

A study of potential drop-out and its causal factors in relation to family size and extracurricular activities in elementary schools of central U.P.

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Abstract

This study examined the effect of gender; family size and extracurricular activities, on drop out of class I-VIII students of Central U.P. The study consists of 520 male and 497 female students of fifty schools of Central U.P. The Socio Economic status made by R. L. Bharadwaj, school information questionnaire and school absenteeism schedule self made test were used for data collection. While t-test, correlation coefficient were used for statistical analysis. The result showed that male and female students had equal drop outs. Large and small family size leaves no effect on potential drop-out students. Further the result showed that Extra co-curricular activities of active group as good for retention of potential drop-out student.

Keywords: drop outs, elementary schools, family size and extracurricular activities, central U.P.

1. Introduction

Primary education deserves the highest priority for arising the competence of the average worker and for increasing National productivity. The provision for Universal Elementary Education is crucial for spreading mass literacy, which is a basic requirement for economic development, modernization of social structure and the effective functioning of democratic institution. It also represents an indispensable first step towards the provisions of equality of opportunity to all citizens. The Constitution of Independent India provides for free and compulsory education for all children up to the age. Of 14 years. Article of 45 of the Directive Principles of State Policy lays down, "The State shall Endeavour to provide, within ten years from the commencement of the Constitution, for free and compulsory education for all children until they attain the age of 14 years." Though ambitious targets of enrolment have been fixed from time to time to fulfill this directive, the desirable goal is still far from our reach. In spite of the unpredicted progress made after independence it has not been possible to realize the goal. So the Constitutional directive has not yet been realized because of the number of problems and issues.

Universal retention means that after joining school, the child should remain there till he completes his primary school course. If the child leaves the primary school without completion of his course, the ideal of Universalization of primary education stands defeated. Universal retention means to ensure that every child progresses regularly from year to year, so that there is no stagnation and that lie dose not leave the school before the completion of the prescribed age and class. So there is no wastage. But it is found that most of the children leave schools at any stage before completion of their courses.

This ultimately results in the problems of wastage and stagnation. If a child leaves the primary school before the completion of his primary education course, we are talking in terms of wastage. In other-words, wastage means number of dropouts. But if a child takes more than the required time in a class to clear, it is a case of stagnation. Stagnation is synonymous with failure. Various studies have been undertaken to know the causes of wastage and stagnation. They have suggested certain measures to remedy those causes. Universalization of compulsory education has failed to catch up the desired target, because quality control of primary education has not been maintained. It is an open secret that the quality or standard has been neglected. Now it is time to think about quality with quantity. We cannot afford to slow down the pace of expansion. We need to provide good education for every child.

Conceptual Frame Work

Potential Drop-out, if a child had attended school but withdrew after sometime (days/month/years) due to some reason and the child is presently not attending school, then the child is said to be a potential dropouts. The potential dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete Elementary Education and multiple factors are responsible for children dropping out of school. Risk factors begin to add up even before students enroll in school that includes: poverty, low educational level of parents, the weak family structure, pattern of schooling of sibling, and lack of pre-school experiences. Family background and domestic problems create an environment which negatively affects the value of education. Further, students could drop out as a result of a multitude of school factors such as uncongenial atmosphere, poor

comprehension, absenteeism, attitude and behavior of the teachers, and failure or repetition in the same grade, etc. When students experience school failure, they become frustrated with lack of achievement and end up alienated and experience exclusion leading to eventual dropout. It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts. Certain preventive measures can be implemented throughout the target population, while others must take into account the diversity of dropout profiles.

Venkatarayana M. (2009) ^[13] said if a child had attended school but withdrew after sometime (days/month/years) due to some reason and the child is presently not attending school, then the child is said to be a dropout. The concept of dropout is very old. It was present, even in those days when there were very little means available for schools, and building designated as school. Students were often taught under the shade of a tree. Students sat on the ground under the tree and lecture was given by the teacher. In the absence of teaching learning material like books and papers, the process of education was carried out, only a very few out of the entire school age population went to do families. The reason was that these people wanted to maintain their distinguished social and educational status in the society. People from low socio-economic status neither thought nor sent their children to school. As the caste system was ingrained in the society they were deprived educationally and socially. Teachers generally used corporal punishment to make them obedient. Attendance of the students in olden days was often irregular. Student's absence from the school was a problem even in very old days because compulsion to attend school has a long history. School participation is important for the individual and society. Students absence from school for unexcused reason is referred to as truancy. It seems that truancy often leads to drop-outs at a later stage (Macdonald, 1972). There are many reasons behind leaving school in middle.

Potential Dropout Rate-Very few children complete elementary education and even fewer transits to secondary education. Despite a small proportion of children actually reach secondary education the dropout rates at secondary level are found to be very high. Though, the available data does not give precise figures on how many enroll and how many actually dropout at secondary stage but the difference between children who dropout at upper primary and secondary stage may hint at the volume of dropouts. The dropout rate 56.71 percent at the all-India levels between classes I-X in 2007-08. It may further be noted that the dropout rate fell drastically by 10 percentage points in one single year i.e. 2005-06 and 2006-07 whereas between 2007-08 and 2006-07 it remained constant. Surprisingly in case of SCs, the dropout rates are lower than the general population in 2005-06 and 2006-07 whereas in 2004-05 and 2007-08 the dropout rates of SCs are higher than general population. This implies that the data on dropouts is very inconsistent and more so in case of Scheduled Castes. This raises questions about the quality of official data on enrolment and dropouts. But this does not hide the fact that the dropout rate is still very high.

Potential drop-out also affects the teacher's ability present class work in a sequential and organized way. This can have an effect on the progress of all the students attending the class.

The families of habitual absentees can also suffer. For a poverty-stricken family, it may mean a continuation of the poverty and unemployment cycle that may run in the family. This also contributes to family conflicts.

2. Objectives

The present paper is aimed at achieving the following objectives

1. To compare between potential drop-outs in elementary schools in relation to their gender basis.
2. To study the influence of family size on potential drop-out in elementary schools of central U.P.
3. To study the impact of extracurricular activities on potential drop-out in elementary schools of central U.P.

3. Hypotheses

1. There is no significance difference between male and female on potential drop-out.
2. There is no significance difference between family size on potential drop-out.
3. There is no significance difference between extracurricular activities on potential drop-out.

4. Tools used

The tools employed for collection of the data mentioned above included the following:

1. Questionnaire for potential drop-out students, parents and teachers will be developed by the investigator.
2. School information questionnaire for potentially drop-out, parents, teachers and school resources, will be developed by the investigator.
3. SES Scale by R.L. Bharadwaj formerly associated professor D.S. College Aligarh (U.P.)

5. Methodology

The researcher takes elementary schools. The age range of the members of the population will be 6-14 years. A population, in statistical terms, may be defined as any identifiable and well specified group of individuals. The research was conducted in different districts of central Uttar Pradesh. Purposive and multistage sampling methodology was used. The present work is a descriptive study investigating if students' drop out significantly correlates to a group of variables such as gender, family size and teacher's experience. The sample consisted of 1017 students of class I-VII, selected from 50 schools of Central Uttar Pradesh (India) in which 520 were male and 497 were female students. In this study, schools were categorized on the basis of their level i.e. Elementary (Primary and Upper Primary) Schools.

6. Following statistical techniques were used for analyzing the data

1. Determinations of reliability and validity of test for solving problems of potential drop-out students by using known techniques.
2. Computation of means and standards deviations.
3. Use of linear measure of correlation (Pearson Product moment coefficient correlation).
4. Use of the t-test for measuring the significance of the difference between means.

7. Results and Analysis

7.1 Comparison of potential Drop-out (Mean) on their gender basis

Table 1

Gender	N	Mean Score	SD	t-value	df	Sig./Not sig.
Male	520	47.33	2.75	1.40	1015	Not Sig.
Female	497	47.58	3.00			

*Significant at 0.05level

The total numbers of male and female students were 520 &

497 respectively as indicated by the table. Out of 50 scores, the mean absenteeism scores of male student is 47.33 and SD=2.75. In case of female students, the mean absenteeism score is 47.58 and SD=3.00. The statistically calculated t-value is 1.40 which is not significant with 1015 df. The result clearly indicates that there is no significant difference between mean absenteeism score or drop outs of male and female students. Both are same in the case of absenteeism besides their gender. Thus the hypothesis stating that “Male and female students do not differ significantly on absenteeism or drop outs” is accepted.

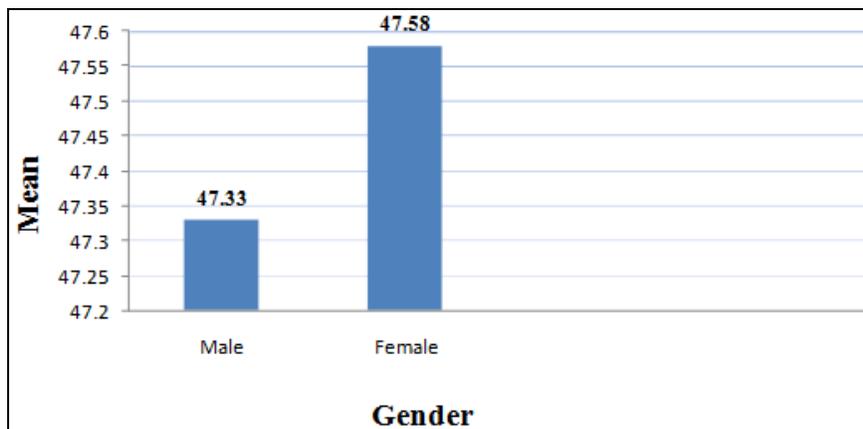


Fig 1: Graphical presentation of mean score of male and female on their gender basis.

7.2 Comparison of potential Drop-out (Mean) on their Family Size

Table 2

Family Size	N	Mean Score	SD	t-value	df	Sig./Not sig.
Large	721	4.64	2.86	1.47	1015	Not Sig.
Small	268	4.34	2.87			

*Significant at 0.05 level

This table reveals that family size has greater impact on potential Drop-Out. Out of fifty school of potential Drop-Out the large and small family size is 721and 268 respectively. Family size of potential Drop-out was found approximately large. The mean score of these large and small family size of potential Drop-out student was 4.64and 4.24. The mean score

of potential drop-out large family was found slightly large. The S.D. of large and small family is 2.86 and 2.87 respectively. The statistically calculated value is 1.47. Which is not significant at .05 level. The result clearly indicates that there is no significant difference between large and small family. Thus the hypothesis stating that there is no significance difference between family size on potential drop-out is accepted. We can say that in Elementary school only those students have come for study that belongs in poor family. Government gives free education for all elementary school children up to 6 to 14 years. Government provides Mid Day Meal for food and school uniform for clothes. It means economy of family does not matter on their education. Hence we can say that family size does not influence on his children for potential Drop-out.

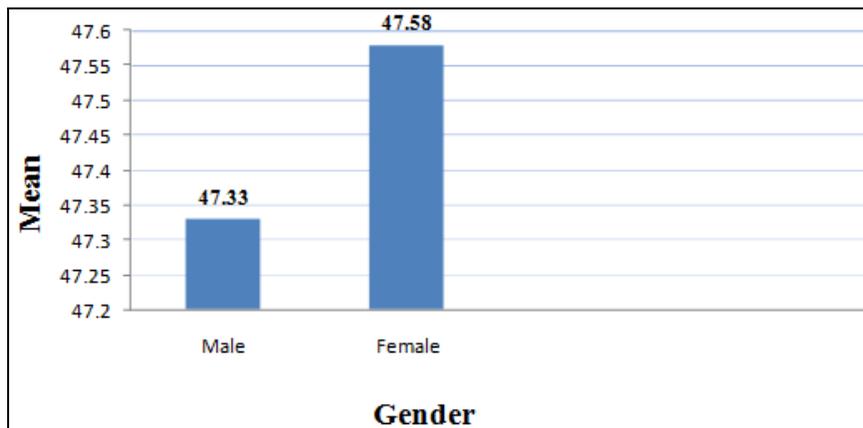


Fig 2: Graphical presentation of potential drop-out on their large and small family size.

7.3 Comparison of Potential Drop-out (Mean) on their participation in Extracurricular Activities

Table 3

Extracurricular Activities	N	Mean Score	SD	t-value	df	Sig./Not sig.
Active group	398	4.85	3.02	2.68	1015	Sig.
Passive group	619	4.36	2.77			

*Significant at 0.05 level

Role of extracurricular activities in a student’s life cannot be put into words easily. It gives overall personality, strengthened self confidence developed specialized skill, Improved Academic performance, sense of responsibilities, Exposure to new Activities. In this table we take two groups active group and passive group. The student who takes part in

school extracurricular activities is called active group and who does not want to take part is called passive group. After calculation we found 398 students wants to take part in school activities and 619 student is not interested in these type of work because they are playing in the home and happy. The mean score of active students is 4.85 and S.D. is 3.02. The mean score of passive students is 4.36 and S.D. is 2.77. The statistically calculated t-value is 2.68. Which is significant at .05 levels with df 1015. The result clearly shows that there is significant difference between active groups and passive groups in extracurricular activities. Thus hypothesis stating that there is no significance difference between extracurricular activities on potential Drop-out is rejected. It means extracurricular activities affect the increasing or decreasing of Potential Drop-out students.

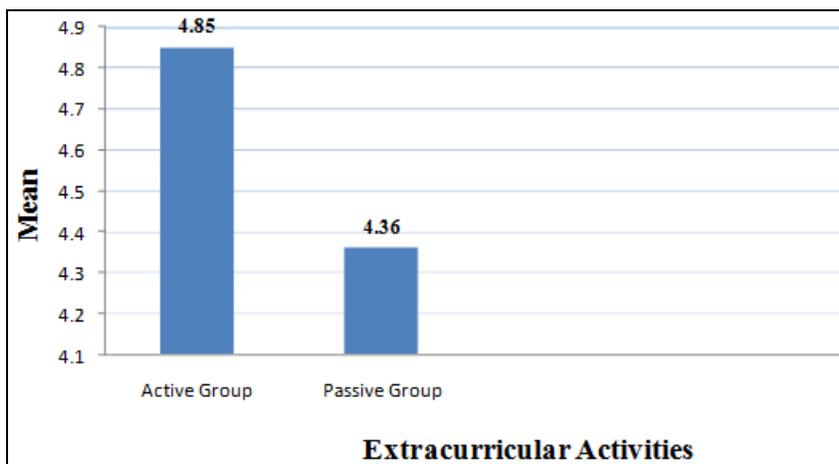


Fig 3: Graphical presentation of mean score of active and passive group on their participation in Extracurricular Activities.

8. Discussion

The result of the analysis of data shows that the personal factors indices gender, extracurricular activities and family sizes, has significant effect and some has insignificant effect on potential drop-out.

There is no significance difference on potential drop-out of boys and girls in the present study. The finding of this study is not supported to previous researches because most of the researcher does their researches in different conditions. Now the condition has been changed. Most of the researcher finds their study female drop-out more than males drop-out. Pandya, R. (1998) conducted a study on “why do kids drop out” of school in primary municipal school of Baroda city. He found that 57% of female and 43% drop out were male. But in the case of potential drop-out the condition becomes change. Because these are those students who have totally not drop-out they have enrolled yet. They are potential drop-out due to their high absenteeism. Gender difference and finding on gender difference on potential drop-out are newly emerged fact. But Pritinidhi. K.A *et al.* (1992) [8] they found that more than 60% of drop-out were above the age of 11 years 74% Drop-out were working. The proportion of boys among this group of working as higher than the girls. The results of these studies are not similar. Hence we can say that gender does not matter in the school potential-drop out. Anyone can dropped out from

the school. Dutt, N. *et al.* (1982) [1] study revealed that average drop-out rates are maximum for class viii and minimum 11.6% for class I in sirsa district 37.2% for class and minimum class I which are male drop-out. Another study was conducted Das R.C. (1969) main findings of his study was that the average rates of wastage and stagnation were 77.12% at primary and 38.45% at middle level for pupil in general and It was more among girls. This also reveals that personal condition depend on potential Drop-out. Gender does not matters. Gogate S.B. (1984) [3] conducted a study on elementary school education. The main finding of the study were that 60-70% of the boys dropped out by the time they reached standard IV percentage of girls drop-out were 16% only. Sebates (2010) reveals that about 47.2% boys and 18.4% girls in the age group of 9-10 years were drop-out to supply the meager income of the family. Family and its related issues play significant role in becoming potential drop-out in the study family factors included parental attitude, family size, home environment illiteracy of parents etc. Unni J. (2009) [12] he found that young girls were engaged in helping their household with domestic duties and the care of sibling so they left school due to bad home environment. Roul. K. (2005) [9] found that home condition is playing a significant role in the potential drop-out of girls. The home condition features illiteracy of parent’s sickness in the family

disinterest in girls education etc. in their study on drop-out among the girls at Elementary level a study of causal factors. Rush. S. *et al.* (1994) ^[10] conducted a study on analysis for determining factors that place elementary students at risk. The purpose of this study was to determine a people of the most significant factors that caused elementary school student to be at risk. A factor analysis of this study revealed parenting is one factor that identified the student who is at risk with the parents who do not actively participate in their children education and who do not stress the importance of regular school attendance and the responsibility of being at school on time. Pandya R.(1998) he reported reasons of potential drop-out is lack of time with parents to teach, lot of household work, care of sibling lack of parental interest, in continuation of the studies and ill health of family members are the main reason for dropping out of the school. Maithly. B. *et al.* (2008) found that girls left the school because their family and relative did not approve their continuation of studies. Sharma R. *et al.* (2008) concluded the study that family factors are also important in dropping out girls from school. Kotwal. N *et al.* reveals that the major cause of rural girls and boys leaving school before the completion of education was reluctance of the parents as expressed by 78% of the respondent. Peter. S. *et al.* (2007) ^[7] found familial factors also valuable for school drop-out and in my study Familial factors also plays significant role.

Naik (1992) ^[5], a study conducted in Orissa where he observed that the percentage of boys dropping out of the elementary schools was more than the girls. Further, he found that the facilities available in Elementary schools were inadequate- 63 percent schools did not have their play ground and games materials: 65 percent of them were not supplied with science kits and other teaching aids, and incentives like free books; mid-day meals etc were not provided adequately.

9. Finding and conclusion of the study

1. There was no gender disparity in the potential drop-out of male and female students.
2. Large and small family size does not affect the potential Drop-out students because students got free and compulsory education. Economy does not affect the Potential Drop-out.
3. Extra co-curricular activity of the active and passive group of students was the determinants of potential drop-out. The participation of Active groups in extra co-curricular activities were decreases the potential drop-out than passive group of the students. There was negative influence of passive group on the participation in co-curricular Activities.

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