

# Assess the factors associated with school dropout among children

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**Abstract:** Currently, India is a leading player in the UNICEF-UNESCO Out-of-School Children Initiative, which includes children at risk of dropping out of school as a focus. A survey research design was used. A total of 30 children who fulfilled the inclusion criteria were selected by a snowball sampling technique. A structured questionnaire was used for data collection among children in selected area of Sasaram. Data was collected regarding school dropout. Data entry and analysis was carried out in Microsoft excel. Statistical analysis was done by using frequency. Out of 30 respondents, 16(53.33%) of them belong to 9-11 years of age, 7(23.33%) of them belong to 12-14 years, 7(23.33%) of them belong to 15-16 years. children Gender depicts majority of them are 16(53.33%) belong to male, 14(46.33%) belongs to female. number of members in family are 1(3.33%) less than three family member, 5(16.66%) are four family member, 5(16.66%) are five family member, 19(63.33%) are more than five family members. any major physical illness is 0(0%). any major mental illness 0(0%). parents in relation to their education factors indicated 0(0%) of them belong to Graduate, 10(33.33%) of them belong to secondary education, 4(13.33%) of them belong to primary education, 16(53.33%) of them belong to uneducated. parents in relation to their education factors indicated 0(0%) of them belong to Graduate, 3(10%) of them belong to secondary education, 8(26.66%) of them belong to primary education, 19(63.33%) of them belong to uneducated. It is concluded that the children in relation to their classroom factors indicated 8(26.66%) of them having no clean wash room in their school, 18(60%) of them having difficult to understand the study, 14(46.66%) of them belong to location far from the school. Percentage wise distribution of children in relation to their children factors indicated 23(76.66%) of them belong to inadequate support from the family.

**Keywords:** Dropout, education, factors, school, school going children.

## INTRODUCTION

The dropout issue in India is of particular importance and interest. India has made extraordinary progress over the past decade in increasing access to elementary education, now reaching 96% of school-age children. Having brought so many children into school, particularly those from the most vulnerable groups, it is logical to turn attention to retaining them through the elementary cycle. The 2009 Right of Children to Free and Compulsory Education Act will ensure that the norms, standards and conditions essential to accessible, quality elementary education are in place. Few countries have introduced such far-reaching reforms or demonstrated such commitment to education for all children, including those the weakest and most disadvantage groups. Currently, India is a leading player in the UNICEF-UNESCO out-of-school children initiative, which includes children at risk of dropping out school as a focus.<sup>[1]</sup>

The Right of Children to free and Compulsory Education Act' or 'Right to Education Act also known as RTE', is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of Free and Compulsory education for children between 6 and 14 years of old in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010 the Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools (Except the minority institutions) to reserve 25% of seats for the poor and other categories of children (to be reimbursed by the state as part of the public-private partnership plan). Children are admitted in to private schools based on caste-based reservations. It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or A causes of school drop outs in Baganpara Circle of Baksa District in Assam.<sup>[2]</sup>

The NITI Aayog 'SDG India Index - Baseline Report 2018', states that the average annual dropout rate at secondary level is 17.06 percent, against the 2030 target of reducing this rate to below 10 percent. With 39.73 per cent school dropout rate at the secondary level, Bihar stands at the last place.<sup>[3]</sup>

Arunachal Pradesh, Bihar, Jharkhand, Mizoram and Nagaland top the school dropout rate in India. West Bengal, Tripura and Odisha not far behind with close to 28 per cent. Arunachal Pradesh has recorded the highest decline from 14.49 in 2014-15 to almost 30 percent in 2016-17.<sup>[4]</sup>

Factors were socioeconomic insufficiency, lack of family support, lack of academic skills, insufficiency of guidance services, inflexibility of the curriculum, disregarding the individual characteristics, insufficiency of the teaching techniques, socioeconomic and cultural characteristics of the school environment. Most of the factors are seen, according to the researcher, as being external to the students.<sup>[5]</sup>

School dropout is an unwanted result in one's period of education, not only because of losing individual gains sustained by education but also because of its negative collective results in the whole society (Kronick, 1994). Lots of studies show that dropouts are more likely to become unemployed, to work for low wages, to have health problems and to have criminal records than the non-dropouts (Belfield & Levin, 2007). Considering the transformative role of education, school dropout naturally hinders to achieve learning outcomes, and accordingly, causes the waste of resources allocated for education in every level.<sup>[6]</sup>

School dropout has been defined as leaving education without obtaining a minimal credential, most often a higher secondary education diploma (De Witte et al., 2013). Estimates of dropout rates seem to be higher in South and West Asia (43%) and sub-Saharan Africa (36%), while other geopolitical areas such as East Asia, and Europe show similar lower dropout rates (between 4 and 12%) (United Nations Educational, Scientific and Cultural Organization, 2012; European Commission Education Training, 2013). In Spain, where the present study is conducted, dropout rates are estimated as high as 22% (Andrei et al., 2012; Korhonen et al., 2014) with a greater incidence among males (26.6%). Although there is great diversity of standards by which school dropout and completion are measured across various studies (Cataldi et al., 2009), these figures illustrate the relevance of school dropout worldwide and ask for a close study of its causes and consequences.<sup>[7]</sup>

## NEED FOR 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 live in remote regions and the plantation sectors are employed as domestic servants 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.

Children are entitled to a free, quality basic education. Recognizing this entitlement, world leaders made the achievement of universal primary education by the year 2015 one of the Millennium Development Goals. In 2004, this goal appears to be out of reach for many poor countries. School attendance, especially for girls, is far from universal, and many children drop out of school before completing their primary education. Many children who do attend school receive an inadequate education because of poorly trained, underpaid teachers, overcrowded classrooms, and a lack of basic teaching tools such as textbooks, blackboards, and pens and paper.<sup>[8]</sup>

## PROBLEM STATEMENT

“A study to assess the factors associated with school dropout among children in rural areas of Mahadeva Sasaram, Rohtas.”

## OBJECTIVES

1. To assess the factors associated with the school dropouts among children.
2. To find out the association between factors associated with the school dropouts with their selected socio-demographic variables

## RESEARCH METHODOLOGY

### Research Design

The researcher adopted descriptive survey research design.

### Setting of the study

This study was conducted in Bowliya, Mahdewa, Veda, rural area of Sasaram, Rohtas Bihar.

### Accessible population

The accessible population of this study children who left the school before completion of academic year

### Sample

Children who left the school before completion of academic year and available at the time of data collection.

### Sample size

In this study, total sample size is 30 children.

### Sampling technique

In this study use snowball sampling technique

### Criteria for sample selection Inclusion criteria

- School dropout children between class 5 to 10.
- Children who are available during the period of data collection.
- Children who are willing to participate in the data collection.
- Children who know any language.

### Exclusion criteria

- Children who are not available at the time of data collection.
- Lack of cooperation by the children.

## DATA COLLECTION PROCEDURE

Prior to data collection a written permission was obtained from the mukhiya of rural area of the Sasaram, Rohtas Bihar.

For the study, 30 samples were selected by snowball sampling technique.

The researcher met the subjects and explained about the purpose of the research and assured confidentiality and anonymity and consent was obtained from the subjects. The researcher adopted descriptive survey research design. The demographics variables were collected by using structured questionnaire design by using yes or no which had 30 questions for 20 minutes.

## MAJOR FINDING OF THE STUDY

### Objective -1: To assess the factors associated with school dropouts among children.

SL NO.	School/classroom factors	Y N (%)	No N (%)	X <sup>2</sup>
1	Was your school located far away from your home?	14 (46.66%)	16 (53.33%)	Chi-value-0.133
2	Studying at school was way too difficult to understand?	18 (60%)	12 (40%)	Chi-value-1.2 p-value-0.273
3	Did you ever get suspension from school due to any indisciplinary activities?	4 (13.33%)	26 (86.66%)	Chi-value-10.8 p-value-0.001
4	Have you face any severe punishment or act of torture at school?	10 (33.33%)	20 (66.66%)	Chi-value-3.333 p-value-0.067
5	There was proper clean washroom?	22 (73.33%)	8 (26.66%)	Chi-value-6.533 p-value-0.010
<b>Children factors</b>				
1	Did you feel ashamed of bad comments or slang words by your friend?	11 (33.66%)	19 (63.33%)	Chi-2.133p-0.144
2	Did you use to invest your time in other activities rather than studies?	16 (53.33%)	14 (46.33%)	Chi-0.133p-0.715
3	Do you have any habit of delinquent behaviour?	1 (3.33%)	29 (96.66%)	Chi-26.133p-3.186
4	Did you leave the studies due to inadequate support from the family?	23 (76.66%)	7 (23.66%)	Chi-8.533p-0.003
5	Do you have any habit of addiction (smoking, Alcohol) that violated the rules of school?	1 (3.33%)	29 (96.66%)	Chi-26.133p-3.186
<b>Peer factors</b>				
1	Did you feel any kind of discrimination regarding study among your friend?	7 (23.33%)	23 (76.66%)	Chi- 8.533 p- 0.003
2	Did you drop the school after fighting with your friend?	6 (20%)	24 (80%)	Chi-108 p-0.0010
3	Did your peer cooperate you in study?	18 (60%)	12 (40%)	Chi- 1.2 p- 0.273
4	Did your friends help you in school competitions?	14 (46.66%)	16 (53.33%)	Chi- 0.133 p- 0.715
5	Did your friend divert from studies?	9 (30%)	21 (70%)	Chi-4.8 p-0.028
<b>Parental factors</b>				
1	Did you use to motivate your child to go to school?	14 (46.66%)	16 (53.33%)	Chi- 0.133 p- 0.715
2	Did you force your child to attend school?	7 (23.33%)	23 (76.66%)	Chi- 8.533 p- 0.003
3	Did you use to punish and harshly treat your child regarding their class performance?	6 (20%)	24 (80%)	Chi- 10.8 p- 0.001
4	Have your child's friends also dropped out of school?	13 (43.33%)	17 (56.66%)	Chi- 0.533 p- 0.465
5	Did you engage your child in domestic activities other than study?	23 (76.66%)	7 (23.33%)	Chi- 8.533 p- 0.003

Among 30 children, in school/classroom factor children were school located from there home is 14(46.66%) and children having studying at school was way to difficult is 18 (60%).  
 In children factors children were invest there time in other activities rather than the studies is 16(53.33) and children leave there study due to inadequate support for family is 23(76.66%).  
 In peer factors 18(60%) children have support of their peer in study while 12(40%) do not have support.  
 In parental factors parents engage there children in domesticactivities other than study is 23(76.66%).

**Objective -2: To find out the association between factors associated with school dropouts with their selected socio-demographic variables.**

**Socio-demographic variables of children: -**

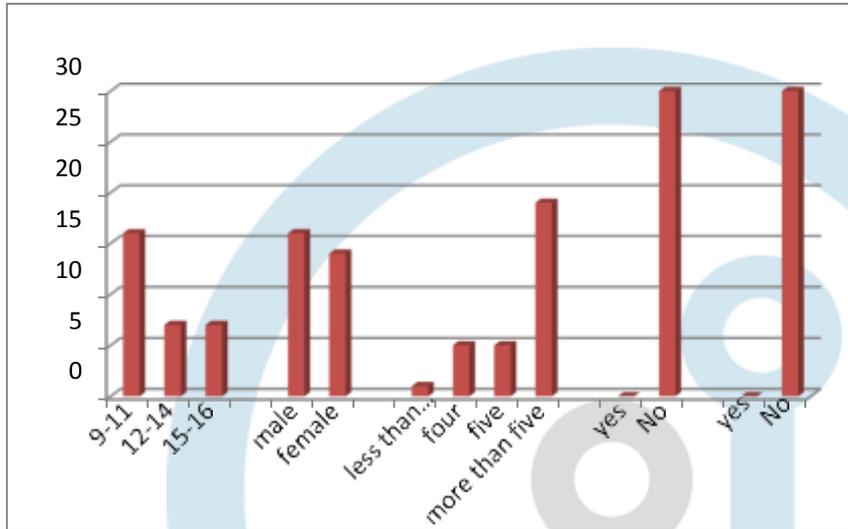


Figure 1. Distributions of demographic variables of children's

**Age**  
 Percentage wise distribution of children in relation to their age group indicated 16(53.33%) of them belong to 9-11 years of age, 7(23.33%) of them belong to 12-14 years, 7(23.33%) of them belong to 15-16 years.

**Gender**  
 Percentage wise distribution of children Gender depicts majority of them are 16(53.33%) belong to male, 14(46.33%) belongs to female.

**Total numbers of member in family**  
 Percentage wise distribution of number of members in family are 1(3.33%) less than three family member, 5(16.66%) are four family member, 5(16.66%) are five family member, 19(63.33%) are more than five family members.

**Any major physical illness**  
 Percentage wise distribution of any major physical illness are 0(0%).

**Any major mental illness**  
 Percentage wise distribution of any mental illness are 0(0%).

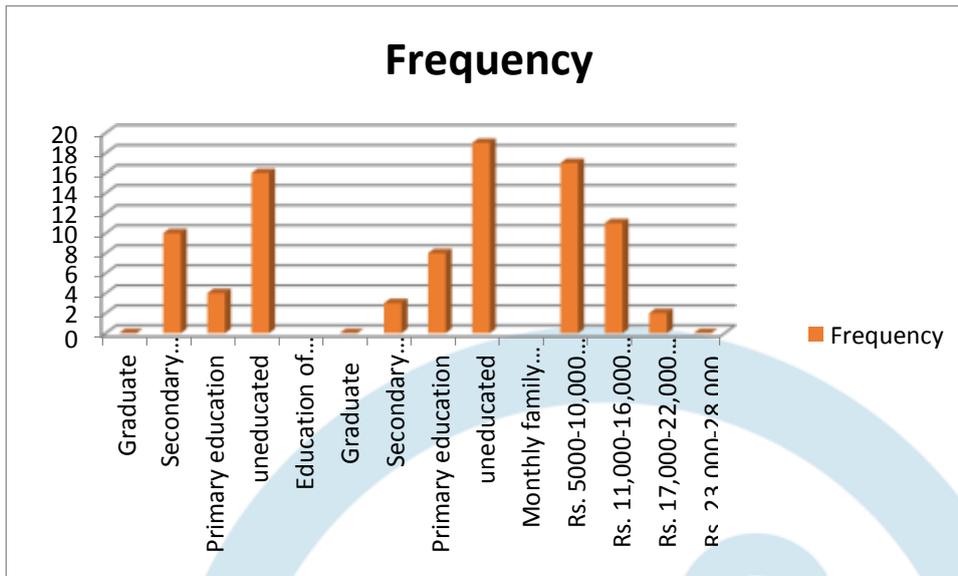
**Socio-demographic variables of parents: -**

Figure 2. Distribution of demographic variables of parents.

**Education of Father**

Percentage wise distribution of parents in relation to their education factors indicated 0(0%) of them belong to Graduate, 10(33.33%) of them belong to secondary education, 4(13.33%) of them belongs to primary education, 16(53.33%) of them belong to uneducated.

**Education of Mother**

Percentage wise distribution of parents in relation to their education factors indicated 0(0%) of them belong to Graduate, 3(10%) of them belong to secondary education, 8(26.66%) of them belongs to primary education, 19(63.33%) of them belong to uneducated.

**Monthly family income**

Percentage wise distribution of parents in relation to their family income indicated 17(56.66%) of them belong to 5,000-10,000 per month, 11(36.66%) of them belong to 11,000-16,000 per month, 2(6.66%) of them belong to 17,000-22,000, 0(0%) of them belong to 23,000-28,000 per month.

**DISCUSSION**

Arjun N. R. Kishore and K. S. Shaji, (2012) conducted a study to school dropout: examining the space of reasons Dropping out of school is a worldwide phenomenon with drastic mental health consequences for children, families and society. This study examines school dropouts in one district in Kerala with an emphasis on looking at multiple reasons for the problem. The most common “reason” was various Physical disorders (80, 21.8%) followed by Mental Retardation (77, 20.9%). Child labour (Employment) came last (30, 8.1%) as a “reason” while financial issues constituted 50 (13.6%). Family issues accounted for 63 (17.1%) and School-related issues 68 [18.5%] This study highlights the need to examine a space of reasons for this phenomenon with active involvement and coordination of multiple agencies to examine and support getting children back to school and prevent dropouts.<sup>[9]</sup>

Srinivasan Venkatesan, (2017) conducted a cross sectional survey on school drop-outs in rural settings was carried out using open-ended interview formats and demographic data sheet on a sample of 120 parents, teachers and drop-out children. Their perceived/reported reasons for school drop-out yielded nearly sixty causes. Their empirical domain wise classification revealed three major clusters with significant differences in the reported causes in relation to gender, occupation and educational status of teachers; SES and education of parents; and, gender of the drop-out children themselves. The results are represented and implications for their remediation are discussed illustratively on a triple Venn diagram with intersecting subsets of overlapping and independent perceptions between the respondents-parents, teachers and drop-out students respectively.<sup>[10]</sup>

Baisakhi Sarkar, (2015) conducted descriptive survey study to determine the prevalence of school dropouts and its association with selected factors among of 6-19 years in a Rural Community of West Bengal, Objectives of this descriptive survey was to identify (i) the prevalence of school dropouts (ii) factors of school dropout and (iii) its association with selected factors. After getting ethical permission non probability sampling technique was used to select setting and random sampling technique was used to select sample. Children of 6-19 years were 147 and their 95 parents, who met inclusion criteria were interviewed. Result shows among 14.28% school dropouts majority are 12-13 years of age. Main reason for school dropouts are “distance of school from residence”. Chi-square test of association of school dropout with socio economic conditions of the family, school accessibility, child’s interest in education and parents’ views on equal education was found to be highly significant at 0.05 level of significance.<sup>[11]</sup>

## CONCLUSION

On the basis of finding of the study obtained following conclusion drawn.

Children in relation to their age group indicated 16(53.33%) of them belong to 9-11 years of age, 7(23.33%) of them belong to 12-14 years, 7(23.33%) of them belong to 15-16 years of children Gender depicts majority of them are 16(53.33%) belong to male, 14(46.33%) belongs to female.

Number of members in family are 1(3.33%) less than three family member, 5(16.66%) are four family member, 5(16.66%) are five family member, 19(63.33%) are more than five family members.

10(33.33%) of them belong to secondary education, 4(13.33%) of them belong to primary education, 16(53.33%) of them belong to uneducated.

Parents in relation to their education factors indicated 0(0%) of them belong to Graduate, 3(10%) of them belong to secondary education, 8(26.66%) of them belong to primary education, 19(63.33%) of them belong to uneducated.

The finding of the study it is concluded that the children in relation to their classroom factors indicated 8(26.66%) of them having no clean wash room in their school, 18(60%) of them having difficulty to understand the study, 14(46.66%) of them belong to location far from the school.

Percentage wise distribution of children in relation to their children factors indicated 23(76.66%) of them belong to inadequate support from the family.

The study proved that there was no significant association between the school dropout and selected demographic variables such as age, gender, total number of family member, any physical illness, any mental illness. Hence the hypothesis is accepted.

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