

**A Study of The Dropouts of Students At Primary Level in
Government Schools of Fazilka District**

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Abstract

The investigator has tried to study the Dropouts of students at Primary Level in Govt. Schools of Fazilka District. A sample of 100 students of Primary Level was selected by using simple random sampling technique. As a result significant difference was found in mean scores of dropouts of students with respect to their gender boys and girls. The boys had the reason to drop out more as compared to their counterparts. Further, no significant difference was found in the mean scores of dropouts of students with respect to the locality of school (Urban and Rural). Significant difference was found in the mean scores of dropouts of students at with respect to the educational status of parents (Educated parents and uneducated parents).

Keywords: Primary Level, Government School, Realization, Indian Leader, Student, Education

Introduction

India has the second largest educational system in the world after China where in more than 1 million primary and secondary school cater to the educational needs of the Indian children. Within the total educational system, Primary 1 and Secondary 2 form the main bulk of schools of India. Since Education is a critical issue in human resource development, earlier Indian planners paid great attention for improvement in this sector. Subsequently with the introduction Human Development Index and Gender Related Development Index by United Nations, which accord a large proportion of their criteria to educational factor, it becomes all the more necessary for all nations of the world to give priority attention to this sector.

Realization of importance of education by Indian leaders in late Nineteenth century paved the way of spread of modern education, and women's education. Starting from the 3rd plan special attention was paid in all subsequent plan periods. The National Policy on Education (1986) planned out Program of Action. A number of schools, especially for girls, increased over the years. Starting with setting up new schools specially schools for girl children, number of schemes and incentives were launched for the purpose. In addition to provision of schools and financial support, attention was also paid for development of appropriate curriculum, publication of text books, and their revision. Along with infrastructure and education material, efforts were also made for appropriate Human Resource Development i.e. Teacher's Training who can scientifically deliver the interventions. As a result however, still there is gap in India's educational expenditure. Educational statistics point out that even today every village does not have primary school.

India's education system expanded exponentially over the past five decades. However, its current achievements are grossly inadequate for the nation to realize its potential greatness. India enrollment rate-cutting across gender, region, class, caste, states, rural-urban divides- has witnessed remarkable improvement in the last decades of 20th century. However, gap remains in retention rate of dropout rates 3.

In addition to gender inequality in all educational issues, there are great inter region, inter-state even inter district variations in Rate, Enrollment Rate, Drop-out Rate etc.

Issues Related to Dropout of School Children

The disparities in attainment of literacy cutting across all states, the short falls and inequality notwithstanding, there is no denial of the fact that there is great transition taking place in respect of Literacy Rate across all states of India. The critical hurdle in attainment of total literacy is, perhaps, drop-out followed by environment of students. While the Gross Enrolment Ratio, especially classes I – V, is almost nearest 100 percent, the biggest hurdle today is checking the ‘dropout’ i.e. discontinuity, and retention of children. A number of research studies have pointed out inadequacies within the educational system as also in socio-economic matrices of the country. Major hurdles identified are:

Learning Environment i.e. Physical Infrastructure of the schools, including class-room facilities, drinking water, and toilets etc., distance from home, the available funds for education for teachers, their capacity building as well as the cost of continuing teacher’s education-through distance learning etc. are not available.

Social Attitude towards education especially of girls education, are some of the major constraints in continuation of schooling by the students. Apart from availability, accessibility and mobility issue in spread of literacy and discontinuity of education(drop-out), there are number of other factors for school dropout, specially children of rural remote areas, children of BPL families, schedule caste, schedule tribe, OBC minority and specially girl children to discontinue (drop-out) their studies at various levels (Primary, middle and secondary) of school education. Prominent factors are: poverty and search for the income generating activities for male children and marriage of girls in the children of these especially disadvantaged groups.

In addition, in recent years number of studies by researchers and government agencies point out the importance of “Early Childhood Education (ECE)” or pre-school education and social mobilization and community involvement in education. Early initiation in simple habits like sitting in classes at a stretch, taking the lessons/instructions from teachers understanding, assimilating and importance in shaping the child’s future, school life. Retention of children in school and completion of schooling are much higher for those children who have undergone pre-school training under various systems including Anganwadi centers.

Review of Related Research

Muthukrishna, Nithi (1998) studied an ongoing problem at the school and the fact was that children had no birth certificate. This made the admission process very difficult because the department of education has ruled that no child without a birth certificate should be enrolled at the school. Parents would not register their children and obtain birth certificates for various reasons: financial, apathy, time constraints-many parents work away from home, grandmother are illiterate and not empowered to get through the process.

Inter Academy Council (1999) A report states that there are also constraints for girls who remain with their families. While tuitions and text books at the pre-college levels are often provided at negligible cost in the more prosperous economies, they are frequently a major financial constraint to people in developing countries. Parents generally spend what income they have on educating and even when money is available for educating daughters these children are often put to working for their families doing a variety of domestic tasks. This practice lead to poor performance at school or even

dropping out of formal education altogether. In Ethiopia, for instance women have a greater chance of dying in childbirth than of finishing primary education.

Rahuman(2009) made a study on some aspects of the primary and primary education of the Miling tribe of Assam. The study addressed itself to issue of enrolment and dropout and relationship between the appointment of teachers and teacher student ratio. Samples of 500 families were selected from nine villages randomly and the head of each family was interviewed. The study revealed that poverty, lack of infrastructure and literacy among parents are the main constraints for of low enrolment among the tribal children. Many people from the tribal community dropped out between the primary and primary levels and between primary and college levels.

Shaikh(2013) in his study of life style of slum dwellers and its relation with education revealed that though many of slum family heads could not have education for themselves they had a positive attitude towards education. Some of the parents engage their children in the family crafts, and did not see any purpose in education. The children who get education show a positive attitude towards education. The life style of slum dwellers were so worse-gambling, drinking, prostitution, juvenile, delinquency were widespread among the slum dwellers.

Objectives

1. To compare the mean score of dropouts of students at Primary level in government schools of Fazilka District with respect to their gender.
2. To compare the mean scores of dropouts of students at primary level in government school of Fazilka District with respect to the locality of School (Urban and Rural).
3. To compare the mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to the educational status of parents (educated parents and non-educated parents).

Hypotheses

1. There is no significant difference in mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to their gender (boys and girls).
2. There is no significant difference in the mean scored of dropouts of students at primary level in government schools of Fazilka District with respect to the locality of school (Urban and Rural).
3. There is no significant difference in the mean scores of dropouts of students at primary level in government school of Fazilka District with respect to the educational status of parents (educated parents and non-educated parents).

Research Design

In the present study, descriptive survey method was used.

Sample

A sample of 100 students of fifth standard from ten primary schools (Five Rural + Five Urban) of Fazilka District was selected on random basis.

Tool Used

A Self-made tool was used for data collection. The tool was developed by the investigator.

- i) Questionnaire-Scale on reasons of dropout of students from school (five point scale). (for students only)

Statistical Techniques Used

Mean, S.D. and t-test were used to analyse the data.

Analysis And Interpretation

Table1.
Comparison of the mean scores of dropouts of students at Primary Level in government schools of Fazilka District with respect to their gender

Groups	Number	Mean	S.D	S.Ed.	t-ratio
Boys	60	67.33	2.83	0.84	7.34
Girls	40	61.16	2.58		

Significant at 0.01 level

Table 1 reveals that calculated 't' value is 7.34 which is greater than the table value. Therefore calculated 't' value is significant at 0.01 level of significance. Hence the null hypothesis H01 "There is no significant difference in mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to their gender (boys and girls)" is not accepted. Therefore, there is significant difference in mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to their gender (boys and girls). The mean score of boys is greater than that of the girls.

So, it can be interpreted that the boys have the reason (possibility) to drop out more as compared to their counterparts. It might be due to the reason that the boys are sent to earn their living from a very tender age to support their family and tend to dropout.

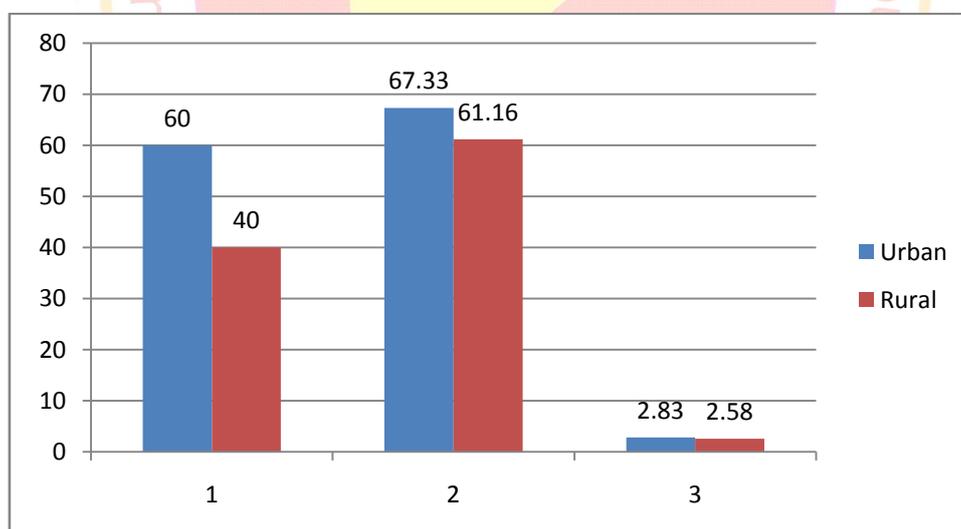


Figure1. Histogram showing significant difference in the mean scores of Dropouts of students at primary level in government school of Fazilka District with respect to their gender (boys and girls)

Table 2.
Comparison of the mean scores of dropouts of students at primary level in government school of Fazilka district with respect to the locality of school (Urban and Rural)

Groups	Number	Mean	S.D	S.Ed.	t-ratio
Urban	55	64.29	2.83	0.84	1.58
Rural	45	65.62	2.38		

Not Significant at 0.05 level

Table 2 reveals that calculated ‘t’ value is 1.58 which is less than the table value. Therefore calculated ‘t’ value is not significant at 0.05 level of significance. Hence the null hypothesis H02 “There is no significant difference in the mean scored of dropouts of students at primary level in government schools of Fazilka District with respect to the locality of the school (Urban and Rural)” is accepted. Therefore , there is no significant difference in mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to the locality of school (Urban and Rural).

This might be due to the reason that both urban and rural students get equal opportunities in the school and there exists no discrimination among them in the school environment.

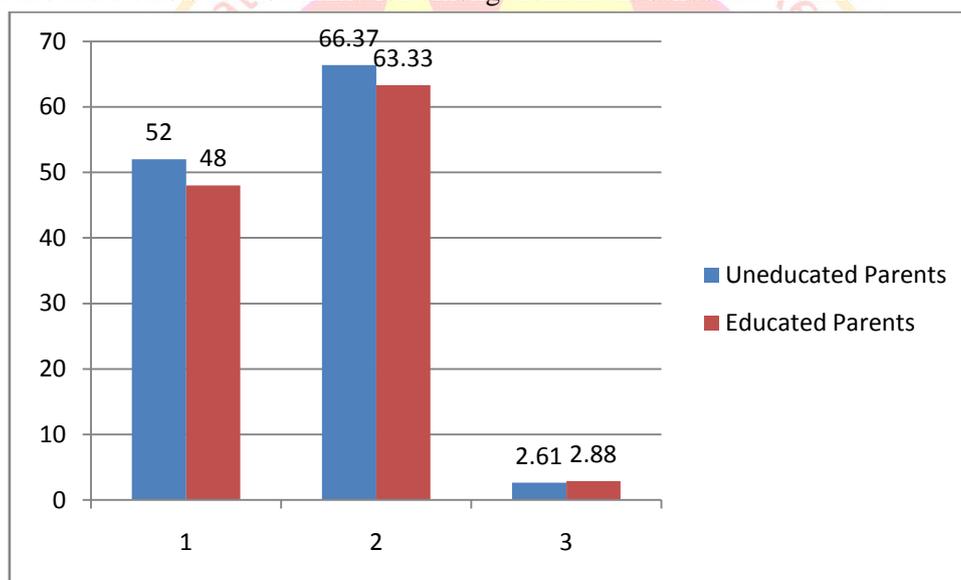


Figure 2: Histogram: showing significant difference in the mean scores of dropouts of Students at primary level in government schools of Fazilka District with respect to the locality of school (Urban and Rural)

Table 3:
Comparison of the mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to the educational status of parents (educated parents and uneducated parents).

Groups	Number	Mean	S.D	S.E.d	t-ratio
Uneducated Parents	52	66.37	2.61	0.86	3.53
Educated Parents	48	63.33	2.88		

Significant at 0.01 level

Table 3 reveals that calculated ‘t’ value is 3.53 which is greater than the table value. Therefore calculated ‘t’ value is significant at 0.01 level of significance. Hence the null hypothesis H03 “There is no significant difference in the mean scores of dropouts of students at primary level in government school of Fazilka District with respect to the educational status of parents(educated parents and non-educated parents)” is not accepted. Therefore, there is significant difference in mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to the educational status of parents(educated parents and uneducated parents).

The mean score of students of uneducated parents(66.37), is greater than the mean score of educated parents (63.33).

So, it can be interpreted that students whose parents are uneducated are less motivated to attend the school and as a result the reason(possibility) towards dropout is high among those students. This indicates that students whose parents are educated are more motivated to attend the school and the reason(possibility) towards dropout is low among those students.

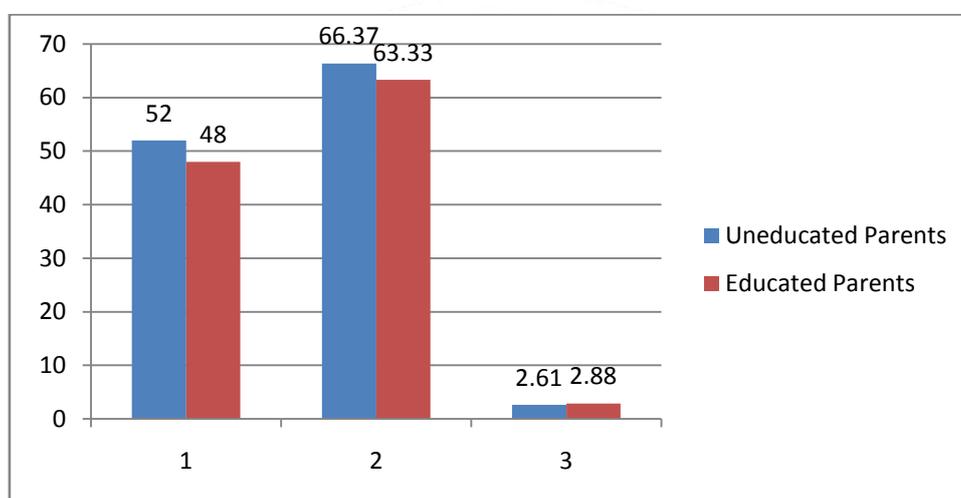


Figure 3: Histogram showing significant difference in the mean scores of Dropouts of students at primary level in government schools of Fazilka District With respect to the educational status of parents (Educated parents and Uneducated parents)

Findings

1. Significant difference was found in mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to their gender (boys and girls).
2. No significant differences was found in the mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to the locality of school (Urban and Rural).
3. Significant difference was found in the mean scores of dropouts of students at primary level in government schools of Fazilka District with respect to the educational status of parents (Educated parents and Uneducated parents).

Conclusion

It can be concluded that the boys have the reason (possibility) to drop out more as compared to their counterparts. It might be due to the reason that the boys are sent to earn their living from a very tender age to support their family and tend to dropout. Further it can be concluded that there exists no significant difference in the reason towards dropout among the students coming from urban

areas or the students attending the school from the rural areas. This might be due to the reason that both urban and rural students get equal opportunities in the school and there exists no discrimination among them in the school environment. Further, the students whose parents are non-educated are less motivated to attend the school and as a result the reason towards dropouts is high among those students. This indicates that students whose parents are educated more motivated to attend the school and the reason towards dropout is low among those students.

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