

**CHAPTER - III**

**SUMMARY AND CONCLUSIONS**

## CHAPTER - IV

### SUMMARY AND CONCLUSIONS

General education, is one of the needs of every individual. Education can be divided into two types, formal education and informal education. The formal education is provided in the educational institutions according to a particular pattern, rules and regulations. The length of such education is also fixed in terms of place of learning and duration of learning. Schools education, college education and University education where a large number of students are trained and awarded certificates and degrees are examples of such type of formal education. School education is fundamental and important because it is the foundation of a child's life.

But fortunately in developing countries which are

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stricken by poverty, ignorances and tradition, the number of school going students discontinuing from their schools every year is increasing. In India, where more than 75% of its population is agricultural, the frequency of Dropouts is tends to be higher, because the rural life does not match well with the modern system of education. Further, factors like religion, caste, family background and environment, customs and traditions, occupations and professions of the families influence education a great deal.

In urban India also, though the situation is not so bad but still many primary schools and High Schools face the problem of educational wastage or school Dropouts.

In the cities factors like, poverty, slum areas and its environment, lack of educational facilities like efficient teachers, amenities like a good school campus,

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ventilated rooms, Laboratories, Play-ground, Library, illustrative teaching material, rural back-ground of the students, parents negative attitudes towards formal education, lack of attention towards their childrens strength and limitations and weaknesses of teaching and learning techniques, peer groups and social environment and social interaction and other socio economic factors bring about the School Dropout.

The present study, therefore, took as a hypothesis that " Informal education or/and Socio-cultural and economic factors are equally important in the education process". Hence, the researcher was interested in understanding the significance and importance of various Sociological factors in the formal education.

According to Cornelius (1979) School Drop-out means " A child who leaves school before completing his formal education and who wastes his time and money". This

definition has been followed in the present study.

The General Objectives of the present research study was to understand the nature of the Drop-outs problem and factors associated especially social economic and cultural.

The methods and techniques that were adopted is the case study method. Case studies are one of the important method as well as technique used which threw light on the different dimensions of the life of the Drop-out students.

#### EDUCATIONAL CHARACTERISTICS OF THE HIGH SCHOOL IN KOLHAPUR CITY :

Before the researcher tried to find out the reasons involved in the Drop out problem, the basic educational facilities in the High Schools available and the characteristics of the schools were studied. It was observed

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that 68.7% of the schools had 51 to 100% illiterate parents. In the other words majority of the high schools have the influence and problem of illiterate parents who cannot take active interest of their children.

A fairly large percentage of Girl students (46.1%) are studying in the High schools of Kelhapur. Out of the total 45 High Schools only 12 High Schools (26.7%) have been categorised in the present study on schools having 'Good' facilities like spacious building, play ground, library, laboratory, efficient staff etc. While 25 High Schools (55.6%) have been classified as High Schools having "Medium" facilities. School with poor facilities are 8 in number (17.7%). Thus the educational facilities available in the High Schools is found to be a sufficient factor, influencing the Drop-out rate.

A glance of the S.S.C. Board annual results, shows that

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there are 27 High Schools (60.3%) whose results are well below 50%. This is one of the main reason for the Drop-out of the students especially in Xth standard. This is a very significant fact, which indicates the negative impact on the minds of the students which in turn leads to their discontinuation of the college education.

The investigation regarding the Drop-out students from Standard Vth to Xth indicates that in the lower standards that is from V to VII the Drop-out is mainly in the range of 0 to 10 students, but as one moved to the higher standards (VII to X) the Drop-out rate range is 11 to 20 students and 21 to 40 students also increased in an ascending manner.

Out of the total 45 High Schools where are 20 High Schools that is (44.6%) High Schools were the Drop-out range is 21 to 40 students per year, takes place for

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standards VIII to X. Observation indicates that this high rate of Drop-out is mainly due to the poor teaching, and as well as the poor interest and learning techniques of the students especially in the subjects like English and Mathematics. Undue emphasis on the mother-tongue has also created problems in education. This is more true in the case of the students coming from the rural background that is villages and towns near by Kolhapur.

**FACTORS ASSOCIATED WITH THE DROP-OUT PROBLEM :**

To analyse the various reasons we have mainly used the method and technique of case study of a few selected High School Drop-outs. Though the selection of case studies may not be representative sample yet, they were below selected because the researcher had good contacts and could collect minute details regarding the family.

On the basis of the various tables as well as the case

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studies a diagrammatic representation of the factors associated with the High School Drop-outs economic is given.

**\* DROP OUTS \***  
**FACTOR RESPONSIVE**

<u>SOCIAL</u>	<u>ECONOMIC</u>	<u>EDUCATIONAL</u>	<u>PHYSICAL</u>
* Family Social environment.	* Poverty	* Poor facilities, inefficient Teacher.	* Poor Health
** Traditional Occupation.	* An economic asset of grownup child attitude.	* Lack of proper supervision by authority	* Slow Learner
* Early Marriage Practice.	* Girls assist of the over-working mothers.	* Irregularity in attendance.	
* Literate and illiterate Parents, have no time to see progress of their children.	* People have been struggling for basic necessities of life.		
* Carelessness of Parents.			
* Lack of educational care by parents.			
* Relationship between family members and teachers.			
* Slum area and its environment effects.			

Case Study No. 6 entitled poverty and its effect on education of a girl by name Late who was brought up in the poorest poor family indicates that the difficult conditions that the family members face and how they try to fight back from its tight grip. Even the basic necessity like food could not be met with. The poor economic condition in turn has its negative effects on the school going interest and performance of the children. In the process of adjusting and fighting back with their economic conditions the family members attitude towards education becomes negative. As a result the parents force their children to take up a small job and earn some bread and butter for the family.

It has been also observed that the attitude and conceptions of the parents like that their children are an "economic asset", also ultimately results in the parents forcing or influencing their children to pull out of the schools. In a Rajhans (1985) too ~~it is~~ observed that "the major problem of scheduled caste, children poverty and due to poverty, schedule caste children leave their school. According to Shah (1981) there are 325 million people in India who live below poverty alone. In other words majority of the people in India are still struggling for their subsistence<sup>to live</sup> or livelihood and hence education only become a secondary need or shall we say a luxury to them.

#### SOCIAL :

The different cases of the High School Drop-out indicates that social and cultural factors like the following ones play a very important role in the education or

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Drop-out of the students.

I) Family social environment :

- a) Carelessness of parents and lack of importance of education.
- b) Relationship among family members -  
e.g. Mother - Child, Father - Mother, Mother -  
Father, Brothers - Sisters and
- c) Parents - Teacher relationship and so on.
- d) Literate/illiterate parents and family members.

II) Traditional / Primary occupations like shops and  
business, Industry, Commercial attitudes conflicting  
values and views come in the way of such family  
children's education. Case of Mutton Shop Keeper No.1  
it shows clear picture of a boy Deelip who become  
victim of traditional occupation.

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III) Customs, Traditional Practices :

Case study No. 4 of a girl Sunita clearly brings out the fact that the traditional attitudes and views of the parents regarding the early marriage of daughter acts as a great hinderance in girls education even in the cities. After her marriage the girl unfortunately could <sup>not</sup> be successful even in her married life, because her husband turned out to be a jobless person. Ultimately this girl had to face the wrath of life, more so because she was not even a matriculate and could not take up any job.

Shirgepikar, S.G. (1982) also investigated <sup>the</sup> problem of girls wastage and found social cultural causes. She said that " the girls leave school at about 15 age when they come to age of marriage". She observed that out of 153 total No. of cases 64 (41.8%) of girls who dropped before appearing for the annual examination.

V. BAD COMPANY AND IT'S EFFECT ON DROP-OUT :

Case Study No.3 of a boy Satish clearly shows the picture of bad company and its effect on Drop-out during the school going age. Due to bad company, friendship he used to go to films and also he learnt through them many bad habits such as smoking and drinking etc. Finally he lost his interest in studies. Thus it is very important to make friendship with good friends. In the present days in the every area of the city there are many groups, unions etc. Once a child becomes the member of such groups, it becomes very difficult for him to come out of that group.

VI. PARENTS CARELESSNESS :

Case study No.2 of a boy Suhas, brings out the point that carelessness of parent and improper attention towards children leads towards educational and social problem. In

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this case study I observed that parents were busy in their own work, they did not get time to see their children's progress in the education. Thus their children lost their interest in studies and became irregular to school. Finally it results in Unemployment and other social problems.

In the present study, I observed that 10% of the parents have real contact with teachers and majority of the parents almost 70% and above do not have contact whatsoever. Thus it is important to keep relationship with teachers with a view to observe the progress of children in a better way and manners.

#### VII. SLUM AREA EFFECT ON SCHOOL DROP-OUT ↓

Case Study No. 7 of a boy Girish, who was brought <sup>in an</sup> up, educationally backward area. *The* boy was clever during school going age at primary school level, but when he

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was grown up, due to surrounding atmosphere, he made friendship with those children who were drug addict and due to such friendship he lost his interest in studies, even though his family economical condition was good.

Slum area has its own culture and it is very difficult to come out of this track. According to Kulkarni, V.N. (1985) she investigated educational problems of children of Vidi Kamgar Mahila in Solapur, she said that " the backward social environment of slum area leads to develop bad habits". Thus it is the main educational problem for School Drop-out.

Thus we have seen that education is " complex process involving the role of formal educational institutions like school, teacher, teaching facilities and techniques as well as the informal institutions like family and its atmosphere, customs, traditions, world view and attitudes social relationships and social interaction among the

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the family members and economic factors like poverty etc.

It only means that the formal educational institutions should not be isolated from the society at large and family in particular. There ought to be close connection with students ecosystem, activities, tradition, religion culture, and society with their curricular or school syllabus. Education must be immediately related to a child's ecological, economic, and socio cultural system.