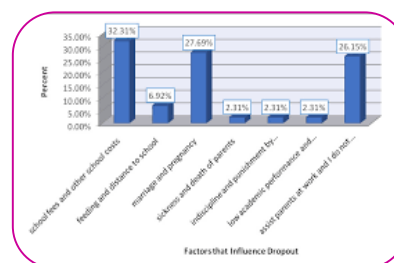
Mr. Basavaraj Biradar¹ And Dr. S. Y. Swadi²

¹Research Scholar, Department of Social Work, Karnatak University Dharwad.

² Professor, Department of Social Work Karnatak University Dharwad.

ABSTRACT

Education is a key to the realization of most of the goals and targets of the global Sustainable Development Goals (SDGs). Education as a development tool is upheld by most development theorists as essential in the progression of every society. Education is one among the few crucial factors that contributes to the positive social development of the society. It is directly and indirectly influences many factors of development and can bring significant social change, especially country like India where educational backwardness is one of the critical indicators of under development. Creating an environment to have quality education is a moral responsibility of family, society and state for building the sustainable human resources. The paper on primary data with sample size is 542 from school dropouts, parents and teachers. The objectives of the paper is to know the school dropout factors and in hurdle for achieving sustainable development goal of quality education. The study conducted in yadgir district of Karnataka. The paper also recommends that education campaigns should be intensified throughout the country. Public sensitization about the value and importance of education should be strengthened to achieve the sustainable development goal of quality of education. The social work intervention is most significance in promote quality education with the application of methods and techniques. The study again recommends that, the government should treat the school dropout issue seriously and make national education plans to assist the poor continue with their studies. Interventions by educational policy makers, the Government, NGOs, etc. to reduce dropout rate should not be focused on only female pupils but also on male pupils as well



KEY WORDS: Quality Education, Sustainable Development, , School Dropouts , Social Work .

INTRODUCTION

Education for sustainable development means, "Development that meets the needs of the present without compromising the ability of the future generation's to meet their own needs" (world commission on environment and development). In most of the developing and under-developed countries, including India, educational backwardness continues to be a persistent phenomenon. There cannot be any denial that education is one of the few crucial factors responsible for the overall social development. Education also influences other related factors of development and can bring significant social transformation, especially in country like India where educational backwardness is one of the critical indicators of under development. To assure congenial environment for quality education is the collective responsibility of the family, society and state. This is a prerequisite for building the sustainable human resources and in turn sustainable development. Unfortunately in India and many other developing countries a large number of children are out of school before completing their school

education. Despite the claims of increase in school gross enrolment ratio under the impact of government initiatives for the last over six decades through various educational schemes, it has fallen short to keep pace with the gross completion.

UNESCO, using the term 'education for sustainable development', summarises it as follows:

"ESD is facilitated through participatory and reflective approaches and is characterised by the following:

- 1) It is based on the principles of intergenerational equity, social justice, fair distribution of resources and community participation, which underlie sustainable development;
- 2) Promotes a shift in mental models which inform our environmental, social and economic decisions;
- 3) It is locally relevant and culturally appropriate;
- 4) It is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;
- 5) Engages formal, non-formal and informal education;
- 6) Accommodates the evolving nature of the concept of sustainability;
- 7) Promotes lifelong learning
- 8) Addresses content, taking into account context, global issues and local priorities;
- 9) Builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life;
- 10) It is cross disciplinary. No one discipline can claim ESD as its own, but all disciplines can contribute to ESD;
- 11) Uses a variety of pedagogical techniques that promote participatory learning and critical reflective skills" (UNESCO 2007).

OBJECTIVES OF THE PAPER:

The paper is based on the following objectives.

1. To understand the factors of school dropouts
2. To know the school education and sustainability
3. To understand the social work interventions in educational sustainability

METHODOLOGY:

The paper is on primary data with sample size is 542 from school dropouts, parents and teachers. The objectives of the paper is to know the school dropout factors and in hurdle for achieving sustainable development goal of quality education. The study conducted in yadgir district of Karnataka. The paper also recommends that education campaigns should be intensified throughout the country. Public sensitization about the value and importance of education should be strengthened to achieve the sustainable development goal of quality of education.

India: Education, action, and assessment

While the work of India's Centre for Environmental Education provides a positive example of ESD, it, as with all ESD initiatives, struggles with the tension between education in which outcomes are 'academic' and ultimately expressed as individual exam results, and outcomes (often collective) that result in positive environmental change of broader social benefit. That is not to say these two sets of outcomes are conflicting but rather to recognize this tension and strive for a better alignment. In a country where the quest for certification is fierce, the 'backwash effect' of examinations will always exert a strong influence on what is taught. The main factors which lead dropping out were poor attendance, poor academic performance in class, and low interest in studies. The personal factors were less family income, male siblings are more in going to school in comparing to female, early marriage, fear of getting punishment, discrimination on the basis of sex, school far away, and don't like to go to school. The family factors responsible in dropping out were not able to go school every day, looking after the siblings, parents disinterest, low educational status of parents, low economic status and most

of the parents thought that boys would bring the income generate in comparing to girls. Most of the dropout children come from the lower socio economic condition.

Sustainable Development Goal 4 Education 2015-2030

The Sustainable Development Goals (SDGs), officially known as transforming our world: the 2030 Agenda for Sustainable Development is a set of seventeen aspirational “Global Goals” with 169 targets between them. The 2030 Agenda for Sustainable Development is an ambitious, inspirational and universal agenda to wipe out poverty through sustainable development by 2030. When it adopted the new Agenda in September 2015, the international community recognized that education was essential for the success of all 17 of its goals. Ambitions for education are essentially captured in Sustainable Development Goal 4 which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Rationale of the study

Dropping out from school is very common in every part of the country. School dropout in India is high in which most of the children do not complete their elementary education. The problem of being out of school is quite a critical issue that creates not only problems of an uneducated future generation, but also contributes to the proliferation of antisocial elements in the country. Most of the out of school children who lives in remote regions and the plantation sectors are employed outs domestic servant by their parents to earn money for the family. There are many reasons why students leave school, some due to poor academic performance, while others lack interest in studies, failure in examination is also among the causal factors of dropping out, early marriage and early pregnancy are the reasons that lead children to dropout.

Major Findings:

Factor responsible for school drop out

Factors	Frequency	Percent	Cumulative Percent
Family Factors	62	56.9	56.9
School factors	13	11.9	68.8
Social Environment	12	11.0	79.8
Peer Groups	9	8.3	88.1
Personal factors	10	9.2	97.2
Others	3	2.8	100.0
Total	109	100.0	

School dropout is a serious issue in our country and many factors contribute to drop out of students from schools. Analysis of below data indicates that more than half of total 109 respondents reported that family factor is the major cause for school dropout. 11.9% respondents indicated school factors to be the cause of school dropout. 11.0% respondents reported social environment to be the cause whereas 8.3% respondents reported peer groups to be the cause for school dropout. 9.2% respondents emphasized on personal factors responsible for school dropouts. 2.8% respondents reported other factors to be responsible for school dropout. The study found that most of the opinions felt family factors are associated for school dropouts due to the migration, lack of parental education, and other family issues have observed in this study.

Major initiatives for eliminating school dropouts

INITIATIVE	OPINION				TOTAL
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
FRIENDLY SCHOOL ENVIRONMENT	182	109	22	11	324
	56.2%	33.6%	6.8%	3.4%	100.0%
PARENTS MEETING	191	110	19	4	324
	59.0%	34.0%	5.9%	1.2%	100.0%
COUNSELLING	230	66	25	3	324
	71.0%	20.4%	7.7%	.9%	100.0%
NGOS PARTICIPATION	155	105	21	43	324
	47.8%	32.4%	6.5%	13.3%	100.0%
RESEARCH BASED ACTIVITIES	194	74	23	33	324
	59.9%	22.8%	7.1%	10.2%	100.0%
EFFECTIVE ROLE OF SDMC	87	161	46	30	324
	26.9%	49.7%	14.2%	9.3%	100.0%
CREATIVITY OF TEACHERS	225	61	32	6	324
	69.4%	18.8%	9.9%	1.9%	100.0%
UTILIZATION OF RESOURCES	180	106	27	11	324
	55.6%	32.7%	8.3%	3.4%	100.0%
SUPERVISION AND MONITORING	215	87	11	11	324
	66.4%	26.9%	3.4%	3.4%	100.0%
OTHERS	150	83	26	65	324
	46.3%	25.6%	8.0%	20.1%	100.0%
TOTAL	1809	962	252	217	3240
	55.8%	29.7%	7.8%	6.7%	100.0%

After identifying the factors for the school drop outs it is the duty of the school authorities and the teaching fraternity to take initiative to eliminate school drop outs. The different initiatives are friendly school environment, parent meeting, counselling, NGOS participation, research based activities, effective role of SDMC, creativity of teachers, utilisation of resources, supervision and monitoring and other initiatives.

Out of 324 respondents 71% strongly agree that counselling as the major initiative to eliminate school drop outs followed by creativity of teachers with 69.4%, supervision and monitoring with 66.4%, research based activity with 59.9%, parents meeting with 59%, NGOS participation with 47.8% and effective role of SDMC with 26.9% respectively.

H: Respondents Students, parents and teachers differ significantly with regard to opinion on quality of learning and facilities in the school.

The opinion on quality of learning and facilities in the school is taken by the student, parent and teachers is analysed by stating the above hypothesis. The descriptive statistics are depicted in the Table

Table: Descriptive Statistics

	Opinion	N	Mean	Std. Deviation	Std. Error
Quality of learning and facilities	STUDENT	109	2.5963	.90389	.08658
	PARENT	109	2.1560	.74752	.07160
	TEACHER	324	2.2994	.82146	.04564
	Total	542	2.3303	.83576	.03590

Table ANOVA for quality of learning and facilities.

		Sum of Squares	df	Mean Square	F	Sig.
Quality of learning and facilities	Between Groups	11.337	2	5.668	8.335	.000
	Within Groups	366.547	539	.680		
	Total	377.884	541			

The Table of ANOVA result depicts that the F ratio of quality of learning is 8.335 and P value less than 0.05 it is statistically significant with 2 and 539 degrees of freedom at 5%. Therefore it can be concluded that **Respondents Students, parents and teachers differ significantly with regard to opinion on quality of learning and facilities in the school can be accepted.**

DISCUSSION AND SUGGESTIONS:

Education for Sustainable Development (ESD) is largely synonymous with quality education but requires far-reaching changes to the way education functions in modern society. How to structure and implement quality education for sustainable development is a key challenge. Another challenge is that systematically assessing the effectiveness of learning. Teachers have to be trained and must acquire specific knowledge on the problems and questions of sustainability. Besides the training of teachers it is fundamental to develop teaching materials and modules, which will improve the situation of dealing with sustainability in an intercultural context. Also, introducing a multidisciplinary and interdisciplinary approach into teaching and research is becoming more and more important in order to be able to address the increasingly complex problems and also because sustainability encompasses several technical and scientific areas. In the future, environmental literacy will be a basic skill in a sustainable society, independent of the background, level of education or professional activity of its members. Sustainability must be at the core of the academic curricula and will require a lifelong and worldwide commitment of social and economic levels. This will enable them to commit to a lifestyle which is in agreement with the principles of sustainable development, think critically about the problems and obstacles at the local, regional and global level, working towards better lifestyle and improving quality of life of all its citizens and taking personal responsibility for maintaining ecological balance and equal sharing and distribution of natural resources; and understanding the impacts of over exploitation of resources and live in such a manner so as to lessen the impact of these consequences and make the world a better to live in for coming future generations.

CONCLUSION:

Dropout is a social problem and is also associated with delinquency and low school achievement. Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. The school authorities have must look on the issue of dropouts and must come with some concrete strategies to prevent the high risk of dropouts. Many school dropout factors influence in hurdle for Educational Sustainability. Hence the schools must have the professional counselor to address the problem of school students specially those who are in high risk of dropout. Awareness program and workshops should be

conducted to educate the parents as well as the students to make them understand the importance of education.

REFERENCES:

- Aasiya Bashir*, N. K. (2014). Personal, School, and Family- main factors affecting femals school dropouts. Journal of Scientific & Innovative Research , www.jsirjournal.com
- Rupon Basumatary (2012). School Dropout across Indian States and UTs: An Econometric Study. International Research Journal of Social Sciences. Vol. 1(4), 28-35,
- Roberts, T. L. (July, 1968). High School Dropout achievement and Training Success: An analysis of multiple factors. Peabody Journal of Education, Vol. 46, No. 1 , 45-50.
- Rumberger, R. W. (1983). Dropping outof school: The Influence of Race, Sex and Family. American Educational Research journal, Vol. 20. No. 2 , <http://www.jstore.org/stable/1162594>.
- Sateesh Gouda M1, D. T. (Nov-Dec, 2014). Factors Leading to School Dropouts in India: An analysis of National Family Health Survey- 3 DATA. Journal of Research & Method in Education , 75-83.
- Van Rensburg, J (1999) 'Strands weaving, southern African dreams of development, education and sustainability', *The Development Education Journal*, Vol. 5 No. 2, London.