

Socio-Economic Status of Dropouts at Secondary School Level: A Study of Sirsa District

Raj Kumar¹ and Dinesh Chahal^{2*}

¹Department of Education, Chaudhary Devi Lal University, Sirsa, Haryana, India

²Department of Education, Central University of Haryana, Mahendergarh, India

ABSTRACT

Education regarded as a potential instrument of social change and national upliftment. The real education is given from primary and secondary classes because primary and secondary educations are the foundation of advancement of higher education. The step of universalisation of education has been taken to promote education for all at all stages (primary, secondary, and higher). Dropping out of children from secondary schools has been viewed now as a serious educational social problem after completing the primary education. Secondary education is a very important stage of education as it is the connecting link between primary and higher education. In this way dropout at secondary school level is acting as the main obstacle in the way of universalisation of education. The present study is a humble attempt to study the reasons related to socio economic status of dropouts at secondary school level. Such study will be helpful to solve the problem of dropout ratio at secondary level and through it our educational system becomes effective. The study was delimited to five government secondary schools of Sirsa district only.

Keywords: Education, Socio-Economic Status, Secondary School Level and Dropouts

India is a democratic country. All democratic countries give the equal opportunities of education to their citizens. Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life. S.D. Sargunam (2010), said that education has plays a crucial role in the society as

it disseminates knowledge, provides necessary skills and helps in forming certain attitude. Man is capable of making necessary adaption, education helps him to alter his behavior and acquire new skills according to the demands of the new situations. Educating the child is directing the child's capacities, attitude, interest, urges and needs into the most desirable channels. Education is the key to national prosperity and welfare. In the development of a country it is the process of human enlighten and empowerment for the achievement of a letter and higher quality of life.

The whole purpose of education in a country like India is a human resource development (S.P. Kaur, 2011). Education is the most important component of human resources. Therefore society wants to utilize the

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Address for correspondence

Department of Education, Central University of Haryana, Mahendergarh, India

E-mail: dinesh78chahal@gmail.com

individual talent properly. We want to get maximum resources so we should make our efforts for maximum achievement of our youth and trained them in such a way that they may utilize the recourses available. A sound and effective system of education is results in the enfolding of learner's potentialities, enlargements of their competencies and their interest, attitude, and value. United Nations Report on the World Social Situation (1997) said that education is very important for overall development of an individual and also for development of any nation.

Education is very important for overall development of an individual and also for development of any nation. Education is like an investment in economic terms. It helps in removing poverty, produced skilled labor and creates right attitude towards the work and development of the nations as well as it boosts awareness for better living. Harbison & Myers (2012), viewed that education is both the seed and the flower of economic development of a nation and society. Prof. Prem Kirpal (2010) observed that the quest for the quality of life is the essence of modern education which offers new hope and opportunity to the poor and materially deprived societies. Education plays a significant role in the path modernization to remove the obstacles. The real education is given from primary/elementary/basic and secondary classes because primary and secondary educations are the foundation of advancement of higher education. Elementary education provides the platform for secondary education and secondary education is the connecting link between primary and higher education (S.P. Kaur, 2011).

For this Indian govt. has taken many steps regarding development of primary and secondary education as SSA, RTE Act 2009 and so on. The main emphases of these policies is to increase enrollment in schools and gain the objective of universalisation of education.

Dropouts

The step of universalisation of education has been taken to promote education for all at all stages (primary, secondary, and higher). Children complete their first stage (primary class) schooling in the effect of universalisation of elementary education and then drop

the school. So dropping out of children from secondary schools has been viewed now as a serious educational social problem after completing the primary education. The disheartening fact is that today more than eight million children who should be in school are still out of school and are sweating it out in farms and factories (Reddy, 2011). There are various causes like economic, social domestic etc which are responsible for dropout rate.

Dropout means pupil who leave the school during any part of the academic year without completing the classes in which he or she is studying. Herzog committee (1928) defined it as "The premature withdrawal of children from school at any stage before the completion of primary course." However dropping out from the school before completing the prescribed course is neither desirable for the individual nor is beneficial for the society as a whole drop outs will affect our quality of education. As a result of substantial rates of drop out and non completion many children are leaving schooling without acquiring the most basic skills.

Socio-Economic Status

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education, and occupation. Society consists of a number of groups and each individual belongs to a number of groups by virtue of his race, colour, caste, occupation and socioeconomic status of parents (Rao, 2012). In present socio-economic conditions everyone cannot get equal opportunities for quality of education. One of the causes of inequality of educational opportunities is poverty. A large section of India's population is economically poor with the result that they cannot have the same chance as those who come from richer families even if there are educational facilities available in the neighborhood. So there are much interrelationship between socio-economic status and education. The socio-economic factors are responsible for the dropouts of children at secondary school stage.

After independence efforts have been made towards the universalisation of primary and higher education. After various attempts by central and state government

providing basic facilities, mid-day- meal, expenditure on quality education to achieve the universalisation of education but besides these efforts the school enrollment is not become universal and ratio of absenteeism and dropout is increasing day by day. Now the problem of dropouts is facing in our educational system foremost. There are various factors responsible of dropout rate in which socio-economic status is most important factor. Socio-economic status plays an important role in the life of a person. The status opens the ways for his progress, intelligence, attitude and even interests are patterned by socio-economic background of the individual. When analyzing a family's socio economic status the household income and occupation, family size and education level is also due to the socio economic status of the children and differential treatment given by parent's education level, family members and so on.

Review of the Related Literature

Mir (2012) conducted a study on dropout rate at primary level in education zone Qaimoh, district Kulgam (J&K). The major findings were: i) in cluster Nowpora Kharpura the dropout percentage in middle school Kharpura was 10 %, in middle school Nowal was 11.11% and in middle school Gundbal was 18.18%. ii) in cluster Wanpora the dropout percentage in middle school Btachloo was 30.76 %, in middle school wanpora was nil and in her wanpora was 28.57%. iii) in cluster Qaimoh, the dropout percentage in primary school Maqdampora was 30%, in middle school Brazloo was 7.69%, and in middle school Gulfbal was 19.0%.

Kumari & Srivastava (2011) conducted a study of socio-economic status and self-esteem in relation to career and family values. The result of the socio-economic status of college female students reveals that majority of the sample were educated up to graduation (52%) and were single earner (72%) and fell in the category of middle class(96%). Only 5% of the parents were educated below graduation and were dual earners (28%) and fell in the category of upper middle class (44%).

Justification of the Study

Today a major problem is faced by our educational system is dropout ratio at secondary level which is

increasing day by day. The dropout ratio in schools in the country continues to be dismal and depressing. The disheartening fact is that today more than eight million children who should be in school after completing their elementary education are still out of school and are sweating it out in farms and factories etc. In India many facilities are provided to improve the enrollment ratio, enrichment of attendance and control the drop out ratio but after that the ratio of dropouts is not decreasing. The present study is a humble attempt to study the reasons related to socio economic status of dropouts at secondary school level which include level of education and family size. Such study will be helpful to solve the problem of dropout ratio and make effective our educational system.

Objectives of the Study

- To study the dropouts at secondary school level.
- To study the socio-economic status of dropouts at secondary school level.
- To find out causes of dropouts at secondary school level.
- To suggest the solutions to overcome the problem of dropouts at secondary school level.

Research Methodology

In this study descriptive method was used by the researcher. The population for the purpose of the study defined as all government schools of Sirsa. Though it was difficult to collect data from this population, so five government schools out of this population were selected randomly and 40 students were traced who dropped the school. To study the dropouts in relation to their socio-economic status at secondary school level, a self-made interview schedule was used. Simple percentage was used to interpret the data in this study.

Data Analysis

In the present study the investigator aimed to study the dropouts in relation to their socio-economic status at secondary level. After collecting the data based on 40 dropout students some result came in the light which is helpful in our study which described as below:

Table 1: Category wise dropouts

Category	No. of dropouts	%
General	5	12.5
Backward	7	17.5
Scheduled	28	70
Total dropout students	40	100

Table 1 shows that out of 40 dropouts, (12.5%) dropouts belong to general category, (17.5%) dropouts belong to backward class and (70%) dropouts belong to scheduled caste category. Thus, it may be concluded that the majority of dropouts belong to scheduled caste category.

Table 2: family wise dropouts

Family members	No. of dropouts	%
3 to 5 members	8	20
6 to 9 members	28	70
10 & above	4	10
Total dropout students	40	100

Table 2 shows that out of 40 dropouts, (20%) dropouts have 3 to 5 family members, (70%) dropouts have 6 to 9 family members and (10%) dropouts have 10 & above family members. Thus, it may be concluded that majority of dropouts belongs to that families which have 3 to 5 family members.

Table 3: Educational status of parents

Educational Status of parents	No. of dropouts	%
Secondary & Higher	5	12.5
Primary	10	25
Illiterate	25	62.5
Total dropout students	40	100

Table 3 shows that out of 40 dropouts, educational status of (12.5%) dropout's parents are up to secondary & higher level, educational status of (25%) dropout's parents are up to primary level and (62.5%) dropout's parents are illiterate. Thus, it may be concluded that maximum parents of dropouts are illiterate.

Table 4: Social status of father

Social Status of Father	No. of dropouts	%
Service	0	0
Business	0	0
Agriculture/Labour	40	100
Total dropout students	40	100

Table 5 shows that social status of all the (100%) dropouts' fathers belongs to agriculture/labour class and nil dropouts' fathers belongs to service and business. Thus, it may be concluded that all dropout's fathers belong to agriculture/labour class with.

Table 5: Social status of mother

Social Status of Mother	No. of dropouts	%
Service	0	0
Agriculture/Labour	5	12.5
Housewife	35	87.5
Total dropout students	40	100

Table 6 shows that out of 40 dropouts, social status of (12.5%) dropout's mothers belongs to agriculture/labour, social status of (87.5%) dropout's mothers belongs to housewives and social status of (0%) dropout's mothers belong to service. Thus, it may be concluded that the majority of social status of dropout's mothers are belongs to housewife class.

Table 6: Family monthly income

Monthly Income	No. of dropouts	%
Above ₹ 10,000	3	7.5
₹ 5000 - ₹ 10,000	5	12.5
Below ₹ 5000	32	80
Total dropout students	40	100

Table 7 shows that out of 40 dropouts, family income of (7.5 %) dropouts is above ₹ 10,000, family income of (12.5%) dropouts is ₹ 5000-10,000 and family income of (80%) dropouts is below ₹ 5000. Thus, it may be concluded that maximum family income of dropouts is below ₹ 5000.

Table 7: Type of house

Type of House	No. of dropouts	%
Kuttcha	5	12.5
Pucca	15	37.5
Adha Kuttcha	20	50
Total dropouts students	40	100

Table 8 shows that out of 40 dropouts, (12.5%) dropouts are living in kuttcha house, (37.5%) dropouts are living in pucca house and (50%) dropouts are living in adha kuttcha house. Thus, it may be concluded that maximum dropouts are living in adha kuttcha house.

Table 8: Statement wise socio-economic status

Sl. No	Statement	Yes	No
1	Have Power Connection	25 (62.5%)	15 (37.5%)
2	Have Facility of television	12 (30%)	28 (70%)
3	Have Facility of Computer	5 (12.5%)	35 (87.5%)
4	Facility of news paper	8 (22.5%)	31 (77.5%)
5	Facility of Vehicle (scooter & car)	10 (25%)	30 (75%)
6	Have Sanitation Facility	36 (90%)	4 (10&)

Statement 1st shows that out of 40 dropouts, (62.5%) dropouts have the facility of power connection at their home and (37.5%) dropouts have not the facility of power connection at their home, 2nd shows that out of 40 dropout, (30%) dropouts have the facility of television at their home and (70%) dropouts have not the facility of television at their home. Statement 3rd shows that out of 40 dropouts, (12.5%) have the facility of computer at their home and (87.5%) dropouts have not the facility of computer at their home.

Next shows that out of 40 dropouts, (22.5%) dropouts belong to that family who subscribed daily newspaper and (77.5%) dropouts belong to those families who have not subscribed daily newspaper. Statement 5th shows that out of 40 dropouts, (25%) have the facility of vehicle and (75%) dropouts have not the facility of vehicle. Statement 6th shows that out of 40 dropouts, (90%) dropouts have sanitation facility and (10%) dropouts have no sanitation facility. Thus, on the basis of above

interpretation of statements it may be concluded that maximum dropouts have the facility of sanitation and power connection and maximum dropouts have not the facility of television, computer, newspaper and any type of vehicle.

Major causes of dropouts

- The rate of dropout is high due to illiteracy of the parents because illiterate parents cannot understand the value of education.
- The rate of dropout is highest due to poor social status of father which is the cause of low family income.
- The rate of dropout is highest due to poverty because poor parents cannot afford the cost of books, stationary, uniform, and private coaching etc.
- Lacking of inadequate transport facilities may be another reason for dropout.

Suggestions for decreasing dropouts

- Bring adequate awareness about the value of education among parents.
- Enhance non-formal education as alternative channels for dropouts, and other children who are unable to attend full time schools.
- Provide facilities for both primary and secondary education with in distance from the home of every child.
- Ensure proper implementation of various schemes/acts as free text books, uniform, mid-day-meal, and scholarships for children belong to weak section.

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