

A study of potential drop-out and its causal factors in relation to home environment and parental attitude 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. Home environment was identified as a good for retention of potential drop-out student. Positive parental attitude was identified as good predictor of potential drop-out student.

Keywords: drop outs, elementary schools, home environment, parental attitude, central U.P

1. Introduction

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.

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.

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.

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.

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 home environment on potential drop-out in elementary schools of central U.P.
3. To study the impact of parental attitude 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 home environment on potential drop-out.
3. There is no significance difference between parental attitude 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.

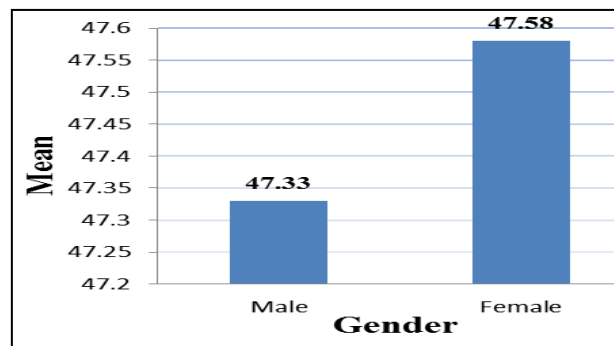


Fig 1: Graphical presentation of mean score of male and female on their gender basis.

7.2 Comparison of Potential Drop-out (Mean) on the basis of Home Environment

Table 2

Home Environment	N	Mean Score	SD	t-value	df	Sig./Not sig.
Good	134	5.13	2.92	2.523	1015	Sig.
Bad	883	4.16	2.90			

*Significant at 0.05level

Environment can create or reduce stress, which in turn impacts our bodies in multiple ways. This is because our brain and our nervous, endocrine and immune systems are constantly interacting. Home environment is very important for child development. In this table we compare the good and bad home environment of potential Drop-out in elementary school of central U.P. After comparison we found good Home environment of potential Drop-out is 134 and bad environment is 883. The mean of good Home environment score is 5.13 and SD is 2.92. The mean of bad home

environment is 4.16 and SD is 2.90 respectively. This indicates that the mean of good home environment is large than bad home environment. The statistically calculated t value is 2.53. Which is significant at .05level with df 1015. Hence the hypothesis stating that there is no significance difference between Home Environment on Potential Drop-Out is rejected. We can say that Bad home environment prevents students to go in the school and good home environment students wants to go to school.

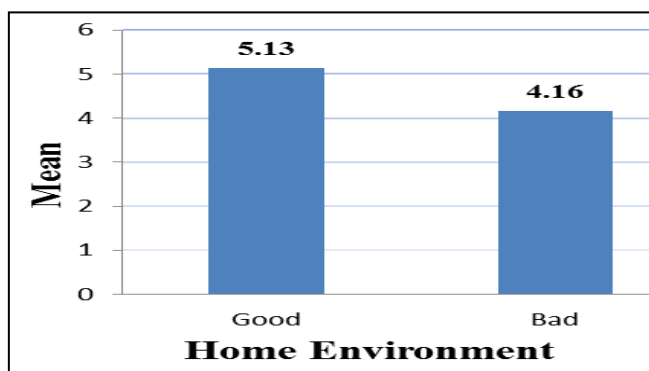


Fig 3: Graphical presentation of mean score of potential drop-out on the basis of good and bad home environment.

7.3 Comparison of potential Drop-out (Mean) on their parental Attitude

Table 3

Parental Attitude	N	Mean Score	SD	t-value	df	Sig./Not sig.
Positive	336	4.28	2.73	2.14	1015	Sig.
Negative	681	4.69	2.94			

*Significant at 0.05level

The total number of parents which has positive attitude towards his child education was found 336 and negative attitude was found 681. Negative attitude has large in comparison to positive attitude of potential Drop-out parents. The mean score of positive and negative attitude of parents towards his children was found to be 4.28 and 4.69. That is almost same. The SD of positive and negative parents is 2.73 and 2.94 respectively. The statistically calculated t-value is 2.14 which are significant at .05 level with df 1015. The result clearly shows that there is a significance difference between the positive and negative attitude of parents. Thus the hypothesis stating that there is no significance difference between the parents attitude on potential drop-out is rejected. Result indicated a statistically significant association between parent involvement and child Academic performance, positive and negative impact of the Childs intelligence. Children whose parents are more involved in their child education have higher level of academic performance than the children whose

parents are not involved gives lesser degree of academic performance.

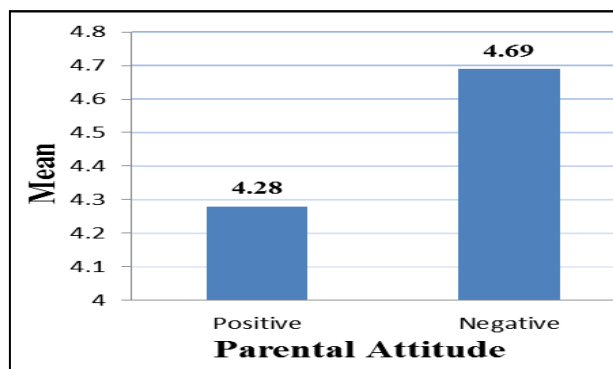


Fig 4: Graphical presentation of potential drop-out on their parent's positive and negative attitude towards education.

8. Discussion

The result of the analysis of data shows that the personal factors indices gender, home environment and parental attitude, 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) ^[4] 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) 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) ^[2] 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) ^[10] 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) ^[7] 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 girl’s education etc. in their study on drop-out among the girls at Elementary level a study of causal factors. Rush. S. *et al.* (1994) ^[8] 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) ^[4] 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. Sharma R. *et al.* (2008) ^[9] concluded the study that family factors are also important in dropping out girls from school. Peter. S. *et al.* (2007) ^[5] found familial factors also valuable for school drop-out and in my study Familial factors also plays significant role.

9. Finding and conclusion of the study

1. There was no gender disparity in the potential drop-out of male and female students.
2. Home environment is positively associated with the potential drop-out in Elementary schools. Home environment is also responsible for student absenteeism. Many student leave the school due to unavailability of proper study room. Good home environment students do well than bad environment students. Good home environment students comes school more than bad environment. When the home environment is good student should be out of tension did well in Academics. Bad home environment prevents students to go in the school. Bad home environment increases the chance of potential Drop-out. Parental attitude was the strongest determinant of potential Drop-out of students in Elementary schools.
3. Parental attitude has positive and negative towards their child. Positive attitude prevents the child potential drop-out and gives goods result in academics. Parents negative attitude towards education is major factor for absenteeism parents engage them in doing their household work and looking after their youngsters. This results very less attendance and student become potential Drop-out.

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