CAUSES OF DROP-OUTS IN PRIMARY SCHOOL
CHAPTER VI
CAUSES OF DROP-OUTS IN PRIMARY SCHOOL

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6.1 Introduction:

There are various reasons why the children drop-out from the school. As a whole parents, generally shows a negative approach towards the education of the children. In Belgaum district, some villages being very poor and backward in every aspect. In fact, it is felt now that educated family especially educated girls can provide healthy care, educate their children, maintain a small family and manage the house, household in a better way.

The following paras give the information regarding reasons for the drop-outs as narrated by the children is parents and also their teachers, separate schedule were prepared for the drop-outs children and also for the parents.

Identifying the possible causes of drop-outs relate to Three categories; Family, pupil and Teacher. In this section, hypotheses of our study have been tested. The following Table gives the clear picture of the reasons for drop-outs in primary schools.

6.2 Interview Schedule for Family Category

6.2.1 Economic Causes

Table No. 6.1 Economic causes for drop-outs

1. Family Income
   a. Below Rs.10,000/- 150 (48.00)
   b. Rs.10,000 to 50,000/- 118 (39.33)
   c. Rs.50,000 to 1 lakh 21 (7.00)
   d. Rs.1 lakh and above 9 (3.00)
2. Parents Occupation
   a. Agriculture  178 (59.33)
   b. Service  44 (14.66)
   c. Business  51 (17.00)
   d. Others  27 (9.00)

3. Family Problems
   a. House work  240 (80.00)
      (looking after the younger children & cooking and help to the parents)
   b. Family backwardness  60 (20.00)

4. Attitude of Parents towards the boys and girls
   a. Boys is given importance  (63.00)
   b. Girls is given importance  (22.00)
   c. Both are equal  (7.00)
   d. Both are indifferent  (6.00)

5. Parents views about Cost of Education
   a. Education is costly  201 (61.00)
   b. Not costly  99 (32.00)

6. Parents views on Importance of Education to their Children
   a. Viewed as education is important  198 (66.00)
   b. Viewed as education is not important  102 (34.00)

7. Qualification of the Parents
   a. Illiterate  264 (88.00)
   b. Both are illiterate  9 (3.00)
c. Fathers are illiterate 12 (6.00)
d. Mothers are illiterate 9 (3.00)

8. Absence of an Upper Primary

| Schools in the village | 114 (38.00) |

9. Distance of the school from Home and Mode Transport

<table>
<thead>
<tr>
<th>Distance</th>
<th>Count (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Less than ½ kms</td>
<td>135 (45.00)</td>
</tr>
<tr>
<td>b. ½ to 1 kms</td>
<td>105 (35.00)</td>
</tr>
<tr>
<td>c. 1 kms &amp; above</td>
<td>60 (20.00)</td>
</tr>
</tbody>
</table>

On the basis of the above collected data following causes have been identified.

1. Parents Income:

Low family income is responsible to the increasing of the drop-outs rate. Below Rs.10,000/- per year income families are having drop-outs rate maximum (50.00) per cent and between Rs.10,000 to Rs.50,000 per year income families the drop-out rate is 7.00 per cent and Rs.1 lakh and above income per year of families the drop-outs rate is (3.00) per cent.

So far majority of the low income families do not give importance to their children’s education, because they take their help in work and expect some daily wages from their children to support their income. If they send their children to the school, they not only face the loss of income but they have to bear the extra cost of educating their child like expenses on books, uniform, transport, etc. Thus, low income discourage the parents to send their children to school. This supports the hypothesis of this study that low income or poverty is the major cause of the drop-
outs in primary schools i.e. nearly half of the children (48 per cent) drop out from schools due to poverty.

2. Parents occupation:

Parents occupation also decides the drop-outs rate. This agriculture families have drop-outs more (59.33) percentage and (14.16) per cent of drop-outs in families are in service sector (17.00) per cent of drop-outs families are in business sector and lastly (9.00) of drop-outs belong to families in other sector.

So far we have discussed the difficulties encouraged in sending children to school using both survey data and parental testimonies. Some further evidence on parental perceptions of this issue is presented here. For the instance parents who are unwilling to spend much money on daughters education may find it convenient to claim that she is needed at home. Nevertheless these responses suggest a few interesting pattern.

Firstly, the economic constraints (both the need for child labour and the burden of schooling expenses) dominate the perceived abstracts. There is also some indications that the girls than boys mainly in the form of daughter being mobilized for domestic work. For boys, the need for child labour is not frequently cited reason for drop-outs, probably because a boy aged 5 to 14 is not seen having much to contribute to the household economy. Male child labour however does play a significant role as a cause of drop-outs.

Secondly, child labour which mainly takes form of helping parents at home or in the fields, rather than of full time work outside the household wage labour in
particular is not a common reason for a child labour consists mainly of domestic work consists mainly of domestic work and looking after sibling.

Thirdly, child motivated matters. For instance in more than one third of the causes of male drop-outs, the stated reason is that the child do not wish to continue studying. It appears that if a child is unwilling to go to school, the parents may not be able to persuade him or her to go. This finding is consistent with the perceptions of the field investigators.

Therefore, it is suggested that in agriculture families drop-outs are more. Because parents take help of the children in the agricultural work it may be cow breeding mud work, ship breeding, fetch water, collecting grass, wood, etc. but such a situation is not existing in case of other service. Hence the drop-outs rate is more in case of families where the family occupation is agriculture. This conclusion positively supports the hypothesis of this study that the drop-out rate is more in case of children belonging to the agricultural families.

3. Family Problems:

Due to the problems in the house, the drop-outs rate is more (93.00) per cent and next comes family background which also helps to increase to the drop-outs rate (7.00) per cent.

Children traditionally attend to household chores and sibling care at a very early age and thus bounded with demands on their time and energy are either compelled to drop-out of school or inhibited from entering the schooling system in the first place. Since household work is seen to be exclusively a female responsibility and given the imperative requirement of home and health the
perceived opportunity is cost to girls schooling, acquire a critical colouring. Testifying to the opportunities costs of girls schooling, the data show that the incidence of girls engaged in cooking and washing, the care of sibling and fetching water was for lower in the case of school going girls than the case of out of school children. Girl children usually accompany their mother when the latter go forth to work as domestic help, this being a major reason for the high incidence of drop-outs.

4. Parents Attitude:

Fourthly the treatment of the parents towards the boys and girls, this explains (65.00) percentage of the parents gives more importance to boys education and (22.00) per cent of the parents gives both are equal importance and (7.00) per cent of the parents are giving more important to girls education and some parents view is indifference such percentage is (6.00).

According to this data most of the parents feel that boys education is very important and they opined that girls are only useful to do household work. Moreover, it is a waste to educate the girls and spend money on them because when they grow up, they will be married off to other families and their own families will not be benefited, hence, girls education is extra expenditure for poor families. So the girls drop-outs rate is more as compared to boys.

5. Cost of Education:

Further parents views on present education is costly (61.00) per cent of the drop-out parents suggested and (32.00) per cent of the parents felt present education is not costly.
This suggests that the parents think, day by day the general prices for all the commodities are rising and accordingly the cost of living is also increasing but their income is not increasing in the same proportion. Hence majority of the parents strongly feel that the present day is education is costly. Further today's educational expenditure is more i.e. books, stationary, uniform, fees, etc.

6. Parents views regarding Importance of Education:

Sixthly parents view on importance of education for their children (66.00) per cent of the parents given importance to the education, and (34.00) per cent of the parents do not given to the importance of education.

The above data really gives an optimistic feeling that majority of the parents strongly opine that education is very important to their children. But the modern outlook in dominating more in the urban areas rather than rural areas. Since agriculture is a way of life in our villages people very much give importance to working on the fields rather than going to the schools. But this trends is reversing. Since our country is very vast and fall of villages it is really a very difficult task to reduce the drop-out rate. However, the parents have given some suggestions to reduce the severely of this problem.

7. Parents Education:

Seventhly qualification of the parents (88.00) per cent of drop-outs parents are illiterate. This is highest and only (10.00) per cent of the parent have both literate and also (6.00) of the drop-outs parents have only father literate and next comes mother literate (2.00) per cent.
More percentage is (88.00) this is showing that if the parent was illiterate they may not appreciate the importance of education for their children. This also supports the hypothesis of this study that the drop-outs rate is more in case of children of illiterate parents. And this report also suggested that their mother could not read or write, comparatively more educated parents (particular mother) had less problems in continuity of their schooling. They had more support from home.

8. Absence of Upper Primary School:

Eighthly, the absence of an upper primary school in the village is a problem for children (38.00) per cent of he drop-outs parents opined.

On the whole the survey confirms that most rural household now live at a convenient distance from a primary school. The main issue as for as school availability is concerned is the absence of an upper primary school in a majority of the 8 villages the survey states parents are often reacted to send their children especially girls to school out side the village. In village without an upper primary school, girls often drop-out after class 5, even when their parents are otherwise able and willing to continue supporting, their studies.

9. Distance of School:

Distance of the school from home and mode transport – (20.00) per cent of the drop-outs children said that the upper primary school was more than 2 kms away. The mode of transport for majority of the children being walking. Therefore distance becomes an important reason for drop-outs. Especially, in case of girls absent of middle school within the village surfaced as the mean reason for girl dropping out after class as revealed by the interviews. In some villages as the field
visits showed there was similar phenomenon observed when girls called not continue schooling beyond middle school for lack higher primary facilities in their villages.

6.2.2 Social causes:

1. Caste of the family
   a. SC (Schedule Cast) 39 (13.00)
   b. ST (Schedule Tribe) 27 (9.00)
   c. OBC (Other Backward Cast) 138 (46.00)
   d. Others (GM) 96 (32.00)

First of all from the above table it is clearly evident that the drop-outs are more in case of OBC i.e. (46.00) percentage and next comes others (General Merit) (32.00) per cent and third comes scheduled cast and scheduled tribe (13.00) and (9.00) percentages.

This is due to the fact that in primary stage, government provides free text books, scholarship, school bags and food grains (more than that of others) for every SC & ST candidates, hostel facilities are also available for such children from standard 1st to standard VII. Therefore, the parents are showing more interest to send their children to school, hence, later job opportunities are also bright due to reservation policy of the Government is less. In case of OBC and Others cast, children they do not have such facilities. Government only provides text books for 1st standard to VII standard only and today government supply food grains for students. This scheme is also for the standard 1st to Standard IV but this is not sufficient. Further, the low families caste send for their children to school and the
dropouts rates are also very low. Hence the hypothesis of this study i.e. the drop-out rate is more in case of low cast families and less in case of upper cast families does not hold good here.

6.3 Interview Schedule for Child (Drop-outs):

Here, we have tried to summarise the reasons for drop-outs as pointed out by the drop-out children themselves. The following table presents the survey results of this group.

6.3.1 Economic Causes:

Table No.6.2 Interview Schedule for Child (Drop-outs) - Economic causes:

1. Reasons for drop-outs
   a. Economic 189 (63.00)
   b. Family difficulties 55 (18.33)
   c. Not interested in studies 53 (18.66)
   d. Any other 3 (1.00)

2. Number of brothers and sisters
   a. 1 and 2 brother/sisters 24 (8.00)
   b. Between 3 to 5 brothers/sisters 192 (64.00)
   c. 6 and above brother/sisters 84 (24.00)

The above data suggests that the main reason for drop-outs according to the drop-out children is economic problem in their families 189 (63.00) and then family difficulties 55 (18.33) and thirdly (17.00) 51 of the drop-outs said not interested in studies and lastly 3 (1.00) per cent not at all.
So it is showing that most of the poor families have suffered economic problem. They are not able to lead a normal life economically and education is one problem which is a burden to the parents i.e. for children it is not possible to provide educationally necessary things for education i.e. books, stationary, fees, uniform, etc. and also parents are depending upon their children's earnings. Next comes that the family difficulties also help to increase drop-outs. Here some drop-outs said that our family have so many problems. Like some one drunkard father, and some customs not good for educational environment, joint families, etc.

As well as (18.63) 53 per cent of the drop-outs are not interested in their continuing education. It is also natural because their family is illiterate and ignorant and also they are going to migrate season wise. In such families, the overall atmosphere for education is lacking and hence children are disinterested to go to schools.

6.3.2 Social Causes – Earlier II Social Cause

1. Illiterate family
   a. Illiterate family 264 (88.00)
   b. Literate family 36 (12.00)

2. Treatment of the parent towards boys and girls
   a. Boys only importance 189 (63.00)
   b. Girls only importance 8 (24.00)
   c. Both are equal 15 (25.00)
   d. Not al all 12 (4.00)
   e. 

Here the finding supported the results obtained in this study. Which showed that the presence of a large number of illiterate members in the family is positively
related to the phenomenon of drop-outs in primary education. In 88 per cent of drop-outs families, when majority members are illiterate, the children will be influenced by them and naturally they also will not show any positive inclination towards schools. Hence, the number of drop-outs is more if the family is illiterate.

Secondly, treatment of the parents towards boys and girls. From the above table, it is clear that the boys education is very important today and that percentage is 189(63.00) and next performance to given both are equal important to given boys and girls that is 75 (25.00) per cent and further (8.00) per cent of the drop-outs said. Girls only important and lastly 12 (4.00) per cent of the drop-outs said their parents are indifferent towards education.

Most of the drop-outs opined that parents have given importance to only boys education but not girls education. So many girls indicated that they had faced failure in class exam. In case of girls, parents tend to withdraw them sooner than boys, so for most of the girls express unhappiness not being able to continue school.

A large number of girls did experience difficulty in doing their home work for lack of any help from the parents and also for lack of time as is revealed by the case.

As is evident from this study mainly girls who were doing domestic work such as cooking, washing, cleaning, utensils, sweeping, caring for sibling and live stock discontinued their education.

6.4 Interview Schedule for Teacher:

Teachers are interviewed to know about the causes of drop-outs. Frequencies were calculated and results obtained are discussed below.
Table 6.4 – Interview schedule for Teachers

1. Nearly (48.00) per cent of the teacher opined that there is no co-operation of family members with schools.

2. Absence of lack of control and supervision of the pupil by father/mother (49.00) per cent.

3. Poverty of the family (61.00) per cent.

4. Illiteracy and undesirable habits of the member of the family (35.00) per cent.

5. Unhappy relationship of the home (26.00).

6. Other factor (sickness, death, social status and social customs) (28.00).

7. Non teaching burden on teacher’s must be lessened (75.00) per cent.

In recent days it cannot be denied that teachers are tired of doing lot of non teaching duties imposed on them. This includes preparing yellow card, green cards identity, cards census, data on population between 6-11 years, preparing votes, election duties, literacy campaigns new accounts under Mahila Samruddi Yojana, etc. besides in absence of the post of peon or clerk all that work is also the duty of the teachers. How can a teacher teach effectively if he is to accomplish the above task as well? Therefore, it is strongly advocated, that the teacher should not be entrusted with any such activity that hampers the academic functioning of the school. Besides additional post of a peon, clerk and sweeper must be created for every government primary school. Which provides service to all the school attached to the government primary school, so for it necessary to teachers and pupil controlled also closely.
High Teacher – Pupil Ratio (51.00) per cent.

Although teacher pupil ratio on an average is 40, sometimes this figure exceeds even 80 and above, higher teacher pupil ratio adversely effects the quality of the education. This also results problems of class room discipline for maintenance and individual attention is not possible. In small rural school has always been faced with problems of organization peculiar to the teaching environment they (teacher, has to handle a group of children of different ages abilities interest and stages of learning). So that they formed one educational whole and most of his difficulties arise from a fact that teacher has to manage more than one class at a time and each class has to be taught as many as six or several subjects similar is the problem of shortage of teachers. The drop-outs among girls increase sharply after middle school level. This happens more in rural than in urban areas. When the mother’s work burden is made heavy by more children, poverty, migration and environment at degrading the daughter is forced not to attend school even when the school is nearby. She remains busy in cooking meals and looking after younger sibling outside her home. She collect water, fuel, fodder and works in agriculture and allied activities to supplement the family’s meager earnings. The uneducated and poor parents consider the education of their daughters simply wastage of money on clothes, books and learning materials. Where there is non-availability of school in rural area, the parents do not allow their daughters to attend distant schools. Social taboo early marriage unfavorable attitude of parents for girls are responsible for the high drop-outs of girls i.e. 50 per cent.
Development programs should be long time (DPE, Kali Nali, Nali Kali, etc) (48.33) per cent.

6.5 Other Common Reason for Drop-outs:

Table 6.4 Other Common reasons for Drop-outs

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of facilities of study at home</td>
<td>(18.00)</td>
</tr>
<tr>
<td>2. A sickness or attack of infections disease</td>
<td>(15.00)</td>
</tr>
<tr>
<td>3. Unhappy relationship at home</td>
<td>(17.00)</td>
</tr>
<tr>
<td>4. Ill health of the pupil</td>
<td>(5.00)</td>
</tr>
<tr>
<td>5. The school hours is not suitable</td>
<td>(11.00)</td>
</tr>
<tr>
<td>6. The school working day is not suitable to parents occupation</td>
<td>(19.00)</td>
</tr>
<tr>
<td>7. Migration of the parents</td>
<td>(7.00)</td>
</tr>
<tr>
<td>8. Slow learning capacity of the pupil</td>
<td>(2.00)</td>
</tr>
<tr>
<td>9. Eye defect of the pupil</td>
<td>(1.00)</td>
</tr>
<tr>
<td>10. Inferiority feelings</td>
<td>(5.00)</td>
</tr>
<tr>
<td>11. A teacher handling very large number of pupil</td>
<td>(10.00)</td>
</tr>
<tr>
<td>12. Lack of memory, power</td>
<td>(1.00)</td>
</tr>
<tr>
<td>13. No proper relationship of teacher with parents</td>
<td>(15.00)</td>
</tr>
<tr>
<td>14. Not interested in studies</td>
<td>(13.00)</td>
</tr>
<tr>
<td>15. Early marriage</td>
<td>(10.00)</td>
</tr>
<tr>
<td>16. The subject taught</td>
<td>(3.00)</td>
</tr>
<tr>
<td>17. Whether failed</td>
<td>(5.00)</td>
</tr>
<tr>
<td>18. Some students are handicap</td>
<td>(2.00)</td>
</tr>
</tbody>
</table>

From the above table reveals that some percentage of the respondents were staying with their mother alone. The reasons responsible for this was the death of their father, separation or divorce of their parents. On the other hand majority of the respondents had both the parents living together in the family and some dropouts in
nuclear families. In such families the elderly members are few. So the children are not looked after properly.

In some families the economic incentives to educate their sons are far greater than for their daughters since boys are seen as productive assets for the parents. The family consider household work and child care as the responsibility of daughters and their education to be too costly in terms of the loss of labour for household work.

As most of the girls are admitted late, in the school early education is hardly completed before they are withdrawn from schooling due to achieving maturity. Therefore, there is no higher primary education in such cases.

So it is generally assumed that rural children because of their social disabilities and economic backwardness may not be able to adapt themselves to school environment and may drop-out. School drop-outs are a manifestation of failure or non fulfillment of proper facilities and environment. Children dropped out as there were disturbances in studies due to less numbers of rooms and frequent quarrels of parents and lack of parental interest in child's education. Poverty, unhealthy home environment and lack of parental support are the main causes due to which children drop-out of school.

The parents generally do not prefer girls education because they want them to get married fast. There are clear cut reasons for this. In case of the girls if the age increases beyond a certain limit before marriage, the society will look down upon the concerned parents.

Some of the drop-outs family have small shops which supply goods and services for the poor family in almost all villages.
6.6 Conclusion:

The analysis of the fieldwork clearly indicates that the problem of drop-outs is very serious in Belgaum district and specially in rural areas. It results huge wastage of money, energy, time, etc. on the part of the government as well as the parents. Following are the main conclusions of the study.

1. The low income of the family. This is with regard to the 3rd hypothesis of the study. Due to the poverty the parent and their children to work as labourers and expect the wages. Apart from this, if they sent these children to the schools they have to not only bear the extra school expenditure but also far go to the daily wages which the children would earned at the same time. Hence, the hypothesis holds good that low income is the main cause of the drop-outs.

2. The drop-outs rate is more in case of agricultural families. This is the 4th hypothesis of the study. This is quite natural because if the parents sent their children to the schools they have to hire the services of other labourers which they can not afford due to the fact that they are poor farmers with small holdings. Moreover, in the fields, many activities are there which can be easily done by the children. Such situation is not there in other services. Hence our fourth hypothesis also holds good.

3. The drop-out rate is directly related to the size of the family. This is 5th hypothesis. This is quite natural. If the family is large, the house work all will be more. Hence, usually the elder children drop-out from the school to look after the younger children and also showing the house work with their mothers. Hence, our study supports this hypothesis also.
4. If the parents are uneducated they do not show much interest in the education of their children. This study also supports their hypothesis. They fail to realise the importance of education in the life of their children. Hence, if the parents are educated, the drop-out rate is less and vice-versa. This supports the 6th hypothesis of this study.

5. Though out our study, it is quite obvious that the rate of drop-out is more for girls than for boys. The major cause for this is, the parents give more importance to boys education and a girl child is more useful to look after the younger children in the house rather than boys. Hence, this supports our hypothesis in the social criteria.

6. This study does not support the 2nd hypothesis in social criteria i.e. the drop-outs rate is more in case of upper caste families and low in case of lower cast families. This is due to the fact that the government provides various facilities to the children of SC and St more over they have the job prospects also better due to the reservation policy of the Government. Such benefit is not there for other people other than ST and SC. Children, Hence this study does not support the 2nd hypothesis in the social criteria.

Apart from these, there are many other reasons like sickness of children, migration of parents, unhappy family environment not suitable school, houses, inferiority feelings, mishandling of pupils by teacher, etc. which are equally important in deciding the drop-outs from schools. This needs further elaborate study.