

SOCIO-ECONOMIC ANALYSIS OF SCHOOL DROPOUTS IN ZUNHEBOTO DISTRICT

A Dissertation submitted on partial fulfilment of the requirement for the award

Of

Master of Philosophy (M. Phil) in Education

Submitted By

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DECLARATION

I, N. GHUKALI CHOPHY, hereby declare that the dissertation entitled Socio-Economic Analysis of School Dropouts in Zunheboto District is a bonafide record of independent research work done by me under the supervision of Dr. Surendra Yadav, Assistant Professor and submitted to Nagaland University, Kohima Campus, Meriema for the award of Master of Philosophy in Education (M. Phil.). I declare that no chapter in this manuscript has been lifted either in whole or in part and incorporated in this dissertation work for any earlier work done by me or by others.

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CERTIFICATE

This is to Certified that N. GHUKALI CHOPHY, Reg. No. 65/2021 M. Phil. Research scholar of Teacher Education Department, Nagaland University, Kohima Campus Meriema, has worked under my supervision. Her study entitled “SOCIO-ECONOMIC ANALYSIS OF SCHOOL DROPOUTS IN ZUNHEBOTO DISTRICT”, is her genuine work. She has worked satisfactorily and the work embodied in this dissertation is her own. She has successfully completed her dissertation work within the stipulated time.

The dissertation is ready and fit for submission and may be placed before the examiners for consideration of award of Degree of Master of Philosophy (M. Phil.) in Education of this university.

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CHAPTER -I

INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

In the global perspective, it is an incontestable fact that the progress of a nation is highly dependent on the education of their citizens. Education is considered as one of the fundamental factors of development. No country in the world can achieve sustainable economic development without substantial investment in human capital. Education thus plays a crucial role and has a cross cutting impact on all aspects of human life.

From time to time, various policies have been brought about to improve access to education. Likewise, Universalisation of Elementary Education, further Universalisation of Secondary education led to increase in enrolments of students from disadvantaged backgrounds and marginalized groups into the education loop but with larger numbers of children being vulnerable and availability of fewer resources per child, education systems have increasingly become difficult in retaining students through completion of the education cycle.

More specifically, in India Education is a concurrent item i.e., it is within the consideration by both State and Central governments. Further, it is provided by both the public and private sectors with funding from the federal, state and local levels. It comprises of primary (grades 1-5), upper primary (grades 6 8), secondary (9 10) and higher secondary (11 12) stages. The Government of India has implemented policies from time to time like the Sarva Shiksha Abhiyan (SSA) in 2001 with the goal of Universalisation of elementary education and Right of Children to Free and Compulsory Education (RTE) in 2009 wherein a child cannot be expelled or detained until the completion of elementary education—i.e., until class VIII. And also, to enhance access, equity and quality of secondary education, the Government of India also launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Though there is an enormous contribution to eliminate the problem of dropouts we still need more efforts and contribution to achieve the goal.

1.2 GEOGRAPHICAL BACKGROUND OF STUDY

1.2.1 NAGALAND

The state Nagaland is also referred to as 'Switzerland of the East'. It is also called as the 'Land of Festivals'. At the meeting of Naga People's Convention in the year 1960, it was finally decided that Nagaland will be considered a full-fledged state of India. In the year 1963, Nagaland was finally declared a separate state by creation of the full-fledged, autonomous state of Nagaland in December 1963, the 16th state of the Union of India, the country of Nagas has been transformed into a democratically, self-administered region (Ganguli, 1984). It is a state in Northeast India inhabited by the Nagas. Nagas are unique tribe who lives in a mountainous and a wild forest region of North-eastern part of India. The state lies between 25.60' and 27.40' N degrees latitudes and 95.20 and 95.13' E degrees longitudes. It borders the state of Assam to the west, Arunachal Pradesh and part of Assam to the north, Myanmar to the north and Manipur in the north. It encompasses an area of 16,579 square kilometre with a density of 119 per sq km making it the second smallest state of India after Sikkim.

The state Nagaland has recently added a district which made it to 12 administrative districts – Kohima as the state capital, Phek, Wokha, Zunheboto, Tuensang, Mokokchung, Mon, Dimapur, Peren, Longleng, Kiphiri and Noklak and inhabited by 16 major tribes- Angami, Chakhesang, Lotha, Sumi, Chang, Yimchunger, Khiamniungam, Ao, Phom, Rengma, Zeliang, Pochury, Konyak, Sangtam, Kuki and Kachari with each tribe having different custom, traditions and languages. According to the 2011 census, the total population of Nagaland is 1,978,507 which has literacy rate of 79.55 per cent, with male literacy at 82.75 per cent and female literacy at 76.11 percent. The Topography is severe with full of hilly ranges, which break into a wide chaos of ridges. The hills vary in heights from the foothills of Dimapur (260 meters above sea level) to the cold heights of Saramati (3840 meters above sea level). The capital town of Kohima is 1444 meters above sea level. The climate of Nagaland in general is controlled by its terrain features. It is hot to warm subtropical in areas with elevations of 1200 m and above. The climate as such is typical of a tropical country with heavy rainfall. Most of the heavy rainfall occurs during the month of June-September. The rainfall during April-May is low. The temperature differs from 0°C in winter to about 40°C in summer depending on the altitude. The average annual

temperature ranges from 18°C to 20°C and 23°C to 25°C in the higher and lower altitude respectively. The state of Nagaland falls under the mid- tropical hill zone category of agro- climatic zonal classifications.

1.2.2 AKULUTO TOWN

Akuluto is a Subdivision in Nagaland state. As per the 2021 Aadhar estimates, Akuluto Subdivision population in 2021 is 8,199. According to 2011 census of India, The total population of Akuluto is 6,612, of which 3,408 are male and 3,204 are female. Literacy percentage is 75.60 percent, out of these 39.52 percent is male literates and 36.09 percent is female literates. The town is mostly inhabited by sumi community.

1.2.3 EDUCATION IN AKULUTO TOWN

At the fast pace of development following inauguration of Nagaland statehood on 1st December 1963, a new sense of productive modern lifestyle for personal, family and community life immersed. In this transitional period of time between traditional rural lives setting and urban life development, concern on literary development becomes pivotal for upcoming generation. Thus, development of literacy became one of the most needed concern subjects of time for the society. In response to the need of the literacy world, Akuluto people area embraced new idea of educational values and came up with the suggestion of having high school for our area people. Thus, on 1st November 1967, Akuluto Government Aided High School officially became Government High School

At present there are a number of schools catering to various levels. There are 8 Government primary schools, 3 private schools and a Government Higher Secondary School which was recently upgraded as a Higher Secondary School.

1.3 PRIMARY EDUCATION IN INDIA

Primary education is the first step of formal education. It is the right of every child. Primary education forms the basis of the entire system of education because it serves as the foundation stone on which the whole education system stands. It lays the foundation for the development of children. It opens avenues of opportunities for children. For sustainable development, universal primary education is a must for any

country. Primary education gives basic knowledge to children about counting, word formation, understanding of environment and ethic. J.P. Naik (2004), an eminent educationist of our country has very aptly observed: “The progress of primary education is an index of general, social and economic development of the country as a whole”. In India, primary education has innumerable problems, which vary from state to state and city to city. The causes of failure are many like social, economic, political and pedagogic in nature. The problem of dropout is one of the main issues related to the primary education system not only in India but in other countries as well. According to Dash (2004) the problems or issues which are responsible for our failure to universalize elementary education are social, economic, political, educational, geographical and 3 administrative in nature. Among the major reasons of failure of primary education are inaccessible areas, prejudice against educating girls, early marriage of girl child, poverty of parents, inequality of educational opportunities, infrastructural problems etc. Moreover, the dropout rate is so high that universal elementary education (UEE) is still an elusive goal. Hartog committee (1929) define primary education as “the premature withdrawal of children from school at any stage before the completion of the primary course”. Dropout is not only mere rejection of school by children but it has been noticed that stagnation and wastage are rampant at this stage of education. So, not only the individual is suffering economic loss but society also has to bear the cost of dropping out of children from schools. The number of dropouts specially in the tribal areas has been a major concern where many educationists are trying to study and find out the cause of such dropouts.

1.4 PRIMARY EDUCATION IN NAGALAND

Nagaland being one of the smallest states in the country yet it reflects increasing growth towards quality education system and progress towards educational development. The State of Nagaland came into being in December, 1963 and this was the third year of the Third Five Year Plan which virtually marked the dawn of the Plan Scheme on Elementary Education launched by the State. Since then, the Government of Nagaland is striving hard to reach the goal of educating all children of School going age. Under the State successive Five-Year Plans ‘Elementary Education’ (i.e., Education at Primary and Middle School Level) is receiving priority treatment especially because of its inclusion in the Minimum Needs Programme.

1.5 GOVERNMENT SCHEMES FOR ELEMENTARY EDUCATION

With the formulation of National Policy on Education, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and Programme interventions, such as-

i. Samagra Shiksha Abhiyan

It is an integrated scheme for school education covering the entire area from pre-school to class XII. The scheme treats school education as a continuum and in accordance with Sustainable Development Goal for Education(SDG-4). It not only provides supports for implementation of the Right of children to Free and Compulsory Education Act ,2009 but also aligned with the recommendations of National Education Policy (NEP) 2020. The schemes aim to ensure that all children have access to quality education with an equitable and inclusive classroom environment which take care of their diverse background , multilingual needs, different academic abilities and make them active participants in the learning process.

ii. Mid-Day Meal

On August 15, 1995, National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme and in the year 2001, the Supreme Court of India ordered all the state governments and union territories to implement MDM Scheme and provide cooked meals to school children from Government and Government-aided schools. With support from the central and state governments, Akshaya Patra began operating its Mid-Day Meal Programme in 2000 and has inculcated a set of rules and guidelines related to child health and growth. While directing on improving nutritional level and attendance, Akshaya Patra also aims to address two Sustainable Development Goals: Zero Hunger and Quality Education. The objectives issued by the government for MDM are-

- Improving the nutritional status of children in classes I-V in Government, Local Body and Government aided schools, and EGS and AIE centres
- Encouraging children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities

- Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

iii. National Program for Education of Girls at Elementary Education (NPEGEL)

The NPEGEL program has been initiated by the Government of India to reach girls, especially the girls that are not enrolled in a school. The program was started in July 2003 and this program is a significant component of the SSA. The program provides extra support for improving the education of girls. Some objectives that come under this scheme are the development of learning materials that are gender-sensitive, gender-sensitisation of teachers, provisions like stationary, uniforms, and workbooks. The main focus of this program is to break gender stereotypes and to make sure girls get a good education at the elementary level.

iv. Right to Education (RTE) Act

The Right to Education (RTE) Act was enacted in 2009, and this Act made education for every child between 6 and 14 years a fundamental right. With this act children got the right to receive free elementary education. No child has to pay any kind of charges or fee to complete education up to elementary level. The RTE act also aims at the development of a curriculum that makes sure the child receives the benefit of all-round development, building their knowledge, talent, and potential. The Right to Education Act has made it compulsory to reserve 25 per cent in private schools for children from economically weaker families.

v. Beti Bachao, Beti Padhao

The scheme which was initiated in 2015 is one of the most famous central government schemes for girl education. The main aim of this government scheme was initially to protect girl children from female foeticide and infanticide and later, provide assistance for their education. Other objectives of the plan include stopping the practice of gender-determination tests and discrimination against girl children. The Beti Bachao, Beti Padhao scheme ensures the protection of girls and their survival and makes sure that girls participate in educational activities alongside boys. This scheme thus spreads the awareness that girl children are not a burden.

vi. Kasturba Gandhi Balika Vidyalaya

This scheme was launched in 2004 with the aim at setting up residential schools for girls belonging to minority communities at the upper primary level. This scheme is mainly implemented in the parts of the country where girls are not enrolled in school. This scheme provides reservation of 25% to girls from families below the poverty line and 75% to the girls belonging to ST, SC, OBC, and other minority communities. The main idea behind this scheme is to set up residential schools, where girls from disadvantaged groups of the society can access quality education.

vii. Scheme for Infrastructure Development in Minority Institutes (IDMI)

To improve the quality of education, the scheme has been started to improve infrastructure in unaided/aided minority schools. The features of this scheme include expanding facilities that will help the education of children from minority communities. Though the entire country comes under this scheme, but preference is given to places that have a minority population above 20 per cent. The scheme also encourages educational facilities for children with special needs, girls, and others who are mostly held back in society

1.6 CONSTITUTIONAL PROVISIONS

The following provisions have been made in our constitution regarding the right pertaining to education.

ARTICLE 15(3)

EDUCATION OF WOMEN

Special provisions have been made for women, socially and educationally backward classes of citizens (SCs and STs) and other backward classes. The reservation of seats in admission or employment special scholarship should be given to these people. For SCs and STs study in private institutions, their total fees are paid by the government.

ARTICLE 21-A

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the

State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age-appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural

imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

ARTICLE 28

RELIGIOUS EDUCATION

Article 28 maintains three types of educational institutions:

- Educational institutions wholly maintained out of state fund. In such institutions no religious instructions shall be provided. It must not impart education of any religion.
- Educational institutions administered by the state but established by a trust- these

are also government institutions. Here the religious instruction can be given if trust or managing committee desires to do so. But Hindus cannot be compelled to study Quran and Muslims cannot be forced to study Geetha and so on. The condition in part (a) shall not apply to any educational institution administered by state, but the institution administered by a trust or any religious body can carry out any religious education.

- Educational institutions recognized by the state or receiving aid out of the state fund, here no person shall be required to take part in any religious institutions or to attend any religious worship.

ARTICLE 29(2)

According to this article no citizen will be denied admission into any educational institution maintained or aided by the state on the basis of caste, creed, language, race or region.

ARTICLE 45

The state shall endeavour to provide free and compulsory education to all children up to the age of 14 years, within ten years from the date of adoption of the constitution. This article expresses the resolve of the people of India to make provisions for free and universal education.

ARTICLE 46

Promoting the educational and economic interests of the SCs, STs and other weaker sections This constitution states that the state will protect and promote with special care, the educational and economic interest of the weaker sections, particularly the Sc's, and St's and also protect them against social injustices and exploitation of all kinds. In accordance with this article, the educational and economic development depends upon the will of the state.

ARTICLE 350 A

According to article 350 A it shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

1.7 ISSUES AND PROBLEMS IN PRIMARY EDUCATION

Lack of infrastructure

One of the major challenges faced by schools is single -room schools, lack of drinking water facilities, electricity, toilets, and poor hygiene and other educational infrastructure is a grave problem.

High- dropout rates

The other challenge in the education system is the high dropout rate in public schools or government schools. The drop-out rates in schools, especially among girls, is very high. It is all due to several factors such as poverty, lack of toilets, long distance to school, child marriages, patriarchal mindset, and cultural factors.

Quality of teachers

Lack of trained and skilled teachers is another problem mostly faced by our education system. Teacher shortages and poorly qualified teachers are both a cause and effect of poorly paid and managed teaching cadres

Non-Academic burden

Besides the lack of skilled teachers, they are also burdened with a non-academic workload which diverges their focus from teaching. Thus, according to a study by the National Institute of Education Planning and Administration (NIEPA) the teachers only spend around 19per percent of their time in teaching while their rest of the time is filled mostly on non-teaching administrative work.

No practical knowledge

In educational institutions, lots of attention is provided to theory and books, and practical knowledge is completely neglected. In India, parents and teachers expect their students to score high in the exam rather than getting quality knowledge. Practical knowledge and skill-based education are still very far away from scholars who are studying in schools, colleges, and universities.

Closure of Schools

Many schools are closed to low student strength, lack of teachers and infrastructure. The competition posed by private schools is also a major challenge to government schools.

Corruption and leakages of funds

Most of the funds which are granted for the advancement of schools are mostly consumed by corrupt mediators. As these funds transferred from central government to state government to schools involve many intermediaries. Due to which a right beneficiary only gets a certain part of the fund.

1.8 Key highlights of NEP2020 on Primary Education

- **Restructuring school curriculum:** The NEP recommends that the existing structure of school education must be restructured to make it more relevant to the needs of students at different stages of their development. The current 10+2 structure of school education will be redesigned into a 5-3-3-4 design comprising: (i) five years of foundational stage (for ages 3 to 8), (ii) three years of preparatory stage (for ages 8 to 11 or classes three to five), (iii) three years of middle stage (for ages 11 to 14 or classes six to eight), and (iv) four years of secondary stage (for ages 14 to 18 or classes 9 to 12)
- **Early Childhood Care and Education (ECCE):** ECCE consists of play-based and activity-based learning comprising of alphabets, language, puzzles, painting, and music for children in early years of their life. The Committee observed that over 85% of a child's cumulative brain development occurs prior to the age of six. It recommends that ECCE for children in the age group of 3-6 should be incorporated in the school structure by following the 5+3+3+4 design of school curriculum. ECCE will be delivered through:
 - (i) stand-alone anganwadis
 - (ii) anganwadis located with primary schools
 - (iii) pre-primary sections in existing primary schools
 - (iv) stand-alone pre-schools.

Further, a national curricular and pedagogical framework for ECCE will be developed by the National Council for Education Research and Training (NCERT). And anganwadi workers with senior secondary qualifications and above, will be given a six-month certification programme in ECCE.

- **Achieving foundational literacy and numeracy:** The Committee observed that a large proportion of the students currently enrolled in elementary school (over five crore) have not attained foundational literacy and numeracy. It recommends that every student should attain foundational literacy and numeracy by grade three. National Mission on Foundational Literacy and Numeracy will be setup under the MHRD to achieve this goal. All state governments must prepare implementation plans to achieve these goals by 2025. A national repository of high-quality resources on foundational literacy and numeracy will be made available on government's e-learning platform (DIKSHA)
- **Ensuring universal coverage and inclusivity:** The Committee observed that while the Right to Education Act, 2009 has been successful in achieving near universal enrolment in elementary education, retaining children remains a challenge for the schooling system. It noted the declining gross enrolment ratio (GER) as students move to higher grades indicating large dropouts from the schooling system. Further, it noted that the decline in GER is higher for certain socio-economically disadvantaged groups, based on: (i) gender identities (female, transgender persons), (ii) socio-cultural identities (iii) geographical identities (iv) socio-economic identities (v) disabilities. It recommends that schemes/policies targeted for such groups should be strengthened, special education zones should be setup in areas with significant proportion of such disadvantaged groups and also a gender inclusion fund should also be setup to assist female and transgender students in getting access to education.
- **Reforms in curriculum content:** Curriculum load in each subject should be reduced to its essential core content to allow for critical thinking, discussion and analysis-based learning. Students should be

given more flexibility and choice in subjects of study, particularly in secondary school. A new and comprehensive national curricular framework for school education will be undertaken by NCERT in accordance with these principles and can be revisited every five to ten years.

- **Medium of instruction:** The medium of instruction should be in the local language/mother tongue of the child at least till grade five, and preferably till grade eight (in both public and private schools). The current three language formula will continue to be implemented. However, there should be more flexibility in the formula, and no language should be imposed on any state. The three-language formula states that state governments should adopt and implement study of: (i) Hindi, English and a modern Indian language (preferably a southern language) in the Hindi-speaking states (ii) Hindi, English and the regional language in the non-Hindi speaking states.
- **Assessment of students:** The Committee observed that the current nature of secondary school exams and entrance exams have resulted in coaching culture, which is causing harm to student learning. It recommends that the existing system of such exams be reformed. Board examinations should test only core concepts, and cover a range of subjects. Students can choose their subjects, and will have the option to take the exams on up to two occasions during a given year. To track students' progress throughout their school experience, examinations will be conducted in grades three, five, and eight. The examination in grade three will test basic foundational literacy and numeracy, and its results will only be used for improvement of the school education system. Further, a National Assessment Centre will be setup under the MHRD as a standard setting body for student assessment and evaluation.
- **Effective governance of schools:** The Committee observed that establishing primary schools in every habitation across the country has helped increase access to education. However, it has led to the development of schools having low number of students (the average

number of students per grade in elementary education was about 14 in 2016-17). The small size of schools makes it operationally and economically challenging to deploy teachers and critical physical resources (such as library books, sports equipment). The NEP recommends grouping schools together to form a school complex consisting of one secondary school and other schools, anganwadis in a 5-10 km radius so as to ensure (i) adequate number of teachers for all subjects in a school complex(ii) adequate infrastructural resources (iii) effective governance of schools.

- **School regulation:** Currently, the Department of School Education is responsible for all functions of governance and regulation of school education. The Committee observed that this leads to a conflict of interest and centralisation of power. It recommends that the Department should only be involved in policy making and overall monitoring, but not in regulation of schools. An independent State School Standards Authority should be set up in each state. It will prescribe basic uniform standards for public and private schools. A self-regulation or accreditation system will be instituted for schools.

1.9 NEED AND SIGNIFICANCE OF THE STUDY

This study is conducted in order to look at the matter concerning school dropouts. Despite of governmental efforts, huge investment and many innovative programmes, the school dropout remains alarmingly high in many states. In this context, it is not only the provision of schooling facilities and quality of education, but also other economic and social factors which plays a major role in influencing the discontinuation of education. It is also very important to understand the family and parental characteristics to examine the reasons behind school dropouts.

1.10 STATEMENT OF THE PROBLEM

Therefore, the problem undertaken is stated as “SOCIO-ECONOMIC ANALYSIS OF SCHOOL DROPOUTS IN ZUNHEBOTO DISTRICT”

1.11 OPERATIONAL DEFINITION OF THE TERMS USED

i. Socio-economic

Relates to, or involving a combination of social and economic factors.

ii. School

A place or building used for, instruction learning and education.

iii. Dropouts

In the present study dropout would refer to those students who have prematurely withdrawn completely from school at any stage before completion of the primary course.

1.12 OBJECTIVES OF THE STUDY

The objectives of the present study are: -

1. To know the enrolment of private and government schools.
2. To identify the impact of socio-economic factors on school dropouts.
3. To determine the trends in dropouts between government and private schools
4. To find out the environmental, educational and physical causes for school dropouts
5. To determine the perception of teachers and parents towards school dropouts.

1.13 RESEARCH QUESTIONS

1. What are the trends in dropout rates in government and private schools in Akuluto area?
- 2 what are the perception of parents and teacher's children dropping from the school?
3. What are the environmental conditions leading to dropouts?
4. What are the Educational and physical causes for school dropouts?

1.14 DELIMITATIONS OF THE STUDY

1. The study is delimited to primary school dropouts.
2. The study is confined to Akuluto area only.
3. The study is delimited to teachers and parents.

1. 15 Conclusion

Every year, a large number of students drop out of school worldwide. This hinders their economic and social well-being as well as reduces the literacy rate of the country and creates a non-innovative environment. The issue of dropout in India is of particular importance and interest. Education is the constitutional right of every individual and in order to see the progress of the individual, society and nation every individual should receive education. Right to Education Act and National Policy on Education may have been motivating to provide education to all but it is equally important to analyse the sustainability and efficiency of the education system. Dropout rates are considered to be a great wastage in the education system so the present study is to analyse the socio-economic factor which leads to dropouts. In the forthcoming chapter, the review of literature will be discussed.

CHAPTER -II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW LITERATURE

“A familiarity with the literature in any area helps the investigator to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problem remains to be solved.”

-Best

2.1 INTRODUCTION

To take up any meaningful research work, a review of related literature is an essential aspect. Review of related literature reflects a wider concept and idea and helps the researcher to identify existing conditions, select those areas in which findings are likely to result and thereby becomes more knowledgeable in addressing the problems in a meaningful way. Systematic research of the past researches will help the researcher to understand the kinds of studies that had already been done in the same area and in which direction and how further research should be geared. The researcher needs to acquire up to date information about what has been thought and done in the particular area.

The investigator has gone through the studies done in India and the studies done abroad covering a theoretical frame, books, surveys of research in education. Journals, periodical which are relevant to the present investigation.

This chapters deals with the review of related literature under which several studies done by different researches were reviewed and reproduced for ready references. However, only those objectives and findings which have some connections with the present study are sorted out and reproduced. The reviews have been reported under the following categories:

1. National studies
2. International studies

2.2 PURPOSE OF REVIEW OF LITERATURE

- i. Provide a framework for relating new findings to previous findings.
- ii. Provides background to the research design.
- iii. To learn methods and approaches that are appropriate for the studies.
- iv. Helps in analysis of the findings.
- v. It provides valuable information to any part of the research study.

2.3 NEED OF REVIEW OF LITERATURE

It establishes familiarity with an understanding of current research in a particular field or area before carrying out a new investigation.

- i. It enables the researcher to find out what research has been conducted already.
- ii. It also helps to identify what is unknown within the topic that the researcher has taken up.

2.4 INTERNATIONAL STUDIES

Yokozeki (1996) conducted a study on “The Causes, Processes and Consequences of Student Drop-out from Junior Secondary School (JSS) in Ghana: the case of Komenda-Edina-Eguafo-Abrem (K.E.E.A.) district”. This study investigates the above questions in two phases: the first on a macro level, by means of a school survey of all 39 schools in the district; and the second on a micro level, by means of an in-depth study of drop-outs from four schools. In the school survey, among the school factors included in the current study, few showed significant association with the drop-out rates. However, in subsequent in-depth study, the school characteristics were found to exert some influence; for example, the schools with low drop-out rates had stronger teacher commitment. In the school survey, drop-out rates were clearly associated with gender. The in-depth study of 32 drop-outs from four schools suggested that the cause of drop-out was predominantly finance for males and pregnancy for females. In a comparison of 32 drop-outs and 32 stay-ins, where age, gender, academic achievement and economic status were matched, few differences were found in family composition and school experience. In the examination of

matched pairs, drop-outs tended to display particular characteristics, such as belonging to a minority language/ethnic group, or having a slight physical handicap. Parental divorce was common among both drop-outs and stay-ins.

Rumberger (2001) studied on “Why Students Drop Out of School and What Can be Done”. This paper examines why students drop out of school and what can be done about it. After briefly summarizing who drops out of school, the paper reviews the theoretical and empirical research that attempts to explain why students drop out of school based on two different conceptual frameworks that are both useful and necessary to understand this complex phenomenon. One framework is based on an individual perspective that focuses on individual factors associated with dropping out; the other is based on an institutional perspective that focuses on the contextual factors found in students’ families, schools, communities and peers. The paper also discusses the extent to which these frameworks can be used explain differences in dropout rates among social groups, particularly racial and ethnic minorities. This paper examines various strategies to address the dropout, reviewing examples of both programmatic and systemic solutions, and the extent to which policy can promote them. This paper also discusses whether the United States has the capacity and the will to reduce dropout rates and eliminate disparities in dropout rates among racial and ethnic groups.

Okumu, et., al. (2008) studied on “*Socioeconomic determinants of primary school dropout: the logistic model analysis*”. This paper describes the socioeconomic determinants of primary school dropout in Uganda with the aid of a logistic model analysis using the 2004 National Service Delivery Survey data. The Objectives were to establish the; household socioeconomic factors that influence dropout of pupils given free education and any possible policy alternatives to curb dropout of pupils. Various logistic regressions of primary school dropout were estimated and these took the following dimensions; rural-urban, gender, and age-cohort. After model estimation, marginal effects for each of the models were obtained. The analysis of the various coefficients was done across all models. The results showed the insignificance of distance to school, gender of pupil, gender of household head and total average amount of school dues paid by students in influencing dropout of pupils thus showing the profound impact Universal Primary Education has had on both access to primary education and pupil dropout. Also, the results vindicated the importance of parental

education, household size and proportion of economically active household members in influencing the chances of pupil dropout.

Sabates,et., al. (2010) conducted a study on “School Dropout: Patterns, Causes, Changes and Policies”. The paper focuses on patterns of participation, age-specific dropout rates, equity in dropout rates, and the link between over age enrolment and dropout rates. The paper outlines the main causes of drop out and provides two country case studies, Ghana and Tanzania, to highlight the potential strategies that could be used to address drop out.

Ghazi (2011) studied the “Socio- economic factors as a cause of children dropout at primary level at Pakhtunwala in Pakistan”. Found that 47.5% parents and 37.5% children support that tense environment at home was a cause of dropout. 95% parents and 100% children are in favour that illiteracy of parents was a cause of dropout. 75% parents and 95% children are in favour that they considered the education unfruitful that cause dropout. 90% parents and 95% children are in support that parents’ engagement in earnings was a cause of dropout. 100% parents and children are in favour that children left schools due to their financial problem. 82.5% parents considered education as economic burden while 57.5% children do not think so. 87.5% parents and 85% children agreed that engaging children in earning was a cause of dropout. 87.5 parents and 95% children are in favour that parents’ poor economic condition was the cause of children dropout at primary level in district Bannu of Khyber Pakhtunkhwa, Pakistan.

Wagle (2012) conducted a study on “Dropout of children from schools in Nepal”. This study focused on the reasons of dropout of children from schools and the possible consequences of being dropped out of the rural and remote parts of Rupandehi District. This study also looked at the daily habits of those children who are dropped out of schools and tries to dig out the possible measures to reduce the problem of dropout. The study followed the notion of the New Social Studies of Childhood which sees children as competent beings and should be studied in their own right and from their own perspectives. The study was based on the qualitative approach of data collection which includes observation, individual interview and focus group interview (discussion) with children as primary informants followed by teachers and head teachers. The field work included 20 children, 10 boys and 10 girls

and 6 teachers and head teachers. The data collected were qualitatively analysed and conclusions were drawn. The study realised that poverty, low household income, child marriage, child work and labour, are the major reasons for dropping out of children from schools. The study realized that children had to face both physical and mental consequences of not attending school. Use of alcohol and cigarettes and feelings of exclusion in the society was observed. The study realized that several interventions such as increase in the amount and management of various scholarship programmes, improvement in the physical infrastructures of schools, child friendly teaching activities, and automatic promotion of grades helps to reduce the problem of dropout. In addition, re-introducing the mid-day meal programme at school might be beneficial.

Perera (2012) studied on “School Dropouts in Sri Lanka: A Sociological Analysis”. The objective of this study is to analyse the problem of school dropout in Sri Lanka from Sociological point of view. Secondary data gathered through available literature was used for the study. Sociological theories and concepts were applied to identify causes for the school dropouts.

Snyders (2013) Conducted a study on “An interpretive study of high school dropouts in the context of a former disadvantaged community”. The purpose of this study was to understand and to interpret the complex array of factors that contribute to the phenomenon of learners dropping out of school. This investigation highlights the phenomenon of high school dropouts in particular. The research methodology for the study is interpretive analysis. The research data have identified a number of factors within families, within schools, and within communities that affect whether learners are likely to drop out, or to graduate, from high school.

Moya, Ncube & Khupe (2016) studied on “An assessment of factors contributing to high secondary school pupil’s dropout rates in Zimbabwe: a case study of Bulilima”. The study sought to assess factors contributing to high secondary school pupil’s dropouts in Bulilima District in Zimbabwe. Bulilima District has for a long time been experiencing high dropout rates amongst secondary school pupils due to a number of factors which needed exploration in order solve the problem. The study used a case study design and a qualitative method with individual and group interviews (focus group discussions) as data collection techniques. The study participants included

teachers, heads of schools and members of the community who included both adults and the youths, selected through the purposive convenience sampling technique. The study was anchored on the human capital theory which advocates for investing in human capital through education that in turn is expected to stimulate socio-economic development of a country. The findings are absentee parents, financial hardships, hunger and poverty, home school distance, teenage pregnancies and peer pressure. The study recommends that the government of Zimbabwe subsidises examination fees, implements 'free primary education for all' in line with the constitution of Zimbabwe.

Simic & Krstic (2017) conducted a study on "School factors related to dropout from Primary and secondary education in Serbia– a qualitative research". The research was conducted in 8 primary and 13 secondary schools from 17 municipalities with high dropout rates. In order to hear voices from different actors in the educational system, qualitative research was conducted, involving interviews and focus groups with teachers, school principals, school psychologists, counsellors, pedagogical assistants, parents and students.

Mughal (2018) conducted a study on "Investigating the issue of out-of-school children in rural Pakistan". This study explores the dropout phenomenon from secondary education (classes 9 and 10) through the perspectives of teachers, head teachers, community members of school councils, fathers of dropouts and the dropouts themselves, in a rural district of Pakistan. The study collected and analysed data on dropouts (N=844) of all the public secondary schools (N=38) of subdivision PindDadan Khan, a remote rural region of district Jhelum, during the academic years 2011-12 and 2012-13. In-depth individual and group interviews were conducted with 103 participants comprising 18 head teachers, 41 teachers, 18 school dropouts, 14 fathers of school dropouts, and 12 community members of school councils. The findings of the study show several pull out, push out and policy- related factors of dropping out. The pull-out factors are: absence of an educational environment at home; desire to seek religious education; pupils and parents lack of interest in schooling; poor academic performance; failure in class 9; household poverty; pressures of domestic responsibilities; large family sizes; local labour market conditions; seasonal migration; influence of feudalism in the remote rural areas; and the custom of dowry and marrying daughters off early. The push out factors are:

locations of schools; a lack of academic and physical facilities; teachers lack of interest in teaching; poor quality teaching; practices of rote learning and memorisation; and explicit bullying from class teachers. This study, therefore, advocated a bottom-up policy approach to understand and address social phenomena, such as of dropouts, at the grass-roots level.

Ahmad & Bibi (2019) conducted a study on “Causes of girl’s dropout from primary schools in tehsil Bahrain district swat, kpk Pakistan”. The study was conducted in 4 Girls primary schools of Tehsil Bahrain district SWAT. Data was collected from sample of 80 respondents, in which (11 dropout girls from Govt Girls Primary School Madyan Swat, 16 from Govt Girls Primary School Ayeen Swat, 22 dropout girls from Girls Primary School Darolai Swat, 3 dropout girls from Girls Primary School Jail Bahrain Swat. 20 mothers of the dropout students and 8 teachers. After collecting information, some of the main causes for the dropout were found as work to earn some money for support of family (poverty), moving from one place to another, culture of the village, punishment, teachers’ behaviour, long distance from house to school and lack of text books and facilities.

Ali, et., al. (2021) conducted a study on “Socio economic determinants of primary school dropout: a case study of Pakistan”. This study identifies the socioeconomic determinants of dropout from primary schools and to give policy suggestions to address the issue. A total of 600 dropout and enrolled respondents were selected from 60 government primary schools of district Chiniot. School heads and parents of dropout children were taken as samples. The results were obtained by employing the Probit regression model. Findings Numbers of family members, age of the family head, exchange marriage and poverty status have positive relationship with dropout from primary schools. The findings revealed a higher rate of dropout among girls, which is a major cause of concern.

2.5 NATIONAL STUDIES

Mukherjee (2010) conducted a study on “Reducing out of school children in India”. There has been an attempt to explore trends in school dropouts and reasons behind leaving schools. The author has identified low level income of families and earning opportunities for children as a major factor contributing to out of school children. Other reasons also indicate lack of awareness on the part of parents. The paper

recommends change of operation of SSA from infrastructure-based approach to facilitating approach. The paper also focuses on gender and regional differences and stresses that poverty eradication and inclusive economic growth must go hand in hand with education expansion programs.

Govindaraju & Venkatesan (2010) conducted a study on “school drop-outs in rural settings” in one of the district of Karnataka and found Caste, poverty in family, tradition, change of schools or medium of instruction, influence by television or mass media, drought or famine in the village, tribal life, frequent shifts or migration of family, poor or non-enriched school or home environment, distance between home to school, poor school maintenance, absence of toilets at school, intimidating system of examination, etc. are the factors responsible for dropping of the children.

Kumar & Chahal (2012) Conducted a study on “Socio-Economic Status of Dropouts at Secondary School Level: A Study of Sirsa District”. This paper 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.

Kaur (2013) conducted on “School dropouts among rural children: examining the space among causes”. The present paper, using secondary data of national level and primary data from villages Bathinda district of Punjab, explores the causes responsible for school dropout among rural children. The perceived reasons for school dropouts yielded nearly twenty-three causes. Poverty in the family , illiteracy of the parents, and school related factors etc. have emerged as crucial factors behind out of school children. Other factors include poor infrastructure of the schools, difficulty in learning, lack of motivation, child labour, low socio- economic status, socio- cultural barriers, lack of employment opportunities etc. are found as determining factors behind the incidence of dropping out.

A study done by **Joshi, et., al. (2013)** seeks to examine the “socio-economic reasons behind dropouts in the lower middle class and slum areas in Delhi”. Through the project a conscious effort has been made to understand at the micro level the mindset of the children and their parents in dropping out of school in spite of all facilities being provided by the Government that they could ever desire of. The paper also

recommends necessary steps which could be implemented to ensure that every enrolled student completes school education.

Sateesh & Sekher (2014) Studied on “Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Data”. The present article tried to understand the differentials and factors associated with school dropouts in India. Based on the data from National Family Health Survey-3, it was found that only 75 percent of the children in the age group 6 to 16 years were attending school. About 14 percent of the children never attended the school and 11 percent dropped out of school for various reasons. It was observed that the dropout was high among the children belonging to Muslim, Scheduled Caste and Scheduled Tribe families. Parental characteristics also play a significant role in determining school education. The dropouts among the children belonging to illiterate parents were four times higher than that of the literate parents. It was also observed that if parents were not working, the possibility of dropout among their children was relatively high. The study suggests that unless and until there is considerable improvement in the economic status of households and change in the social attitudes of parents, achieving the goal of universalisation of school education will remain a major challenge for India.

Joy & Srihari (2014) conducted a case study on the “School dropout scheduled tribal students of Wayanad district, Kerala”. The objective of this paper is to unveil the hidden reasons for these increasing school dropouts among the ST students of Wayanad district, with special reference to the Paniya Tribe. Qualitative analysis and case studies were assessed to elicit the reasons for the increase of tribal dropout rate in the district. This study encompasses both quantitative and qualitative methods. The findings of this study will be useful in providing adequate solutions to this issue, tribal dropout and implementation of strong constructivist pedagogy and class-oriented learning approach in the tribal areas.

Monga & Monga (2016) have conducted a study on “Family and School Dropouts: A Socio-psychological Observation”. This study was conducted with two objectives: first, to understand familial factors that contribute to the school dropouts; and, second, to know teachers’ perception of school dropouts and strategies to deal with the problem of school dropouts. A total of 50 students and their families hailing from rural areas of Arki Development Block, District Solan, Himachal Pradesh were

assessed through in-depth interviews. The information related to dropouts was collected from school authorities. Findings revealed that familial factors, such as, family environment, economic status, socio-educational status of the parents etc., closely contributes to the school dropouts. Teachers perceived this problem as an outcome of unhealthy family environment, lack of motivation by parents and inadequate follow up by school authorities and lack of commitment by the teachers. A number of strategies to deal with this problem were put forward and discussed by the teachers.

Tiwari & Imam (2016) conducted a “Study of Potential Drop-Out and its Causal Factors in Elementary Schools of Central U.P”. This study examined the effect of gender; school resources, time on drop out of class I-VIII students of Central U.P. The study consists of 520 male and 497 female students of fifty schools of Central U.P. The Cattell culture fair test for intelligence checking, Socio Economic status made by R.L.Bharadwaj, school information questionnaire and school absenteeism schedule self-made test were used for data collection. While t-test, correlation coefficient was used for statistical analysis. The result showed that male and female students had equal drop outs. Further the result showed that school resources had no impact on drop outs.

Biswas, G.& Krishnan, D. (2017) Conducted a study on “Dropout of tribal students at secondary level in Hooghly district, West Bengal”. The study examines dropout issue among tribal students at secondary level in Hooghly District of West Bengal. A qualitative survey method was adopted wherein 8 schools from 2 blocks (randomly) of Hooghly district were selected as sample. School records, questionnaire and interview schedule were used to examine the dropout rate, male-female comparison and factors affecting dropout.

Laskar, et., al. (2017) conducted research on “A Study on School Dropouts in Rural Niuland Block, Nagaland”. This study is undertaken in 9 villages of Niuland Block under Dimapur district, Nagaland among the local tribal communities. Considering the Negative impact of the phenomena it was found appropriate to explore the various factors such as family environment, personal characteristics and school environment related to early school dropout. Data were gathered using semi-structured, open-ended interviews conducted among purposively selected participants.

Vungngaihlan, et., al. (2018) studies on “Determinants of School Dropouts in Elementary Education in Manipur”. The present study tries to address ground realities of dropout conditions in Manipur. The study will explore the influences of socio-economic, demographic, psychological, school related and community level factors responsible for dropping out and associated policy implications. The analysis is based on the empirical investigation in selected rural locations of the two districts (Imphal West and Churachandpur) in Manipur, which was conducted in 2013. The study clearly reveals that the dropout rate is notably higher in upper primary level than the primary level of education. The study indicates that the primary reasons for dropout of children from the school were school related and socioeconomic factors. Moreover, despite the poverty and illiteracy of parents, political instability in the study area is forcing the children to dropout from school. The regression results showed that both parent’s education, income of the households, number of family member, age of the child, type and distance from the school, participation in school activities, skipping classes, parent’s assistance in teaching at home, help in domestic works at home are the key determinants of dropout from school.

Manjunatha & Gangadhar (2018) in the article “School dropout among Jenukuruba tribal children in Karnataka”. Examines the reasons for tribal children drop-out of school education. A qualitative and quantitative method has been employed in this research to study the problem holistically within a district as a single social unit. A school drop-out survey was conducted among households to ascertain the nature and extent of drop-out from primary and high school. Subsequently, 92 school dropout children were selected for an intensive study.

Sridevi & Nagpal (2019) studied on “Trends in school dropouts rate in India”. To analyse the trends in dropout rate, explore causes and provide suggestions to reduce dropout rate at secondary stage in India. This study also highlights some policy implications such as improving school culture, providing basic facilities in schools, organising. In-service teacher training programmes for teachers to identify and handle at risk students and conducting remedial teaching programmes for the needy students in schools in order to guide policy makers to combat this problem.

Pillai (2019) studied on “An Exploratory Study of Factors affecting School Dropouts of Pune District”. This study carries forward the data and information collected through structured questionnaire and discussions from the parents of school dropouts. The survey highlights parents of school dropouts are aware of governmental educational schemes. However, to a larger extent, individual and family reasons especially the lack of encouragement/casualness from the parents and financial problems seemed to play a dominant role for school dropouts in Pune district. It is also observed mentoring is received by the dropouts from school authorities to continue studies, but the depth and importance of it still needs to be acknowledged in full swing

Devi (2020) conducted a study on “The causes of dropout among lower primary school children: A study in Kamrup Metropolitan (Urban) District, Assam”. The objective of the study was to find out the causes of dropout among the lower primary school children in Kamrup Metropolitan (Urban) District of Assam. The survey method was adopted in the purposed investigation. The data were gathered with the help of Questionnaire, Interview and Observation technique. The main findings of the study were that 66.6% of respondents agreed dropout due to lack of interest of students whereas, 33.4% did not agree; 60.9% respondents agreed dropout due to lack or absence of supervision of parents whereas, 39.1% respondents did not agree; 72.8% respondents agreed dropout due to low economic and occupational status of parents whereas, 27.2% respondents did not agree; 66.9% respondents agreed dropout due to low educational level of parents whereas, 32.1% respondents did not agree. It also suggested that suitable counselling program for both parents and children should be conducted properly.

2.6 CONCLUSION

In this chapter the research conducted in India and abroad linked with socio-economic status of school dropouts have been reviewed in order to have a clear understanding of the present study. The review of related shows the need to investigate new finding in the gaps in the area of the study. In the next chapter the methodology, the plan for research and approaches to research will be discussed in detail.

CHAPTER -III

METHODOLOGY

CHAPTER-III

METHODOLOGY

3.1 INTRODUCTION

The word methodology is defined as a system which comprises the principles, practices and procedures which are used to collect and analyse information. It also refers to documented approach which is used to perform activities in a manner which is coherent, accountable and repeatable, it includes the way in which information is found or away something is done. It mainly consists of intellectual activities. This chapters deals with the methodology and procedure that the investigator used for the present study.

3.2. RESEARCH DESIGN

Research design is concerned with the planning of a study. The design describes the purposes of the study, methods or procedures to be followed, methods of sample selection, development of the tools etc. It is the blueprint for conducting the study that maximizes control over factors that could interfere with the validity of the findings. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001). A research study properly designed and executed would yield the knowledge required or produce a solution to a problem. It is a creative task and thus, provides facts upon which descriptions are made, hypothesis examined and interpretations proposed. Research designs are important because complete designs tend to produce significant and correct conclusions. The present study is an attempt to collect information relating to socio-economic analysis on school dropouts. Therefore, this is a descriptive and analytical research.

3.3. POPULATION AND SAMPLE OF THE STUDY

In research methodology, population refers to any collection of specified groups of human beings or of non-human entities such as objects, educational institutions, times, unit's geographical areas etc. population or universe means the entire mass of observation which is the parent group from which a sample is to be drawn. Here the

primary school dropouts in Zunheboto district, form the population of the study. The data sample were collected from 11 schools, 8 government primary school and 3 private schools from urban and rural area.

3.3.1 POPULATION OF THE STUDY

Table 3.3.1 LIST OF GOVERNMENT SCHOOLS

Sl.No.	GOVERNMENT SCHOOLS
1	AKULUTO PRIMARY SCHOOL
2	GOVERNMENT PRIMARY SCHOOL LUMAMI
3	GOVERNMENT PRIMARY SCHOOL LOTISA-MAPULU
4	GOVERNMENT PRIMARY SCHOOL LOTISA NEW
5	GOVERNMENT PRIMARY SCHOOL LUMTHASAMI
6	GOVERNMENT PRIMARY SCHOOL ZAPHU
7	GOVERNMENT PRIMARY SCHOOL SUMI SETTSU
8	GOVERNMENT PRIMARY SCHOOL ALAPHUMI

Table 3.3.2 LIST OF PRIVATE SCHOOLS

Sl. No	PRIVATE SCHOOLS
1	HILLTO CHILDREN HOME SCHOOL
2	ROYAL SCHOOL
3	ST. CLARE SCHOOL

3.4. SAMPLE

A sample is a collection consisting of a part or subset of the objects or individuals of population which is selected for the purpose representing the population sample obtained by collecting information only about some members of a population.

For the present study, random sampling technique was adopted. The researcher selected Akuluto area from all the areas of zunheboto district. Sample of the study consisted of students, teachers, parents were part of the sample. Students were selected from 11 schools out of which 8 were government primary schools and 3 private schools from both urban and rural. The number of samples for the study has been shown in the table below.

Table 3.3.3 STRUCTUREOF SAMPLE

NO. OF STUDENTS	NO. OF TEACHERS	NO. OF PARENTS
40	22	20

3.5. SAMPLING TECHNIQUE

It is a qualitative study to know the status and pattern of dropout. Therefore, a purposive sampling technique was used to select the units in the sample for this study. Three samples were selected, first for students, second for teachers and third for teachers.

3.6. DESCRIPTION OF THE TOOL

The device or instrument employed for the gathering the facts and information suitable to an undertaking or project is called tools. Several tools can be employed according to the nature of the study.

The researcher in order to collect the required data and to elicit opinion of the primary school dropouts, parents and teacher the researcher construct a questionnaire for dropouts and interview schedule for the parents and teachers. The draft of questionnaire was then submitted to the supervisor for ascertaining content validity. Some valuable suggestions were given by the supervisor with reference to the content and language of the questions. Accordingly, the tools were modified, prepared and used for the study.

3.7. PROCEDURE FOR COLLECTION OF DATA

Data consist of items of more or less objective information found in the situation of research, collection as evidence on conclusion tentatively held.

The researcher constructed a questionnaire to collect the information from the primary school dropouts as it is not possible to meet the students who is already out of the school the researcher had to personally go and find out the number of students who left the school and the questionnaire were explained to them and their responses were then collected accordingly. In order to understand the perception of the teachers and parents, interview schedule was used and the researcher visited all the schools which includes both private and government. Teachers were then interviewed and the data were collected. As most of the parents of dropouts were illiterate the researcher had to explain the question clearly and then only question was put up to them to understand their perception and understanding towards the child leaving the school at an early stage.

3.8. DATA ANALYSIS

Descriptive and percentage method was applied to analyse the data. Responses of the answers were tabulated and counted converting into percentage. Based on the responses, interpretation was done.

3.9. CONCLUSION

In this chapter the methodology and research design has been discussed which will be used and tools to be carried out in data collection. In the next chapter data will be analysed using statistical techniques for data to be interpreted.

CHAPTER -IV
ANALYSIS AND INTERPRETATION OF
DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with analysis and interpretation of data collected through the administration of questionnaire, which were further analysed and interpreted employing appropriate statistical measures. And the Data collected from parents and teachers were also analysed and interpreted basing on their responses to the questions. This analysis is presented in 4 sections.

Section I is related to first objective and it contains the result of the analysis of data collected related to the student's enrolment from private and government school under Akuluto town for the past 5 years. Section II contains the results of the analysis related to objective 2 to find the reasons for dropouts. Section III is related to objective 3 and 4 as it includes the trends of dropouts between government and private schools, and also different factors like physical, environmental and educational which could be the causes or factor for the dropout. Section IV is related to objective 5 as it includes the responses of the teachers and parents about their perception and outlook towards school dropouts.

4.2 SECTION-i

In this section the enrolment of the students for the past five years from both government and private school in Akuluto town has been shown clearly in the table. This section is related to objective 1.

Table 4.2.1

**ENROLMENT OF STUDENTS
GOVERNMENT PRIMARY SCHOOL**

NAME OF THE SCHO OL YEAR	GPS AKUL UTO	GPS LUMAMI	GPS LUMITHS AMI	GPS ALAP HU	GPS LOTISA MAPUL U	GPS LOTI SA	GPS SETT SU	GPS ZAPHU
2016	9	5	16	8	6	5	7	3
2017	7	5	5	4	9	5	4	2
2018	10	5	3	9	1	6	4	3
2019	10	4	2	8	1	6	5	3
2020	8	1	0	7	0	0	1	3

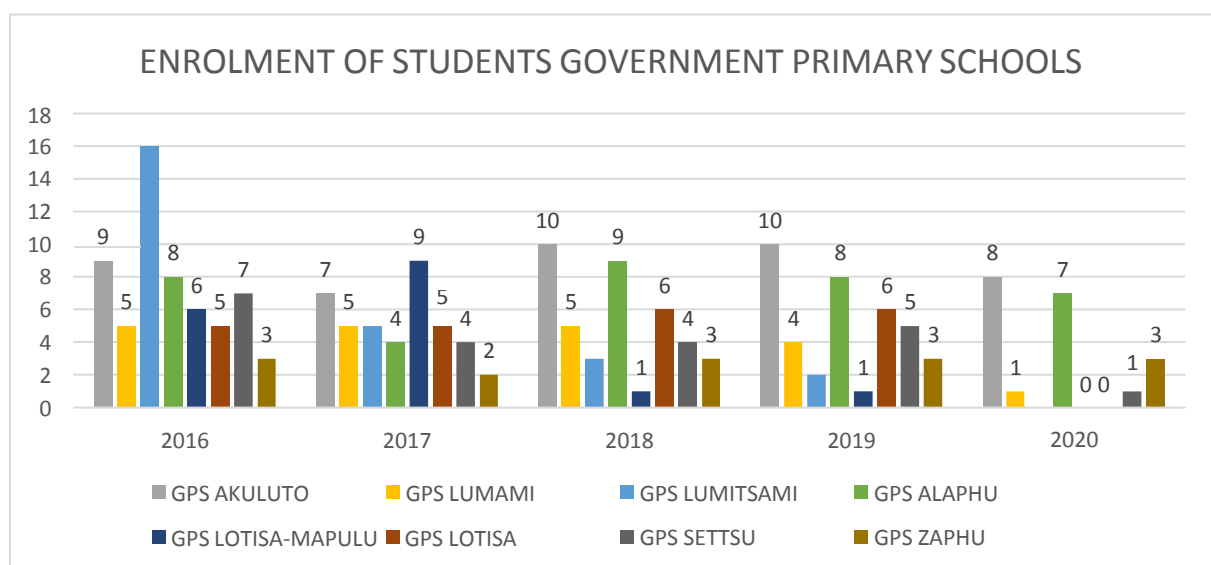


Figure 4.2.1 Enrolment of students (Govt. primary school)

Table 4.2.2

**ENROLMENT OF STUDENTS
PRIVATE SCHOOLS**

NAME OF THE SCHOOL YEAR	HILLTO CHILDREN HOME SCHOOL	ROYAL SCHOOL	ST. CLARE SCHOOL
2016	15	28	31
2017	18	28	31
2018	24	32	29
2019	28	33	28
2020	19	28	29

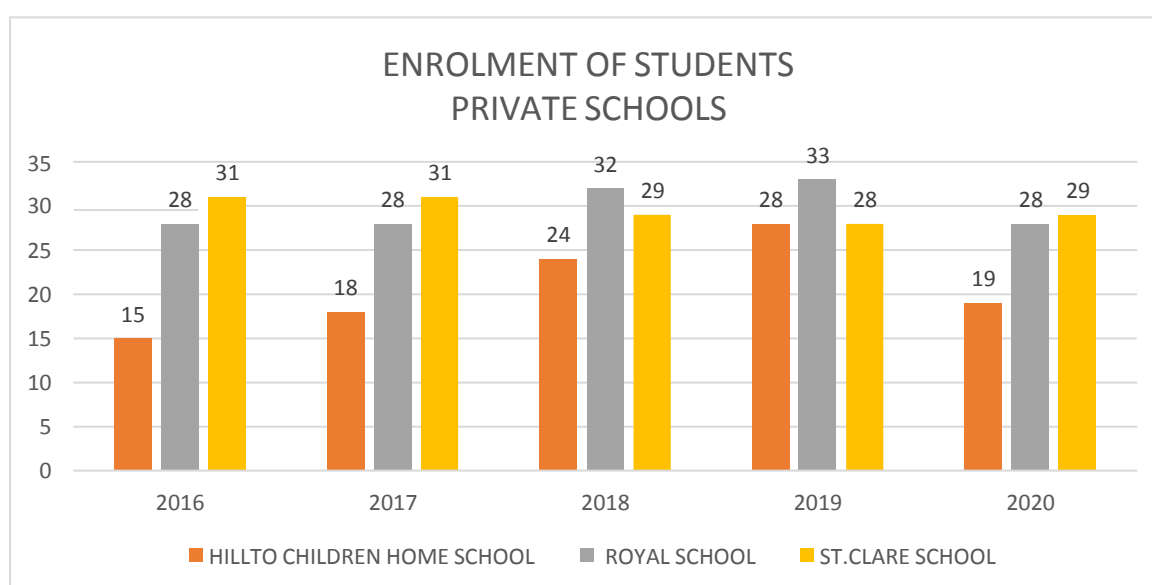


Figure 4.2.2 Enrolment of students (private school)

As stated from the first objective the enrolment of the students from government primary school and private school has been shown from the table. It shows that the enrolment of the students is higher in private in the consecutive five years in

comparison to government school. In case of government school there is a smaller number of students enrolment as most of the students are from the villages with low-income background.

4.3 SECTION -ii

It includes the data collected from the dropout questionnaire and it is tabulated and analysed based on the responses, this section is related to objective 2 as through the questionnaire prepared for the dropouts the reasons for leaving the school at such an early age.

4.3 ANALYSIS OF DATA COLLECTED FROM DROPOUTS' QUESTIONNAIRE

Table 4.3.1. TYPES OF SCHOOL

TYPES OF SCHOOL	NO. OF DROPOUTS	PERCENTAGE
GOVERNMENT	36	90%
PRIVATE	4	10%
TOTAL	40	100%

Interpretation: From the table it mentions that 90% dropouts are from the government schools and 10% are from private school. It has been observed that many of the respondents are government school's dropouts, where no or very little importance were given on attaining the schools. Though the government had been providing with different schemes like mid-day meal and basic infrastructure many children has been out of schools. In this article the new Indian express has stated that Nagaland records highest school dropouts in the country which is four times above the national average of 4.3 per cent, the student dropout out rate in Nagaland primary schools, in Grade I-V, stood at 19.4 per cent making the state the highest school dropout rate in the country. This data was presented by Community Avenue Network (CAN) Youth of Nagaland Chief Functionary Jenpu Rongmei during the launching programme of "My Scholarship Foundation" at Tourist Lodge in Dimapur. He

informed that as per survey conducted by the World Bank, the dropout rate in the upper primary (VI-VIII) and the secondary (IX-X) too stood at 17.7 per cent and 35.1 per cent respectively. He also said that a similar study conducted by the Government of Nagaland for the year 2007-2009 showed that 8,495 students dropped out among 11,948 students in 554 Government Schools. Elis Swu, General Secretary of Naga Women Hoho Dimapur, who launched the MSF campaign, called for the need to impart quality education and not focus just on scoring marks. She also observed that dropout rates were higher in Government schools and called for a concerted effort to bring down the level of dropout rate.

Table 4.3.2. GENDER OF DROPOUTS

GENDER	NO. OF DROPOUTS	PERCENTAGE
MALE	23	57.5%
FEMALE	17	42.5%
TOTAL	40	100%

Interpretation: The table mentioned that the 57.5% dropouts are male and 42.5 % are female. According to the times of India July 2021, more boys dropped out of school at secondary level as well as in primary classes (1 to 5), while the number of girls dropping out of school in the upper primary classes (6-8) was higher than that of boys in 2019-20 according to a Unified District Information system for Education Plus (UDISE+) report. The report noted that the overall dropout rate at the secondary level in the country is over 17percent, while in the upper primary classes (6-8) and the primary level it is 1.8 and 1.5 percent respectively. The dropout rate for boys in primary classes was 1.7 percent as against the girl's 1.2 percent. Similarly, the dropout rate for boys was higher in secondary classes (18.3) percent than girls (16.3 percent). In upper primary classes, the dropout rate for boy's 1.4 percent was less than that for girl's 2.2 percent. The report reveals that there are 19 states and union territories where the dropout rate at the secondary level 9 and 10 is higher than the all-India rate. (17.3 percent)., with states like Tripura, Sikkim, Nagaland, Meghalaya, Madhya Pradesh, Assam and Arunachal Pradesh having a dropout rate of over 25percent.

Table 4.3.3.THE AGE WHEN THE CHILDREN DROPOUT

AGE OF DROPOUTS	NO. OF DROPOUTS	PERCENTAGE
5-6 YEARS	0	0%
6-7 YEARS	2	5%
8-9 YEARS	7	17.5%
10-11 YEARS	16	40%
12 AND ABOVE	15	37.5%

Interpretation: From the table above, it clearly shows the age of dropout from 5-6 years is 0%, 6-7 years is 5%, 8-9 years is 17.5%, 10-11 years is 40% and 37.5% belong to the age group of 12 and above. Most of the dropouts are in the age group of 10-11 years which is the most crucial stage for them to be attending the schools and according to a government report, the dropout rate at the secondary school level in India is more than 17%, while the dropout rate at upper-primary (VI to VIII) and primary level is 1.8% and 1.5% and to minimize the dropout rate support system should be provided to the students with proper and counselling, health and nutrition service, extra-curricular activities also special attention to be given to vulnerable and marginalized group such as rural girls, children of ethnic minorities. guidance should be imparted to them from the early stage as they start the schooling.

Table 4.3.4. CLASS-WISE DISTRIBUTION OF DROPOUTS

CLASS OF DROPOUTS	NO. OF DROPOUTS	PERCENTAGE
Class 1	0	0%
Class 2	0	0%
Class 3	9	22.5%
Class 4	20	50%
Class 5	11	27.5%

Interpretation: From the table it reveals that 20.5 % left the school from class 3, whereas 50% from class 4 and 27.5% drop out of the school from class 5. As questioned by the researcher most of the respondents are of the opinion that they could not continue their schooling due to the lack of interest, peer group influence, lack of motivation and proper guidance from the parents is also found out to be one of the causes. It has also been brought to the notice that most of the children belong to low socio-economic background where the parents are illiterate and do not give importance on receiving education but rather focus more on getting the hand to help them in working in the field and also to look after their younger siblings.

Table 4.3.5. FAVORABLE ENVIROMENTAL CONDITION

CATEGORY	RESPONSES	PERCENTAGE
Yes	34	85%
No	6	15%
Total	100	100%

Interpretation: From the above table it is clearly mentioned that the 85% of the dropouts has the opinion that the school environment was favourable and was suitable for the learning. Whereas 15% of the dropouts are of the opinion that they could not

continue education due to the environmental conditions which was unfavourable for them. As observed and questioned the reason for dropout most of the respondents are of the opinion that there is no such particular reason that compel them to leave the school. It has also been brought out that primary schools were there and no such external factors were an hinderance in their schooling. In the other hand 15% of the respondent has stated that there is less availability of schools in rural regions. Many students have to go from one village to another village by covering miles of distance by foot as there is the non-availability of transport so it takes long hours to reach school and to come back home. This challenge also aids in increasing drop-out student ratios.

Table 4.3.6. SUPPORT FROM THE PARENTS DURING SCHOOLING

SUPPORT FROM PARENTS	NO. OF RESPONSES	PERCENTAGE
Yes	39	97.5%
No	1	2.5%
Total	40	100%

Interpretation: From the table it clearly states that 97.5% of the students receive support from their parents during schooling, where as 2.5% respond that they did not receive any support from their parents . It has been observed that 97.5% of the children receive support from their parents and all the basic requirements needed during their schooling has been provided to them. According to the article found in the Indian Express on June 2021 i.e, to make sure that all the children continue with the learning. Education Ministry releases guidelines for parents to support children's home base learning. The guidelines emphasised the need for parents to create a safe, engaging and positive learning environment for children, have realistic expectations from them. The activities suggested in the guidelines are in accordance with the various stages of school education under NEP2020. The guidelines emphasised the need for parents to create a safe, engaging and positive learning environment for

children, have realistic expectations from them, take care of their health, ensure a healthy diet, and have fun, a statement from the ministry.

Table 4.3.7. EASY ACCESS TO SCHOOL

EASY ACCESS TO SCHOOL	NO. OF RESPONSES	PERCENTAGE
Yes	31	77.5%
No	9	22.5%
Total	40	100%

Interpretation: From the table it is clearly mention that 77.5% responded that there is availability of school in their locality whereas 22.5% responded that there is no easy access to school and which is also one of the causes for them to leave the school. As observed, there is an availability of school in every village under zunheboto district which is easily accessible but there is huge dropout rate and the main reason was due to their lack of interest of the child itself since there were no proper information or programmes which was provided to them on the importance of education and so ultimately most of the children dropout though there is an access to schools.

Table 4.3.8. REASONS TO LEAVE THE SCHOOL

REASON TO LEAVE THE SCHOOL	NO. OF RESPONSES	PERCENTAGE
Lack of interest	33	82.5%
To help out parents	7	17.5%
Domestic work	0	0%
Any other	0	0%
Total	40	100%

Interpretation: From the table it is clearly mentioned that 82.5% left the school due to lack of interest, 17.5% in order to help out parents. As shown in the table many of the children were out of the schools due to the lack of interest and moreover due to the influence of peer who is already out of the school. It has also been brought to the notice that almost all the parents of dropouts are illiterate and so it is clearly understood that no pressure from the side of the parents were put on the children to continue their schooling. Moreover around 17.5% of the children were out of school in order to help out their parents in the field and doing daily chores. Though the Government of India's Sarva Shiksha Abhiyan (SSA) programme since 2001-2002 towards ensuring universal elementary education, followed by the Compulsory Education (RTE) Act in 2009 has contributed to steady progress in reducing the number of out-of-school children, according to UNICEF report the number of children out of school is still high and 36 per cent of girls and boys drop out of school before completing the full cycle of elementary education. Recognizing the many issues related to out-of-school children, UNICEF will focus on building the capacity of government departments and partners in the effective coordination, implementation and monitoring of education interventions targeting marginalised children who are out of school and are at risk of dropping out of school. Importance will be on system strengthening, provide technical support for special training and other flexible learning programmes, monitoring and tracking of children out of school or at-risk of dropping out, interventions to prevent drop out including through the establishment of early warning systems, collecting and effective use of disaggregated data to inform policy programming and budget decisions, implementation and performance monitoring.

Table 4.3.9. PARENTS DECISION ON LEAVING SCHOOL

PARENTS DECISION	NO. OF RESPONSES	PERCENTAGE
Agree	0	0%
Disagree	21	52.5%
Neutral	19	47.5%
Total	40	100%

Interpretation: From the above table it clearly shows that parents did not agree on his child leaving the school, 52.5% of parents disagree as they believed that on receiving education their child will be able to lead a good life and had a bright future, where as 47.5% of parent's opinion was neutral about leaving the school many parents of dropouts are illiterate so very less importance was given towards the education of their child.

4.3.10. IMPACT AFTER DROPPING OUT

IMPACT AFTER DROPOUT	NO. OF RESPONSES	PERCENTAGE
Neutral	23	57.5%
Difficult	4	10%
Very difficult	5	12.5%
Can't say	8	20%
Total	40	100%

Interpretation: The above table clearly states that 57.5% of dropouts are of the opinion that the feeling was neutral and it does not have left a huge impact on them even after they leave the school, whereas 10% are of the opinion that they find it difficult since they drop out of the school and 12.5% had responded that it was very difficult for them after dropping out, whereas 20% cannot say how they felt after leaving the school. So, when observed some of the children felt that if they had continued their schooling their condition would have been better and they also felt a sense of regret when they see their peer group who is still in the school.

From the responses collected and observed from the dropouts it is clear that majority of the dropouts are from government schools. Even when there is help from the parents financially and there is availability of school in their area the reason for leaving the school at such an early age is due to the lack of interest, as well as peer group influence as no proper guidance or encouragement from the elders and parents has been given to them as many of the dropout parents are illiterate and so even when

the child decide on dropping out of school on the importance of getting education the children leave the school as they lose interest to attend the school.

4.4 SECTION -iii

It deals with the analysis of data collected from teachers and it is related with objective 3 and 5 as it tries to find out the perception of teachers and different factors towards the school dropouts. The data regarding perception on school dropouts were collected from teachers of government and private school. All together 22 teachers were interviewed and their responses has been classified, tabulated and interpreted as given in the following.

4.4 ANALYSIS OF DATA COLLECTED FROM TEACHERS INTERVIEW QUESTION

Table 4.4.1. TYPES OF SCHOOL

TYPES OF SCHOOL	NO. OF TEACHERS	PERCENTAGE
Government primary school	7	31.82%
Private school	15	68.18%
Total	22	100%

Interpretation: The above table shows the types of schools and number of teachers where the data has been collected. 31.82% teacher from government school and 68.18% from private schools responded to the questions and share their perspectives regarding the school dropouts.

Table 4.4.2. SUPPORT FROM THE COMMUNITY AND PARENTS

SUPPORT FROM COMMUNITY AND PARENTS	NO. OF RESPONSES	PERCENTAGE
Yes	15	68%
No	7	32%
Total	22	100%

Interpretation: From the table it is clearly stated by 68% teacher that they receive support from community which enables them to perform their job effectively, while 32% teachers do not receive support from the community or parents while performing their job. Some of the few instances based where the contribution of parents and communities during the year 2005-2006 are – under DIS Longleng Community participation in Education has been brought to the notice The VEC as per Communitisation norms which comprises of various representatives from NGOs, Civil and religious groups, each in turn creates voluntary initiation and awareness of education among the villagers. Community Contribution has also been reported as knowing that education as the backbone for progress and realizing the voluntary responsibility, one kitchen room at Govt. Primary School has been constructed by village council under the patronage of SGRY Scheme 2003-04. Besides, the VEC reserved special contingency fund drawn from ‘No work. No pay” collection, donation from VEC, teachers, NGOs etc. One remarkable achievement is the construction of office room at Govt. Middle School. (C) VEC Supervision and monitoring of School: With the time limit, the VEC Visits school to endure smooth proceeding of school. Their school visitations are mostly in the form of surprise checking to ascertain teachers’ regularity in school and students’ attendance. They also pressurize teachers to oblige the principle of ‘No work. No pay”. They even drawn the attention of the higher authority to their minute’s problem with regard to cross - transfer of teachers, ghost appointment etc. The VEC is deadly against the issue of proxy teachers, as now there is complete elimination of proxy related issue in the school.

Table 4.4.3. MEETING AMONG TEACHERS

MEETING AMONG TEACHERS	NO. OF RESPONSES	PERCENTAGE
Yes	20	90.91%
No	2	9.09%
Total	22	100

Interpretation: The table indicates that 90.91% are of the opinion that they conduct meeting and discussions in order find out the cause and how to reduce the matter relating to school dropouts. 9.09% of the teachers has responded that no such discussion or meeting has been conducted in order to discuss the causes of dropouts.

Table 4.4.4 PHYSICAL CONDITION LEADING TO DROPOUT

PHYSICAL CONDITION CAUSE OF DROPOUT	NO. OF RESPONSES	PERCENTAGE
Yes	5	22.73%
No	11	50%
May be	6	27.27%
Total	22	100%

Interpretation: From the table the response of the teachers is tabulated clearly. As 22.73% teachers responded that physical barrier or condition of the child has disabled them to discontinue the schooling and which ultimately leads to dropout. whereas 50% of the teacher responded that there are no such barriers based on physical condition on which the child left the school. On one hand 27.27% of the teachers are of the opinion that there may be a barrier caused by physical condition of the child which may be the reason for them to dropout.

Table 4.4.5 ECONOMIC STATUS OF PARENTS AS CAUSE OF DROPOUTS

ECONOMIC STATUS AS CAUSE OF DROPOUT	NO. OF RESPONSES	PERCENTAGE
Yes	18	81.82%
No	2	9.091%
May be	2	9.0%
Total	22	100%

Interpretation: The table shows that the economic status of the parent is the cause of dropouts. As the response from 81.82% of the teachers are of the opinion that the low economic status of the parents is one of the causes for dropout. 9.09% of the teachers responded that the economic status of the parents is not the factor or cause of dropout. Whereas 9.09% of the teacher responded that the economic status of the parents may be the cause of dropouts as they could not support their child to continue their education. Based on the responses of the teacher it can be stated that most of the dropout's low socio-economic status and whose parents were farmers and illiterate and so less concern was given on their child's education.\

Table 4.4.6 TRENDS OF DROPOUTS BETWEEN GOVERNMENT AND PRIVATE SCHOOL

TRENDS IN DROPOUTS	NO. OF RESPONSE	RESPONSES	PERCENTAGE
Govt	22	Yes	100%
Private	00	No	0.0%
Total	22		100%

Interpretation: The table is related to objective 3 and it clearly show the trends of dropout between government and private school. Based on the response it is been

clear that the dropout trend is high among govt. schools. As 100% of the teachers are of the opinion that the dropout rate is high in government school compared to private schools. The main reason based on the responses is that most of the children in government schools are from low-income group and the parents could not support their child education and also some of the children stays in people's home as a helper and so they could not continue their schooling. This are some of the reasons why the dropout rate is high in government schools in comparison to private schools. As stated by Nagaland's School Education Advisor KT Sukhalu in Morung Express said that private schools in Nagaland constitute a significant and growing share of the education system, with 717 private schools enrolling about 2,20,000 students. But in the case of government schools poorly equipped schools including a widespread lack of libraries, science labs, and equipment the lack of systematic efforts to map and attract out-of-school children and parental concerns about the quality of teaching is a concern. Additionally, many government schools are in rural areas where students are more likely to be first-generation learners with limited home support for learning.

Table 4.4.7 CAUSES OF DROPOUTS

CAUSE OF DROPOUTS	NO. OF RESPONSES	PERCENTAGE
Disinterest of the students	11	50%
Inability to acquire knowledge	8	36.36%
Financial problem	3	13.64%
Total	22	100%

Interpretation: As shown in the table 50% of the children dropout due to disinterest to continue their studies, they prefer to be out of the school as whatever has been taught to them couldn't be able to retain them in school. In my opinion continuing education at least up to secondary level to be encouraged and thereafter pursue in any particular field where he or she is interested in. but at the same time it is personal

choice of the child itself. 36.36% of the children dropout due to their inability to acquire knowledge as they could not catch up with their peer groups and they lose their interest to continue and 13.64% due to the financial problem of their family as most of the Indian parents do not have that level of income which can support their children education, where they are focused on earning their daily bread, they do not think of anything above and beyond that. As per the report of USIDE 7 North eastern states have highest dropout rates at primary level. The school dropout rates for Arunachal Pradesh and Mizoram are at 8.3% and 8.1% respectively. Meghalaya and Nagaland also have high dropout rates of 7.4 percent and 5.9 percent at primary level respectively. As per Directorate of School Education, drop-out rates for boys and girls in the primary level during the year 2017-18 was 4.46 and 3.81 respectively, 3.46 and 3.24 in the middle level and 4.12 and 3.62 in the elementary level. The drop out level is more or less equal for both the genders. District of Kiphire has the highest number of drop outs.

Table 4.4.8 PERCEPTION ON DROPOUTS

Here 100% of the teacher are of the opinion that dropout rates need to be reduced as it is a waste of human resources and in order to reduce the dropout rates proper guidance need to be given to both parents and children on the importance of education. From the responses collected from the teachers interview question it is clear about their outlook and perception on school dropouts. The teachers are of the opinion that most of the students leave the school not due to physical barriers or environmental conditions or due to the lack of school but most of the children left the school due to the lack of interest, and the dropouts mostly stays as helper or in a rented place to attend the school. Moreover, it has been identified that no proper care is being given to them which ultimately leads to the setback towards attending the school.

4.5 SECTION IV

It deals with the analysis of data collected from parent's interview questions and it is related with objective 4 and 5. The data regarding perception on school dropouts were collected from Parents of dropouts. All together 20 parents were interviewed and their responses has been classified, tabulated and interpreted as given in the following.

4.5 ANALYSIS OF DATA COLLECTED FROM PARENTS INTERVIEW QUESTION

Table 4.4.1. EMPLOYMENT STATUS OF PARENTS

ECONOMIC STATUS OF PARENTS	NO. OF RESPONSES	PERCENTAGE
Farmer	13	65%
Daily wage earners	9	45%
Total	20	100%

Interpretation: The table clearly exhibits that 65% of the parents belong to category of farmers, 45% of the parents belong to the category of daily wage earners. So, from the data received it can be clearly identified that all the parents of the dropouts do belong to low socio-economic level.

Table 4.5.2. MEMBER OF ANY COMMITTEE

COMMITTEE MEMBER	NO. OF RESPONSES	PERCENTAGE
Yes	0	0.0%
No	20	100%
Total	20	100%

Interpretation: The table shows the response of parents which displays that 100% of the parents are not a member in any committee. This data clearly indicates that the dropout's parents are from the low socio status.

Table 4.5.3. TYPES OF RESIDENCE

TYPE OF RESIDENCE	NO. OF RESPONSES	PERCENTAGE
Private	20	100%
Rented	0	0.0%
Total	20	100%

Interpretation: The table shows that 100% of the responded have their own house. Which indicates that all the school dropouts live in a house where it is owned by their parents. As in most of the cases in regards to people living in rural areas they have their own private lands where they reside and also used for agriculture purposes which serves as their own source of income.

Table 4.5.4. FAMILY INCOME

ANNUAL INCOME	NO. OF RESPONSES	PERCENTAGE
10,000-20,000	1	10%
20,000-30,000	4	20%
30,000-40,000	9	45%
40,000-50,000	6	30%
Total	20	100%

Interpretation: Above table shows the annual income of the parents. 10% of the parents has an annual income of 10,000-20,000, 20% parents fall under annual income of 20,000-30,000, 45% parents under 30,000-40,000 and 30% of the parents has an annual income of 40,000-50,000.

Table 4.5.5. FINANCIAL BURDEN FOR EDUCATING THE CHILD

FINANCIAL BURDEN	NO. OF RESPONSES	PERCENTAGE
High	1	5%
Moderate	19	95%
Low	0	0.0%
Total	20	100%

Interpretation: The table shows the financial burden of the parents while educating their child. 5% of parents find the financial expenses was high to support the child's education, where 95% of the parents find moderate with the expenses they bear while educating their child during schooling. Prior to the formal launching of SSA in Nagaland on 4th July 2003, the Nagaland Commoditisation of Public Institutions and Services Act, 2002 was legislated. It was enacted in recognition of the expediency to provide empowerment to the community by delegating powers and functions of the State Government to the local authorities by way of community participation in matters connected with the management of local public utilities, public services and other functions of the State Government relating to welfare of the community. Elementary Education was one of the first sectors to be Communitized and the aims and objectives as brought out in the Nagaland Commission of Elementary Educational Institutions and Services Rules 2002 are very akin to that of Sarva Shiksha Abhiyan and their programs complemented and blended very comprehensively. SSA in Nagaland seeks to provide quality elementary education including life skills with special focus on girl's education and children with special needs. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants etc. Although most of the parents are farmers and they work in fields in to earn their daily bread but when asked about the financial burden they responded that availability of government schools in almost all the rural areas make it much easier for them in sending their child to receive education.

Table 4.5.6. SATISFIED WITH THE QUALITY OF EDUCATION

SATISFIED WITH QUALITY OF EDUCATION	NO. OF RESPONSES	PERCENTAGE
Yes	20	100%
No	0	0.0%
Total	20	100%

Interpretation: From the above table it clearly states that the parents are satisfied with the quality of education where their child last attended. As 100% of the parents responded that they were satisfied with the quality of education that the child received. As seen from the article in The Hindu published on October 2017 it has been highlighted that 60% of the parents are happy to send their kids to government schools, according to the survey conducted by The Associated Chamber and Industry of India (ASSOCHAM). The survey revealed that most parents appreciated the focus of government ‘improving education and holistic development of children’, unlike their private counterparts that were concerned with increasing the fees and focussed on extracurricular activities.

The survey also noted that the levels of satisfaction was higher among parents whose children were in elementary schools, compared to parents whose children were in middle or high school.

Table 4.5.7. PHYSICAL BARRIER AS CAUSE OF DROPOUT

PHYSICAL CAUSE	NO. OF RESPONSES	PERCENTAGE
Yes	0	0.0%
No	20	100%
Total	20	100%

Interpretation: From the table it is clear that the physical condition is not the cause or barrier for the child to drop out of the school. As 100% of the parents responded that there is no health issues or conditions that becomes a barrier in their schooling. The parents in spite of being illiterate and low socio-economic background do encourage and support their children to continue their education, but it has been observed that it is the decision of the child alone to leave the school and not due to any other factors.

Table 4.5.8. ENVIRONMENTAL CONDITION AS CAUSE OF DROPOUT

ENVIRONMENTAL CAUSE	NO. OF RESPONSES	PERCENTAGE
YES	12	60%
NO	8	40%
TOTAL	20	100%

Interpretation: From the table it is seen that 60 % parents are of the opinion that the environmental conditions like unavailability of school in the vicinity, due to shift of place, lack of transportation as some of the schools are far from the house and the children had to travel a long distance which becomes a problem for them to continue their schooling. On the other hand, 40 % of the parents are of the view that there are no such reasons which hamper the child's education.

Table 4.5.9. FACTORS LEADING TO DROPOUTS

FACTORS OF DROPOUTS	NO. OF RESPONSES	PERCENTAGE
Lack of school in the vicinity	4	20%
Lack of transportation	14	70%
Lack of interest	2	10%
Total	20	100%

Interpretation: As seen from the table there are certain factors which lead to dropout when asked to the parents. 20% of the parents responded that the lack of school in the vicinity was the factor which led to dropouts, 70% of the parents respond that lack of transportation was the reason for the child to drop out of the school as almost all the parents are from low-income background and mostly depend on agriculture so it was not possible to come up with alternate ways to send their child to school. Moreover 10% of the parents responded that the factor leading to dropout was due to the lack of interest of the child as most of their peer groups were out of school which had left a negative influence on the child and which ultimately leads them to lose their interest in continuing their schooling.

4.5.10. OUTLOOK OF PARENTS TOWARDS SCHOOL DROPOUTS

Almost as 75% of the parents are of the opinion that the child left the school due to the lack of interest and proper guidance, around 25% responded that due to peer group influence.

From the responses collected from parent's interview questions it is clear about their perception on school dropouts. Most of the parents belong to low economic status with the minimum income to sustain their daily needs and from their response it is clear that the children had to leave the school due to lack of transportation as the schools are far from their home and it is also said that they were not given proper advice or guidance and get easily influence from their peer group who had already left the school.

4.6 CONCLSION

In this chapter data has been analysed and presented in tables and graphs. In the next chapter summary, major findings, educational implication, suggestions and conclusion will be discussed in detail.

CHAPTER -V

**MAJOR FINDINGS, EDUCATIONAL
IMPLICATIONS, SUGGESTIONS AND
CONCLUSION**

CHAPTER V

MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND CONCLUSION

5.1. INTRODUCTION

This chapter highlights the major findings of the study carried out by the researcher keeping in view the responses of the respondents to the questionnaire and interview questionfindings of analysis are mentioned objective wise and findings are given. Educational implications of the study and its findings are also given and suggestions for further studies are also provided to validate the findings of the study.

5.2. MAJOR FINDINGS

Objective 1: To know the enrolment of private and government schools

1. The present study found out that the enrolment of the students from eight government primary school and three private schools shows that the there is an increase in is dropout level in government schools in comparison to private schools.
2. It has been found out that enrolment of students differs from each school.
3. It has been found that in government primary schools the enrolment decreases in the last five consecutive years in comparison to private schools.

Objective 2: To identify the impact of socio-economic factors on school dropouts

1. In the present study, it was found that 90% of the school dropout are from government school and 10% from private school.
2. It was very encouraging to find out that 97.5% of the dropout receive support from the parents during their schooling only few percent that is 2.5% of dropout did not get support from their parents during their schooling.
3. It has been found that 82.5% left the school due to lack of interest, 17.5% in order to help out the parents.
4. Most of the dropouts are from rural area from low social and economic background.

5. It has also been found that the parents of the dropouts were illiterate as 65% of the parents are farmers and 45% of the parents are daily wage earners.

Objective 3: To determine the trends in dropouts from government and private schools

1. It has been found that the dropout rate is high in government schools in comparison to private school. As response received from teachers it is clear that the dropout rate is high in government school as 100% are of the opinion that many who left from government schools are from low economic status and the parents are illiterate and are not aware of the importance of education.

Objective 4: To find out the environmental, educational and physical causes for school dropouts

1. The study revealed that the environment was favourable during their schooling. 85% of dropouts responded that there was favourable environment condition where as 15% dropouts responded that environmental condition was not favourable during their schooling.

2. It has been found out that 77.5% of the dropout has an easy access to school which shows that there is availability of schools, whereas 22.5% of the dropout do not have a school which is easily accessible.

3. The study reveal that 22.73% of children left the school due to the physical factor as responded by the teachers, 50% of the children left the school even when there's no physical barrier and 27.27 % are of the opinion that it may be because of physical factor that led to dropout.

Objective 5: To determine the perception of teachers and parents towards school dropouts

1. Regarding the perception of teacher's responses was collected from interview question and it has been found that 100 % of the teacher are of the opinion that dropout rate needs to be reduced as it is a waste of human resources and in order to eradicate dropout rate proper guidance needs to be given to both parents and children on the importance of education. Teachers' perception on dropouts is collected from the responses that children discontinued their education due to the lack of interest

even when the facilities and schools were there for them to continued their education, so timely guidance on importance of education should be given to parents and children to know the importance of receiving education.

2. It has been found from the response of the teachers that 50% of the children left the school due to the lack of interest, 36.36% discontinued due to inability to acquire knowledge, 13.64% of the children discontinue their studies due to financial reason.

3.As response from the parents it has been found that 20% of the children discontinued their schooling due to lack of school in the vicinity, 70% due to lack of transportation and 10% response from the parents reveal that the children left the school due to the lack of interest.

4. The perception of parents on school dropouts as responses collected through interview questions found out that about 75% of the parents are of the opinion that children leaving the school at such an early stage is mostly due to lack of interest, proper guidance as most of the parents are illiterate with no basic education and 25% of the parents has an outlook that the children leaving the school may be due to peer group influence.

5.3. EDUCATIONAL IMPLICATIONS

Following are the main implication of the study:

1. The present study indicates that proper guidance should be given to both children and parents in order to make them aware on the importance of education.

2. Every school should create favourable environment for students to pursue their education. School should encourage participation in co-curricular activities like sports and games, music, cultural programmes essay, poetry, art and painting etc. so that children can be attracted to school.

3.Family should create favourable environment for the child and handle it with love, care and affection as home is the place where children spend most of their time.

4. parents should spend sufficient time with the children and check their progress in their study or counsel them on their future prospects.

5. Government, parents and teachers should encourage dropouts' students to resume their normal schooling, provide on the job training, career programmes which will help them to sustain their living.

6. The government should make provision in creating more employment programmes and job opportunities for those who had finished their education so that it could leave a thought for the school going children and youths and allure them in getting education.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings, the following are suggested for further exploration of research activities in the area of study.

1. The same study can be conducted in other districts of Nagaland.
2. The same study can be conducted on those children who are dropout from secondary schools.
3. The same study can be conducted on adolescents who are non-school going or dropout, as this study is confined to children of primary level.
4. Similar study may be conducted with other psychological and sociological variables i.e. personality, social intelligence, emotional intelligence, religion, motivation, social mobility etc.
5. A study for effective supervision in primary school that will facilitate improvement of the teaching learning processes.

5.5. CONCLUSION

Knowing the need of the study the researcher made all possible studies, referred books, records, data and all available resources which are relevant and made an attempt to study the socio-economic status of school dropouts under Akuluto area under Zunheboto district. The study found out that the student's enrolment in government primary schools has been declining in the past five years in comparison to private schools, the factors for the dropouts is due to the lack of interest of the child and from the parent's don not put on efforts to let their children be in school as most of the parents are illiterate and do not know the importance of education. It has also

been found that the factors such as environment, physical, economic is not the issues for the dropouts as there is schools available in all the villages which was funded by government with all the basic facilities and qualified teachers.

Therefore, after necessary analysis and discussion the researcher gave a suggestion for improving the dropout rate which can only be fulfilled with proper guidance to both children and parents on receiving education. The researcher also suggested some new areas for further studies to be conducted by the future researcher.

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APPENDICES

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QUESTIONNAIRE FOR SCHOOL DROPOUTS

PERSONAL DATA

Name:

Sex: male----- female: -----

From which school he/she left: -----

QUESTIONNAIRE FOR SCHOOL DROPOUTS

1. At what age did you dropout from school?

- a. 5-6 yrs -----
- b. 6-7 yrs -----
- c. 8-9 yrs -----
- d. 10-11 yrs -----
- e. 12 and above -----

2. In which class did you dropout?

- a. 1 -----
- b. 2 -----
- c. 3 -----
- d. 4 -----
- e. 5 -----

3. Was the school environment favourable enough to support education?

Yes/No

4. What was the main reason that made you to leave the school?

- a. Lack of interest -----
- b. To help out parents -----
- c. Domestic work -----
- d. Any other -----

5. Did your parents agree with your decision on leaving the school?

a. Agree -----

b. Disagree -----

c. Neutral -----

6. Are there easily accessible schools in your locality? Yes/ No

7. How does dropping out of the school impacted you?

a. Neutral -----

b. Difficult -----

c. Very difficult -----

d. Can't say -----

INTERVIEW SCHEDULE FOR TEACHERS

(Please do not leave any item unanswered)

Teachers Profile

Name of the teacher: _____ Date of Birth _____

Sex (Male/Female): _____

Government/ Private:

Educational Qualification: _____

a) B.A b) B.sc c) B.Ed d) M.A e) M.sc d) M.Ed d) Any other _____

INTERVIEW QUESTIONS FOR TEACHERS

1. Do you get enough support from the community and parents to perform your job effectively? Yes/no

2. Is there any discussion/meeting among teachers in your school to discuss the causes of dropouts and reducing it?

3. Do you think that the school head / authorities do enough to retain the students from leaving the school?

4. Is there an environmental condition like lack of water facility, insufficient desk and benches, no separate toilet facilities for girls etc, leading to dropouts? Yes/ No

5. Do you think economic status of parent's could be the cause of early dropouts?

6. Do you think physical condition of the child could be the cause of dropping out of school?

7. Is the school dropouts of the students caused by his/her disinterest or inability to acquire Knowledge?

8. Is the status of school dropouts higher in government sectors than private sector? Yes/No

9. What is your outlook towards school dropouts?

INTERVIEW SCHEDULE FOR PARENTS/GURDIANS

Personal data

- a) Name and address of the parents/guardians: _____
- b) Type of occupation: _____
- c) Urban/ Rural _____
- d) Relationship with the students: _____ (if guardian

INTERVIEW QUESTIONS FOR PARENTS/GURDIANS

1. Are you a member of any committee in your village/ town? Yes/ No
2. Do you own your own house now? Yes/ No
3. What is your annual income
 - a)10000-20,000
 - b) 30,000-40,000
 - c) 50,000 above
4. How are financial burdens for educating your child?
 - a) High
 - b) Moderate
 - c) Low
5. Were you satisfied with the quality of education your child last attended? Yes/No

6. Is there any physical condition or a barrier that prevent your child to leave the school?

7. What factors led to the dropout of the child from the school? (Lack of school in the vicinity, lack of transportation.

8. Was there any environmental issues or problem which hinder the child to leave the school?

9. What is your understanding or your outlook towards the school dropouts?

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MODERN INSTITUTE OF TEACHER EDUCATION, KOHIMA

One Day National Conference

On

Fostering Interdisciplinary Experiences through Blended Learning



Certificate of Paper Presentation

This is to certify that *Ms. N. Ghukali Chophy, M. Phil scholar Department of teacher education, Nagaland University*, has presented a paper entitled *Perception of Teachers and Parents towards primary school dropouts in Akuluto town.* in the One Day National Conference on Fostering Interdisciplinary Experiences through Blended Learning held on 22-11-2021 organised by the MITE, Kohima.

Mrs. Niutoli L Yeptho
Convenor

Dr. Kate Dandesh Kumar
Principal

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