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Drop out in primary education: A case study in Koppal district

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Abstract

Literacy improves enrolment. Literate parents are expected to send their children for primary schooling. Primary schooling is almost free in the state and there has been improvement in support services for students such as free textbooks, uniforms, mid-day meal, health care facilities, etc. This has led to a substantial improvement in enrolment at the primary level. Enrolment data are often over-reported. There is also a chance that a particular student has enrolled in more than one institution. However, the achievement of the district in enrolling children cannot be disowned even though the data may be somewhat unreliable. The present study on "Drop out in Primary Education – A study" is conducted in the Koppal district of Karnataka. The sample consisted of 300 primary and upper primary school children of age group 6-14 years from aided and unaided co-educational schools of Koppal.

Keywords: Drop out, primary education, socially, disadvantage

Introduction

At the aggregate level, children aged 6-14 years had equal opportunity to get enrolled in schools similar to that of the entire population in the country. However, the children of socially disadvantage group lagged much behind. Age of the children was found to be an important determinant of leaving school. The older children of the study group were less likely to stay in schools for long. While children's participation in work was common in the study group, these older children were found extensively involved in work at home or outside. Some of these children earn for their households through working outside home. A good proportion of the children were involved in both schooling and work. When the issue was discussed with the parents, they explained that this is not only a poverty driven occurrence, but also a part of tradition, culture and lifestyle.

Need and Significant of the Study

Education as a means of advancement of capacity well-being and opportunity is uncontested, and more so among communities on the periphery. Marked improvements in access and to some extent in quality of primary education in rural areas have occurred, and stem from government and non-government initiatives. However, the number of out-of-school children continues to be several millions, mainly due to a lack of interest and parental motivation, inability to understand the medium of instruction (i.e. state language), teacher absenteeism and attitude, opportunity cost of time spent in school (particularly for girls), large seasonal migration etc., therefore the research felt the need of study of these groups will give the better understanding to the people and government may take the necessary steps to tackle the illiteracy in these groups.

Objectives of the Study

To study the reasons of drop out among the socially disadvantage group of the children of age 6 – 14 years

Research Questions

1. What are the main reasons for dropping – out of the children from the schools?
2. Is the poverty in main cause for the drop out?

Methodology

Population

There are many children who drop out from the regular schools for the many reasons and it is a very big issue of our country as well as of our states and districts.

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Sample

The sample is taken from the age 6 - 14 years of children of school going and non – going children of Koppal district in Karnataka.

Analysis and Interpretation of Data

Table 1: Out of School in Relation to Sex

		Sex		Total	
		Male	Female		
Continuation of the study	Yes	Count	110	94	204
		% of Total	36.7%	31.3%	
	No	Count	40	56	96
		% of Total	13.3%	18.7%	32.0%
Total		Count	150	150	300
		% of Total	50.0%	50.0%	100.0%

Table provides information about children who are actually non- school going and is in the age group 6-14 years. Table reveals that 96(32 per cent) out of 300 children are non – school going.

Table 2: Correlation between Children's Enrolment and Education of the Parents

		Continuation of the study	Parents know to Read and Write
Continuation of the study	Pearson Correlation	1	.252**
	Sig. (2-tailed)		.000
	N	300	300
Parents know to Read and Write	Pearson Correlation	.252**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed)

The frequency of continuation of the study and literacy of the parents have weak correlation, $r(298) = .25, p < .001$. There is weak positive relationship between continuation of the study and parents know to read and write as shown in Table 2. If we increase in one variable correspond to increase in other variable. Therefore, we can conclude that if the parents are more educated then their children are most likely to enroll in the schools or they are most likely to continue their studies.

Table 3: Correlation between Continuation of the Study and Children Working

		continuation of the study	children working
continuation of the study	Pearson Correlation	1	-.644**
	Sig. (2-tailed)		.000
	N	300	300
children working	Pearson Correlation	-.644**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed)

The frequency of continuation of the study and children working have moderate negative correlation, $r(298) = -.64, p < .001$. There is moderate negative relationship between continuation of the study and children working as shown in Table 3. If we decrease in one variable correspond to

increase in other variable. Therefore, we can conclude that if the children are not encouraged to go for work or if the children are not involved in any labour work then the children are most likely to go school and continue their studies.

Major Findings of the Research

The reasons which have affected drop-put among girls and boys also vary. Looking at the boys the most important factor is work and earn for the family that they were weak in studies or lack of interest in studies. As compared to the main reasons affecting the drop-out among girls were marriage and their involvement in household work. In the case of some, the distance at which school was located was inconvenient while some were weak or less interested in studies. Poverty, of course, has been pointed out by both girls and boys as a reason for discontinuation of studies.

Conclusion

There has been rapid expansion of education system in terms of enrolment, number of institutions, growth rate, etc since independence. The system has undergone a unique transformation from elitist to an egalitarian one. Therefore, all sections of the population have gained as a result of the enlargement of the system. However, the disparities between the disadvantaged groups' viz., minorities and non-disadvantaged groups have continued. Therefore, there is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. Low literacy rates in socially deprived communities continue to indicate a need for overarching support that tackles issues from health. Low enrolment coupled with soaring drop-out rates in primary schools exacerbates the problem, which has its origin in a gamut of inter-related cultural and socio-economic variables. Socially deprived communities are associated with a certain stigma and behaviour, which can be partially, tackled through a change in mindset among socially advantage communities.

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