

CHAPTER - II

THE DROP OUT PROBLEMS AND RESEARCH

ALIMINOLOGY

CHAPTER - II

THE DROP-OUT PROBLEMS AND RESEARCH

METHODOLOGY

SECTION I - REVIEW OF LITERATURE

I n t r o d u c t i o n :

To-day there are two major problems which all the educational institutions have been facing in India. One of them is school Drop-out problem and other problem is illiteracy. The word "School Drop-out" itself indicates the meaning clearly. School Drop-out problem means those who have discontinued their school education and wasted their time and money. It is the universal problem in every nation. But in India, it is a great problem because our 80% population lives in the rural areas and other thing is problem of population explosion. It was Hartog Committee, 1929 which first drew attention to the wide prevalence of wastage and stagnation. The Committee defined the mean "Wastage" (School Drop-out) the premature withdrawals of children from school at any stage before the completion of education.¹ In other words it is called School Drop-out children. The Committee defined

1. Das K.K. 1986 - Development of education in India. P 103

school Drop-out meaning financial wastage.

Definition : Drop out.

According to New Webster's Dictionary 1981, Drop-out means - A withdrawal; one who withdraws or from membership ; one who withdraws before completion of a course of institutions ; A person who discontinues his formal education prior to graduation as from high school or college.

According to the Random House Dictionary of the English language, 1966 Drop-out means An An act or instance of dropping out; a student who withdraws before completing a course of instructions ; A person who withdraws from high school.

As per the above definitions it is clear that the term Drop-out is connected with students, who leave school or discontinue their formal education. It is common experience of primary school teachers and High School teachers that all children who are admitted to Class-I and

....

not able to complete their primary or High School education within the prescribed minimum period. Some of the Drop-out (leave the school) at one stage or the other if a child leaves the school without completing the primary course or if he fails in a class then the investment does not give commensurate returns. As such both money and human resources are wasted. This is called educational wastage. " Thus the educational wastage has two components.

- i) Failure or grade repetition and
- ii) Drop-out, which means premature withdrawal.²

According to S.T. Cornelius (1979) a School Drop-out means " A child who leaves school before completing his formal education and who wastes his time and money". Failure further he elaborates school Drop-out meaning as follows :

" There are 42,000 poorest poor school going children supported in India by 'KINDENNOTHILFE' Organisation of West Germany through fosterhip grants. Each child through his foster-parents gets 24 D.M. (Rs.100/-) per month for school and educational purposes. According to his data the meaning and

2. See K.K. 1986 Development of Education in India P. 104

nature of wastage of money on account of Drop-out becomes clear.

SCHOOL DROPOUTS STANDARDISE³

Child Age	Std.	Expenses per year	Drop-out Std.	Total Wastage Rs.
10	V	Rs. 1,200/-	V	Rs. 1,200/-
11	VI	Rs. 1,200/-	VI	Rs. 2,400/-
12	VII	Rs. 1,200/-	VII	Rs. 3,600/-
13	VIII	Rs. 1,200/-	VIII	Rs. 4,800/-
14	IX	Rs. 1,200/-	IX	Rs. 6,000/-
15	X	Rs. 1,200/-	X	Rs. 7,200/-

Thus it is clear that the Drop-out means wastage of money as well as time (age).

A number of studies and reports are published on the subject wastage in education but there very few studies published on School Drop-out problem. A very few studies are undertaken at secondary level and University level. A

3. Cornelius S.T. - 1979 Article "Child Care Ministry"
(Church of South India for Child Care) P.2
Bangalore.

few studies are conducted related to the wastage in girls education. There are many researches who have paid much attention towards primary school children. But it is equally important to study nature and causes of school drop-out at the secondary school level.

Hali (1978-79) also undertook a study "Educational problems in the middle School". He observed that the picture of S.S.C. Examination results was very poor and resulted in drop-outs and educational wastage.⁴ According to him he has given S.S.C. examination result during year 1975 to 1978 as follows :

<u>S.No.</u>	<u>S.S.C. Exam.</u>	<u>Percentage of Result</u>
1.	March, 1975	50%
2.	November 1975	93%
3.	October, 1976	41%
4.	March, 1977	15%
5.	April 1978	41%

4. Hali M.G. - 1979 - Project Report "A Critical Study of Secondary Board Examination result" (Shivaji University, Kolhapur.) P. 17

EDUCATIONAL METHODS OF IDENTIFYING CAUSES -

DIRECT METHOD :

The School Drop-outs and their parents are directly interviewed to ascertain the causes of dropping out or premature withdrawal from school. The draw back of this method is that the causes are all coloured by the respondents perceptions. One way to get true information is to interview the drop-outs. The respondent, especially girls are not usually likely to supply information easily. But one has to go round and create confidence in them, then only one may induce them to answer questions to one's satisfaction. The answers of the drop-outs may be supplemented by the answers of the parents and then only one can get true information. The main difficulty in the interview method is to get addresses of the drop-out children, because schools do not keep record about the addresses of students.⁵

This method has been used in many of the studies related to Secondary Education.

5. Shirgopiker S.C. - 1982 " A study of Wastage in Education of Girls Std. VIII to X in Kolhapur Corporation area." p. 63

INDIRECT METHOD⁶ :

The causes of school drop-out or premature withdrawal from school are ascertained by interviewing friends, neighbours, teachers and members of the local community or by administering a checklist of possible causes requesting the respondents to tick mark those which are applicable to each case being investigated. The responses obtained by this method are more focused and directed. Those obtained through the direct method. This method involving the teachers only was used in the Satara Study by D.B. Gadgil and V.M. Khondekar and the Punjab Study by Asian Institute of Educational Planning and Administration, New Delhi on wastage and stagnation in school education. While the 24 Pargana Study by P. Choudhary and the Gargoti Study by Chikereene D.V. "Influence of Home Circumstances on Wastage in Primary Education" had adapted this approach involving the teachers and the local community leaders.

A study of Drop-outs, I.I.S.S. Bombay, 1974 carried on by Khondekar M. The sample consisted of youth in the age group of fourteen to twenty one years, those who had been

6 . Sharma and Sepe - "Wastage and Stagnation in Primary and Middle Schools in India" Project Report (Calcutta :N.C.E.R.T.,1967) P.30

to school for some time but could not complete the secondary stage of education. He found that the direct method technique is useful to find out the socio-economic and environmental characteristics of drop-outs.

CAUSES OF SCHOOL DROP-OUTS :

FACTORS :

After several years of planning under educational development, the majority of people are still struggling for the basic necessities of life, such as food, shelter, clothing and education.

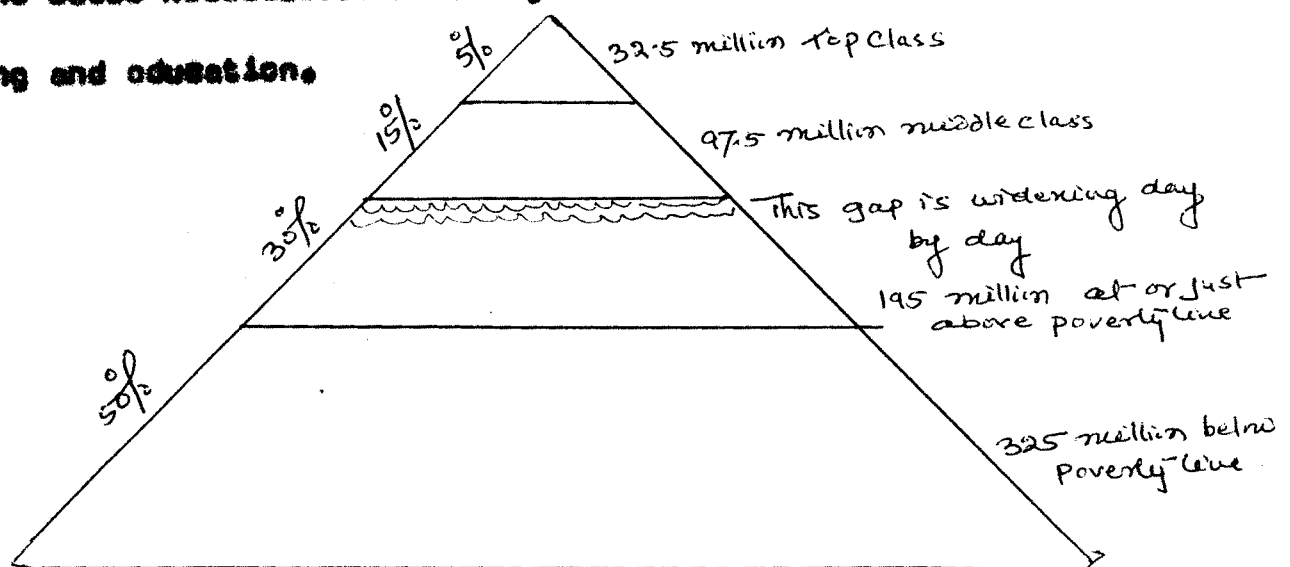


Figure No.1 shows the clear picture of our Country's statistics on population. At the top we have only 5% of people who consist

Source - for detailed statistics on population, see Shah, N. 1981 "30 years of the Indian Economy" in the Illustrated Weekly of India, Vol. C. 118 P. 6-11.

of property owners businessmen, rich farmers etc. who own almost all the means of production and, therefore, is in position to take away the major portion of our national income. The middle class 15% of people which consist of professionals like doctor, lawyer, middle class farmers. It includes people who are employees in Govt. and non-Govt. organisations and are getting sufficient to support their families and save something for the future. Below middle class there is a gap between the middle class and 195 million people who are at or just above the poverty line. And according to experts this gap is widening day by day. The position of those 195 million people are slightest change in the situation, Millions of these people may fall below the poverty line. Therefore, it is clear that majority of the people are unable to provide educational side to their children.

According to Prasad Gaiyand he has defined term Poverty line as under : as per required minimum diet,

" This minimum diet provides only 2250 calories per day which needs in India to work normally. People who cannot afford to buy even this minimum food for their

...

mere physical existence are considered to be living below the poverty line. ⁷

Therefore, the average parents are not at all in a position to send their children to school. So poverty of the parents is the main reason which prevents the child from attending school. It is impossible to bear the expenditure incurred in education, even if they send their children to primary school and High school. Because of poverty it is very difficult for parents to provide school books, note books and other educational materials etc. Finally child leave the school. In other word, it is called school drop-out which leads to educational wastage.

The people of India are economically backward. The economic condition of the family do not allow their children to prosecute their study. Studies conducted on the subject show that 65% of the wastage (School Drop-out) is due to poverty.

7. Prasad Gaikwad - Article " To provide opportunities for participation in Community development activities and other services to people".
p.2

Kothari Commission pointed out " A child is sent to school between 6 and 8 years age because at this stage he is more a nuisance at home than help. At the age of 9 or 10, the child becomes an economic asset, because he can work at home or earn something out side. This is specially true of girls who have to assist the ever working mother at home.⁹

§ § § § § :

Caste studies show that parents in the east consisting of Brahmin, Lingayat, Vani, Jain have less percentage of school drop-outs.¹⁰ According to K.K. Das, class and caste distinction is there in the case of some children - the farmers in Urban areas and the later in rural areas, especially in the case of girls still persisting custom of early marriage, opposition to send grown up girls to school, specially of co-education, problem of untouchability traditional prejudice like a purda etc!¹¹

9. Das K.K. - "Development of Educational in India" 1955. P.105

10. Das K.K. - (Ibid - P.104) - do - P.104

11. Sharma & Saps - "Unstagnation and stagnation in Primary and middle Schools in India (Calcutta: N.C.E.R.T. 1967) P. 36.

According to Shirgopikar S.G. 1982 submitted her thesis on topic " A study of Wastage in education of girls Std. VIII to X in the High Schools in Kolhapur Corporation Area" she investigated problem of girls wastage and found social and cultural causes as under :

S. No.	Cause of leaving School.	Total No. of cases	% to total No. of cases of Social & Cultural causes	% to total No. of cases
A	Marriage	64	41.8	18.8
B	Social belief	31	20.3	8.7
C	Unwillingness of Girls	27	17.7	7.6
D	Indifference of parents	18	11.6	5.6
E	Behaviour of Girl	7	4.5	2.0
F	Environment	8	3.9	1.7
		153	100.0	43.0

Finally she remarked that " The percentage of girls who dropped before appearing for the annual examination is higher than that of the girls who left school after failure in the annual examination. Also she said that the girls leave school at about 15 years of age when they come

...

the age of marriage.

The following studies are mainly on the topic of school Drop-outs which is a popular topic investigated by the following Scholars :

1. Rajhane, S.S. (1985) worked on "The Educational Development of Scheduled Castes in Kolhapur". *
2. Pathan, N.M. (1985) "A Critical study of the Causes responsible for the Educational backwardness of the Muslim women and suggests way and means for the improvements". **
3. Kulkarni, V.N. (1985) "A critical study of the Educational study of the Educational Problems of Children of Vidi Kancer Mahila in Solapur Corporation area". ***

It is observed that most of the studies investigated by various scholars reveal that there exists the

* Rajhane, S.S. (1985) : Submitted dissertation on the subject during year 1985 to Shivaji University, Kolhapur.

** Pathan, N.M. : Submitted thesis during the year 1985 to Shivaji University, Kolhapur.

*** Kulkarni, V.N. : Submitted thesis during the year 1985 to Shivaji University, Kolhapur.

feeling that the education given to girls is not of much practical utility in their after life, as it does not make them either good house makers or good mothers. Parents do not want to spend money for girls education. Illiteracy of parents give preference to the education of their sons as compared to daughters. Also because of certain taboos, the parents do not send girls out of the house after a certain age. The home atmosphere and the views of parents results in the girl's indifference to go to school.

The present day Indian society is facing a mighty problem, that is population explosion. India's population is increasing at the rate of 12 million per year. If this rate of growth of population continues, India's target for educational expansion will remain hard to achieve.¹²

¹². Das K.K. - "Development of Education in India - 1986" P.102

SECTION - II

RESEARCH METHODOLOGY OF THE RECENT STUDY

SELECTION OF THE PROBLEM

The choice of suitable problem is always difficult. It is a serious responsibility to commit oneself to a problem. That will inevitably require much time and energy. It is also important that careful observation of the social problems. There are many problems we see such as theft, drinking crimes, family problems, workers problems etc. But it is a very important to find out or select the problem which will be useful for the society generation.

I discussed with many of my colleagues, University teachers, child care workers regarding various sociological problems. For the preparation of research problem, I went through many research studies and other relevant literature. After that I also discussed with many school teachers and Headmasters regarding their views. Many of them suggested me to investigate only S.S.C. dropouts. Finally I discussed with my guide and Dr. S.N. Pawar, Head of the Department of Sociology. I explained to them regarding my child care work where I look after 75 Girls and Boys at K.D.C.Princess Indumati Girls and Boys Hostel, Kolhapur. All these children

...

are supported by a welfare organisation of West Germany. Each child has fosterparent. There are children from Ist standard to XII standard. We have been facing problem of school Dropout for the last 10 years. Every year out of 75 children approximately 15 children leave school at the secondary stage. Many of the teachers have the same experience too. Therefore, after a lot of careful observation and discussions and considerations regarding the problem, I selected the topic "A SOCIOLOGICAL STUDY OF DROP OUT PROBLEM IN THE SCHOOLS OF KOLHAPUR CITY" for my M.Phil. dissertation work.

As a child care worker, I also felt it was my duty and responsibility to understand and investigate the problem which may be useful for the parents and educational institutions. For, now a days parents are very busy with their own work. There is no communication between school and childrens' parents.

I selected Kolhapur city for my present research study. There are 54 High schools out of that I selected 45 High schools for my study. I selected 41 highschools from

....

from Mukhya Adhyapak Sangh (Head Masters' Union) Kolhapur and 4 other High schools. There are in total 48 High schools under Mukhya Adhyapak Sangh. I have collected data from High schools regarding school Dropouts from the period year 1981 - 86 (five years) standard-wise that is from Vth standard to Xth standard. When I visited Mukhya Adhyapak High School, seven schools did not give me response because of lack of good school administration. Out of 48 High schools only five High Schools gave me immediate response. I visited each school seven to six times. Sometimes some schools asked me identity card and synopsis regarding Dropout problem. One School Head Master asked me many questions, when I convinced him regarding my dissertation work then only he decided to give me data. I visited some High Schools at least not less than nine times. I was really surprised to see such people who were serving in educational institutions. After going through a lot of problems and difficulties, I finally convinced them and succeeded to collect required data. I spent six months for data collection. My experience of data collection are memorable. Finally, I was successful.

GENERAL OBJECTIVES OF THE PRESENT STUDY :

For the present study of following is the general objective :

- I) To understand the nature of the Drop-out problem and factors associated with it.

SPECIFIC OBJECTIVES :

- II) To find out the number of drop outs standard-wise.
- III) To understand the social, economic, religious and cultural family backgrounds of some typical Drop out students.
- IV) To investigate the Drop out problems and study the Drop out students personal life, friendship, relationships with family members and peer groups.
- V) Finally to investigate various factors associated with the Drop out problem - Sociological, economic and educational.

To study the educational characteristics and facilities of the High Schools in Kolhapur

...

METHODS OF DATA COLLECTION

For the present study I have used the schedule method. In this method the researcher collected data in a face-to-face situation. I have collected causes regarding school drop-out problem through discussions with School Head Master and Teachers. I got good responses from them regarding School Drop-out problem after several visits to High Schools. I prepared for the data collection very few but important questions relating to the Drop-out problem. I got the schedules printed. Then I personally visited all the schools. First of all I collected addresses of all the High Schools from Mukhya Adhyapak Sangh (Head Masters' Union Office), Kolhapur. Then I requested them to give me an opportunity to investigate the problem. Almost all High school Head masters promised me, that they will help me in this matter. I asked their convenient time. During the second time when I visited the High School some of them, found difficult to give data regarding school Drop-out from their office record. Finally after several visits to High Schools I completed my data work within six months. I personally feel that the schedule method provided to be very useful method to collect from High Schools.

CASE STUDY METHOD

For the present study of Drop-out problem, I have also used case study method because the benefits of case study method were great. The researcher get detailed information about the life of a student and his family. To enquire about Drop-out students child-hood, one has to refer to the parents, neighbours, friends, play-mates who saw him as child. Thus the personal interview is useful in data collection. Other things in life can be observed regarding the drop-out student. The case of of studies give full knowledge about the Drop-out family and the individual student. It is also useful because researcher can be divided to investigation of the Drop-out problem under the following order :

IMPORTANCE OF THE CASE STUDY :

- i) Conclusions can be reached after studying the various aspects of the life^{of} the student and his family.
- ii) Help to Sampling : The method assists in the classification of units nicely and efficiently. The character of a particular unit is fixed and

and then it helps to classify them and other units of similar type under determined heading in a nice way.

iii) Use of several techniques :

In this method several techniques can be allowed to use such as interview, questionnaire, documents letters, diaries and useful data.

iv) Helps to understand the study problem :

The researcher pre-commencing the main part of the research, selects few units and studies the case and hence he understands the problem qualitatively.

v) Experiences of the Researcher is vast.

The researcher has to study different aspects of human life in case studies. His field is not restricted like the statistician. He studies various tendencies and circumstances in his life. Thus he gains vast knowledge.

vi) Study of process :

A technique can be used to study these things but to

...

deal with dynamic and mobile data needs intensive approach through case study method.

vii) Analysis of factors :

It is also useful method because all collected data are integrated and analysed. In the case of Drop-out problem it is useful to observe each case and affecting factors according to the family background.

The benefits of case study are immense for the study. Initially I wanted to study one representative High School's Drop-out problem in the schools of Kolhapur city. But addresses of the Drop-out students were not available. Therefore, I selected different drop-out students from different socio-economic backgrounds, after careful observations. I selected drop-outs in the age group of 20 to 35 years old. First I prepared a family data form to collect data from their families. In that form I collected complete information regarding Drop-out students family income, members in the family, their age, occupation, education, Drop-out student's present occupation, Age, School name etc. I

...

interviewed parents separately and Drop-out students separately. Then I compared the facts. I also met some of the friends of Drop-out students and collected facts. Some times I visited their homes during morning time and some times during the evenings because I wanted to observe their morning and evening activities, their habits, their friends and relationship with other members in the community. It was difficult to get detailed data from girl Drop-out and their families. First I observed their habits and their favourite subjects regarding discussions. I found in almost all the cases the Drop-out students had tendency and habit of wasting their time. All the time they were out of their home, Thus it was very difficult to observe their personal relationship with other members in the society. I collected data after three months regular visit to their homes. When I completed my investigation regarding their Drop-out causes and other personal things of life, I observed all the facts and expressed my gratefulness to all the families for their help and co-operation. I personally feel the case study method is very useful method to collect data regarding Drop-out problem and

...

many other problems in the society such as drug addicts, juvenile delinquents etc.

Thus with the double use of the schedule method and case study method, I analysed the data and tried to understand the various factors associated with the High School Drop-out problem.