



Issues and challenges of dropout students of Mirzapur District

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Abstract

Present paper tries to investigate the Issue and challenges of the school dropouts at the Primary level in Mirzapur District. The major essences influencing school dropouts were found to be students' socioeconomic status, lack of parental support, Low family education, family mobility, students absenteeism and truancy, Lack of interest in education, Child bearing and domestic chores, Students delinquent behaviour, Drug and alcohol abuse, poor performance in studies, Uncaring teachers and school policies, Academic demotivation. Paper also tries show that Government Schools have more dropout of students than private schools because of Educational management of private schools and students' higher socioeconomic background, etc. Paper gives some important suggestions to retain students in schools. This drop out incidence makes obstacles in government educational programme and lags the rate of development of our country. Mirzapur District shows low dropout rate than Uttar Pradesh but higher dropout rate than India. This paper is a sincere effort to cover all push, pull and falling out factors and present paper is based on data collected from 180 teachers and 60 head teachers from 12 blocks of Mirzapur district. A Random sampling technique was used for the selection of sample. Data was collected through the use of questionnaire made by Mphale, L.M. Findings reveal that family background of students, individual experience in schools, roles of school Management teams are responsible for dropout of students.

Keywords: - Dropouts, Dropout issues and Challenges.

Introduction:-India has made significant progress in uplift enrolment rates for primary education since independence but according to Ministry of Human Resource Development, the National dropout rate at the elementary level was 4.34 % in 2015-16, and it was even higher at the secondary level, at 17.86 %. There are many causes why a student might dropout from school. Mr Krishna Kumar former Director, National Council of Educational Research and training (NCERT), points out "There is no such thing as a National picture when it comes to school dropouts, If we create a national picture by mathematical aggregation, that picture is meaningless since regional variations are far too big" indeed, while Karnataka has a dropout rate of 2.3 %, which is below the national Average, Rajasthan's at 8.39 % is double the national rate and Manipur's is four times at 18 %. In our Uttar Pradesh dropout rate is higher than twice time, 8.87 %. The variations are sharper if the data is disaggregated to district level.

This paper is focused on Mirzapur district and there dropout rate in primary level is 6.31 % and upper primary level is 3.82 % so now time is to think and take measures about dropout of students in these areas. Dropout is defined as any student who leaves school for any reasons before completion of a program of studies without transferring to another elementary or

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secondary school. Jordan et al.(1994) explained pressures on students of push and pull dropout factors. A student is pushed out when hostile situations within the school environment lead to outcome, ultimately results in dropout. These include less attendance, low test marks, discipline policies and even consequences of poor behaviour. However, students can be pulled out when causes, such as out of school employment, financial worries, family needs, marriage or child birth pull students far from school. They can even include illness, as these cause students to put a greater value on something outside of school, and therefore they do not complete school. Watt and Roes Singh (1994) added a third factor called falling out of school, which occurs when a student does not show important academic progress in school work and becomes a low spirited or even disillusioned with school completion. It is not necessarily an active decision, but rather a “side effect of insufficient personal and educational support” also more than push or pull factors, falling out factors highlight a process in school dropout where by the student gradually increases in behaviours or desires of academic disengagement, yet without being forced out by the school (by push factors) or lures out by things they need or want (by pull factors)(Finn, 1989; Finnk Pannozzoro, 1995). As a result, these students eventually disappear or fall out from the system. School Dropout is country wide challenge in India. A large number of dropouts could not succeed to achieve necessary life skill which is required to get good job so they have to live poor life and it is loss of individual, family and their society as well as government also, which is funding for their education. It was found that dropout student always engage in antisocial activity and this leads to make them criminal so this problem creates major problem in Mirzapur district. So present paper tries to bring awareness and make a sincere attempt about issues and challenges of dropout.

Objective:-The Main purpose of this paper is to study the factors that cause school dropouts; and to study the measures of school management teams to enlarge students’ retention in schools.

Methodology: - The study is conducted by descriptive survey method. This study also followed the Review of relevant Government orders, official data at district level.

Sample and Sampling Technique: - The sample comprised 240 participants including 180 teachers and 60 head teachers posted at managerial post. 15 teachers and 5 head teachers taken from each blocks at elementary level out of 12 blocks in Mirzapur district. Random sampling was used.

Data collection:- Data was collected through 5point likert scale which was developed by Mphale,L.M,(2014).The Likert scale defendants had options to choose from: Strongly Agree, Agree, Strongly Disagree, Disagree, and Not Sure. Questionnaire cover all push, pull and falling out factors. Its reliability coefficient is 0.7 ascertained by Cronbach Alpha.

Data Analysis:- Data analysis done through the SPSS-20. The likert scale analysis followed methods of working with the percentages and frequencies of levels of agreement and disagreement of the respondents.

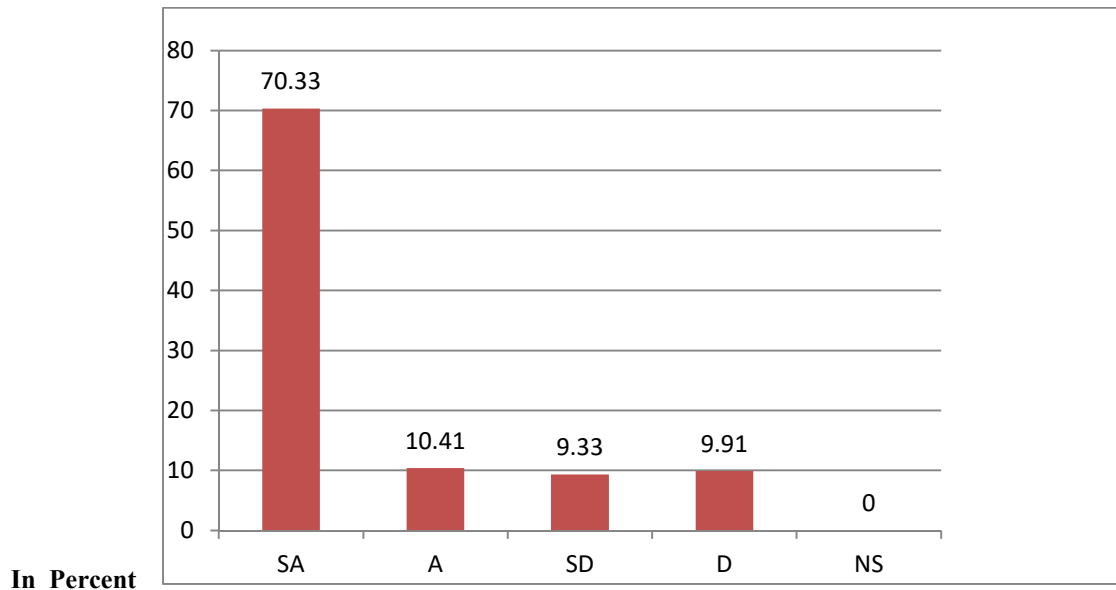
Findings:- The research findings are showed in following table.



Statement (Causes of Dropout)	SA (Fr)	%	A (Fr)	%	SD (Fr)	%	D (Fr)	%	NS (Fr)	%	TOTAL
(a) Family Background											
1-Students' socio-economic status can contribute to school dropout	228	95	12	5	0	0	0	0	0	0	240
2-Lack of parental support is one of the factors which contribute to dropout	232	96.67	8	3.33	0	0	0	0	0	0	240
3-Family education qualification	216	90	19	7.92	2	0.83	3	1.25	0	0	240
4-Family mobility	168	70	60	25	2	.833	10	4.166	0	0	240
5-Majority of girls dropout because of early marriage	0	0	26	10.83	108	45	106	44.17	0	0	240
(b) Students Behaviour											
6-Students absenteeism and truancy can result in high dropout	204	85	24	10	0	0	12	5	0	0	240
7- Childbearing is the major cause of dropout	216	90	22	9.17	0	0	2	0.83	0	0	240
8-Students delinquent behaviour	217	90.42	23	9.58	0	0	0	0	0	0	240
9-Drug and alcohol abuse	180	75	36	15	12	5	12	5	0	0	240
(c) Individual Experience in Schools											
10- Poor performance can result in students leaving school	205	85.42	19	7.92	7	2.92	9	3.75	0	0	240
11-School policies and practices which are not student friendly	200	83.33	24	10	4	1.67	9	3.75	3	1.25	240
12-Uncaring teachers can be the cause of students' dropout	144	60	72	30	7	2.92	17	7.08	0	0	240
13-Students with disciplinary problems are likely to dropout of school	171	71.25	24	10	22	9.17	21	8.75	2	0.83	240
14-Academic demotivation can one of the cause of students dropout	185	77.08	43	17.92	2	0.83	5	2.08	5	2.08	240
Roles of School Management Teams											
15- Senior management's core business is teaching and learning	116	48.33	26	10.83	84	35	14	5.83	0	0	240
16- Senior management teams are duty bound to retain students in school	140	58.33	88	36.67	0	0	12	5	0	0	240
17- Teachers should be encouraged to assist in reducing dropout	120	50	105	43.75	12	5	3	1.25	0	0	240
18- The school management should engage students in academic and extra circular activities as retention	98	40.83	142	59.17	0	0	0	0	0	0	240
19- Created conducive learning environment can help in motivating students to complete schooling	211	87.92	29	12.08	0	0	0	0	0	0	240
Challenges on the roles of School Management teams											
20-An increase in students' dropout renders school managers' roles ineffective	3	1.25	12	5	192	80	24	10	9	3.75	240
21- Low retention rate shows lack of managerial and leadership skills on the part of school management Teams	24	10	84	35	108	45	24	10	0	0	240
22-Prevalence dropout is a sign of school management teams' lack of commitment to their duties	12	5	36	15	170	70.83	22	9.17	0	0	240
23- High retention rate signifies high quality teaching and learning	104	43.33	136	56.67	0	0	0	0	0	0	240
24-For high retention school management teams have to changes some of their roles	122	50.83	113	47.08	0	0	5	2.08	0	0	240
25-To increase retention parents must be invited to participate in school activities	227	94.58	13	5.42	0	0	0	0	0	0	240

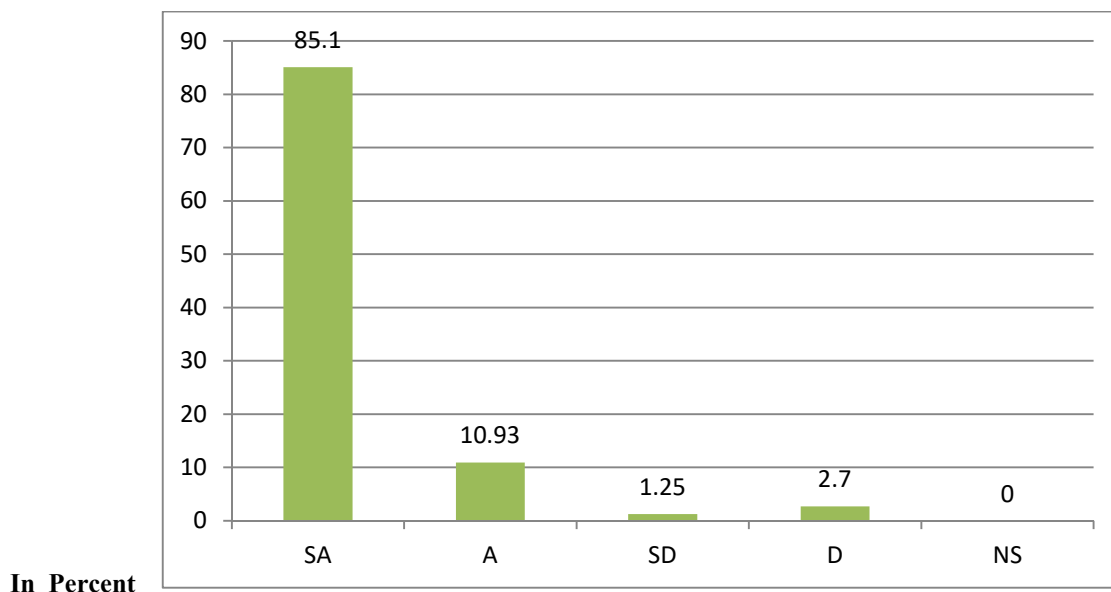
KEY: %= Percent; SA= Strongly Agree; A= Agree; SD= Strongly Disagree; D= Disagree; NS=Not sure

From the findings it is clear that there are three main factors which contribute to student drop out in school. These are related to family background, Students behaviour and individual experience in schools.



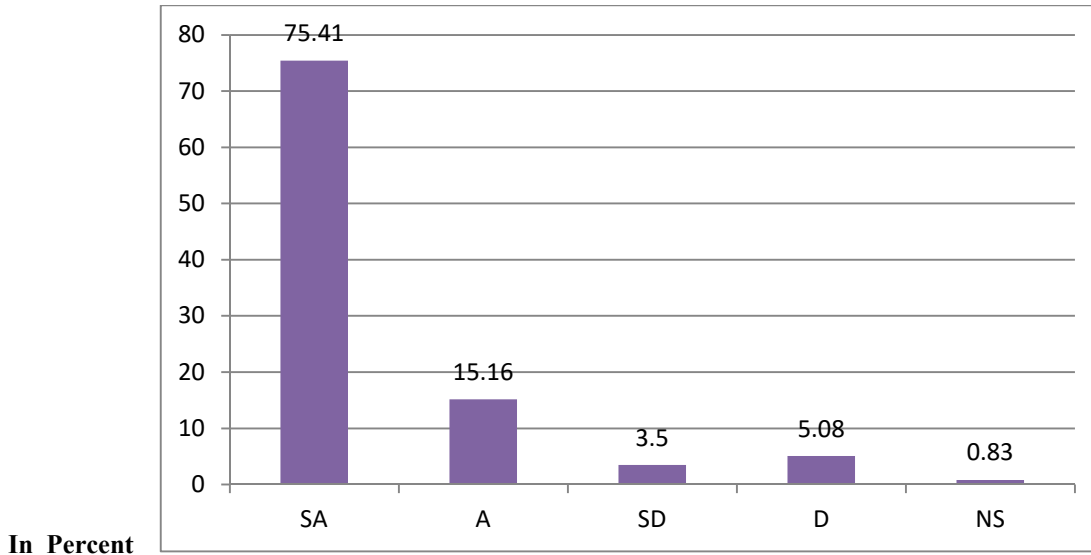
Family Background (Chart No.1)

The respondents’ responses on family background indicated an average of 70.33 % strongly agreed, 10.41% agreed, 9.33% strongly disagreed, while 9.91%disagreed and none indicated that they were not sure. Family background contains these causes of dropout: students’ socio-economic status can contribute to school dropout, lack of parental support is one of the factors which contribute to dropout, low family education qualification, family mobility, majority of girls dropout because of early marriage. (See Chart No.1)



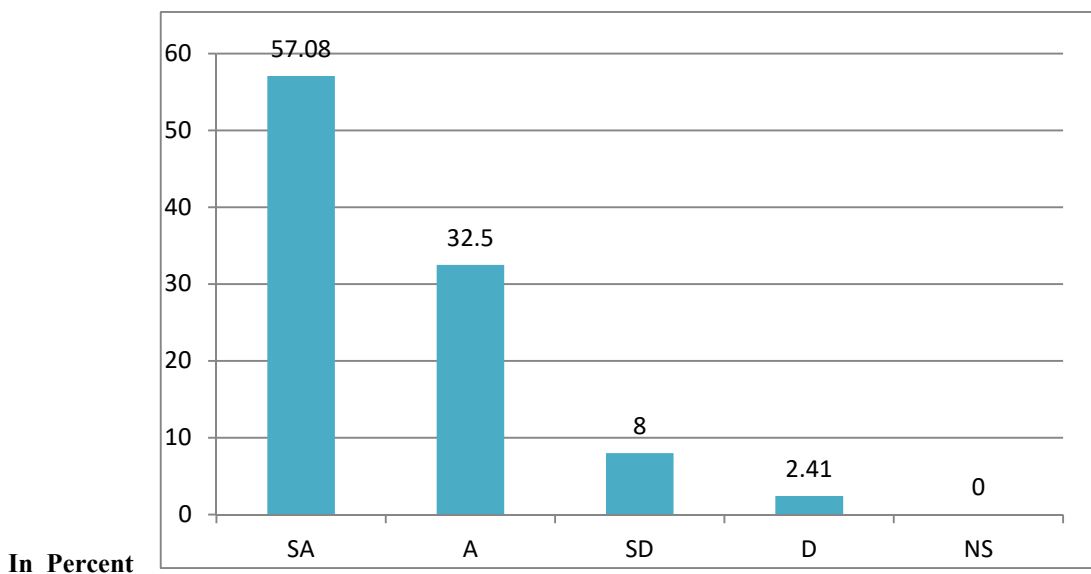
Student Behaviour (Chart No.2)

The respondents’ responses on student behaviour indicated an average of 85.1% strongly agreed, 10.93% agreed, 1.25% strongly disagreed, while 2.7%disagreed and none indicated that they were not sure. Student behaviour contains these causes of dropout: students’ absenteeism and truancy can result in high dropout, childbearing is the major cause of dropout, students’ delinquent behaviour, drug and alcohol abuse. (See Chart No.2)



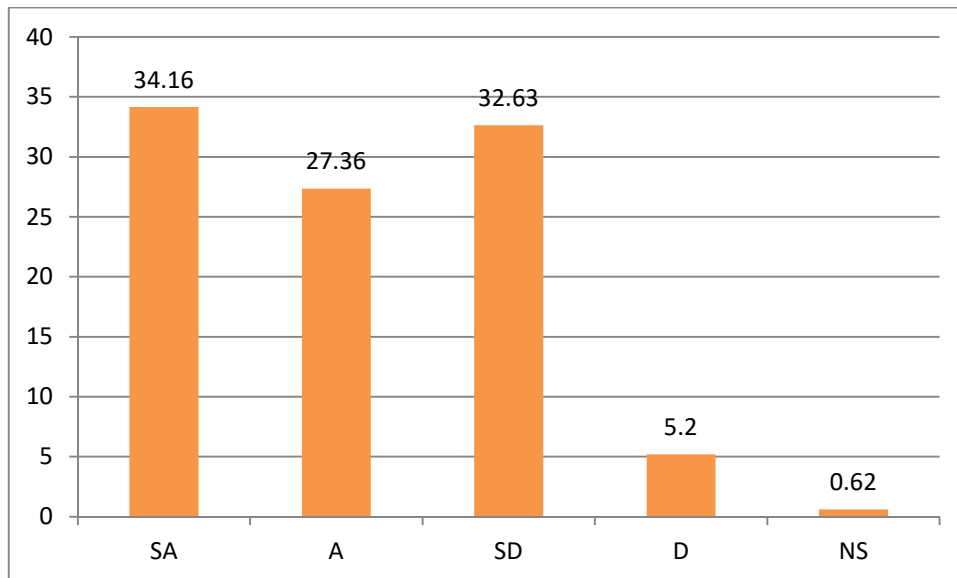
Individual Experience in School (Chart No.3)

The respondents’ responses on individual experience in school indicated an average of 75.41 % strongly agreed, 15.16% agreed, 3.5%strongly disagreed, while 5.08%disagreed and 0.83% indicated that they were not sure. Individual experience in school contains these causes of dropout: poor performance can result in students leaving school, school policies and practices which are not student friendly, uncaring teachers can be the cause of student dropout, academic demotivation can one of the causes of students dropout. (See Chart No.3)



Roles of School Management team (Chart No. 4)

The respondents’ responses on roles of school Management team indicated an average of 57.08 % strongly agreed, 32.5% agreed, 8% strongly disagreed, while 2.41%disagreed and none indicated that they were not sure. Roles of school Management team contain these statements: Management’s core business is teaching and learning, management teams are duty bound to keep students in school, teachers should be promoted to reducing dropout, the school management should join students in academic and extracurricular activities, create helpful learning environment can assistance in motivating students to complete schooling. (See Chart No.4)



In Percent

Challenges on the role of school management team (chart 5)

The respondents’ responses on challenges on the role of school management team indicated an average of 34.16 % strongly agreed, 27.16% agreed, 32.16% strongly disagreed, while 5.2%disagreed and 0.62% indicated that they were not definite. Challenges on the role of school management team contain these statements: An increase in students’ dropout shows school managers’ roles ineffective, low retention rate renders lack of leadership and managerial skills on the part of school management teams, high dropout is a sign of school management teams; lack of commitment to their duties, high retention rate signifies good quality teaching and learning, for high retention school management teams have to modifies some of their roles, to increase retention parents must be invited to participate in parents teacher meeting and school activities. (See Chart No.5)



Discussion:-The findings of this paper have disclosed that no one factor can completely account for student dropout. There are many push, pull and falling out factors, among these factors three main factors have been recognized to effect school dropout. These factors are associated with student behaviour, individual experience in schools and family background. The paper has revealed that the major cause of the students' dropout in Mirzapur district at primary level is students' behaviour which accounts for 85% of the level of agreed. Absenteeism, truancy, perverse behaviour, Child bearing have been identified as some of the students' behaviour that reduces retention. The second most response is the individual experience in schools with an average of 75.41% of level of agreement. This shows that school environment plays important role in student decision to remain in school or quit school. If school environment is not supportive there is more chance of student drop out in comparison to caring environment. This is why private sector has less dropout rate than government sector. The last among the three main factors is family background with accounted for 70.33% of level agreement.

Further study showed that school management teams have important roles to retain students in school and achieve their academic and social goals.94.58% responses reveal that to increase students retention parent must be invited to participate in school activities.

Conclusion and Suggestions:- School dropout problem affects the students, their families and the government on various levels. The study has identified factors which cause students to leave schools such as students' absenteeism, delinquent behaviour, poor performance in study, childbearing, disciplinary problems, academic demotivation, low socioeconomic status, lack of parental support, family education, family mobility, school policies and practices, uncaring teachers, etc. It is commonly acknowledged that financial constraints are the main reasons cited by people for dropping out of students but this study shows that student behaviour is main responsible factor for students drop out problem. Due to lack of interest and awareness, students dropout from school so this study suggests that we should spread awareness about benefits of education, importance of education in such groups. Retention can be increased if the school management teams are supportive and innovative. They should develop programmes that will attract students to remain in school. Child friendly environment and parents' involvement should be one of the key strategies to enhance retention and diminish dropout. Government is also doing well to diminish dropout rate, different types of scheme in government sector such as mid-day meal, distribution of free books, School Bags, Uniform, shoes-shocks and sweater in winter season are few examples in this direction .there is Kasturba Gandhi Balika Vidyalya scheme is running for girls of deprived sections. Above schemes are proved to be effective, Under the Right of Education Act 25% seats in the private schools are reserved for the children of poor families.

Based on the findings of the study following suggestions are made to promote retention and diminish dropout rate of students at elementary level:-

- Students should be counselled for regularity in schools.



- Parents, teachers and school management should work together and cooperate each other for promoting retention of students in schools.
- Principals /Head teachers should adopt appropriate leadership style.
- Government should facilitate parents on the basis of different socioeconomic status.
- Teacher should be caring and should adopt innovative strategies according to make learning environment more joyous and conducive.
- Government facilities should reach to students and parents should be made aware about the government planes & schemes.
- Schools should adopt more child friendly environment.
- School should recruit special teachers according to the needs of students.
- Students must be actively engaged in formal, informal and non-formal educational activities.
- There should be perfect student-teacher ratio in elementary schools.

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