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**Eliminating the Factors of School Dropouts and Education Sustainability in Rural Area of
Yadgir District, Karnataka**

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Abstract :

Indian society is still a long distance vision for the Government, Educators and People who are working towards education sustainability. Students' dropping out of school is a great concern of any government or society. Despite many policies and strategies developed to enhance a smooth transition rate in school, there are still students who withdraw from school prematurely. Number of school dropouts varies from country to countries and even across various regions of the same country. School dropout is caused by many factors. Among many factors, some have greater influence as compared to the others. The study focus on factors influencing the school dropouts at the primary and high school in yadgir districts of Karnataka , India. The data collected from 180 respondents of teachers, parents and school dropout students. Social work is a demanding professional discipline based on a body of values, knowledge, skills and personal attributes, and requiring a commitment by the social worker to sustainable development. Rural education will need prepare India for better tomorrow. Quality and access to education is the major concern in rural schools towards education sustainable development.

Key Words: School dropouts, Rural education ,Education sustainability, Education sustainability, social work intervention,

Introduction:

According to world development report India will be world's most populous country in 2028 and half of the total population are fall on less than 25 years age group. And in the times to come India will have largest working population. All of the working population may have crucial role to acquire sustainable development in India. Thus education can help to prepare the skilled based labour and human resources. According to census 2011 literacy rate in rural and urban areas is 68.91% and 84.98% respectively, i.e, huge gap of literacy rate between there. Thus if India envisage to faster inclusive growth this population should be prominently engaged in

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development process otherwise that exercise will not bear the desired fruits. In this regard education is relevant way for engagement of rural population to take them to the sustainable development process. Right To Education Act (2009), assuring every children's right to equality education. Twelfth Five Year Plan by the govt of India emphasizes that 'access to education'. Here also needed significant amount of financial resources for provisioning of education and as well as quality of education. But recent studies (ASER, 2013) and several evidences confirm low participation and low levels of learning among the children in rural India.

Objectives of the study:

The study is based on the below objectives .

- To understand factor for school dropout in rural area.
- To know the necessity of social work intervention to eliminating the factors of school dropouts
- To understand the significance of social work towards education sustainable development

Rural Education in India:

It as once rightly said by the father of our nation Mahatma Gandhi that "India lives in its villages". People residing in villages represent the true image of 'real India'. However, due to lack of literacy and education, the rural India witnesses many drawbacks. According to the census of India 2011, 68.84% Indians live in rural areas. Literacy rate in rural areas is 68% as compared to 85% in urban areas. Total literacy rate is 74% in India. As per District Information System for Education (DISE) 2011-12, a total of 1412178 schools under in the country, out of which 1214282 (85.99%) are located in rural areas. The category wise distribution of schools located rural areas is primary (62.55%), primary with upper primary (17.74%), primary with upper primary and secondary /higher secondary (2.48%), upper primary only (11.09%), and upper primary with secondary /higher secondary (5.82%). The gap in ratio of primary to upper primary schools/sections (2011-12) in rural areas is higher than urban areas 2.26 and 1.42, respectively.

Methodology :

The study was conducted in Yadgir districts of Karnataka. . A sample of 180 from teachers , parents and dropout students with two educational blocks such Yadgir and Shapur. The study covered 5 government schools, 5 aided school and 5 unaided schools of higher primary. The sample collected by simple random method .



Main Findings:

The major goal of the study was to assess factors influencing dropouts .

Table No-1: The Teachers' perception on necessity of social work intervention towards educational sustainable development

S.No	Respondents	Frequency	Percentage
1	Strongly agree	24	40
2	Agree	19	31.6
3	Disagree	11	18.3
4	Neutral	06	10

(Source: field data 2017)

The above table shows the Teachers' perception on necessity of social work intervention towards educational sustainable development. 40 percentage of the respondents strongly agreed, 31.6 percentages of the respondents agreed, 18.3 percentage of the respondents disagreed and remaining 10 percentage of the respondents strongly disagreed. Social work is a demanding professional discipline based on a body of values, knowledge, skills and personal attributes, and requiring a commitment by the social worker to sustainable development. The term 'social work intervention' usually describes work undertaken with individuals, families, groups and communities in looking to the future to cover the use of social work knowledge and skills.

Table No-2: Parents' opinion on quality education towards sustainable developments in present days

S.No	Respondents	Frequency	Percentage
1	Satisfactory	27	45
2	Dissatisfactory	14	23.3
3	Neutral	19	31.6

(Source: field data 2017)

The above table shows Parents' opinion on quality education towards sustainable developments. 45 percentages of the respondents felt satisfactory, 31.6 percentages of the respondents felt neutral in this opinion and 23.3 percentages of the respondents felt Neutral.



Table No-3: Distribution of respondents according to opinion on factors of school dropouts

S.No	Factors of school dropouts	Teachers		Parents		Dropout students	
1	Family Factors	37	61.6%	28	46.6%	42	70%
2	School Environment	04	6.6%	14	23.3%	11	18.3%
3	Social Environment	19	31.6%	18	30%	07	11.6%

The above table indicates about the opinions of the respondents on factors of school dropouts such as family, school, and social environment. 61.6 percentage of teachers, 46.6 percentage of parents and 70 percentages of dropout students felt family factors are most influencing for students dropping out from schools. 23.3 percentage of parents, 18.3 percentage of the students and 6.6 percentages of teachers said school factors are influencing for students dropping out from schools. 31.6 percentage of teachers, 30 percentage of parents and 11.6 percentages of dropout students felt social environment factors are also influencing for students dropping out from schools.

Factors of School Dropouts :

In rural areas the facilities in schools are not at equal level to the urban schools. Rural urban differences have also been found to be significant in accessing the resources and the facilities provided by the state. For example, children in rural areas have less access to schooling because the schools are either not available or physically and/or socially inaccessible. Coupled with that is the integration of the children, especially girls, in the village and household economy. Therefore, reality has also been recognized as a critical indicator of who can participate in education.

1. **Family Factors** :The main reason for dropout at all the level of school education irrespective of the locality is poverty. Child labour arises from the extreme poverty of the family. Family problems lead the child to get into a work to become independent or to support the family. It emerged from the study that poverty lies at the heart of many of the challenges that hinder girls' access to education. From both the interviews and questionnaires the poor socio economic status of girls was said to impose great constraint upon girls' continuing with their education. Parents were said to be unable to pay for the fees and other school resources like uniforms. Results from this study indicated that when in a financial strain, parents opt to withdraw the girl child from education and further the education of the boy child.

2. **School Environment**: Some people are not interested in classes because the education provided to them is not interesting or de-motivation by the school authorities by scolding them or not considering them. Behavioral problem children are given corporal punishment still in school level. The students are not getting proper school infrastructure with all facilities. Lack of female



teachers in school negatively impacts on girls' dropout outcome. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools

3. Social Environment: Lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls. Social norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Some social practices and beliefs of a particular religion or community massively affect as barriers to girls' education, especially in the male-dominated societies.

Education sustainability :

With the world population of 7 billion people and limited natural resources, we, as individuals and societies need to learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in future. Education for Sustainable Development (ESD) empowers people to change the way they think and work towards a sustainable future. Sustainable Development GOAL four indicates that to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. It is universal access to all levels of education and skill development, starting from pre-primary education, early childhood care and development, primary and secondary education, all the way to tertiary education, and skill development.

Needs of social work intervention :

Social work intervention is often divided into three broad practice categories: macro, mezzo and micro. Macro level social work is interventions provided on a large scale that affect entire communities and systems of care. Mezzo social work happens on an intermediate scale, involving neighborhoods, institutions or other smaller groups. Micro social work is the most common practice, and happens directly with an individual client or family. The term 'social work intervention' usually describes work undertaken with individuals, families, groups and communities. social work includes the capacity to work effectively within schools and across community boundaries . assisting people either directly or through access to other forms of support, to reach a level where they can participate more fully and independently and access support from mainstream services, voluntary and community organizations. It providing directly, or through access to other resources, support that enables people with complex needs and communication difficulties to participate in making decisions about their lives and the way they live In looking to the future, the term to cover the use of social work knowledge and skills when using any of these methods of intervening in school setting for eradicate the factors of school



dropouts in rural area and helps to bring the sustainable development . Social workers are one of the three professional pupil services groups that provide counseling services to children and adolescents in schools. A School social worker dons in roles as a mental health expert and leader of social and emotional development within the school community. School social workers address student community issues by working with parents and the community. They also work with crisis intervention, group treatment, child neglect and abuse identification and reporting, integrating services to culturally and economically diverse populations, and education policy issues.

Discussion and Suggestions:

This 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. Rural based economic society, many problems, leaving no margin for unconsciousness, stand before educational participation, which is reflected, among other educational indicators, by higher school dropout; meaning the children those who were earlier in school, but are not now there although they have not completed their school courses. Dropout rate of children from primary to secondary level has been discussed in the present paper. From that it is observed that the number of dropout is high in all the periods at secondary level. Some of the major reasons for dropout in India are discussed and it is concluded that the mindset of the society towards gender based discrimination should be changed with the help of Educators, Administrators, and Curriculum and Policy Makers. Some study need to be done in other districts so as to establish other factors causing the students dropout from the schools. The government should treat the school dropout issue seriously and make national education plans to assist the poor continue with their education.

Conclusion:

Education enables an individual to look at society and its aspects with a wider perspective without education, people are unable to develop the basic sense required. Around three fourth of the country's population belong to the rural area. With literate and educated rural India's our country might emerge as a developed nation. Rural education will need prepare India for better tomorrow. Social demographic, academic performance and home based factors which include, household income, family size, parent's occupation, cultural and traditional beliefs all contributes substantially to the school dropouts. Quality and access to education is the major concern in rural schools towards education sustainable development.



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