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ISSN (Online) : 2455 - 3662
SJIF Impact Factor :3.395 (Morocco)

EPRA International Journal of
**Multidisciplinary
Research**

Volume: 2 Issue: 8 August 2016



Published By :
EPRA Journals

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A STUDY ON INFLUENCE OF SCHOOLS FACTORS TO SCHOOL DROPOUTS IN BALLARI DISTRICT OF KARNATAKA

Mr. Basavaraj Biradar¹

¹Research Scholar,
Dept of Studies in Social Work,
Karnatak University,
Dharwad, Karnataka, India

Dr.S.Y.Swadi²

²Associate Professor,
Dept of Studies in Social Work,
Karnatak University,
Dharwad, Karnataka, India

ABSTRACT

School dropout are complex problems which require the involvement and implications of social institutions (ministries, national authorities, city councils, social care, educational institutions, health departments, NGOs). This paper clarifies the schools factors that contribute to the increasing dropout rate of children by making a detailed review of available literature. Factors can cause an increase in the dropout rate regardless of the gender of students these factors mainly contribute to an increase in the dropout rate. Non – probability sampling method was used in that purposive and accident sampling techniques adopted for collect the 120 samples. In this study self structure questionnaire used to understand the opinions of the teachers and head masters.

KEY WORDS: *School Dropout, School Factors, Ballari district.*

INTRODUCTION

School dropout leads to failure in social integration. With eight million children never having stepped inside a school and 80 million dropping out without completing basic schooling, the United Nations Children's Fund has described the situation as a national emergency and called for equipping the government and civil society to implement the Right of Children to Free and Compulsory Education Act, 2009. Creating an environment to have quality education is a moral responsibility of family, society and state for building the sustainable human resources. But unfortunately in India and many other developing countries a large number of children's are out of school before completing their primary and secondary education. The increase in school gross enrolment ratio didn't proceed with the gross completion, as it prevented by a large ratio of school dropout. Continues endeavours in the promotion of school enrolment and prevention of dropout has made considerable impacts in India during the last 60 years

but regional and categorical imbalances are still vividly exists. Even with the existence of number of educational programs and policies, dropout is still being a social evil that leads to educational backwardness.

Number of school dropouts in India is not small. In a study in 2010, Reddy and Sinha stated that of the more than 27 million children in India, who joined in Class I in 1993, only 10 million of them reached Class X, which is only about 37% of those who entered the school system and in more than half the states, only 30% of children reached Class X. With the implementation of RTE, of course, there has been a gradual decline in the annual average dropout rate from 9.1 in 2009- 2010 to 6.9 in 2010-11 but there have been more children dropout in 2010-11 as compared to 2009-2010 in 10 out of the 30 states where RTE has been notified, including progressive states like Tamil Nadu and Gujarat that had increased dropout ratio from 0.1% to 1.2% and 3.9% to 4.3% respectively in 2009-10 and 2010-11.

OBJECTIVES OF THE STUDY

The paper is based on following objectives:

1. To understand the factors of school dropouts.
2. To analyze how the Schools Factors are contributing to School Dropouts.
3. To discuss and suggest for create good school and family environment to educate the children.

METHODOLOGY OF THE STUDY

Research methodology is systematic plan to carry the research based particular issues. The researchers have taken non – probability sampling method was used in that purposive and accident sampling techniques adopted for collect the 120 samples. In this study self structure questionnaire used to understand the opinions of the teachers and head masters. The study conducted in six talukas namely kudligi, Hagaribomanalli, Sandur, Hadagali, Hospet and Ballari of Ballari district.

DIRECTORATE OF PRIMARY EDUCATION

The Objectives of Primary Education are as follows-

- Every child in the age group of 6-14 is enrolled to school and attends regularly.
- Every child is retained in the school from 1st to 8th Standard and successfully completes the elementary stage of schooling.
- Every child attains the minimum levels of learning.
- Every teacher is regular and punctual to school.
- The community is actively involved in the betterment of the schools, thereby supporting a mass campaign for primary education.
- Children left out of schools in the age group of 6-14 are made to attend alternative school such as Chinnara Angala, Bridge school, Sanchari Shale and get mainstreamed to regular schools.

SCHOOL FACTORS

Poor quality education is another important cause of school Dropout. There are several evidence that shown participation in extra-curricular activities varied by gender and girls are usually less participative than boys.

Teachers' Attitude:-

Teachers' attitude and their teaching practices have foremost impact in sustaining students

in schools. Many researches have examined how teachers' attitudes toward students are linked to dropout issue. Teachers opined that a majority of children's dropped out for engaging in household affairs and migrated with parents for employment. School has tried to make the students to come back but no frequent follow up were done in this regard. As they opined that family members of the children's also have interest to make their students child to get education but they are not aware or unable to create an environment to motivate their children's for this. The interest of the children's on studies greatly depends on the family environment and motivation they are having from parents and siblings. Teachers opined that most of the children are who dropping out had been a poor family environment. Most of these parents are busy with their works and doesn't have time for looks after their children's, whether they are going to school or not. If the child doesn't want to go to school family members never compel and motivate the child, as in the initial days this compulsion/motivation or frequent care is essential for adjusting with the school environment. Some of the teachers opined that lack of interest in studies is the result of learning disorders but it was undiagnosed and not given any type of intervention as it's not accessible or affordable to their parents.

School Distance:-

School distance is the foremost obstacle for children education in many countries. School distance is an important determinant of school dropout.

Female Teacher in School:-

Several studies examined the impact of female teachers on the educational achievement of girls. Solotaroff et al. (2007) found that in Afghanistan, lack of female teachers is an obstacle to girls' participation and enrollment in schools. Afghan people believe that girls should not be taught by male teachers; however, female teachers are not available in Afghan society which is the foremost reason for the low rate of female education.

Schooling Costs:-

Direct and indirect schooling costs are important factors for the education of children and some research indicate that schooling costs especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents are sometimes become unwilling to pay schooling fees for their daughters.

MAJOR FINDINGS OF THE STUDY

Table No 1: Socio-democratic profile of the respondents

Variables	Category	Frequency	Percentage
Age	Below 25 Years	23	19%
	25-35 Years	47	39%
	35-45 Years	31	26%
	Above 45 years	19	16%
Marital Status	Unmarried	26	22%
	Married	87	72%
	Divorce	02	2%
	Separated	05	4%
Education	PUC	11	9%
	D.ED	58	48%
	Graduate	37	31%
	Post Graduate	13	11%
	Others	1	1%
Occupation	Teacher	102	85%
	Head Master	18	15%
Experience	0-5 years	29	24%
	5-10 years	46	38%
	10-15 years	33	28%
	Above 15 years	12	10%
Family Type	Joint family	16	13%
	Nuclear family	104	87%
Geographical area	Rural	38	32%
	Semi Urban	53	44%
	Urban	29	24%

(Source: field data 2016)

The above table indicates the socio-demographic profile of the respondents. 39% of the respondents are between the age group of 25-35 Years, 26% of the respondents are between the age group of 35-45 Years, 19% of the respondents are below 25 years, and 16% of the respondents are above 35 Years. 72% of the respondents are married, 22% of the respondents are unmarried, 4% of the respondents are separated and 2% of the respondents are divorced. 48% of the respondents have completed D.ED, 31% of the respondents have completed graduation, 11% of the respondents have completed post graduation, 9% of the respondents have completed PUC, and 1% of the respondents have completed others like M.Phil.

85% of the respondents are working as teacher and 15% of the respondents are working as head master. 38% of the respondents have teaching experience between 5-10 years, 28% of the respondents have teaching experience between 10-15 years, 24% of the respondents have below five years of experience in teaching, and 10% of the respondents have more than 15 teaching experience. 87% of the respondents are living in nuclear family and 13% of the respondents are living in joint family. 44% of the respondents are belongs semi urban, 32% of the respondents are belongs to rural area, and 24% % of the respondents are living in urban area.

Table No-2 : The opinions of respondents felt that school factors are contributes for children dropping out from schools.

S.No	People opinion	Frequency	Percentage
1	Strongly agree	43	36%
2	Agree	37	31%
3	Disagree	25	21%
4	Strongly disagree	15	12%

(Source: field data 2016)

The above table shows that respondents' opinions felt that school factors are contributes for children dropping out from schools. 36% respondents strongly

agreed, 31% respondents agreed, 21% respondents disagreed, and 12% respondents strongly disagreed.

Table No-3 : The opinions of respondents about the School Facilitates and infrastructure

S.No	Respondents' opinion	Frequency	Percentage
1	Excellent	23	19%
2	Very Good	29	24%
3	Good	38	32%
4	Average	20	17%
5	Not to say	10	8%

(Source: field data 2016)

The above table shows the respondents' opinions on School Facilitates and infrastructure. 32% respondents said good, 24% respondents said very

good, 19% respondents said excellent, 17% respondents said average and 8% respondents are neutral in the opinion.

Table No-4 : The respondents felt the most factor for dropping out from the schools.

S.No	Respondents' opinion	Frequency	Percentage
1	Poverty	32	27%
2	Family issues	24	20%
3	Personal	09	8%
4	Peer groups	11	9%
5.	School Infrastructure	13	11%
6.	Parents attitude	08	7%
7.	School distance	04	3%
8.	Lack of interest	16	13%
9.	Others	03	2%

(Source: field data 2016)

The table shows respondents felt the most factor for dropping out from the schools. 27% respondents felt poverty is most cause for school dropouts, 20% respondents felt family issues are most cause for school dropouts, 13% respondents felt that lack of students' interest in learning is most cause for school dropouts. 11% respondents felt school infrastructure is most cause for school dropouts, 9% respondents felt peer group of the students is most cause for school dropouts, 8% respondents felt personal factor is most cause for school dropouts, 7% respondents felt parents attitude is most cause for school dropouts, 3% respondents felt school distance is most cause for school dropouts,

discussion, this study provides a few important recommendations which the policy planners may adopt for future intervention.

CONCLUSION

School dropout is caused by many factors. Among many factors, some have greater influence as compared to the others. Possible suitable initiatives are required for mitigating this problem. There is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. It is with this in view that the Indian constitution provides an ideal of Equality of opportunities.

DISCUSSION AND SUGGESTIONS

Various research studies have been carried out to explain the reasons for educational backwardness of various minorities. The government and Non Government Organizations are working for universalize the education but school dropouts rate still is there due to school factors such as infrastructure, teachers, school environment, poverty etc. The study reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate Governments should also provide school supplies adequately according to the demands of the students. Based on the above

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