



SCHOOL DROPOUTS (CHILDREN WITH SPECIAL NEEDS) OUT OF MIDWAY OR PERMANENTLY- CAUSES AND ROLE OF SOCIAL WORKERS

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Abstract

The main objective of this study work is to ascertain the incidence of dropout at primary level with special reference to girl children. For this purpose, the sample schools have been selected from the four districts of Telangana. Since the present study has a very large area covered under its scope, survey method is the most appropriate method from research point of view. Hence descriptive survey method has been adopted for conducting the study.

Keywords: Dropout, Age, Gender, Class and Grade

1. Introduction

Any society can achieve progress only through education of its members. In the developing societies, education is expected to infuse varied knowledges and skills. Education can be inculcating modern values. It is largely believed that the spread of education will play a very vital role in the social, economic, cultural and political modernization of the society. It is indeed a reality in all the developed nations that their development has been made possible only through educational development of their people.

At the time when India achieved independence, it had inherited an educational system of the kind which was quantitatively small and featured by conspicuous regional and structural imbalances. Only about 15 per cent of the population was literate. One child out of three had been enrolled in primary school. The low level of enrolment in schools was compounded by acute regional and gender disparities. Considering education being vitally linked with the overall development process, the reformation and restructuring of the educational system as an immediate need was accepted and state intervention was considered important and vital.



Importance of Education

The Education was imparted through religious institutions in the earlier times. The teachers were generally learned priests, pandits or maulvis and others similar functionaries. The location of the school used to be in and around the place of worship. The prime objective of education was to inculcate knowledge of good life through religion and textbooks with religious ideas. Life skills and vocations were also introduced in some cases. Land grants, gifts, in kind and cash and charities were provided by kings, rulers, noble men and wealthy families to the religious institutions for the promotion of education.

Education depended upon such gifts rather than on any political or secular means. Education being religious in character. It was limited to the privileged sections while the masses did not have any ways to reach up to. The education policy during the medieval period used to be according to the whims and families of the ruling class. It was individual rather than mass education. The religious leaders and the institutions had gained upper hand in.

The network of pathshalas and makhtabs was already there all over India by the time the British rule was established in which the East India Company was not at all interested in that type of education of India. British education created different hierarchies. Education was made secular with a view of open to all arrangement, but in reality, it catered only to a limited section of the social groups. It was mainly meant for the elite. Large sections of the Indian population did not have access to education, like what was the practice in ancient and medieval times. The modern system of education popularly and characteristically known as the British education and now in broader sense the western education may be said to have begun in 1818. The Charter Act of 1818 directed the East India Company to spend a sum of not less than one lakh rupees a year for the purpose of establishing it. But this amount was not utilized even for the next ten years.

2. Literature review

While dealing with the causes of dropouts Budhpriya (1995) states “reasons given by parents for not enrolling a child in the school or withdrawing him/her from the school range from the expense of schooling need of child help financially or regard to house work and looking after



younger children’’. Budhpriya (1995) emphasized that many of scheduled caste children are kept at home because their parents need their children’s economic assistance. They are too young to take up the physical labour for which their health and education are affected adversely. Rameshwari Pandya (1994-95) in her “Why do Kids Dropout of School?” finds out that the dropouts were the ones who were studying in the Primary Municipal Schools of Baroda city. She find out the characteristics of dropouts, these are lack of interest in school and dropout child unable to follow classroom instruction. Tutwiler Sandra Winn (1995) studies show the parents had high hopes for their children despite their own histories and reveal how asymmetrical power arrangement between schools and low-income parents can exacerbate the estrangement between the two. Khishigbuyan, D. Bandi, R. (1995) surveys were conducted with 220 teachers and 250 drop outs. Teachers cited cattle breeding as the top reason for drop out. On the other hand, although 93 children had fathers who were hurdsmen, cattle breeding and “need to help parents” were not among the children’s top five reasons. Lack of interests in studying was the most highly rated mutual choice most children desired further schooling and teachers and children favored alternative programme but lack of funding is a major obstacle. Siegel Jessica (1996) discusses the Young Adult Learning Academy (YALA) in Manhattan, which offers an opportunity for school dropouts to get an equivalent of a high school degree and partake in job preparation programs. Describes the role of technology and the youth internship Program which trains students to work in day-care centers. Desmoulin-Kherat-Sharon; Dugger-Chester W. (1996) describes a program for helping middle school dropouts to enter high school, Details the process for assessing program need recaps efforts to include younger dropouts in a program and reports success in determining a solution to the problem of average students in middle school. Lasts 13 programs strengths and four criteria for guaging success. Murname Richard J., Willett, John, B. Boudett-Kathryn-Parker (Oct. 1997). Training and education profiles estimated from national longitudinal survey of youth data 1979-1991 for 918 men and 699 women suggest that the probability that dropouts received post-secondary education or training was greater after receiving a General Education Development (GED) Certificate. However, fewer than half of GED recipients obtained post-secondary education or training.



3. Objectives of the study

To study the profile of the dropout students in school education.

To analyse the reasons for the school dropouts in school education

4. Methodology

The main objective of this study work is to ascertain the incidence of dropout at primary level with special reference to girl children. For this purpose, the sample schools have been selected from the four districts of Telangana. Since the present study has a very large area covered under its scope, survey method is the most appropriate method from research point of view. Hence descriptive survey method has been adopted for conducting the study.

5. Evaluation of the dropout students

➤ Profile of the Dropout Respondents

Table-1
Gender-wise dropout respondents

Gender	Dropouts	Percentage
Male	202	78.9
Female	54	21.1
Total	256	100

Source: Primary data

The table-1: is based on the gender of the dropout respondents and were classified as male and female. The above table shows that 78.9 per cent of respondents are male and 21.1 per cent of them are female. It is inferred that male are the major school dropout in the study area. Most of the female were married at an early age. So, the female themselves elevated as parents from student state.

Table -2
Age-wise dropout respondents

Age	Dropouts	Percentage
11-15	38	14.8
16-20	124	48.4
21-25	94	36.8
Total	256	100

The table-2: shows the age-wise dropout rate. The age was classified in three group as follows, 11-15, 16-20 and 21-25. The highest dropout (48.4%) is in 16-20 age group in the



study area and the second 21-25 age (36.8%) group and last (14.8%) in 11-15 age. The main influence from the table is that the dropout rate shows decreasing trend in the upcoming new generation in the study area.

Table-3
Grade-wise dropout respondents

Grade	Dropouts	Percentage
VI	22	8.6
VII	23	9.0
VIII	73	28.5
IX	93	36.3
X	45	17.6
Total	256	100

Source: Primary data

The table-3 is based on the grade-wise dropout of respondents,36.3 percentage dropped out at grade IX, 28.5 percentage respondents at grade VIII, 17.6 percentage respondents at grade X, 9 per cent respondents at grade VII and 8.6 per cent at grade VI. This implies nearly 40 per cent of dropout is actually taking place at grade IX, the first of the secondary education itself. The reason for the high dropout at grade IX is probably due to their difficulty in learning before coming to the secondary level. The quality of primary education and learning level of pupils which is abysmally low ill-prepares them for the academic rigor of secondary education. Another reason for this is unsuitable self-decision (without experience). So they dropped out in school education.



➤ **Reasons for dropout of respondents**

Table-1
Reasons for dropout-respondents view

Reasons	Sex		Total
	Male	Female	
Family background	2	1	40
Inability in studies	39	11	50
Not interest	79	14	93
Job interest	25	4	29
Parents death and Sickness	7	5	12
Academic failure	5	3	8
Family migration	2	-	2
Health	11	-	1
Corporal punishment	4	1	5
School fees	-	1	1
Others	4	1	5
Total	202	54	256

Source: Primary data

Table-1: shows the reason for dropout from the dropout respondents' point of view. The reasons were given by dropout respondents. There are numerous reasons for children to dropout from school ranging from academic to family and what not. The table analysis indicates that 36.3 per cent of the respondents expressed that they are not interested in study, 19.5 per cent of them pointed out there in ability to hope up with studies, 15.6 per cent of them pointed out family economic problem, 11.3 per cent of the respondent were interested in job, followed by parents' death (4.7%), health (4.3%), academic failure (3.1%) etc. The dropout reasons categorized by various researchers, family factors, student factors, school factors and certain unexpected factors, student factors (67.19%) all the major factor for respondent dropout in their education in the study area and second is family factor (21.09%). Formale the dropout from education the main factors are not interest and inability to study, whereas for female it is family background and not interest in studies.



Table-2

Reasons for dropout–age-wise

Reasons	Age			Total
	11-15	16-20	21-25	
Family background	5	13	22	40
Inability in studies	7	28	15	50
Not interest	23	39	31	93
Job interest	-	20	9	29
Parents death and Sickness	-	6	6	12
Academic fail	-	5	3	8
Family migration	1	-	1	2
Health	-	8	3	11
Corporal punishment	1	2	2	5
School fees	-	-	1	1
Others	1	3	1	5
Total	38 (100)	124(100)	94 (100)	256 (100)

Source: Primary data

The above table 6.1.2 shows the age wise dropout reasons. Dropout reasons have been differing from their concerned age. Major reason for dropout in the age group between 11-15 years and 16-20 years are same such as not interest (60.5%) inability in studies (18.4%) and family background (13.2%). In the age group between 21-25 not interest (33%) family background (23.4%) and inability in studies (16.0%). The table concluded the reasons for dropout both are same for the age group between 11-15 and 16-20. In this age first reason being not interest second is inability in studies and third is family background. Family background doesn't affect the child education at present.

Table-3 Class wise reasons

Reasons	Grade					Total
	VI	VII	VIII	IX	X	
Familybackground	3	7	1	14	1	4
Inabilityinstudies	4	3	16	16	11	50
Notinterest	11		20	35	21	93
Jobinterest	1		4	15	7	29
Parents death andSickness	2	2	6	2	-	12
Academicfailure	-	-	2		-	8
Familymigration	-	-	2	-	-	2
Health	1	2	5	2	1	11
Corporalpunishment	-	1	2	-	2	5
Schoolfees	-	-	1	-	-	1
Others	-	-	-	3	2	5
Total	22 (100)	23 (100)	73 (100)	93 (100)	45 (100)	256 (100)

Source: Primary data



Table-3 shows the reasons were classified grade- wise as VI, VII, VIII, IX and X. In grade wise, the major reasons for dropout in VI class, is not interest (50%) and inability in studies (18.2%) in VII class family background (30.4%) and not interest (26.1%), in VIII class, not interest (27.4%) inability in studies (21.9%) and family background (20.5%), in IX class, not interest (37.6%) inability in studies (17.2%) and job interest (16.1%), in X class, not interest (46.7%) inability in studies (24.4%) and job interest (15.6%). This table concludes that almost not interest is the main reason that to discontinue school education in grade VI, VIII, IX and X. Second is inability in studies in class VI, VIII, IX and X and third one is family background affects middle school education (VI, VII and VIII) secondary education affected by job interest (IX and X). Not interest and inability in studies is the main reasons for dropped in all classes but poor family affects only middle education. Secondary school education is affected by job interest.

Table-4
Reason for dropout–parents view

Reasonsbyparent'sview	Dropouts	Percentage
Family	40	15.6
Student	199	77.7
Institutions	7	2.7
Health	7	2.7
Others	3	1.2
Total	256	100

Source: Primary data

Table-4 shows the reason for dropout by respondent's parents' angle. The table classifies the reasons such as family, student, institution, health and others. Majority of the parents 77.7 per cent expressed that student mind set is the main reason for dropout and 15.6 per cent due to poor family background. So, the table concludes that the family is not a factor for child to dropout from school education.



➤ **Special needs for school children's**

- Transportation facility
- Middy meals
- Free-books and school uniform
- Special class rooms
- Toilet facilities
- Efficient school teachers
- Update Teaching methods
- And other needs

➤ **Role of social workers:**

- Children and adolescents.
- Individuals with disabilities.
- Individuals who are experiencing poverty or homelessness.
- Medical patients.
- LGBTQ individuals.
- Individuals suffering from addiction.
- Students.
- Individuals with mental health concerns.
- Refugees and immigrants.
- Aging individuals.
- Couples and families.
- Victims of violence or trauma.
- Individuals who are incarcerated or in the criminal justice system.
- Veterans.

6. Conclusions

The main influence from the table is that the dropout rate shows decreasing trend in the upcoming new generation in the study area. Most of the female were married at an early age. So, the female themselves elevated as parents from student state. The reason for the high dropout at grade IX is probably due to their difficulty in learning before coming to the secondary level. The quality of primary education and learning level of pupils which is abysmally low ill-prepares them for the academic rigor of secondary education. Another reason for this is unsuitable self-decision (without experience). So, they dropped out in school education. For male the dropout from education the main factors are not interest and inability to study, whereas for female it is family background and not interest in studies. In this age first reason being not interest second is inability in studies and third is family background. Family background doesn't affect the child education at present. Not interest and inability in studies is the main reasons for dropped in all classes but poor family affects only middle education. Secondary school education is affected by job interest.