

A STUDY ON CAUSATIVE FACTORS OF DROPOUTS AMONG TRIBAL CHILDREN IN PRAKASAM DISTRICT OF ANDHRA PRADESH

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The causative factors that influence the children being out of school in study area were the lack of awareness on education among the parents, lack of attraction in the schools to retain the children in schools and insufficient income to run the family in the study area. Poverty among the out of school children's family seem to be traditional. Yet, many children were deprived of education, love and care, playing, food, dress, school, protection, happy life, etc. were unable to go to school and forced to work. Mainly, the chapter deals with the demographic details and findings of the causative factors were assessed. The other part was present with causative factors of personal, familial, socio-economic and school level factors of dropouts.

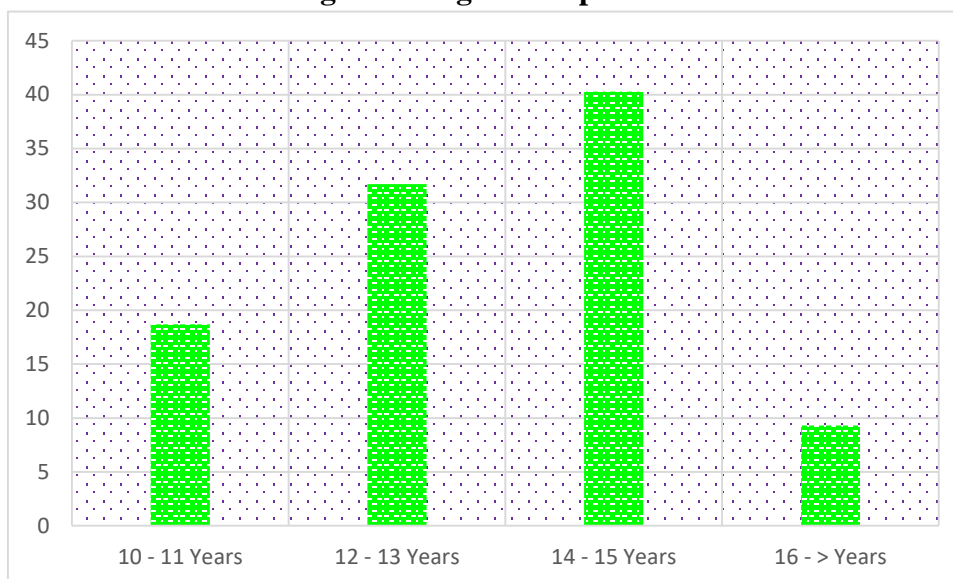
The sample of children selected from every school 30 children of 10 children each from 6th class, 7th class and 8th class male and female children, from one section, who are studying in government schools were selected by making use of disproportionate random sample. Hence, the total sample was 300 children from 10 schools.

The socio- demographic profile of the respondents were presented such as age, sex, sub caste in scheduled tribe, education, occupation, annual income, type of family and size of family as follows:

Table – 1: Age Wise Distribution of Respondents

Sl. No	Age	Frequency	Percentage
1	10 - 11 Years	56	18.7
2	12 - 13 Years	95	31.7
3	14 - 15 Years	121	40.3
4	16 - > Years	28	9.3
Total		300	100.0

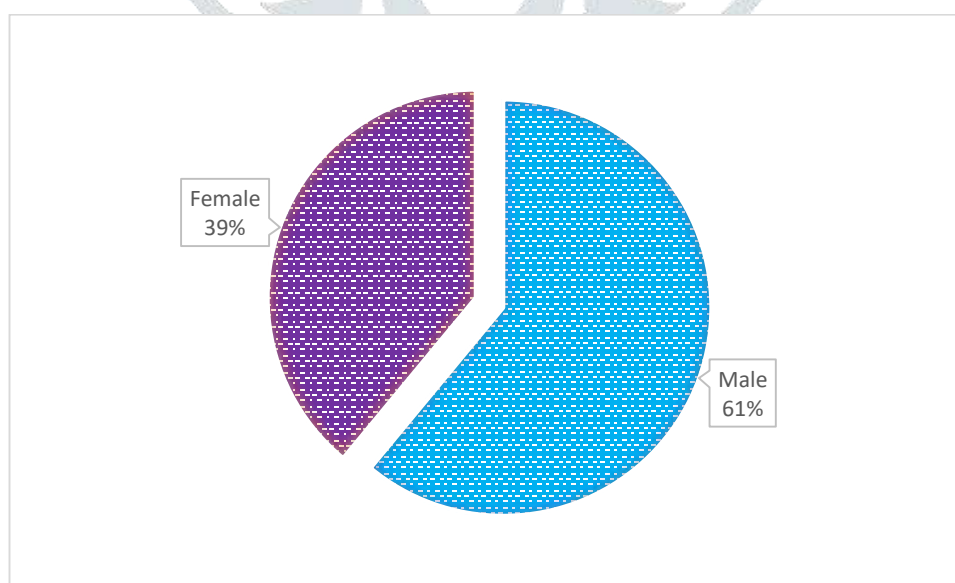
Mean Age (\bar{x}) = 13.80 years

Figure–1: Age of Respondents

In the study, the age of the dropout children ranges from 10 to 16 above years. In order to facilitate further analysis, four age categories have been developed. The table 1 and Fig.1 reveals that the majority of the children were belonging to age group of 14-15 years are 40.3 percent, 12-13 years of age group are belongs to 31.7 percent and followed by 10-11 years of age group belongs to 18.7 percent. Thus, making a majority of 14-15 age group and the mean age is 13.80 years.

Table–2: Sex Wise Distribution of Respondents

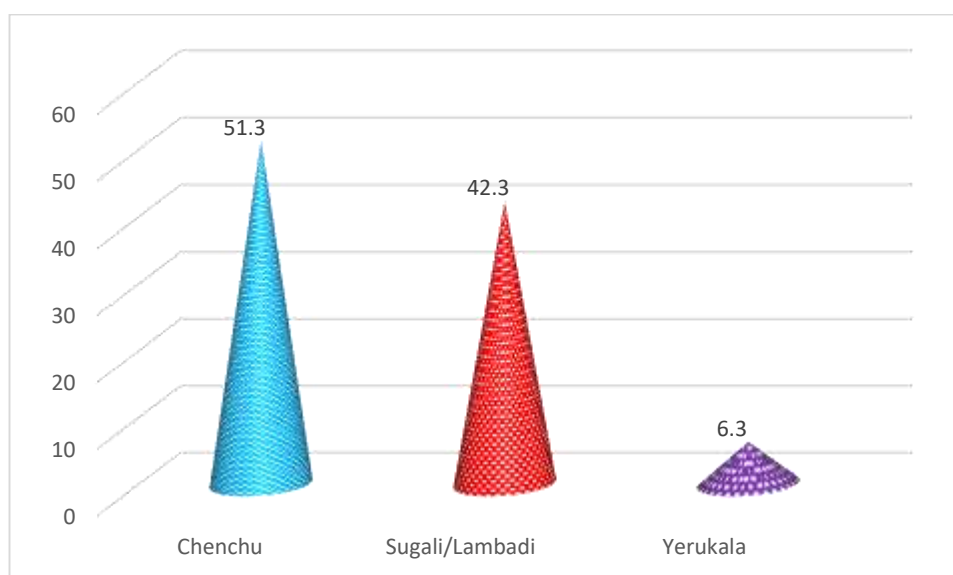
Sl. No	Sex	Frequency	Percentage
1	Male	183	61.0
2	Female	117	39.0
Total		300	100.0

Figure–2: Sex wise distribution:

The table 2 and Fig.2 indicates sex wise distribution of respondents the male children of dropout who were constitutes 61.0 percent and female children dropouts who are constituted 39.0 per cent. It is observed from the table that there are more male children among the female children who are majority of the dropout children.

Table-3: Sub Caste Wise Distribution of Respondents

Sl. No	Sub Caste	Frequency	Percentage
1	Chenchu	154	51.3
2	Sugali/Lambadi	127	42.3
3	Yerukala	19	6.4
Total		300	100.0

Figure-3: Caste of the Respondents

The sub caste of the sample respondents describes that 51.3 percent belong to Chench sub caste in Scheduled Caste and 42.3 per cent respondents belonging to Sugali/Lambadi sub caste in the Scheduled Caste and Yerukala sub Castegroups constitute 6.4 percent respectively. About majority of the children belong to Scheduled Caste in Chenchu. It is indicates that the majority people who belongs to scheduled Caste are marginalised sections in India and they are more backward with compare to other groups.

FINDINGS ON THE CAUSATIVE FACTORS OF DROPOUTS

The largest part of the members have perceived that the children studying in government schools were unable to study even Telugu language, due to poor motivation of their parents, also the parents felt that the education for their children were out of their means. Children avoid going to school if it is not close to their home. Out of school children have faced the psychological problems such as parents negligence, neglected by teachers or peers, as they performed poor in exams and these children automatically pulled out from schools. Therefore, in this part the researcher discussed about the different reasons for dropout from school.

Table 4:Age at time of dropout

Sl. No	Age at time of dropout	Frequency	Percentage
1	10	88	29.3
2	11	81	27.0
3	12	36	12.0
4	13	83	27.7
5	14	12	4.0
Total		300	100.0

The table 4 portrays that age at time of dropout. The majority (29.3 per cent) are dropout at age of 10 years followed by 27.0 per cent dropout at age of 11 years and 27.7 percent are discontinued their education at the age of 13 years. About 12.0 per cent are dropout from school at the age of 12 years and 4.0 per cent are discontinued their school at the age of 14 years.

Table-5: Type of school last attended

Sl. No	Type of school	Frequency	Percentage
1	Government	146	48.7
2	Govt. Residential school	122	40.7
3	Govt. model school	32	10.6
Total		300	100.0

The majority of the surveyed respondents are students who studied at government and government residential and government model schools. The majority of (48.7 per cent) of dropouts from upper primary schools at their locality or nearby villages followed by 40.7 per cent of them dropout from government residential schools and 10.7 per cent were dropout from government model schools. The government upper primary and residential schools are run by the Integrated Tribal Development Agency (ITDA). It is an agency which is set by government for development of tribal people in tribal area.

Table-6: Specify the place of stay while doing schooling

Sl. No		Frequency	Percentage
1	Home/Day scholar	36	12.0
2	Tribal hostel	253	84.3
3	Non tribal hostel	11	3.7
Total		300	100.0

The place of stay of tribal students while schooling may be their home, hostel or other places and this is important while analysing the education where the schools are located far away from tribal settlements. Most of the respondents went to school by staying at their respective houses which forms 12.0 percent of the total samples. Rest of the respondents stayed at tribal as well as model school hostels for schooling. The proportion of students staying at hostels and home is not similar to the proportion for dropout respondents. The large majority (84.3 per cent) staying at hostels because after completion of 5th class their parents joined hostel for long distance of upper primary school.

Table-7: What is the distance of your school from home

I. No	What is the distance of your school from home	Frequency	Percentage
1	0.5 KM	99	33.0
2	1 KM	116	38.7
3	2 KM	29	9.7
4	3 KM and above	56	18.6
Total		300	100.0

while schooling the place of stay for students may be at home, tribal hostel. There are many tribal settlements in Andhra Pradesh which are facing severe physical inaccessibility to schools and the number of hostels run by the ST department is inadequate to accommodate all the students from these settlements. At many times, the students are facing the problem of accessibility go to the schools from their settlements. Physical inaccessibility to school often appears as an impediment to schooling of tribal students especially to those who are going to school from home. Substantial access to meaningful learning that has value is critical to long-term improvement in productivity, the reduction of inter-generated cycles of poverty, demographic transition, preventive healthcare, the empowerment of women and reduction in inequality.

The actual distance from their respective place of stay to the school where the students' are pursuing their studies or the school they last attended. The actual distance to school has been classified into four groups. First, distance is less than 5 km; second, between 1 KM; third, between 2 KM, and the last case includes above 3 KM. When the distance to school is less than 0.5 km, the majority of the students (33.0 percent) went to school from their homes. About 38.7 per cent went to their schooling 1 KM followed by 9.7 per cent went to 2 KM and 18.6 per cent went to 3 KM and above distance for their schooling.

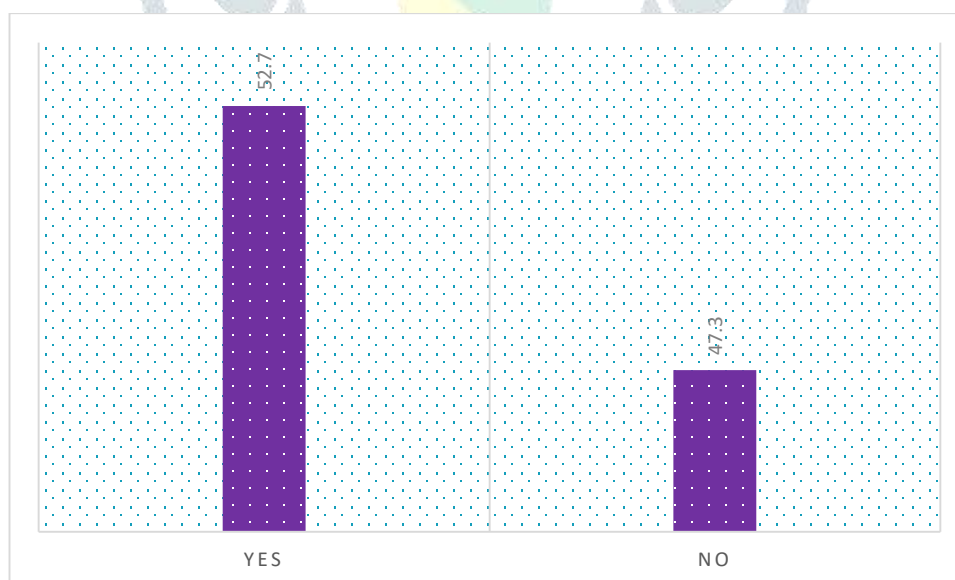
Table 8: Distribution of Dropouts to Mode of Transport

Sl. No	Mode of transport	Frequency	Percentage
1	On foot	239	79.7
2	Bicycle	46	15.3
3	Bus	9	3.0
4	Auto	6	2.0
Total		300	100.0

The data table 8 shows the distribution of dropouts according to mode of transport in the present study. Out of total 300 dropouts, majority of dropouts (79.7 per cent) were going school on foot followed by 15.3 per cent dropouts going on bicycle and A negligible 3.0 per cent and 2.0 per cent dropouts were going school by bus and auto respectively.

Table-9: Personal factors for dropout

Sl. No	Reasons	Yes	No	Total N=300
1	Not Interested in study	63.7	36.3	100.0
2	Not availability of books	28.3	71.7	100.0
3	Ill Health	75.7	24.3	100.0
4	Physical Inability	23.7	76.3	100.0
5	Difficult study	72.3	27.7	100.0
An overall total percentage		52.7	47.3	100.0

Figure-4:

The table 9 and figure 4 depicts the distribution of the dropouts according to personal factors or reasons in the present study. The table shows that perception of respondents towards not Interested in study. The statement reveals that the not interested in study is one of the personal factor about 63.7 per cent were dropout. Whereas, 36.3 per cent of the dropouts revealed not agree to the statement.

The other statement is Not availability of books due to that 28.3 percent were dropout and 71.7 per cent were it is not a reason for dropout.

As regards to ill health about 75.7 per cent were dropout due to this reason and 24.3 per cent were didn't get any ill health.

About 23.7 per cent of the respondents were dropout due to physical inability and 76.3 per cent were dropout due to not that reason.

The majority (72.3 per cent) of the respondents were dropout due to difficult in studies and 27.7 per cent were dropout not due to the reason.

An overall total percentage, the respondents i.e 52.7 per cent of respondents revealed personal factors were the reason for dropout and 47.3 per cent were not reason for dropout.

**ANOVA's Descriptive table – 10:
Personal factors for dropout Vs. Age**



		N	Mean	Std. Deviation	F Value	P Value
Not Interested in study	10 - 11 Years	56	1.3036	.46396	.548	.650
	12 - 13 Years	95	1.3474	.47866		
	14 - 15 Years	121	1.3967	.49125		
	16 - > Years	28	1.3929	.49735		
	Total	300	1.3633	.48176		
Not availability of books	10 - 11 Years	56	1.2857	.45584	2.776	.042
	12 - 13 Years	95	1.2105	.40985		
	14 - 15 Years	121	1.1488	.35733		
	16 - > Years	28	1.3571	.48795		
	Total	300	1.2133	.41035		
Ill Health	10 - 11 Years	56	1.5893	.49642	.563	.640
	12 - 13 Years	95	1.6947	.46296		
	14 - 15 Years	121	1.7934	.40656		
	16 - > Years	28	1.7143	.46004		
	Total	300	1.7167	.45137		
Physical Inability	10 - 11 Years	56	1.2500	.43693	.348	.791
	12 - 13 Years	95	1.2526	.43683		
	14 - 15 Years	121	1.2562	.43835		
	16 - > Years	28	1.1429	.35635		
	Total	300	1.2433	.42981		
Difficult study	10 - 11 Years	56	1.7857	.41404	1.046	.372
	12 - 13 Years	95	1.7368	.44268		
	14 - 15 Years	121	1.7603	.42866		
	16 - > Years	28	1.821	.39002		

	Years		4		
	Total	300	1.763 3	.42575	

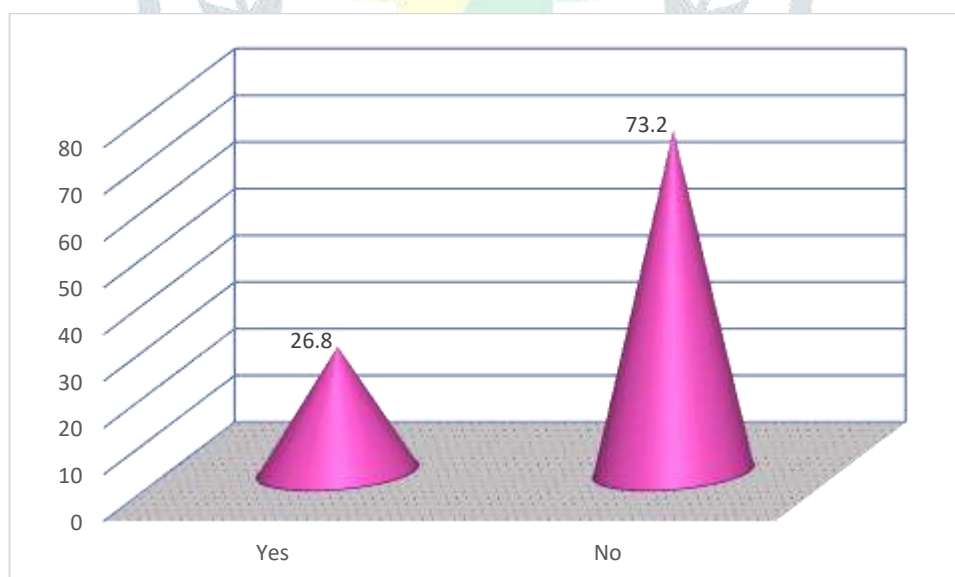
ANOVA test has been applied to find whether there is any significant difference between the personal factors influence the dropout from school their age. The ANOVA table shows that the calculated F value and P values. The personal factors of Not Interested in study ($P= 0.650$), Ill Health ($P= 0.650$), Physical Inability ($P= 0.650$) and Difficult study ($P= 0.650$) and there is any impact of age categories. So, it is inferred that there is no impact of age at 0.01 level.

Hence, the personal factors of Not availability of books $F= 2.776$ and $P= 0.042$ and the impact of age on not availability of books is influenced on dropout from school at 0.05 level. Thus, there is significant impact of age at 0.05 level.

Table-11: Familial factors for Dropout

Sl. No	Reasons	Yes	No	Total N=300
1	No one help in study	29.7	70.3	100.0
2	Domestic chores	24.0	76.0	100.0
3	Look after Siblings	25.0	75.0	100.0
4	Place of Change	28.7	71.3	100.0
		26.8	73.2	100.0

Figure-5:



The table 11 and figure 5 indicates the distribution of the dropouts according to family factors or reasons in the present study. The familial factors 29.7 per cent were no one help in study, about 24.0 per cent to involve in domestic chores, 25.0 per cent were looking their siblings and 28.7 per cent were due to place of change the factors contributed to dropout. Whereas, 70.3 percent no one help in study, 76.0 per cent domestic chores, 75.0 per cent look after siblings and 71.3 per cent place of change were not the familial factors or reasons for dropout.

As regards to an total average percentage, about 26.8 per cent of personal factors are reason for dropout and 73.2 per cent of respondents are not reason for dropout.

**ANOVA's Descriptive table –12:
Familial factors for Dropout Vs. Sex**

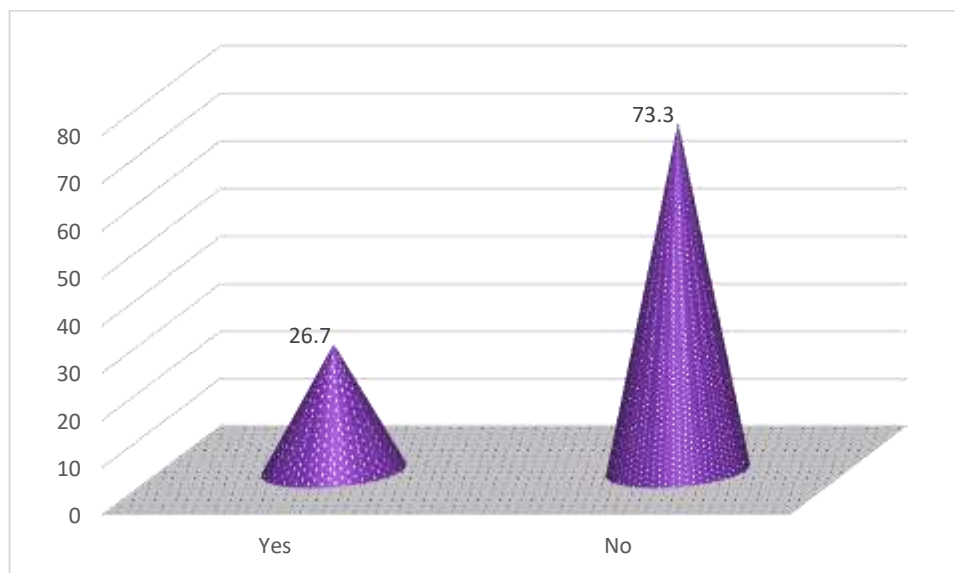
Familial factors	Sex	N	Mean	Std. Deviation	F Value	P Value
No one help in study	Male	183	1.6995	.45975	.034	.855
	Female	117	1.7094	.45599		
	Total	300	1.7033	.45755		
Domestic chores	Male	183	1.7705	.42167	.282	.596
	Female	117	1.7436	.43853		
	Total	300	1.7600	.42780		
Look after Siblings	Male	183	1.7814	.41442	2.475	.117
	Female	117	1.7009	.45985		
	Total	300	1.7500	.43374		
Place Change	Male	183	1.7213	.44958	.145	.703
	Female	117	1.7009	.45985		
	Total	300	1.7133	.45296		

The ANOVA Table 12 described that familial factors influenced for dropout from school by their sex. The factors No one help in study ($P=0.855$), Domestic chores ($P=0.596$), Look after Siblings ($P=0.117$) and Place Change ($P=0.703$) are not influenced by their sex at 0.01 level. Hence, there is no significant impact of sex on the familial factors contributed to dropout from school. Hence, the null hypothesis has been accepted and research hypothesis was rejected.

Table 13: Socio-Economic factors for Dropout

Sl. No	Reasons	Yes	No	Total N=300
1	Negative Attitude of Society	30.3	69.7	100.0
2	Early Marriage	25.7	74.3	100.0
3	Lack of Money	24.0	76.0	100.0
		26.7	73.3	100.0

Figure-6:



The table 13 and figure 5 depicts the distribution of the dropouts according to socio-economic factors or reasons.

The perceptions of respondents due to socio economic factors by negative attitude of society (30.3 per cent) were dropout from school and 69.7 per cent are not due to the reason.

About 25.7 per cent of the respondents drop out from the school due to early marriages and 74.3 per cent were dropout not to early marriages.

Regarding socio-economic factors about 24.0 percent of the respondents were dropout from school due to lack of money and 76.0 per cent of the respondents were dropout not to lack of money.

An overall total percentage, the majority respondents i.e 26.7 percent of the respondents revealed that socio economic factors are reason for dropout. Whereas 73.3 per cent are not reason for dropout.

Conclusion:

As regards to causative factors, some children left school due to homework load. Parents negligent attitude, poor income in family, parents separation, having too many children, leaving the children at home and going for work, deprivation of love and care to these children, adamant attitude of the children to discontinue schooling, teachers' ill-treatment, teachers' partiality towards students, bad condition of school building, teachers not coming to school regularly, students were forced to write exams frequently and not allowed to play, other students teasing the deprived children, fear of teacher, children's poor health, etc. were the reasons responsible for the children away from school for a long time.