CHAPTER - V

FINDINGS

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The school education, during the 6-14 years of age, is the crucial means of spreading literacy. It also increases the mobility in productive sector of economy by increasing the capacity and to engage oneself in activities which he otherwise could not have performed. There cannot be effective empowerment of our people without a literate and equitably competent society which can only be achieved through the qualitative education up to a minimum level of learning irrespective of caste, religion, sex and community.

Dropout in school education is a global problem and it is more in rural or undeveloped /under-developed areas of a society. The diversified problems faced by the children (6-14 years of age) in schools due to their psychological, social and institutional variables may develop a tendency to quit the school before completion of the elementary level of education. Hence, it is imperative to study the effects of various factors as well as the magnitude of effect of each responsible factor on dropout children and more especially of the tribal children of the district.

The chapter provides the essence of the present study in terms of various findings and conclusions regarding the research work. The usefulness of findings is reflected in their implications. Moreover, in this chapter the major findings are reported on the basis of the objectives and hypothesis framed before the investigation.
The present study conducted with the objective to investigate the effect of psycho-social and institutional variables on tribal dropout children in the age group of 6-14 with an assumption that there is a significant effect of these variables on tribal dropout children. To establish the extent of effect these variables the tribal dropout children are further compared with the tribal dropout children of the same schools in relation to the above variables. The data were collected through a set of tests and were tested with some descriptive and inferential statistical technique. The inferences were drawn on the basis of the test results. However, the major findings that are obtained from the analysis and interpretations of the study are as follows:

5.1 Major Findings of the Study

(1) More than 83 percent of tribal children in general, are affected psychologically low level of aspiration and low school adjustment ability in the elementary schools of the district.

(2) More than 80 percent of tribal child dropouts are influenced by below average or low level of aspiration.

(3) More than 45 percent of tribal child dropouts are affected by low school adjustment ability.

(4) 56 percent of tribal child dropouts between the age group of 6-14 years are influenced by the low socio-economic status of their parents.

(5) Majority of tribal child dropouts (60%) are influenced by inadequate institutional facilities.

(6) Tribal child dropouts belong to tribal schools are badly affected by their institutional facilities.
(7) There is a significant effect of psychological, socio-economic and institutional variables on the tribal child dropouts between the age group of 6-14 years.

(8) The maximum percentage of tribal child dropouts (88%) possesses low level of aspiration than their non-dropout counterpart that measures 76%.

(9) The tribal child dropouts are affected more by the low socio-economic status of their families than the non-dropouts.

(10) The tribal child dropouts and the non-dropouts between the age group of 6 – 14 years differ significantly in relation to their school adjustment abilities and in socio-economic status.

(11) The tribal child dropouts and the non-dropouts between the age group of 6 – 14 years do not differ significantly in relation to their level of aspiration and institutional variables.

(12) The tribal child dropouts have less school adjustment ability than their non-tribal counterpart.

(13) The tribal and non-tribal child dropouts do not differ significantly in relation to their level of aspiration.

(14) The tribal and non-tribal child dropouts differ significantly in relation to their school adjustment abilities and in socio-economic status.

(15) The tribal and non-tribal child dropouts differ significantly as both the groups are affected by less adequate institutional variables.

(16) The tribal dropouts of both sexes do not differ significantly in relation to their level of aspiration.
(17) The tribal dropouts of both sexes differ significantly in relation to their school adjustment abilities as the tribal girl-dropouts show better school adjustment than the boy-dropouts.

(18) The tribal girl-dropouts show better adjustment in social situation of the school than the boy-dropouts.

(19) The tribal dropouts of both sexes do not differ significantly in relation to their socio-economic status.

(20) The tribal dropouts of both sexes do not differ significantly in relation to their various institutional facilities.

There are some other findings which the investigator found during the course of her investigation as follows:

- Better socio-economic condition leads to the better school adjustment among children
- The dropout is more in rural areas.
- The percentage of dropout is more in the age group of 11-14 years.
- The dropout is more with illiterate mothers.
- Poor occupational status of parents are causing dropout among their children.
- Progressive academic deterioration causes dropout among children.
- Most of the schools (58.4%) are inadequate in different facilities in the district.
- More than 66 percent of primary schools are inadequate in instructional variables.
- The non-tribal schools (49.2%) are more adequate than tribal school (38.4%) in the district.
- More than 60 percent of primary schools are inadequate in co-curricular activities.
- More than 50 percent of primary schools are inadequate in infrastructure or physical facilities.
- More than 50 percent of primary schools in the district are inadequate in organisational culture.

5.2 Discussion on the Findings

A research study has its genesis in the background of the area in which it is located and the research findings of the earlier studies which justifies its conception as well as its implication. Therefore, it is natural that after completion of research study, its findings should be viewed against the perspective of the cumulative research evidence in the concerned area. It is because of this that the investigator thought it proper to juxtapose the findings of the present research with the findings of the research already conducted in this area.

Since, others already conducted research studies in the area in which the present research is rooted, deal only portly and tangentially with the variables of this study, the possibility of empirical evidence wholly in support of or opposed to it, does not exist. Consequently, an attempt has been here to cite such finding which corroborate or refute the findings of the present study.
The findings of the study have already been summed up in the proceeding section. The fact that there are various psychological social and institutional factors that affect the learner and he/she drops out of school individually or collectively, that has been supported by numerous studies, main among them are Tanja (2006), Sie (1986), Abrol (1987), Quershi and Bhargav (1991), Yadav (1991), Vyas (1992), Panda (1992), Sachchidananda (1994), Gupta (2006), Borbara (1997), Choube (1991) found research evidence that supports the findings of the present study. This study established that various psychological factors such as level of aspiration, motivation, school adjustment ability, interests etc. are positively affected the school goers. The children who are dropped them out from the school are mostly affected by the psychological factors.

In the present study the tribal dropout children have shown their low level of aspiration as well as low ability of adjustment in school. These two psychological factors may be closely related as supported by Mohanty and Mishra (1980). They found one important symptoms of frustration is withdrawal behaviour that have very erratic goal striving behaviour that have very erratic goal striving behaviour (low level of aspiration). He might have the ability and capacity for higher performance but because of low aspiration his achievement motivation would be low. Due to continuous failure and frustration he develops a state of mind and withdraws from the situation.

On the other hand the studies conducted by Ram (1978), Bajaj (1979), Bhatia (1980) observed in significant low relationship between the level of
aspiration and three areas of adjustment-emotional, social and educational in school.

The study found that the tribal children of the district possess low level of aspiration but some of them tend to be dropped out due to their low school adjustment ability. But the tribal non-dropout children also possess the same (low) level of aspiration and continuing their study, it is because of their better educational adjustment than the dropout children.

The causes of low aspiration among the tribal children of the district may be due to their prolonged socio-cultural deprivation and less exposure to the cultural ethos of modernity. Which Gould (1939) found out that cultural pressure to a great extent is responsible for improving the level of aspiration of an individual. Extraordinary awareness of competition involvement of the ego, knowledge of performance of other groups may have effect on goal oriented behaviour or level of aspiration of the individual.

Further, the socio-economic status of the family like social background, family background, education level of the parents, profession of the parents, physical resources (property) of the family, monthly income etc. have an effect on the dropout children in general and tribal children in particular.


Some psychologists like Gould (1941), Stubbins (1960), Barnett (1958), Steffire (1958), Lambert and Klineberg (1963), Smelsar (1963), Shah (1966), Muthayya (1968), Jabbar (1968), Mohanty (1973), found the parents social standing which is determined mostly by this education and income is an important factor contributing to aspiration of the child. All these study supported the present hypothesis that the socio-economic status of the family has a significant effect on the child-dropouts.

However the tribal dropout children are by and large influenced by their socio-economic status with low level of aspiration and least school adjustment ability.

The socio-economic status of the parents of non-dropout tribal children is much better than the tribal dropout children along with better school adjustment ability. The socio-economic status of the parent / family is a main determinant of school adjustment as supported by Mathur (1999), Miller et, al (2006), Margetts (2003). So the better socio-economic status of the non-dropout children leads to the better school adjustment than the dropout children of the same group.

Another factor which has been studied by many researchers earlier concerned that poor and inadequate facilities in school institutions were

It has been seen, in the present study, that the tribal schools are more inadequate than the non-tribal schools. The results from the test of significance of difference (Table 4.2.3) also shows the difference between the tribal and non-tribal children in relation to their institutional variables, at 0.05 level of significance with better mean value of non-tribal children

The result supported by the studies conducted by Sie (1986), Abrol (1987), Sachchidananda (1989), Rehman (1989), Panda (1992), Sharma (1992), Sachchidananda (1994), Jha and Jhingran (2005), Gupta (2006), Rehman (1989). They observed that the tribal schools are more inadequate in their facilities than the non-tribal schools.

The present study also find out that there is a large number of dropout cases found in non-tribal schools even if these schools are better in institutional facilities than tribal schools. The most possible reasons for this are-
(i) The poor socio-economic condition and less school adjustment abilities of the dropout children than the non-dropout children of the same school.
(ii) These categories of dropout children are found mostly in the schools of rural areas.

(iii) The schools which are located in rural areas are more prone to inadequateness in various facilities than the schools located in urban and semi-urban areas.

Further, in case of tribal dropout on the basis of gender difference, the tribal girls showed better in school adjustment and lower in level of aspiration than their boys' counterpart. There is no difference has been seen in socio-economic status of their parents. The findings supported by Bhatnagar (1983), Mohanty (1973), Jabbar (1968), Das (1965). They observed boys showing higher mean score than girls in goal striving behaviour / level of aspiration within same socio-economic background.

Study taken by Lakhera (1986), also confirm the present study that the girls are more adjusted than the boys in dealing with emotional and social situations of the school. The socio-economic status of the boys and girls tribal dropout do not differ as both the sexes belong to the same socio-cultural background although the girls are more victimised in this ground. This finding has been supported by sizable studies on dropout researches in the past decades. Notable among these are Okumu, Nakojjo and Isole (2008), Peraita and Pastor (2000). Pillai, Benjamin and Nair (1980), Sie (1986), Singh (1988). Gupta and Srivistav (1989), Biswal (1991). Majaw (1991), Vyas (1992). Sachchidananda (1994). Naidu (2000), Taz (2002), Jha and Jhingram (2005). Prasad (2006) etc. The above studies observed that sex is not a factor, in socio-economic status, to
bring difference in the tendency to dropout / withdraw from school among tribal children of the district.

However, from the above discussion on findings implied that the school dropout children of the district are affected in varied degrees by their psychological, social and institutional variables irrespective of caste or community.

5.3 Implication of the Study

The present study is related to the dropout children of elementary level of education during the age of 6-14 years, due to the effect of some psychological, social and institutional variables. This study mainly focused on the problems that the tribal children (6-14 years of age) of the district, face in course of their completion of eight years of elementary education in terms of the above variables. The elementary education is the crucial means to make a literate and empowered society, which can only be achieved through successive completion of minimum eight years of schooling of all children (6-14 years), irrespective of caste, community, sex, religion, locality (rural / urban), social and economic background.

Sarva Shiksha Abhiyan (SSA) has already addressed the above issue from the date of reference of Seventh All India Survey (30th Sept – 2002) and after that there has been an overall increase in enrolment and retention occurred in the schools of the district. But still there are many children on the age group of 6-14 years who are either never enrolled or left the school due to some reasons. This is mostly happened in rural, backward and tribal areas of the district.
However, the study has some implications for the persons / agencies who are involved in the process of UEE mission, the long cherished goal of the constitution. The findings of the study have some significant messages for the policy makers / government, educational planners, school administrators, teachers, parents’ community and also for the NGOs who have a significant role and responsibility in educating the children of our society.

The present studies have special messages for the government or the policy makers who prepare the policies for education.

* The govt. should establish more residential for poor and tribal children in order to bring them in educationally enriched environment. They can interact with the peer groups and teacher constantly and can develop right kind of attitude and aspiration when they live in home-like residential school.

Further, the children who are under economic pressure of the family can be relieved when they are in the residential schools with free accommodation and education.

* The govt. should establish preschool and crèches in order to enable the girls to participate in schooling by relieving their sibling care responsibilities.

* The govt. should make certain policies / programme for the training of the community leaders to develop capacities for school management and community mobilization and also involving them in school management.

* Institutions like S.C.E.R.T., D.I.E.T. etc. should be more strengthened and appropriate training, orientation and exposure visit should be arranged for the teachers effectively to enable them to understand the extent of contribution that they can make to the UEE effort.
* Pre-service training and in-service teachers training (from time to time) should be made compulsory in order to develop teachers' efficiency in teaching in a joyful way with an understanding of the child psychology.

* The govt. should give emphasis on the flexibility in school timings and vacations especially in tribal areas.

* Provision should be made for monitoring attendance and retention of children from weaker sectors regularly.

* There should be an integration of formal literacy with occupational skills in order to help mobility of the rural people to organized sectors skilled avocations.

* Attempt should be made by the govt. to eliminate the problem of child labour through proper implementation and strict execution of the child labour. Policies / Act made by ILO and National Child-Labour Policy (1987) by the state govt. in every corner of the district as well as the state.

* Proper inspection and supervision should be made compulsory with very short time gap to check the proper functioning of policies and programmes in school.

* Resources require to be better targeted and utilised, to ensure greater investment in the more deprived areas and population groups.

* The govt. should be more vigilant and conscious about the proper use of the grant allocated for the development of elementary education. The inspection should be made regularly (in this matter) with proper morality and responsibility by the govt. officials.
* The accountability of teachers which is at present limited to the highly ineffective supervision machinery should shift to the parent, community and its representative organisations like School Managing Committee, Village Education Committee, and Gram Panchayat.

* The policy should be made for improved supervision, greater accountability to the community and establishing the support of teachers and teacher associations can ensure that school run for more days and for prescribed number of hours.

* A policy for the involvement of NGO’s and resource institutions is being developed by making community as a partner in the developmental process.

* Educationally backward pockets in a district will be identified through micro planning exercise and appropriate multipronged strategy will be adopted to improve educational status of that area.

* The govt. should be more efficient and effective in implementation of various poverty elevation programmes in rural and tribal areas of the district with proper infrastructure.

The implications of the findings are also significant for the educational planners in terms of planning of curricular programmes for the children of elementary schools. As the most important causes of dropout among the tribal / non-tribal rural children (6-14 years) are lack of interest in studies, poor achievement motivation, low level of aspiration, low educational adjustment in school. So the curricular framework should be more psychologised with child-friendly and joyful activities. The learning-experiences should be more
participative and innovative so that they are motivated to learn with ease and pleasure.

* Pedagogical changes are being incorporated in new programmes.

* The educational programme for the disadvantaged children should cater to the ecological, cultural, social, vocational life and psychological characteristics and should be reflected in the curricular and co-curricular activities of the school. Attempt should also be made to bring flexibility in curriculum and to provide space for incorporating locally relevant materials and activities as the lifestyles and culture of the tribal people are very different from the mainstream.

* Attempt should be made to introduce more need based diversified vocational courses or training for the tribal and rural children since upper primary level with an entrepreneurial dimension according to the structure and resource exist in the society.

* Local specific approach like using mother tongue in the classroom, using stories from local folklore, material which children can relate to, is being encouraged to make learning more relevant.

* Planning should also be made for education of total-development of the children. In addition to the curricular program provision for physical education, (games, sports, exercise tips for health and hygiene, yoga etc.) social activities, (cleaning of locality, account, picnic, celebrating festivals or days of national importance etc.) various literary, art / fine art and craft / carpentry work are to be incorporated in the school programmes.

* Attention should be given on the development of specific modules for training of the teacher in tribal and rural areas.
The present study has an implication for the school administrators who have to regulate all the plans and policies for an effective functioning of the school. The administrator of a school should follow a democratic attitude towards the school and its management. He should be a sincere, active, creative and responsible person other than his good management and administrative capacity. He should have leadership quality to manage the teacher's activities in terms of their efficiency in academic and non-academic matters in dealing with students.

* The school administrator should organise the parent-teacher meetings regularly and various problems of their children should be discussed openly so as to resolve them collectively.

* Schools require developing a professional management system based on rewards and praises, characterised by encouragement to those who try to improve individual and collective standards.

* Administrators should assume a practical stand by collaborating with teachers in developing and implementing family education programmes particularly in tribal areas to guide and help their wards in attending school regularly.

* The school authority should arrange for inviting the eminent personalities and interaction with them so as to make the children aspire for high achievement in life.

* The present study has its bearing for the teachers also. The teacher-pupil relation has its roots in a genuine, deep, psychological acceptance of each child. Teachers should possess welcoming attitude towards their students and should give ample opportunities to share their emotions and desires freely.
* Teachers should guide the children, who are shy / aggressive / fearful or weak in nature, properly in the right direction with love and care. Teacher can also help the children in realizing their emotions, tensions and anxieties and channel them in socially desirable way.

* Teachers should create congenial and pleasant atmosphere in school so that the children can develop attitudes, skills and knowledge of self-confidence, responsibilities of their own actions, sharing abilities, independence in learning etc. and can adjust in school situation.

* Teachers should emphasis on teaching, headmasters should create academic environment, and the authorities should ensure that all teachers teach and every student learns.

* The teacher should give emphasis on the co-operative learning where positive inter-dependence among students in goal attainment behaviour can be increased.

* Teachers should be recruited on objective criteria.

* Local teachers should be recruited to combat the problem of teachers' absenteeism.

* The teacher should develop a sense of morality and devotion in performing their responsibility to shape the child's future particularly in rural and tribal areas where the people have no other way to educate their children other than the school education.

The present study has its implications for the society also. The adult community members should be very sensitive to the dropout or out of school children. They should develop positive attitude towards them and encourage
them to attend school. The community members should become aware of the fact that their multiply their problem which may in turn become a social civil.

Community participation through Parent-Teacher Association (PTA), Village Education Committee (VEC), Local Management Committee (LMA), and Mother Association (MA) should be more active and strong in supporting the school activities and providing arrangements by helping the school authority and teachers in planning and implementing and monitoring.

The present study bears special messages for the families or the parents. The parent should encourage their children to attend school. The family environment is pervasive and highly influential components for children's education. Good parenting has been documented to predict children's all-round development. With respect to children's adjustment and aspiration, parental involvement and behavioural control are associated with greater emotion and social competence and positive attitude towards school-work as well as less depressive and withdrawal behaviour. The parental education particularly mother's education have positive impact on the participation of children in schooling and also on their learning achievement. Therefore, simultaneous attention should be given to programmes of adult education programmes to enable the parents to encourage their children for effective participation.

The Non Government Organisations of the state as well as the district should also be aware of the fact and should try to work for the deprived children through the programmes like Balsakhi, Akharsetu (some non government initiatives that are taken for Mumbai municipality area) and many other effective schemes in the rural and tribal areas of the district.
However, the findings of the present study have its implications not only for the above persons / agencies but also for the each and every conscious and responsible citizens of the country. Elementary education for all children (6-14 years) is not an individual work rather it requires the co-operative and sincere efforts of all.

5.4 Action Plan for Remedial Measures for reducing Tribal Dropout:

Conventional schooling has not been successful in overcoming the problems of disadvantaged tribal children as they need more care and attention. So in addition to the above provisions implicating various persons or agencies there should be an action-plan for quick implementation as the remedial measures to check dropout and non-attendance among them.

These are as follows:

- Awareness campaign to increase enrollment.
- Involving community leaders to school management committee to ensure the sense of ownership.
- Involving the representation of ST members in village Education Committee.
- Development of tribal coordinators/officers the state as well as in district level to monitor the different activities of the govt. in co-ordination with the Tribal Welfare department.
- Organizing special camps for the tribal children who are not benefited by the common school system, by recognising the diversified needs of the tribal children.
- Enrichment programmes are to be designed to develop and enlarge the child's perceptual and conceptual repertoire and his communicative skills.

- Remedial programmes for slow learners or socially disadvantaged children.

- Amending school calendar in tribal area to fit the availability pattern of local children.

- Monitoring attendance and retention of children regularly.

- Introducing attendance scholarship for tribal children.

- Maintaining the teachers' accountability in terms of their responsibilities towards the school and students.

- Establishing guidance corner in the upper primary schools in order to guide and direct the behavioural problems of the pre-adolescent and adolescent boys and girls in proper way.

- More women trained teachers should be appointed in tribal schools particularly of up level.

- Provision of more government grants to each district for special innovative activities to promote education in tribal areas with proper inspection.

- Establishing more residential schools in tribal areas with better educational facilities.

- Ensuring compensatory health, nutritional and social welfare programmes by the government.
• Focussing girls education through Community based organisations viz. Mother Teacher Association, Women Motivator Groups should be activated to motivate parents to send girl child to school.

• Day care centers/ creches should be extended by strengthening existing Anganwari Centers and also through participation of NGOs, to make girls free from sibling care at school time as well as to help the working parents.

• Establishing pre-school education programmes which intervene early enough in the child’s school life to have a major effect on the child’s perceptual, conceptual, linguistic and motivational system.