

A Study On Dropouts Among Socially Disadvantaged School Students Of Bihar

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Abstract: The present investigation was undertaken to reveal the degree of retention of the disadvantaged students in the middle schools of Bihar. The study also attempted to analyse the rate of dropouts in the middle schools. The sample of study comprised of 480 middle school disadvantaged students of government and private schools of Samastipur, Vaishali and Patna districts. The data was collected through an interview schedule, the attendance register and marks register as well as a self constructed and validated questionnaire for parents. The study revealed that the largest number of dropouts were in class VIII. It also reflected that there was difference in the number of dropouts in the three districts covered. Samastipur district recorded the lowest percentage of dropouts in comparison to Patna and Vaishali districts. Changes have been observed lately but much more is needed for a shining Bihar.

Keywords: dropouts, socially, disadvantages.

1. INTRODUCTION

Caste is unique among systems of social set up in India. For sociologists caste is used in two different senses. First it refers exclusively to a system of social organization peculiar to India. Secondly, it may denote almost any kind of class structure of exceptional rigidity. Rig Veda rarely mentions caste distinction, and indicates social mobility was common. Probably born with the purpose of division of labour, the classification started with Varna (colour), Karma (work), Janma (birth) respectively. This resulted in education becoming the monopoly of few.

Independent India is still in the process of universalizing primary education. The Indian Constitution in its Article 45 accepted free and compulsory education for the age group of 6 - 14,

which was to be achieved by 1960. The failure made the government to extend it to another 10 years. Even so, the problem of wastage continued and in 1975 it was a policy decision that no child will be retained in the same class.

The weakness is evident from the policy formation of 1986 which suggested Operation Blackboard. Its policy that all children of 11 years will complete 5 years schooling by 1990, and all children of 14 years will get free and compulsory education did not succeed. Supreme Court declared education as a fundamental right. A time bound plan was again chalked out according to which all children between 6 - 14 will be admitted to schools by 2002, and all to be retained and given quality education for class 5th till 2007 and class 8th till 2010. Then came RTE Act 2009 (Right to Education). It was notified on 16th February 2010 and came into effect from April 1st, 2010. Sixty three years after independence, India entitles children to education based on principle, of equity.

Still the problem is of retention. Children gradually dropouts of the system, nearly half the children who enter class 1 dropout before reading class 8.

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Dropping out of school is a worldwide phenomenon with drastic mental health consequences for children, families and society. Every year, a large number of students drop out of school worldwide. An estimated 1 million American dropouts every year, that is, 7000 everyday or every 29 seconds, another student gives up on school (do something website retrieved on 16/10/2014). India is no exception. India's education system is not in good shape overall. India spends a very low (4% Times of India, India Times.com/budget 2014) of its gross domestic product on education. Majority of its schools are state-run and substandard. While more than 90% children enroll in primary school, 40% The Hindu March 31, 2014 or more have dropped out, says the NCAER.

SIGNIFICANCE OF THE STUDY:

The purpose of study is to look into the degree of retention of the disadvantaged students in middle schools. It also tries to confirm the rate of dropouts in the middle schools of Bihar.

RESEARCH OBJECTIVES:

The following objectives were formulated for the study

1. To find out the difference in the level of dropouts between girls and boys students.
2. To find out the difference in the level of dropouts between class VI and class VII students.
3. To find out the difference in the level of dropouts between class VII and class VIII students.
4. To find out the difference in the level of dropouts in schools of different Panchayats.
5. To find out the difference in the level of dropouts in schools of different Blocks.
6. To find out the difference in the level of dropouts in schools of different Districts.

NULL HYPOTHESIS:

1. There is no significant difference in mean scores of dropout on the basis of gender.
2. There is no significant difference in mean scores of dropout on the basis of class VI and class VII.
3. There is no significant difference in mean scores of dropout on the basis of class VII and class VIII.
4. There is no significant difference in mean scores of dropout on the basis of Panchayats.
5. There is no significant difference in mean scores of dropout on the basis of Blocks.
6. There is no significant difference in mean scores of dropout on the basis of Districts.

2. METHODOLOGY

Design:

A random sample technique was employed to assess the retention of disadvantaged Category students of middle schools.

Population:

The population of study comprises of middle school disadvantaged students of government and private schools of Bihar.

Sample:

A Sample of 480 middle school students was selected through random sampling technique.

Tool:

1. An interview schedule was used for collection of data.
2. The attendance register and the marks register was used to ascertain the degree of retention.
3. Self constructed and validated questionnaire for parents was used for collection of data.

Statistics Used:

The investigator has used the Mean, Standard Deviation, 't' - test and Analysis of Variance (ANOVA) for analysing the data.

DELIMITATIONS:

- (i) The present study was limited to disadvantaged students of class VI to VIII only.

- (ii) The present study was limited to disadvantaged students only.
- (iii) The present study was limited to three districts only.
- (iv) The present study was limited to disadvantaged students of Bihar only.

3. RESULTS AND DISCUSSION

Hypothesis 1: There is no significant difference in mean scores of dropout on the basis of gender.

The result are summarized in table 1

TABLE.1: Mean, SD and t-ratio based on gender

Gender	Mean	S.D.	Number	t-ratio
Boys	70.77	12.18	240	0.813
Girls	71.658	11.716	240	

It is inferred from the above **table 1** that the t-value is 0.81 which is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in mean scores of dropout on the basis of gender.

Hypothesis 2: There is no significant difference in mean scores of dropout on the basis of class VI and class VII.

The result are summarized in table 2

TABLE.2: Mean, SD and t-ratio based on class VI and class VII

Class	Mean	S.D.	Number	t-ratio
Class VI	70.555	11.247	162	0.45
Class VII	69.95	12.50	162	

It is inferred from the above **table 2** that the t-value is 0.45 which is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in mean scores of dropout on the basis of class VI and class VII.

Hypothesis 3: There is no significant difference in mean scores of dropout on the basis of class VII and class VIII.

The result are summarized in table 3

TABLE.3: Mean, SD and t-ratio based on class VII and class VIII

Class	Mean	S.D.	Number	t-ratio
Class VII	69.95	12.5	162	2.375
Class VIII	73.205	11.88	156	

It is inferred from the above **table 3** that the t-value is 2.375 which is more than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. It means there is significant difference in mean scores of dropout on the basis of class VII and class VIII. Here mean score (73.2) of class VIII is more than the mean score (69.95) of class VII.

Hypothesis 4: There is no significant difference in mean scores of dropout on the basis of Panchayats.

The result are summarized in table 4

TABLE.4: ANOVA based on Panchayats

	Sum of squares	Df	Mean of squares	F-ratios	Remarks
Between Groups	1026.39	47	21.83	2.010	Significant at 1%
Within Groups	4693.60	432	10.865		

It is inferred from the above **table 4** that the calculated value of F, is significant at 1% level of significance. Hence the null hypothesis is rejected. It means there is significant difference between mean scores of dropout on the basis of Panchayats. However to test inner group difference t-test was applied.

Hypothesis 5: There is no significant difference in mean scores of dropout on the basis of Blocks.

The result are summarized in table 5

TABLE.5: ANOVA based on Blocks

	Sum of squares	df	Mean of squares	F-ratios	Remarks
Between Groups	266.747	47	5.675	2.164	Significant at 1%
Within Groups	1133.253	432	2.623		

It is inferred from the above **table 5** that the calculated value of F, is significant at 1% level of significance. Hence the null hypothesis is rejected. It means there is significant difference between mean scores of dropout on the basis of Blocks. However to test inner group difference t-test was applied.

Hypothesis 6: There is no significant difference in mean scores of dropout on the basis of Districts.

The result are summarized in table 6

TABLE.6: ANOVA based on Districts

	Sum of squares	df	Mean of squares	F-ratios	Remarks
Between Groups	63.286	47	1.347	2.266	Significant at 1%
Within Groups	256.71	432	0.594		

It is inferred from the above **table 7** that the calculated value of F, is significant at 1% level of significance. Hence the null hypothesis is rejected. It means there is significant difference between mean scores of dropout on the basis of Districts. However to test inner group difference t-test was applied.

4. CONCLUSION

The findings reflect that on the basis of gender there is no difference in the percentage of dropouts.

The dropout rate is high in class VIII in comparison to VI and VII. It is here where retention has to be taken care of. No doubt the enrollment has taken along jump but this can show a genuine result only when the student move up the educational ladder.

An interesting finding that has come out from this research is that among the three districts covered that is Patna, Samastipur and Vaishali, Samastipur claims the lowest dropout rate in comparison to Patna and Vaishali. It becomes striking for Patna District being in the vicinity of the capital Patna has not seen the impact of the urban development of the capital town.

The Indian constitution had a vision of a literate nation. With this in mind the Directive Principles of State Policy was incorporated. Even after 68 years of independence we are still struggling to make india literate.

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