



## CAUSES AND REMEDIAL MEASURES OF THE DROP-OUTS IN PRIMARY SCHOOLS

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### ABSTRACT :

The success of our endeavors at national reconstruction depends upon the qualities of our students emerging from our schools and Universities. Evolution of a national consciousness should be an important objective of school education. This research paper explore the information regarding reasons for the drop-outs and remedial measures of drop-outs in primary schools as narrated by the children is parents and also their teachers, separate schedule were prepared for the drop-outs children and also for the parents.



The most scientific method employed for calculating the extent of drop-outs is "True Cohort Method" and the researcher has interviewed 300 drop-outs and their parents in their leisure time.

**KEYWORDS :** Primary Education, Drop-outs, True Cohort Method.

### 1. INTRODUCTION

There are various reasons why the children drop-out from the school. As a whole; parents, generally shows a negative approach towards the education of the children. In Belgaum district some of the villages being very poor and backward in every aspect. In fact, it is felt now that educated family especially educated girls can provides health care, educate their children, maintain a small family and manage the house, household in a better way. The following work give the information regarding reasons for the drop-outs and remedial measures of drop-outs in primary schools as narrated by the children is parents and also their teachers, separate schedule were prepared for the drop-outs children and also for the parents. Identifying the possible causes of drop-outs relate to three categories; Family, pupil and Teacher. In this section, hypotheses of our study have been tested.

### 2. OBJECTIVES OF THE STUDY

1. To investigate the causes of Drop-outs in Primary School.
2. To extract the Remedial measures to reduce the problem of drop-outs.

### 3. RESEARCH METHODOLOGY AND DATA SOURCES

Since the present study is a wide study, the most scientific method employed for calculating the extent of drop-outs is "True Cohort Method". The method analysis how many leave school and at what reasons, how many migrate to other schools of the same type or other types, how many repeat grades and with what frequency, how many die, how many, get accelerated promotions, how many rejoin schools after dropping out and how many ultimately complete the course successfully. The number of student admitted to grade I as recorded in the "admission register" of the schools in the year 1992-93 were followed till they

graduate from the last stage of lower and higher primary (i.e. grade I-VII) in the year 1998-99 with the help of promotion register and attendance register it was possible to follow up to a child's progress in the I to VII grades.

**3.1 Sample:** The method of simple random sampling is used to select the schools, villages and talukas in the area of study. So the researcher has interviewed 300 drop-outs and their parents in their leisure time.

**3.2 Study Area and Period:** There are ten talukas in Belgaum district. The investigator felt that if more than half talukas are considered the study may be more representative. Hence, in this study the primary schools of the eight talukas are included.

**3.3 Data Gathering Tools:** The instrument is designed to collect data about the school, information in respect of class wise enrolment, present strength of admission procedure, teacher, pupil ratio, auxiliary services, school building teaching aids and other physical facilities available in the school.

#### 4. CAUSES OF THE DROP-OUTS IN PRIMARY SCHOOL

**Parents Income:** Low family income is responsible to the increasing of the drop-outs rate. Below Rs. 10,000/- per year income families are having drop-outs rate maximum (50.00) per cent and between Rs. 10,000 to Rs.50,000 per year income families the drop-out rate is 7.00 per cent and Rs. 1 lakh and above income per year of families the drop-outs rate is (3.00) per cent.

So far majority of the low income families do not give importance to their children's education, because they take their help in work and expect some daily wages from their children to support their income. If they send their children to the school, they not only face the loss of income but they have to bear the extra cost of educating their child like expenses on books, uniform, transport, etc. Thus, low income discourages the parents to send their children to school. This supports the hypothesis of this study that low income or poverty is the major cause of the drop-outs in primary schools i.e. nearly half of the children (48 per cent) drop out from schools due to poverty.

**Parent's occupation:** Parents occupation also decides the drop-outs rate. This agriculture families have drop-outs more (59.33) percentage and (14.16) per cent of drop-outs in families are in service sector (17.00) per cent of drop-outs families are in business sector and lastly (9.00) of drop-outs belong to families in other sector.

So far we have discussed the difficulties encouraged in sending children to school using both survey data and parental testimonies. Some further evidence on parental perceptions of this issue is presented here. For the instance parents who are unwilling to spend much money on daughters education may find it convenient to claim that she is needed at home. parents take help of the children in the agricultural work it may be cow breeding mud work, ship breeding, fetch water, collecting grass, wood, etc. but such a situation is not existing in case of other service. Hence the drop-outs rate is more in case of families where the family occupation is agriculture. This conclusion positively supports the hypothesis of this study that the drop-out rate is more in case of children belonging to the agricultural families.

**Family Problems:** Due to the problems in the house, the drop-outs rate is more (93.00) per cent and next comes family background which also helps to increase to the drop-outs rate (7.00) per cent. Children traditionally attend to household chores and sibling care at a very early age and thus bounded with demands on their time and energy are either compelled to drop-out of school or inhibited from entering the schooling system in the first place. Since household work is seen to be exclusively a female responsibility and given the imperative requirement of home and health the perceived opportunity is cost to girls schooling, acquire a critical colouring. Testifying to the opportunities costs of girls schooling, the data show that the incidence of girls engaged in cooking and washing, the care of sibling and fetching water was for lower in the case of school going girls than the case of out of school children. Girl children usually accompany their mother when the latter go forth to work as domestic help, this being a major reason for the high incidence of drop-outs.

**Parents Attitude:** Fourthly the treatment of the parents towards the boys and girls, this explains (65.00) percentage of the parents gives more importance to boys education and (22.00) per cent of the parents

gives both are equal importance and (7.00) per cent of the parents are giving more important to girls education and some parents view is indifference such percentage is (6.00).

According to this data most of the parents feel that boys education is very important and they opined that girls are only useful to do household work. Moreover, it is a waste to educate the girls and spend money on them because when they grow up, they will be married off to other families and their own families will not be benefited, hence, girls education is extra expenditure for poor families. So the girls drop-outs rate is more as compared to boys.

**Cost of Education:** Further parents views on present education is costly (61.00) per cent of the drop-out parents suggested and (32.00) per cent of the parents felt present education is not costly. This suggests that the parents think, day by day the general prices for all the commodities are rising and accordingly the cost of living is also increasing but their income is not increasing in the same proportion. Hence majority of the parents strongly feel that the present day is education is costly. Further today's educational expenditure is more i.e. books, stationary, uniform, fees, etc.

**Parents Education:** Seventhly qualification of the parents (88.00) per cent of drop-outs parents are illiterate. This is highest and only (10.00) per cent of the parent have both literate and also (6.00) of the drop-outs parents have only father literate and next comes mother literate (2.00) per cent. More percentage is (88.00) this is showing that if the parent was illiterate they may not appreciate the importance of education for their children. This also supports the hypothesis of this study that the drop-outs rate is more in case of children of illiterate parents. And this report also suggested that their mother could not read or write, comparatively more educated parents (particular mother) had less problems in continuity of their schooling. They had more support from home.

**Absence of Upper Primary School:** Eighthly, the absence of an upper primary school in the village is a problem for children (38.00) per cent of the drop-outs parents opined. On the whole the survey confirms that most rural household now live at a convenient distance from a primary school. The main issue as for as school availability is concerned is the absence of an upper primary school in a majority of the 8 villages. The survey states parents are often reacted to send their children especially girls to school outside the village. In village without an upper primary school, girls often drop-out after class 5, even when their parents are otherwise able and willing to continue supporting, their studies.

**Distance of School:** Distance of the school from home and mode transport - (20.00) per cent of the drop-outs children said that the upper primary school was more than 2 kms away. The mode of transport for majority of the children is being walk. Therefore distance becomes an important reason for drop-outs. Especially, in case of girls absent of middle school within the village surfaced as the mean reason for girl dropping out after class as revealed by the interviews. In some villages as the field visits showed there was similar phenomenon observed when girls called not continue schooling beyond middle school for lack higher primary facilities in their villages.

**Table 1: Other Common reasons for Drop-outs**

Sl. No	Reason	%
1	Lack of facilities of study at home	18.00
2	A sickness or attack of infections disease	15.00
3	Unhappy relationship at home	17.00
4	Ill health of the pupil	5.00
5	The school hours is not suitable	11.00
6	The school working day is not suitable to parents occupation	19.00
7	Migration of the parents	7.00
8	Slow learning capacity of the pupil	2.00
9	Eye defect of the pupil	1.00
10	Inferiority feelings	5.00
11	A teacher handling very large number of pupil	10.00
12	Lack of memory, power	1.00
13	No proper relationship of teacher with parents	15.00
14	Not interested in studies	13.00
15	Early marriage	10.00
16	The subject taught	3.00
17	Whether failed	5.00
18	Some students are handicap	2.00

**Source:** Field Survey

From the above table that reveals that some percentage of the respondents were staying with their mother alone. The reasons responsible for this was the death of their father, separation or divorce of their parents. On the other hand majority of the respondents had both the parents living together in the family and some dropouts in nuclear families. In such families the elderly members are few. So the children are not looked after properly. In some families the economic incentives to educate their sons are far greater than for their daughters since boys are seen as productive assets for the parents. The families consider household work and child care as the responsibility of daughters and their education to be too costly in terms of the loss of labour for household work.

As most of the girls are admitted late, in the school early education is hardly completed before they are withdrawn from schooling due to achieving maturity. Therefore, there is no higher primary education in such cases. So it is generally assumed that rural children because of their social disabilities and economic backwardness may not be able to adapt themselves to school environment and may drop-out. School drop-outs are a manifestation of failure or non fulfillment of proper facilities and environment. Children dropped out as there were disturbances in studies due to less numbers of rooms and frequent quarrels-of parents and lack of parental interest in child's education. Poverty, unhealthy home environment and lack of parental support are the main causes due to which children drop-out of school.

The parents generally do not prefer girls education because they want them to get married fast. There are clear cut reasons for this. In case of the girls if the age increases beyond a certain limit before marriage, the society will look down upon the concerned parents. Some of the drop-outs families have small shops which supply goods and services for the poor family in almost all villages.

## 5. REMEDIAL MEASURES OF THE DROP-OUTS IN PRIMARY SCHOOL

For the purpose of this study when the researcher interviewed the parents and the drop-out children and also teachers they made the following suggestions to reduce the problem of drop-out.

**Table 2: Suggestions to reduce the drop outs problem -by parents**

Sl. No.	Particulars	Percentage
1	Free education Scholarship, Uniform food grain bags residential School should be available from 1st to VII standard for all categories low income families and also should coming in time.	225 (75.00)
2	Individual attention in the school	147 (49.00)
3	Education should be job oriented	150 (50.00)
4	Some-co-curricular activities should be available in every school with necessary play things	135 (45.00)
5	More school should be opened as well as student strength should be low.	108 (56.00)
6	Strict administration in education department	147 (49.00)

**Source:** Field Survey

From the Table No.2, it is clear that majority of the parents (75.00) percent are of the Opinion that the number of drop-outs can be reduced if free education is provides upto standard I to VII and with supply should be in time.(61.00) percent of the parents are of the opinion that more school should be opened and (50.00) percent of the parents expect education should be job oriented parents suggestion is really good because nowadays the job competition is very tough Hence, the children should be trained professionally in one or the other arts, so that they can start their own workshop or business. The dependence on government jobs has to be considerably reduced. Some parents opened that strict administration in the educational department 149(47.00) percent. The quality and success of any educational institution depends on the quality of its administration and management. All Government Schools suffer badly on this account. There is no direct supervision or control on the teachers running the schools. Any visitor can enter the school premises or leave the school premises, disturb the class room teaching as there is no fixed timing for visitors.

There is a tendency of all the teachers to abandon the classes and surround any visitor. These things reflect lack of education culture and discipline. Hence regular supervision by the concerned authority is a must for proper functioning of the schools. Village Panchayat of the local areas should be directly involved in the management of the primary schools. Their participation should be to looked after the academic side of the primary education in rural areas, provide workable solution to the problems and also generate or mobilize resources for the welfare of the school children, especially disadvantaged ones. There is also a need to decentralize the powers of recruitment, transfers and taking administrative decisions. Moreover financial powers of Head Master should be increased. Another proposal in this regard is to set up village level education committee involving active educated persons from that village. Responsibilities of learning material educational toys, teaching, aids can be handled by them construction and maintenance of buildings should be a responsibility of the Panchayat. Whereas over all supervision should be the responsibility of the Government.

**Table 3: Expectations of children to go to school regularly.**

Sl. No.	Particulars	Frequencies
1	Free education from 1st to VII Standard	70
2	Attractive School Environment	56
3	Parents responsibility	48
4	Parents should not expect any financial support from their children	58
5	Government some restriction should be given on the parents	65
6	Equal importance should be given to boys and girls	67
7	Literate parents	40
8	Easy syllabus	25

**Source:** Field Survey

Majority of the drop-outs children's expectations is free education should be provided from 1st to VII standard to reduce the drop-out due to poverty of the house(56.00) percent of the drop-outs opinion is

that schools must be attractive and school environment must be good. This refers to the poor investment in school buildings. As a consequence the quality of primary and upper primary schools has deteriorated owing to the huge pressure upon buildings and other infrastructures with rising student enrolment. The gross inadequacy of building infrastructure has led to a growing rate of drop-outs, failures and also low quality of primary education. It is really difficult to imagine how teachers can run classes from 1-IV and V-VII standards in a single and double room buildings or without any school building at all. The position of primary and upper primary schools according to the type of the buildings is as follows. Nearly 20 to 30 percent of primary and upper primary schools does not have spacious buildings only Karhacha thatched tents. (58.00) percent of the drop-out Children very strongly felt that their parents should not expect any financial support from them. This is due to the poverty and they have every night to use them as laborers. Hence their attitude has considerably increased the drop-out rates in rural areas. (68.00) percent of the drop-outs expect that parents should take responsibilities for their children duration and than majority of the drop-outs opinion is education should be adopted compulsorily. This is (68.00) percentage of the drop-out opinion because children are depending upon their parents, so they have to be obedient to them. Lastly (68.00) of the drop-outs opinion is that equal importance should be given to boys and girls education by the parents.

**Table 4: Suggestions to reduce the Drop-out rate by the teachers:**

Sl. No	Particulars	Frequencies
1	Compulsory education should be strictly made by Government	58
2	Some restriction should be given to the drop out parents	49
3	Government facilities should be provided to all categories students	50
4	Child labor act should be strictly implemented	58
5	Parents are the teachers between relationship should be co-operative.	44
6	Government should supply one Clark for non teaching activities.	59
7	New Educational programmes should be long period.	53
8	Pupil and teacher, ratio is should be average.	52
9	Government facilities should be coming in time.	57

**Source:** Field Survey

Firstly - compulsory education should be strictly implemented by Government (58.00) per cent of the teachers opined it. It is absolutely correct because it will force the drop-out parents to send their children to school daily.

Secondly-some restriction should be given to the drop out parents (49.00) percent of the teacher suggest this, Because parents irresponsibility is main cause for drop-outs, some restriction should be given by the government. Naturally drop-out rate will decrease slowly.

Thirdly- (58.00) percent of the teachers felt that child lab our act should be strictly implemented by government Employment of child labour should be made cognizable offence and the punishment should be made severe. It is difficult to make a precise estimate of the magnitude of child lab our in the state. One difficulty in estimating how many children work is that many work without wages in the field or in the cottages along with their parents. Most of the children's work in unorganized sector. The children who graze their own cattle, fetch water and wood are not classified as working children. The number of children employed in cottage industry as domestic servants, helpers on construction sites etc. are only considered as child labour. In rural house holders it is more among agriculture families. When agriculture families are compared to non-agricultural families, child labour is very high in agricultural families. Female child labour participation rates are very much higher than their counter part among non-agricultural families.

Fourthly-(59.00) percent of teachers suggest that supply of one Clark-because non teaching burden on teacher must be reduced and next comes (53.00) percent of the teachers told that new programmers should be therefore long time because, when government adopts so many programs for improving the primary education some programs are very short period. So it is not possible to adjust quickly to the children

Further one programs is different from another program and takes long time for adjustment to teachers and children also.

Lastly (52.00) percent of the teachers were given Teacher and pupil ratio should be average Higher teacher pupil ratio adversely effects the quality of education. And further comes that government facilities. Thus should be coming in time and equal supply should be therefore all low income families, (i.e. SC, ST, OBC and GM categories). It is very important because Government supplies only SC, ST student sometimes Government's educational material comes at a very late stage which may not be very helpful to the children. Hence, timely supply of equipments is very much necessary.

## 6. CONCLUSION

The analysis of the fieldwork clearly indicates that the problem of drop-outs is very serious in Belgaum district and especially in rural areas. It results huge wastage of money, energy, time, etc. on the part of the government as well as the parents. Apart from these, there are many other reasons like sickness of children, migration of parents, unhappy family environment not suitable school, houses, inferiority feelings, mishandling of pupils by teacher, etc. which are equally important in deciding the drop-outs from schools. This needs further elaborate study. The problem of drop-outs is a much dimensional problem. There are several reasons for the drop-outs. The most important reason is the poverty. Hence, the government has to take a bold step in implementing the programme to universalisation of primary education in our county. This problem can be effectively tackled if parents, teachers and government join hands fruitfully.



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