

# A Study of Problems of School Dropout Students as Pointed by Teachers

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## ABSTRACT

The constitution of India provide all the children of 6 to 14 years a right to get education irrespective of their caste, religion and gender. Yet many children lag behind to take the advantage of this right. Such children leave their education before completing it. Such children are called dropout children. It is evident from various sources that a large number of students drop out every year. This dropout is the result of many problems and reasons. The researcher in the present study tried to investigate the problems of drop out students as perceived by the teachers. Normative survey method has been adopted in this study. This research involved a random sample of 100 teachers of the upper primary schools of Saharanpur region. The problems of dropout students were explained in terms of problems related to school, teachers, parents, students, government and socio-economic problems. The results indicated that one of the major problems of the dropout students were related to themselves, their parents and family. It was found that students usually leave their education due to their continuous educational failure. Majority of teachers believed that parents' lack of awareness and lack of attitude towards the importance of education were the parents' related problem of dropout students.

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## 1. Introduction

Education is the sole criteria for the development and a key to success. Education is essential for democracy, for improving productivity, for increasing economic growth, for bringing out desirable changes in the society and for national development. Compulsory education is important for the economic development of the country. The dynamic process of education is the most concerned issue of both the developing and developed countries in order to uplift the human lives. Keeping all these factors in mind, the government made education a right of every child. The RTE act came into place to ensure that every child gets an education and is not deprived of it because of the lack of economic resources or the presence of a disability. Though the intentions of the act and policy is impeccable, yet the objectives of the RTE Act has not been achieved due to some reasons.

The problem of dropout students is amongst them. A dropout students may be termed as any student who leaves school for any reason before completion of a program of studies without transferring to another elementary or secondary school. The term dropout refers to children who abandon the educational system without completing the academic year they started. The dropout students violets the main aim and vision of the RTE Act. Every year a large numbers of students dropout worldwide due to many reasons. These reasons and problems of the drop out students may be varied and many. **Upendranath (1995)** revealed that Indian education has high incidence of dropout at upper primary level and dropout is found more in girls than boys. **Rao (2000)** in his research also indicated that poverty is one of the main causes of drop out of girls. **Sengupta&Guha (2002)** observed that level of fathers' education is significantly related to dropout behaviour of the students. **Choudhury (2006)** mentioned that

the number of siblings was the highly significant predictor of school dropout. He revealed that fathers' education is significantly related to dropout behaviour. **Rani (2011)** found that due to financial problems and expenses dropout rate in India is high. Students drop out their school to fulfil their financial needs. Another reason of students' dropouts is that some parents are not interested in education for their children.

Thus, it is evident that economic, parental and family problems are the main problems of the dropouts. But the children are not confined only to their home and parents. They have direct contact with teachers and peers. The environment of schools, the policies of government and social and economic status also put a remarkable effect on the education of the students. They may be varied range of problems with which the students encounter. These problems may be related to their schools, teachers, parents, peers, government policies as well as socio-economic problems. With a view to know the problems of dropout students of Saharanpur region, the researcher has taken the study in hand. The research has a firm belief that through this study the researcher would be able to probe into to problems of dropout students and thereafter provide the suggestions for the solution of the problems.

## 2. Purpose of the study

The purpose of the study is as follows:

"To study the problems of school dropout students as pointed by teachers of at upper primary level in Saharanpur region."

## 3. Research Methodology

The researcher has presented the research methodology in the following points:

- The researcher has used normative survey method to study the problems of school dropout students.
- The researcher has selected 100 teachers teaching in the upper primary schools of Saharanpur region for this study. Sample of teachers has been selected using random sampling method.
- The researcher has used self-constructed and standardised Dropout Causes Scale to measure the problems of school dropout students as pointed by teachers. The scale consists of six sub-dimensions, which are (i) Problems related to School, (ii) Problems related to Teachers, (iii) Problems related to Parents,

- (iv) Problems related to Students, (v) Problems related to Government, and (vi) Socio-Economic Problems.

- The researcher has used percentage to analyse the collected data. Bar graphs have also been presented.

**4. Analysis and Interpretation of Data**

In this section the responses given by the teachers and its analysis is presented.

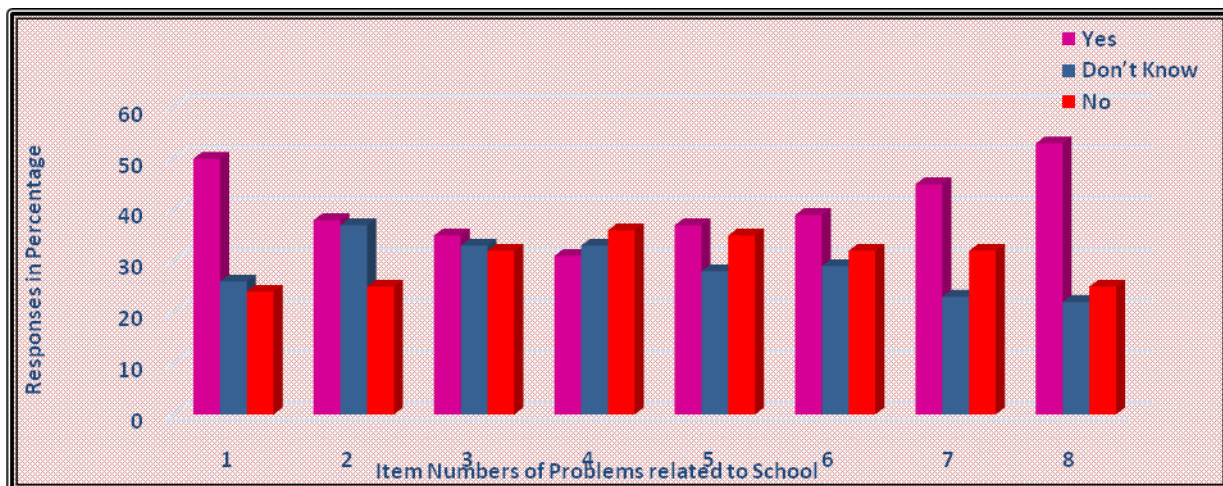
**Table – 1**  
**Responses of the Teachers about School related Problems of Dropout Students**

S. No.	Problems related to School	Yes	Don't Know	No
1.	Lack of appropriate teaching-learning material	50	26	24
2.	Lack of proper building and class rooms	38	37	25
3.	Lack of proper arrangement of drinking water	35	33	32
4.	Lack of toilets	31	33	36
5.	Lack of separate toilets for boys and girls	37	28	35
6.	Lack of teaching-learning environment	39	29	32
7.	Lack of barrier free environment	45	23	32
8.	Lack of proper sitting arrangement	53	22	25

The table no 1 shows the responses of the teachers about the school related problems of dropout students. It is evident from the above table that the one of the major school problems of drop out students is the lack of proper sitting arrangement (53% teachers), which is followed by lack of teaching-learning material (50% teachers), lack of barrier free environment (45% teachers), lack of teaching-learning environment (39% teachers), lack of proper building and class room (38% teachers), lack of separate toilets for boys and girls (37%

teachers), lack of proper arrangement of drinking water (35% teachers) and lack of toilets (31% teachers).

It is found that majority of the teachers (53% teachers) agree that lack of proper sitting arrangement is the main reason for the dropout of the students. On the other hand, lack of toilets is considered the least important problem of the dropout students by least number of teachers (31% teachers). The responses of teachers about the school related problems of dropout students is shown in the graph below:



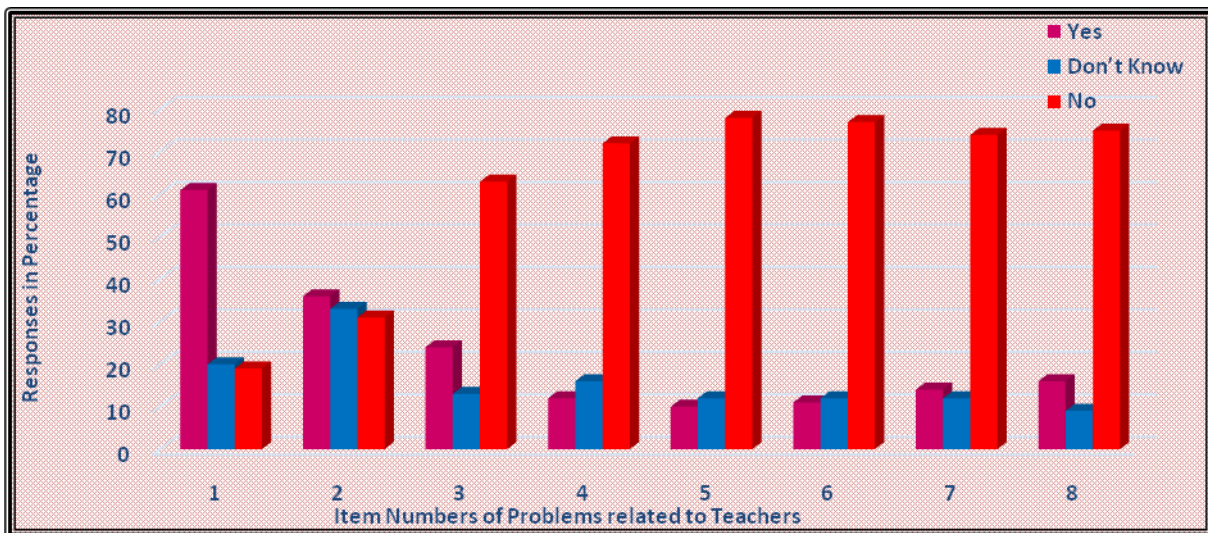
**Table – 2**  
**Responses of the Teachers about Teachers related Problems of Dropout Students**

S. No.	Problems related to Teachers	Yes	Don't Know	No
1.	No use of interesting teaching methods by teachers	61	20	19
2.	No solution of the students' problems by teachers	36	33	31
3.	No solution of subject related problems by teachers	24	13	63
4.	Corporal punishment	12	16	72
5.	Mental harassment	10	12	78
6.	Attention is not paid on the students' absence by teachers	11	12	77
7.	Lack of contact between teachers and parents	14	12	74
8.	Lack of proper guidance by teachers	16	09	75

The table no 2 shows the responses of the teachers about the teachers' related problems of dropout students. It is clear from the above table that the one of the main problems of drop out students regarding teachers is the lack of use of interesting teaching methods by the teachers (61% teachers), this main problem is followed by no solution of the students' problems by teachers (36% teachers), no solution of subject related problems by the teachers (24% teachers), lack of proper guidance by teachers (16% teachers), lack of contact between teachers and parents (14% teachers), corporal punishment

(12% teachers), lack of attention towards the absence of students (11% teachers) and mental harassment (10% teachers).

It is found that majority of the teachers (61% teachers) regard no use of interesting teaching methods by teachers the major problem of the dropout students while least number of the teachers (10% teachers) regard mental harassment as the least important problem of drop out students. The responses of teachers about the teachers related problems of dropout students is shown in the graph below:



**Table – 3**  
**Responses of the Teachers about Parents related Problems of Dropout Students**

S. No.	Problems related to Parents	Yes	Don't Know	No
1.	Students deviate from education due to household chores	73	15	12
2.	Students pass their time in the farming with parents	75	16	09
3.	Lack of awareness about education among parents	78	14	08
4.	Parents being illiterate	70	21	09
5.	Parents do not understand the importance of education	78	12	10
6.	Enough attention is not paid on the children by parents	77	16	07
7.	Diseases of parents	72	18	10
8.	Lack of contact between parents and teachers	62	24	14
9.	Lack of positive attitude of mother or father towards girls education	69	10	21

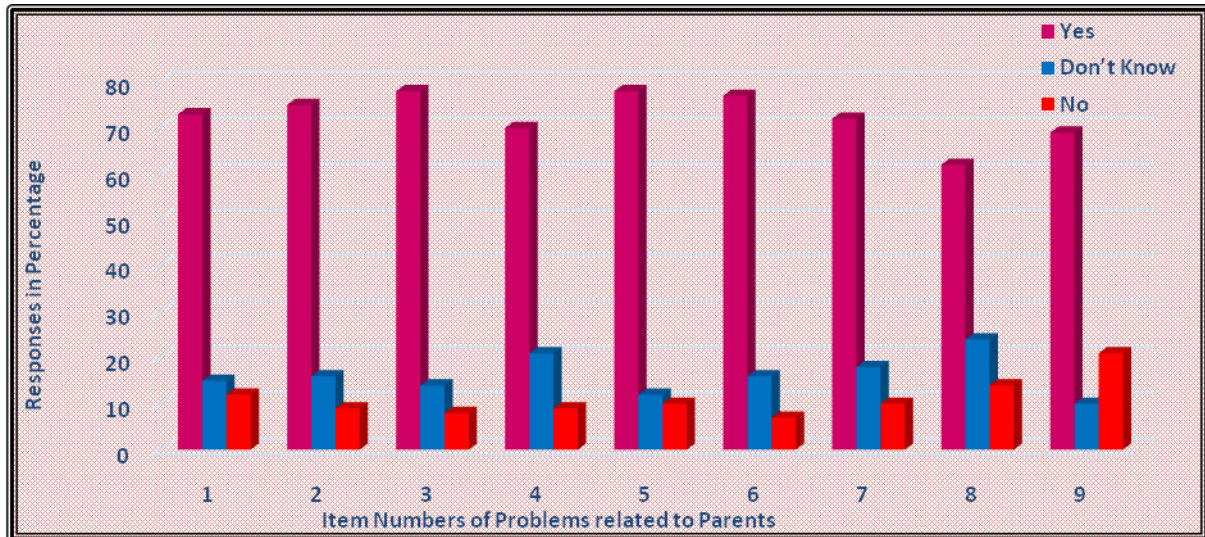
The table no 3 shows the responses of the teachers about the parents' related problems of dropout students. It is indicated in the above table that there are two main problems

of drop out students regarding parents, which are lack of awareness about education among parents and parents do not understand the importance of education (78% teachers). It is

followed by lack of attention on the children by parents (77% teachers), wastage of students' time in farming with their parents (75% teachers), household chores (73% teachers), disease of parents (72% teachers), parents being illiterate (70% teachers), lack of positive attitude towards girls' education (69% teachers) and lack of contact between parents and teachers (62% teachers).

It is found that majority of the teachers (78% teachers) agreed that lack of awareness about education among parents

and parents do not understand the importance of education are the major problems of the dropout students while least number of the teachers (62% teachers) regard lack of contact between parents and teachers as the least important problem of drop out students. The responses of teachers about the parents related problems of dropout students is shown in the graph below:



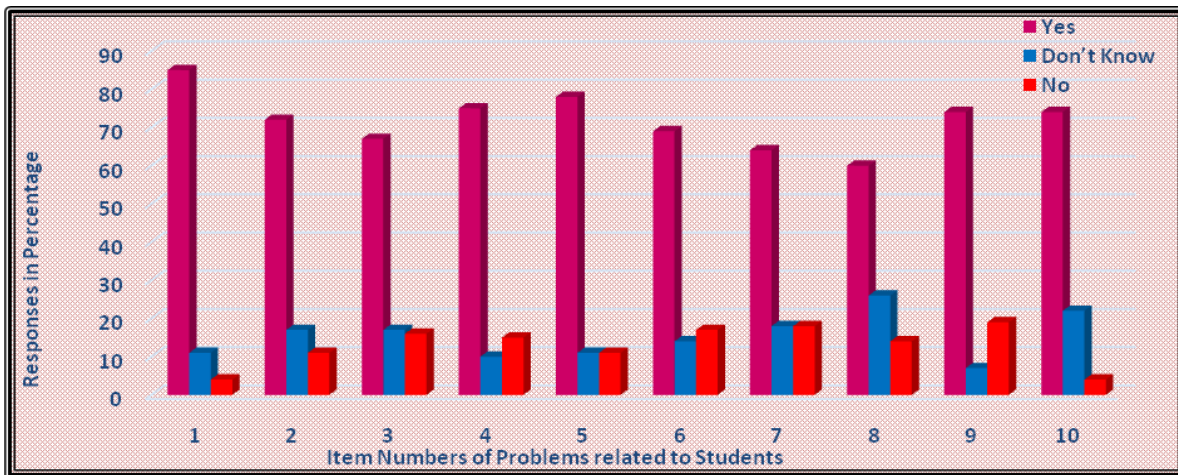
**Table – 4**  
**Responses of the Teachers about Students related Problems of Dropout Students**

S. No.	Problems related to Students	Yes	Don't Know	No
1.	Continuous educational failure	85	11	04
2.	Fear of examinations	72	17	11
3.	Carelessness towards education among students	67	17	16
4.	Involvement in bad/wrong company	75	10	15
5.	Lack of interest in education	78	11	11
6.	Lack of interest in a particular subject	69	14	17
7.	Incompetent in language	64	18	18
8.	Disease of students	60	26	14
9.	Scared of teachers	74	07	19
10.	Unsocial behaviour of student	74	22	04

The table no 4 shows the responses of the teachers about the students' related problems of dropout students. It is evident from the above table that continuous educational failure (85% teachers) emerged as the main problem of dropout students, which is followed by lack of interest in education (78% teachers), involvement in bad/wrong company (75% teachers), fear of teachers and unsocial behaviour of students (74% teachers), fear of examinations (72% teachers), lack of interest in a particular subject (69% teachers), careless towards

education (67% teachers), incompetent in language (64% teachers) and disease of students (60% teachers).

It has been found that majority of the teachers (85% teachers) considered continuous educational failure as one of the major problems of the dropout students while least number of the teachers (60% teachers) regarded diseases of the students as the least important problem of drop out students. The responses of teachers about the students related problems of dropout students is shown in the graph below:

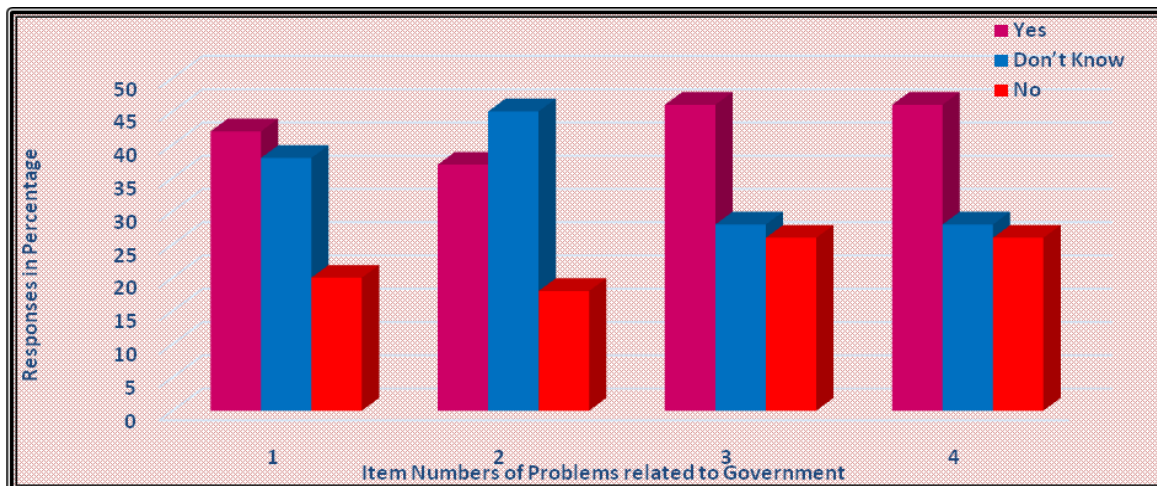


**Table – 5**  
Responses of the Teachers about Government related Problems of Dropout Students

S. No.	Problems related to Government	Yes	Don't Know	No
1.	Lack of teachers	42	38	20
2.	Single teacher schools	37	45	18
3.	Useless curriculum	46	28	26
4.	Lack of proper implementation of policies	46	28	26

The table no 5 shows the responses of the teachers about the government related problems of dropout students. It is clear from the above table that useless curriculum and lack of proper implementation of policies (46% teachers) emerged as the main problems of dropout students. It is followed by lack of teachers (42% teachers) and single teacher schools (37% teachers).

It has been found that majority of the teachers (46% teachers) regarded useless curriculum and lack of proper implementation of policies major problems of the dropout students while least number of the teachers (37% teachers) regarded single teacher schools as the least important problem of drop out students. The responses of teachers about the government related problems of dropout students is shown in the graph below:

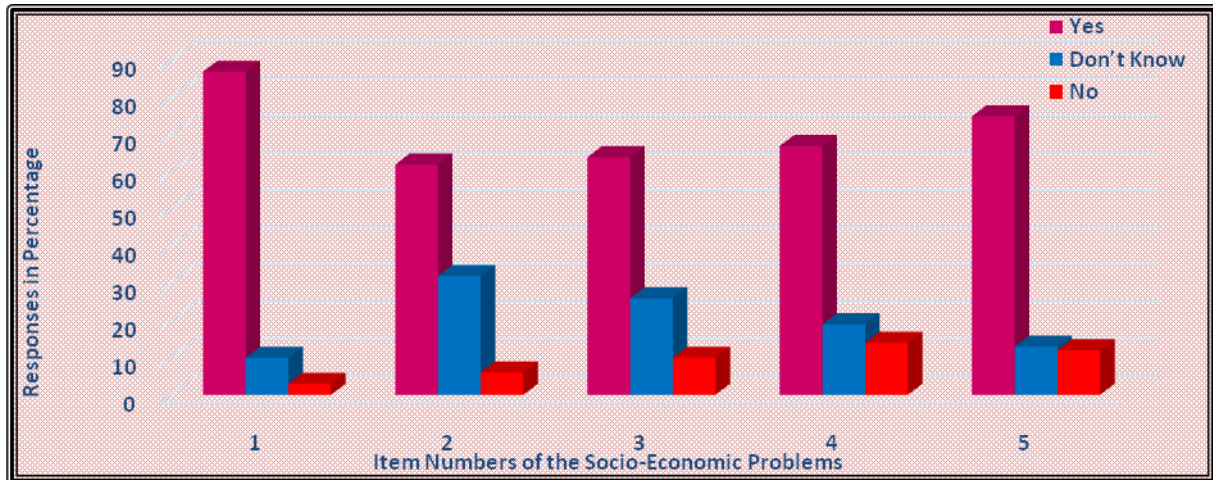


**Table – 6**  
Responses of the Teachers about Socio-Economic Problems of Dropout Students

S. No.	Socio-Economic Problems	Yes	Don't Know	No
1.	Social backwardness	87	10	03
2.	Negative attitude towards co-education	62	32	06
3.	Negative attitude of society towards girls education	64	26	10
4.	Economic backwardness	67	19	14
5.	Prefer to earn money rather than education	75	13	12

The table no 6 shows the responses of the teachers about the socio-economic problems of dropout students. It is evident from the above table that social backwardness (87% teachers) emerged as one of the major problems of dropout students, which is followed by preferring money than education (75% teachers), economic backwardness (67% teachers), negative attitude of society towards girls education (64% teachers) and negative attitude towards co-education (62% teachers).

It has been found that majority of the teachers (87% teachers) considered social backwardness as the major problem of the dropout students while least number of the teachers (62% teachers) regarded negative attitude towards co-education as the least important problem of drop out students. The responses of teachers about the socio-economic problems of dropout students is shown in the graph below:

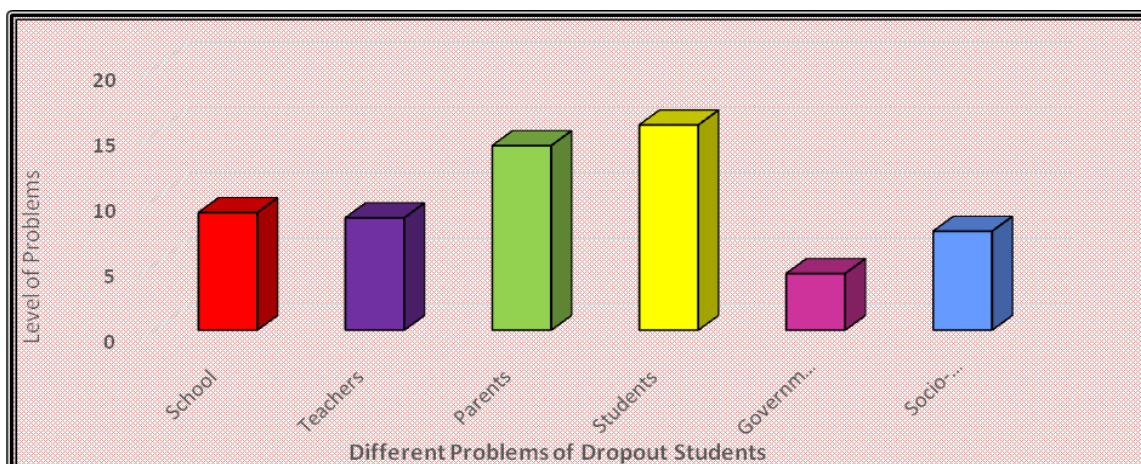


**Table – 7**  
Problems of Dropout Students as pointed by Teachers

S. No.	Problems of Dropout Students	Mean	S.D.
1.	Problems related to School	8.97	1.82
2.	Problems related to Teachers	8.57	1.80
3.	Problems related to Parents	14.08	2.37
4.	Problems related to Students	15.65	2.17
5.	Problems related to Government	4.32	1.39
6.	Socio-Economic Problems	7.55	1.96

The table no 7 shows the responses of the teachers about the problems of dropout students. The above table shows that drop out students have problems of their own i.e. the problems related to students. Problems related to schools also bring obstacles in the path of their education. It means the problems related to parents compel the students to leave their education and schooling.

It is clear from the table that the teachers believe that students have average level of the problems related to schools, teachers, government and socio-economic problems. The responses of teachers about the of dropout students is shown in the graph below:



## 5. Findings and Discussion

The present study made an attempt to find the problems of the dropout students as perceived by the teachers. As teachers have to deal with the students and their problems, it may be considered imperative to understand their views about the problems of the drop out students. The teachers reported that one of the major problems of the dropout students are mainly related to themselves and their parents and family. The researcher observed that most of the teachers believe that students usually leave their education due to their continuous educational failure and due to the disappointment of their continuous educational failure. Besides this, majority of teachers considered that parents' views, awareness and attitude towards the importance of education is the main parents' related problem of dropout students. It indicates that parents of dropout students are not aware of the importance of education and therefore, they do not put enough efforts to provide education to their children. This leads to the results of dropouts.

Some teachers considered school related, teachers related, government related and socio-economic problems as the problems of dropout students. In the case of school related problems of dropout students it has been found that according to most of the teachers lack of proper sitting arrangement is the main problem of the dropout of the students. As far as the teacher related problems are concerned it has been observed that lack or no use of interesting teaching methods by the teachers is the major teacher related problem of the dropout students. In the case of government related problems, it has been found that lack of the usefulness of curriculum in real life situations and lack of proper implementation of government policies are the major problems for the students. The reason may be that students and their parents do not consider the curriculum related to life and useful, hence they take no interest in it and they leave their education before completing their schooling.

It is undeniable fact that government is taking good decisions and making good policies for the quantitative and qualitative development of education. But these policies are lacking at its practical implementation. Due to this the parents and students cannot get the access of these policies and they cannot take the advantages of the policies of the government. Besides this, social and economic backwardness emerged as the major socio-economic problem of drop out students. Though government of India provide education to all irrespective of their gender, caste, colour, creed and social or economic strata, there have been various inequality in the

society due to which education cannot reach the doorsteps of each and one. Thus, the researcher tried to throw the light on the problems of the dropout students so that solutions may be provided to solve these problems.

## 6. Implications of the study

Right to Education Act provides every child a right to get free and compulsory education. But this Right to Education Act cannot be successful in letter or spirit until and unless a single child drops out of the school before the completion of its education. This is a big challenge before all the stakeholders of the education field. The present research focused on the major problems and challenges of drop out students. These problems and challenges may be overcome by various measures. In this regard the researcher want to put forward some useful suggestions to overcome these challenges. In this regard it may be said that first and foremost measure to stop the drop out tendency of the students is the awareness of the parents about the importance of education. This work may be done through rallies, drama or skits and counselling sessions. Once the parents are able to understand the importance of education, they will take interest to send their children to school and complete their education. There is a need of regular contact between parents and teachers to understand the problems of each other regarding the children. The teachers should regularly motivate the parents and students to get education.

In this research it has been found that some factors related to students themselves are the reasons for the drop out of the students. Teachers and parents both can play a pivotal role in it. As continuous educational failure is the main problem of students, it may be suggested that students should be prepared mentally to face their failure. It has been observed when the students do not get expected success they have fear of their peers, their parents and society as well. They feel ashamed due to their failure and they leave their education. At such times students should be inspired and motivated to work hard to get the success. Besides this, the teachers and parents should try to know the reasons for their failure. Teachers should try to remove the problems of the students personally and should guide the students in their personal, educational, social as well as emotional problems. The teachers should use interesting teaching methods and also try to innovate teaching methods, techniques and tactics to make their teaching more effective and fruitful. It will attract the attention and concentration of the students towards teaching-learning process.

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