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## A STUDY ON THE CAUSES OF FIVE DROPOUT STUDENTS OF CHAKALAGHAT IN NAGAON DISTRICT AT SECONDARY LEVEL OF EDUCATION

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### **ABSTRACT:**

Dropout is a major problem of our education system in Assam. Assam has registered as the highest dropout rate in primary and secondary classes in the country. It is important to solve this problem by found the root causes of it. So in this study the researcher studied about five dropout student of Chakalaghat in Nagaon district. It was found that so many household factors, individual child factor and school related factors related to this problem. So we have to solve these problems to overcome this problem.

### **1. INTRODUCTION**

#### **Conceptual Background of the Study:**

Drop-out is a universal phenomenon of education system in India, spread over all levels of education, in all parts of the country and across all the socio-economic groups of population. Girls in India tend to have higher drop-out rates than boys. Similarly, children belonging to the socially disadvantaged groups like schedule castes, schedule tribes have the higher dropout rates in comparison to general population. Failure to complete high school not only produce negative outcome for the individuals, but also widens the existing social and economic inequalities. In order to reduce wastage and improve the efficiency of education system, the educational planners need to understand and identify the social groups that are more susceptible to dropout and the reasons for their dropping out.

The Secondary Education Commission of 1952-53 has pointed out many defects of secondary education and if they are not solved within a short period of time, the progress of secondary education will receive a great setback. The main problems of secondary education according to experts in Indian context are as follows-

❖ **AIMLESSNESS:** One of the chief problems of secondary education is its aimlessness. Teachers do not bother for the objectives to be realized through teaching. Education is nothing but providing certain information. Aimless education is of little use. It gives birth to unemployment and spreads frustration and disillusionment among youths.

❖ **PROBLEMS OF EXPANSION:** the problem is related with the plan of establishment of secondary schools with proper teacher pupil ratio. To maintain proper ratio is necessary for economic stability and efficiency. It is a hard fact that the economy of the country is not in position to provide secondary education to all. This requires stipulation of enrolment in relation to manpower. In this 50 percent students need to be enrolled in vocational subjects, but practically this is not done.

❖ **PROBLEM OF RE-ORGANISATION:** The problem of re-organization of secondary education is also an important one. Most of the schools are reorganized in literary group. This adds to the problem of unemployment. There is need to bring about changes in the system of education.

❖ **UNSUITABLE CURRICULUM:** Existing secondary curriculum is subject centered. It is generally dry, loaded with subjects and theoretical in nature. All the students have to study one prefixed curriculum. The students do not get opportunity to select subjects according to their interests and desires. Besides this, their curriculum is not related to the environment and practical life. The pupils read the traditional curriculum without interest, understanding or appreciation. Their immediate aim is to get through the examinations.

❖ **STUDENT INDISCIPLINE:** there is widespread indiscipline; Secondary stage is no exception to it. Today we are right conscious and not duty conscious. The present educational system, examination system, aimless education etc. are the factors which are responsible for the indiscipline among the students. Indiscipline will not only be harmful for the students but would jeopardize the whole educational system.

❖ **LACK OF FINANCE:** Generally, secondary schools suffer from shortage of finances. So far there have been more private and voluntary efforts for the expansion of education. The government has tried to establish one or two model secondary schools in each district. The schools run by voluntary organization have always to face the problem of inadequate funds. The financial resources are not good and they have to look for the government grants. Neither have they had good school buildings nor good teachers and suitable teaching materials. Again, teachers do not get their salaries regularly. This creates disinterestedness and ultimately affects efficiency, with the result, that discipline and administration becomes loose. This compels teachers to seek part-time jobs. They resort to tuitions.

❖ **DIFECTIVE SYSTEM OF EXAMINATION:** The system of examination of our secondary education is full of defects. There is the domination of matriculation examination over the whole secondary education. A school, its teachers and its students are tested in accordance with their success in the examinations. Examination is not the real test of knowledge of the students. It lays stress on cramming and it enhances indiscipline. Copying in the examination has become a student's birthright. Teachers are threatened and sometimes manhandled. There is no provision of their security.

❖ **PROBLEM OF MEDIUM:** From time to time language problem had taken ugly turns resulting in danger to national unity. Opposition parties reap undue advantage of the situation with the result that the government had to face this problem time and again.

❖ **ABSENCE OF COMMUNITY LIFE:** There is absence of well-organized community life in the secondary schools of the modern period. The main reason for this is that the sports and games, excursions, physical exercises, social activities etc., which may establish close contacts among the students, are not organized in the schools. Besides this, there is total absence of religious and moral education in the schools. Thus the schools of modern time have just

become like a factory whose aim is to make the students pass the matriculation examination.

❖ **LACK OF VOCATIONALISATION:** For many years, our secondary education is single track. Neither is there diversification in its curriculum nor has it given any importance to vocationalisation. The form of curriculum which was fixed by the British Rulers keeping in view their own interest generally continues to be the same even today. Existing system of education badly lacks practical aspect. Manual work is looked down upon and creates a feeling of disgrace among students. Prevailing system of education is responsible for it.

❖ **INADEQUATE SUPERVISION AND INSPECTION:** One of the defects of secondary education is inadequate supervision and inspection. Authorities are negligent towards it. Their slackness amounts to inefficiency. Party politics aggravates the situation all the more. Administration is responsible for it. Inspection system is of a routine nature. It is a mere show and a paper work with no impact whatsoever. Authorities pay a deaf ear to suggestions.

❖ **LACK OF PROPER GUIDANCE AND COUNSELLING:** In India, secondary students generally suffer from lack of proper guidance and counseling with the result that education is pursued aimlessly. Now teachers are not ready to bear this responsibility. This results in spoiling the career of the students.

❖ **WASTAGE AND STAGNATION:** The problem of wastage and stagnation in the secondary education is a difficult and complicated problem. This type of problem is found at the secondary level also but in comparison to the primary level it is scanty. It is mostly due to unhealthy environment, indiscipline and lack of qualified teachers, etc.

❖ **DROPOUT:** Dropping out means leaving a school or group for practical reason, necessities, or disillusionment with the system from which the individual in question leaves. Dropout is a very dangerous problem for our society and for our country.

### 1.1 SIGNIFICANCE OF THE STUDY:

In our society number of schools (primary and secondary, both) are increasing every year. Now high schools are available in Nagaon district in every 5 k. m. distance. The enrolment in these high schools is also increasing, but unfortunately there is a difference in the number of students who completes high school successfully in this district in comparison to other districts of Assam and national norm. Drop-out in high school is one of the major problems for which many students can not appear H.S.L.C. examination. Even some of the students have to leave school before reaching class tenth. The researcher has focused on this problem of drop-out in high school and tried to study the causes of drop-out of students and also to find out the measures which can prevent this problem of drop-out in school.

### 1.2: OBJECTIVES OF THE STUDY:

The following objectives are formulated:

- 1) To study the parental involvement in the context of educating their child.
- 2) To study about the personal problems of students in the context of education.

- 3) To study about problems of education of student at their school.

### **1.3: HYPOTHESES:**

It is assumed that

- 1) There exist parental involvements in education for their children.
- 2) There exist no personal problems of the students towards their education.
- 3) There exist some problems of education of students at school.

### **1.4: STATEMENT OF THE PROBLEM:**

The researcher states the problem of the present study as: A STUDY ON THE CAUSES OF FIVE DROPOUT STUDENTS OF CHAKALAGHAT IN NAGAON DISTRICT AT SECONDARY LEVEL OF EDUCATION.

### **1.5 OPERATIONAL DEFINITION OF THE TERMS USED:**

**High School:** Present study is confined to 5 school leaving girl students who continued their education up to class 9<sup>th</sup> in a government high school named 'Chakalaghat Higher Secondary School' of Nagaon district.

**Drop-out in Secondary School:** Drop-out in secondary school means leaving the school by student who enter the school system but do not complete the full level of the system for which they are enrolled and leave or drop out somewhere in the middle.

## **2. METHODOLOGY OF THE STUDY:**

### **Procedure:**

This action research project was conducted on some school leaving girl children who were students in a government school named "Chakalaghat Higher Secondary School" of Nagaon. They were at school from class 6<sup>th</sup> to class 9<sup>th</sup>. But after promotion from class 8<sup>th</sup> to class 9<sup>th</sup> they left school before completing the grade without transferring themselves to another school. The identification of these drop-out students was done on the basis of school records collected from the headmaster of the school along with the particulars of these children like name, address, religion etc. For the purpose of the study the researcher had to meet the school's principal, and the dropped-out students and collected all the information from them personally. Therefore, this piece of research falls in the area of survey research. The researcher tried to study the causes of drop-out by gathering information regarding school, teacher and parents of these dropped-out students and their attitude towards students, students' own problem which created difficulties in continuing their schooling which resulted in drop-out from the school.

### **2.1 SAMPLES:**

The researcher has selected five (5) drop-out girl children from a government high school named Chakalaghat Higher Secondary School. Among these five (5)

girl children, three (3) were belonging from Tiwa community (a tribal community which is found in Nagaon district), two (2) were from SC community living in the same village named Chakalaghat. The detail of the sample is given

S.L.No.	Household Information of School-Leaving Students.		Responses produced by school- leaving Students				
			S-1	S-2	S-3	S-4	S-5
S.L.No.	Name of School -leaving Girls	Name of School in which they studied before leaving	Name of Community to which they belong				
1	Jahnavi Bordoloi	Chakalaghat Higher Secondary School	Tiwa				
2	Priyanka Bordoloi	Do	Do				
3	Sumi Bordoloi	Do	Do				
4	Mridusmita Das	Do	SC				
5	Pinky Das	Do	Do				

below:

### **2.1.1 Description of the sample:**

### **2.2 TOOLS USED:**

The following tools are used by the researcher for collection of study for the present study:

1. An information schedule was prepared by the researcher which contained the information regarding household information, children's individual information and also school's information.

2. A comprehensive profile of student was prepared by researcher to collect student's name, address and other particulars

### **3. ANALYSIS OF THE DATA:**

The following tables have shown the responses and information of the drop-out students collected by researcher through information schedule in three different phases and i.e. "Household Information, Individual Child's Information and School related Information.

**TABLE 3.1: Distribution table for parental involvement for education of their children**

1	Death of parents of students	+	*	*	*	*
2	Low parental income/ Poor financial condition of family.	+	+	+	+	+
3	Students have to look after young siblings at home.	+	*	*	*	+
4	Parents unable to pay school fees, uniform, learning material etc.	+	+	+	+	+
5	Lack of time for studies at home	*	*	*	*	+
6	Parents negative attitude towards the education of girl child	*	*	+	+	+
7	No one at home to help the child in study.	+	+	+	+	+
8	Low educational attainment of parents	+	+	+	+	+
9	Communication problem in sending child to school	+	+	+	+	+

Note: Here “S” means Students who dropped the school. S-1, S-2, S-3, S-4, S-5 are used to mean the responses produced by sample students according to their number given in the STUDENT’S PROFILE.

The Symbol \* means negative response of students and symbol + means positive response of students. This Table 3.1 shows that more girl children were affected by household factors. The incomes of the parents of all children are very small, so they can not help their children in their study or education. There are also communicating problem of sending their children to the school. And no one is helpful for the students towards their study. So we can say that household factors affect the students towards their education.

**TABLE-3.2: Distribution table for personal problem of education of children**

S.L. No.	Individual’s Child’s Information	Responses produced by students				
		S-1	S-2	S-3	S-4	S-5
1	Insufficient place to study at home	+	*	*	+	+
2	Child has to engage in work to earn money to run the family	+	*	*	*	+
3	Poor comprehension ability of the child	*	*	*	+	+

4	Lack of interest in study of the child	*	+	+	+	+
5	Sickness of the child	*	*	*	*	*
6	Sickness of the parents or family members	*	*	*	*	+
7	Fear of failure in the examination	+	+	+	+	+
8	Fear of teacher's punishment	+	+	+	+	+
9	Early marriage of the child	*	*	*	*	*

This table 3.2 shows that the students were not very much interested of their education. They develop fear of examination because of failure or repetition in the same grade. Also teacher's punishment is a main cause of the students why they do not want to go to the school.

**TABLE-3.3: Distribution table for problem of education for children at school**

S.L. No.	School-related Information	Response produced by students				
		S-1	S-2	S-3	S-4	S-5
1	Teacher's ill treatment towards students	+	*	*	+	+
2	Dull method of teaching	+	+	+	+	+
3	Lack of female teachers	*	*	*	*	*
4	Medium of instruction	*	*	*	*	*

5	Distance of the school from home	*	*	*	*	*
6	Absence of good toilet and urinal facility in school	+	+	+	+	+
7	Poor drinking facility in school	*	*	*	*	*
8	Irregular presence of teacher	+	+	*	+	+
9	Attitude of male teachers towards girl child in the school	*	*	*	*	*

Here also like table- 3.1, S means sample students, + positive response,\* negative response. This table 3.3 shows that the students were not interested to go to the school because of unattractive method of teaching, absence of good toilet and urinal facility in the school and irregular presence of the teachers.

#### **4. FINDINGS OF THE STUDY:**

The result sheet was prepared on the basis of the responses given by the sample of five 5 drop-out girl students which was collected through information schedule. The following “Table-3.1” Shows the factors responsible for drop-out of students in percentage at three different phases i.e. Household, Individual Child and School-related Information.

**TABLE 4.1: Result of the Study**

PHASES OF INFORMATION	FACTORS RESPONSIBLE FOR DROP-OUT OF STUDENS ARE IN PERCENTAGE				
	S-1	S-2	S-3	S-4	S-5
<b>HOUSEHOLD FACTORS</b>	77.78%	55.56%	66.67%	66.67%	88.89%
<b>INDIVIDUAL CHILD’S FACTORS</b>	44.44%	33.33%	33.33%	55.56%	77.78%
<b>SCHOOL-RELATED FACTORS</b>	44.44%	33.33%	22.22%	33.33%	44.44%



## **4.2: INTERPRETATION OF THE RESULT/ FINDINGS OF THE STUDY:**

On the basis of the data collected through tools used by researcher such as Information Schedule, Student's Profile and the result shown in the TABLE 3.1, the interpretation and analysis of the study is given below:

### **4.2.1: HOUSEHOLD FACTORS:**

According to the TABLE 4.1 it is seen that 77.78% household factor was responsible for drop-out of girl from the school i.e. indicated by symbol S-1. Similarly, it was, 55.56%, 66.67%, 66.67%, and 88.89% for the sample S-2, S-3, S-4, and S-5 respectively. The causes of drop-out of these girl children are discussed in detail in following points:

a. It is evident from the TABLE 3.1 every girl child among the five samples of girls was more or less affected by household factors. It was found that S-1 (student-1) lost her mother during her childhood and she had to take the responsibility of household work. The income of all the families of sample girls was within the range of 3000-6000 which was not sufficient to run the family as well to take the responsibility of the cost of school education. During the survey, the girl children talked about the parent's difficulties in paying school fees and other school-related expenditure, especially when the father was without job. Financial condition, father's addiction to alcohol often result in fight and quarrel that destroyed the educational environment at home and also left a deep psychological scare on children, making it difficult for them to concentrate on studies.

b. It was also found that, education level of parents was an influential factor which affected the continuation of children in school. The study revealed that mothers of the girls were either primary school pass or upper primary school pass. Father's education also below secondary level. No one of them was H.S.L.C. passed. The girl children did not get proper support and educational help from their parents because of their low educational attainment.

c. Due to the poverty of family, it was found that some of the sample children had to engage in work as a house-maid for earning money in the rich family of the village they lived in which also prevented them to continue their schooling.

### **4.2.2: INDIVIDUAL CHILD'S FACTORS:**

From the TABLE-3.2 it is seen that 44.44% of individual child's factor was responsible for S-1, 33.33% for S-2 and S-3, 55.56% for S-4 and 77.78% was for S-5. The result is discussed below in detail:

a. The poor economic and educational background of the families of the sample children became failure in creating favorable academic environment at home for which these children gradually lost their interest in studies. As a result they did not give attention in study and

therefore could not understand the school subjects properly which leads to poor understanding of the subject matter. With this poor understanding level these girls somehow reached the secondary level but after that they found it difficult to sustain.

b. The study indicated that, one of the sample girls after leaving school was going to be married before the legal age of marriage. Her poor parents also wanted to get their child married and such attitude of parents creates obstacles in the progress of education for their girl child.

c. As the sample students were not so much good in school subjects and no one was available at home to help them in study, they developed fear of examination because of failure or repetition in the same grade.

#### **4.2.3: SCHOOL-RELATED FACTORS:**

From the TABLE 4.1 it is evident that 44.44% of total factors were responsible for the sample S-1 and S-5, similarly 33.33% was for S-2 and S-4, 22.22% was for the sample S-3. The interpretation of the result is given below:

a. The sample students reported that discriminatory practices of the teachers such as verbal abuse, corporal punishment, children given cleaning task in school etc. meted out to them. It was found that the teacher's mistreatment especially with poor and backward students may be a significant factor for drop-out from school.

b. As per the feedback received from the sample students, it has come to know that they did not find any interest in the lectures and teaching of their teachers in classroom which developed negative attitude in them towards learning. And the result of which was seen in drop-out of schools.

c. Some of the sample girls reported that no provision of good and hygienic toilet and urinal facility in school created discomfort in girl's student although it was not a major factor of drop-out for them.

#### **5. PREVENTIVE MEASURES/ SUGGESTIONS TO REDUCE THE PROBLEM OF DROP-OUT:**

The following measures should be taken to reduce the problem of drop-out in the school, especially for children living in village, poverty and with poor socio- educational background. These are:

A. Socio-economic status like poor financial background, family structure etc. are unlikely to change but some variables such as access to schooling facilities, attendance, improvement in infrastructure, flexible curriculum and teacher motivation could be modified to improve the retention rate of these children.

B. Access to schooling facilities may be improved. Efforts can be made to locate schools at those places where they are needed the most. To make a provision of secondary school within 5 kilometers of any habitation and higher secondary school within 7-10 kilometers of any habitation

C. In the present study, the problem of drop-out is influenced by financial constraints; therefore such children should be given stipend, free uniforms, scholarship, free text-book etc. up to secondary level. Children coming from poor economic background, these incentives will be useful in improving the retention rate.

D. To reduce drop-out rate at secondary levels, the education system needs to ensure that the students do not have academic deficiencies at the elementary levels of education. For this purpose, a bridge course or special classes during the summer break may be arranged by the school with the help of its teachers.

E. For improving the performance of children at secondary level of education, issues like curriculum, instructional materials, teacher preparedness and their ability to handle the teaching of modern science and mathematics need to be reviewed.

F. Teachers also have to make an extra effort to counteract dropout by understanding, stimulating and guiding the students in their studies.

G. Besides schools' and teachers' effort, state should have a restorative policy which will ensure that dropouts are offered a second opportunity to acquire the necessary knowledge and skills, in order to increase their chances in the labour market. For this the students may be given readmission without creating any difficulty and they may be oriented in open school.

## **6. CONCLUSION:**

The education at secondary level is very important for everyone as it guarantees access to high paying job; and also represents a promise of greater access to further opportunities and is becoming a prerequisite to remain employable and re-trainable, the highly valued qualities in today's labour market (Astonn & Mclanahan; 1991). In addition to it, secondary education covers the adolescence period of individual's life and a quality education at this stage definitely helps the students to develop their potentialities, cultivate good values and culture in them, develop to explore their creativity. Thus a sound system of secondary education helps students to lead a good life in future by making them a productive, socially efficient and responsible citizen of the country. Therefore, it is the role and responsibilities of schools, school teachers, parents and also government of the state to make sure that all students regardless of their socio-economic background complete the secondary level of education.

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