

IMPACT ON SCHOOL DROPOUT ADOLESCENT GIRLS OF DIFFERENT AGE GROUP: A CASE STUDY OF GWALIOR URBAN, MADHYA PRADESH, INDIA

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Abstract

The present work is design for school dropout adolescent girls age between 11-18 years who are registered in Anganwadi Center of Gwalior Urban, sub-divided into five blocks govern under Integrated Child Development Services schemes. Data are collected from 395 respondents using random sampling. Interview method on pre-tested questionnaire and observation methods used to collect data from each respondent. Frequency and percentage were used to analyze the collected data. The objectives are to find out the age of adolescent girls who are most likely to drop out from school, as well as the causes of dropout from school of adolescent girls. In the descending order of age ranges from discontinuing school, it is found that 14-16years (36.45%)>11-13 years (34.94%)>17-18 years (28.61%), which means middle age are largely affected. Most common responses for leaving school are due to poverty with 32.41 percent. This study will provide data availability for Gwalior urban where the concern governing and related departments can bring out the best schemes for a successful developed state.

Keywords: *Adolescent girl, School dropout, Random sampling, Anganwadi centre, Gwalior Urban.*



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Introduction

The word Adolescence was firstly used in 1500s which is derived from the Latin word “adolescere” which mean “to grow up or to grow into maturity” (Lerner and Steinberg, 2009). It is a phase of development during which one's capabilities are expanded. According to G Stanley Hall, 1905, described adolescence as the developmental period spanning the ages of 14 to 24 years in his book on adolescence published at the beginning of the twentieth century.

In terms of providing opportunities, they are willing to take chances or risks when they are with their peers or by themselves that creates a vulnerable environment for dangerous behaviour,
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which can have long-term effects, particularly in terms of education, work, and health. Efforts to reduce the frequency at which students drop out of school without completing the most advanced grade of elementary education have made only little progress globally. Consider the fact that over 137 million children entered school in 2011, but that approximately 34 million of those children dropped out before completing the last grade of elementary education in 2011 (UNESCO, 2015).

With a population of 253 million adolescents, India has the world's biggest adolescent population, with one in every five people aged 10 to 19 (Census of India, 2011). School dropout is a common case for economically underdeveloped and developing countries where young girls are adversely affected in general (UNESCO & United Nation Girls Education Initiative, 2015). The expansion of education is the basic requirement in helping one individual to grow globally which will help a nation to make a better place but it is still unequally distributed among gender. In our country adolescent girls, in particular, are exposed to numerous levels of insecurity as a result of harmful societal norms that diminish the worth of females. That, in effect, impairs their capability to move without worry and make decisions that influence their career, school and social interactions. It is estimated that approximately 43% of female secondary school students leave before completing their secondary education because of domestic duties such as labour exploitation, limited quality of education for careers and upskilling, travel distances to school, and/or a lack of improved sanitation at the school (UNICEF, 2020).

A study carried out in France asserted that bad health, hunger, and poverty are some of the factors that contribute to school dropouts among adolescents (Sabates et al. 2010). When Joy and Srihari (2014) investigated the Paniyan tribes of Kerala, they discovered that dropouts were vulnerable to poverty and homelessness as a result of their decision to leave school. A study in Uttaranchal identified that financial problems and disapproval of further studies by parents and relatives are the main reason behind school dropout (Maithly & Saxena, 2008). And a study carried out in North Karnataka shown that financial factors, societal attitudes and practises such as early female child marriage; the importance of girl education, and school-related factors like poor quality of learning, bully and unfriendly atmosphere are correlated with school dropout (Prakash et al. 2017).

Objectives

There have been a number of studies conducted on school dropouts in every corner of India however none of the studies has found conducted particularly in adolescent girls in Gwalior Urban, Madhya Pradesh. In order to fill the gap, this research study seeks to find out i) the age of adolescent girls who are most likely to drop out from school, and ii) the causes of dropping from school.

Hypotheses

In this study, it was hypothesised that there is no specific age of adolescent girls to drop out from school. Age is not quite related in dropping out from school. Lastly, it was hypothesised that among the most powerful risk factors for dropping out is the financial background of one's parents. Parents' occupation and family income have direct and indirect effects on their children.

Materials and methods

Gwalior urban is one of the fast-growing cities in India. Around 62.69 percent of total population lives in urban regions where female literacy rate (67.3%) are less as compared to male literacy rate (84.7%) (Census, 2011). This study is conducted in Anganwadi Centre (AWC) of all the total five blocks under Integrated Child Development Services (ICDS) scheme in Gwalior Urban which comes under Gwalior District. The present study concentrates only on adolescent school drop girls between the age of 11 to 18 years who are registered in the AWC under all five blocks of the ICDS scheme. To collect the required data, total 395 respondents are randomly selected by using random sampling methods. With the use of interview method on pre-tested questionnaire and observation methods, data on the respondents' ages, educational status, and reasons behind school dropouts in the study are collected from those who have been selected. Frequency and percentage are used to analyse the collected data in order to discover the causes that lead to students dropping out of school.

Results and discussion

Age and educational status of the respondent

Several social-economic variables are found to have contributed to school dropouts in the research area, as revealed by the findings of the study. In order to have a better knowledge of the investigated population, the author provides an overview of a basic profile character, such as the ages and educational status of the respondents who are included in the data collecting

procedure of the five blocks which is labelled as P1, P2, P3, P4 and P5 respectively, as shown in *Table 1* and *Table 2*.

Table 1. Different age group of the respondent.

Age group	P1	P2	P3	P4	P5	Total	%
11-13	28	36	25	8	41	138	34.94
14-16	31	26	27	9	51	144	36.45
17-18	24	24	22	5	38	113	28.61
						395	100.00

The present study is based on the school dropout adolescent girls between the age group of 11 to 18 years. Basically, according to Vikaspedia, there are three stages in adolescence i.e. Early adolescence (11 to 13 years), middle adolescence (14 to 15 years) and late adolescence (16 to 18 years). For the present study the author has divided the ages of adolescence in three categories such as 11 to 13 years as early adolescence which is remain same, 14 to 16 as middle adolescence and 17-18 as late adolescence. The study notes that maximum number of respondents 144 (36.45 %) are found between the age group of 14 to 16 years which is very closely followed by 138 (34.94%) are found between the age group of 11 to 13 years and 113 (28.61%) which is not far behind as comparing to other two groups belong to age group of 17 to 18 years as shown in *Table 1*. Therefore, early and middle stage of adolescence can be categories as the most sensitive stage of adolescence which are most likely to be drop out from the school.

Table 2. Qualification of the respondent

Level	P1	P2	P3	P4	P5	Total	%
Illiterate	4	2	2	0	4	12	3.04
Nursery-class 2	12	11	12	2	20	57	14.43
Class 3-5	25	38	27	5	44	139	35.19
Class 6-8	24	26	19	11	36	116	29.37
Above Class 9	18	9	14	4	26	71	17.97
						395	100.00

Education is a process of progressive learning that has a beneficial influence on the lives and behaviours of individuals. It plays a vital part in our lives because it encourages us to think of what is good and wrong in a variety of ways and assists us in creating the greatest possible future. *Table 2* represents the educational level of the respondents. It shows that maximum numbers 139 (35.19%) are found in the level from class 3 to 5 which is closely followed by 116 (29.37%) from class 6 to 8 and 71 (17.97%) from level above class 9. The remaining 57

(14.43%) and 12 (3.04%) belongs to level nursery to class 2 and illiterate each. The age of the children reading in class 3 is mostly at between 8 to 9 years. Therefore, the study reveals that most respondents are found to dropout from school at the age of 8 years and above as the stage is known for its constantly pattern of mind as well as a complicated and unpredictable environment, which makes it more probable that students would drop out of school during this period.

Table 3 provides an overview of many reasons cited by respondents for dropping out of school. The research region has highlighted poverty as the major cause of school dropouts, despite the fact that a variety of reasons have been found as contributing causes to a specific student's dropping out of school. Details statistical arrangement is given below Table 3.

Poverty (P)

Poverty, in its most basic definition, is a situation or circumstance in which an individual or a group of people lacks the financial support and necessary for maintaining a minimal level of living. Poverty means that the condition in which one's income from job is so insufficient that one's individual needs cannot be satisfied. The study reveals that poverty is indicated to be one of the most contributing factors to school dropouts in the study area as shown in Table 3. It is noted that P1 (26), P2 (34), P3(22), P4(8) and P5(38) respectively which contribute the maximum fall in class among all the other reasons sharing 128 (32.41%).

Table 3. Reasons behind school dropped out.

Reason	P1	P2	P3	P4	P5	Total	%
Poverty (P)	26	34	22	8	38	128	32.41
Gender Inequality	6	4	5	0	8	23	5.82
Loss of interest in education (LIE)	10	6	9	3	14	42	10.63
Lack of Parental Support (LPS)	5	6	3	1	7	22	5.57
Household responsibility	4	7	3	2	5	21	2.79
P + LIE	9	11	11	1	19	51	12.91
P + LPS	17	12	16	6	29	80	20.25
P + LIE + LPS	3	2	2	1	4	12	3.04
School distance	0	1	0	0	0	1	0.25
Migration	3	0	3	0	6	12	3.04
Terminated by school	0	1	0	0	0	1	0.25
Health problem	0	2	0	0	0	2	0.51
						395	100.00

A similar observation was made by (Amgoth et al. 2019) in the study on ‘A study on family related reasons for being school dropouts among banjara tribal adolescent girls in Ranga Reddy district’. In their study it was discovered that 53.3% of those who participated in their survey

had dropped out of school related to "financial difficulties" in their families. They further stated that the majority of school dropouts are as a result of family-related issues that contribute to their decision to drop out. A study by (Chung, 2011) on 'Dropout in secondary education: A study of children living in slums of Delhi' found that approximately 18 % of students stated that the major factor in their decision to drop out is the difficulty to afford the expense of the school. Therefore, it is found that the financial conditions of the family are a direct impact because there are no economic implications or expense required to be made for learning.

Gender Inequality

In general, there is a very big bias in India when it comes to gender differences. Men are given more opportunities in the family where women presence are neglected for higher educations as well as in the society status. From *Table 3*, the overall data collected from the respondent regarding gender inequality are P1(6), P2(4), P3(5), P4(0) and P5(8) respectively. Considering all the reasons gathered, gender differences come in fifth spot with 5.82% for school dropout. Among all the projects the highest value comes under P5 with 34.78 percent. In a paper 'Gender roles and the education gender gap in Turkey' studied by (Caner et al. 2016) found that a conventional views on gender roles have a negative impact on the educational performance of girls which is most noticeable at the primary grade.

Loss of interest in education (LIE)

It is very important to have good guidance from families, teachers, relatives, friends as well as NGOs. Because adolescence is a crucial stage for setting up goals as they are ready to take up new changes with full potential and determination to achieved anything. So, at this stage good parenting is very important to shape their life thereby letting them know the importance of education to build successful career. According to *Table 3*, the numbers of adolescence girl whose school dropout due to UIE are P1(10), P2(6), P3(9), P4(3) and P5(14). LIE is the fourth highest common answered with 42 (10.63%) while P5 has the maximum number dropout contributing 33.33 percent. A similar study 'Analysis of the Socio-Economic Factors That Contribute to Children School Dropout in Artisanal Small-Scale Gold Mining Communities of Tanzania' indicated that loss of interest to education and school absenteeism as the most contributing factors to school dropouts (Ouma et al. 2017).

Lack of Parental Support (LPS)

It is one of the most important factors which can strengthen once mental and physical of the children. If a child or children doesn't get parental support it is very difficult to live up life in

society because above all family is the only bond that bind together for love, hope and happiness. *Table 3*, statistical data arrangement for leaving school by the adolescence due to lack of parental support from five different project are P1(5), P2(6), P3(3), P4(1) and P5(7).

Household Responsibility

In most case it is usually found in an underdeveloped or developing countries is that due to economic problems adolescent girls are given less education preference within the family. The main reasons are to take care of their siblings and do house hold works while parents are out for daily wages. *Table 3* shows the distribution numbers of adolescence girls leaving school in P1(4); P2(7); P3(3); P4(2) and P5(5) respectively. A study carried out by (Smita et al. 2020) on 'Reasons behind Dropping out of Slum Children from Non-formal School in Dhaka' found that the majority of slum non-formal students dropped out of their schools because of the issues that are connected to their households.

P+LIE, P+LPS and P+LIE+LPS

It is also found there are multiple main reasons why the respondents drop schools in mid-ways. Some of the common answers collected are due to family i) Poverty and Loss of interest in education (P+LIE) ii) Poverty and Lack of Parental Support (P+LPS) and iii) combination of Poverty, Loss of interest in education & Lack of Parental Support (P+LIE+LPS). Details statistical arrangement are given in *Table 3* as P+UEI (P1-9, P2-11, P3-11, P4-1, P5-19); P+LPS (P1-17, P2-12, P3-16, P4-6, P5-29) and P+UEI+ LPS (P1-3, P2-2, P3-2, P4-1, P5-1). Out of all the three reason the most common response is P + LPS. The ascending order along with percentage contribution are as follows: P+UEI+LPS (3.04%) < P+UEI (12.91%) < P+LPS (20.25%). It is found that among all the reasons listed in the study, Poverty+ Lack of Parental Support has the highest impact for dropout or discontinuing schools.

School distance

Some youngsters are unable to continue their education because of the distance between them and their school. Unavailability of schools in locally and nearby is also a major concern for not following up school in long run. Some of the reasons given by respondents are due very far distance as well as no proper road and transports system because many of get tease or mock or even bitten or attack in worst case while on their way or return from school. *Table 3* shows that there is one respondent facing such problems in not having schools at nearby distance i.e., P2(1).

Migration

Shifting house from one place to another new place is also major cause for demotivation to continue going to school. The main reasons for shifting place are due to daily earning, lack of proper payment in previous work, completion and short term or seasonal work. So, from all this reasons the ultimatum is migrate to new place in search for new works. This happens because of no proper source of income and economically backward. *Table 3*, gives the details of respondents who overcome this problem, P1(3), P2(0), P3(3), P4(0) and P5(6).

Terminated by school

Though this might not be the majors cause but still went ask to respondent they give the reason for school drop. Termination of schools can be of major reasons one might be due to not able to clear the previous class or continuous reading in same class for more than 2-3 years and another would be not able to provide proper governmental documents to support residential identity such as Aadhar card, birth certificate, domicile certificate etc. This reason also relates to the frequent migration because they don't bother much about their documents, their priority is to save from starvation. From, all the respondent in different five projects there is only one case i.e., P2 (1) as given in *Table 3*.

Health problem

Health issue is one of the most important things everyone has to take it seriously to have a happy and peaceful life because we only have one beautiful life to enjoy. Sometime we forget the value of health when we are too much indulge in earthly world. Since, the present case study is focus on economically weak section where they are daily early it becomes a huge burden when anyone in family happen to have a health issue. In such condition, economically weak family is an extreme burden because they have to spend whatever little money they have been earning on saving. So, ultimatum to is stop schooling and start earning for the family. *Table 3*, shows that two cases with similar problem from the respondents have been noted from P2 projects.

Conclusion

The dropout problem has been noted to be quite sophisticated, with a number of interconnected causes being responsible for the emergence of this complicated state of society. This research is a basic attempt to investigate this wide variety of problems in the context of school dropout teenage females in the Gwalior Urban area. It has been shown that the majority of dropout females are between the ages of 11 and 16 years, with the number of dropout girls between the

ages of 17 and 19 years also being rather high. In addition, the study reveals that the majority of respondents drop out of school between the ages of 8 and 16 years old because this stage is known for having a constantly changing pattern of thought as well as a complex and confusing and unstable environment, making it more likely that students will drop out of school during this period. According to the findings of the study, several socio-economic variables have been identified as having contributed to school dropouts in the study area. Poverty, a lack of parental support, and a loss of interest in education are the variables that have been found to be most significantly correlated with the factor of dropping out of school. The economic circumstances of the family are a primary cause of school dropouts because there are no financial aspects or expenses required for learning under these situations. It is essential to keep the expenditures of education under budget by offering scholarships and other incentives such as uniforms, teaching materials, and stationaries, among other things. Education and counselling for family members are essential because they serve as the major source of knowledge and support for their children. They must understand the value of education and its significance in achieving a better quality of life for their children. The effects for young people who drop out before completing their basic and secondary school are severe, with high unemployment and poor lifetime wages. It is true that completing formal education does not assure direct exposure to a good job and career; however, it does reflect an assurance of better accessibility towards further opportunities and would become a basic requirement to able to find work and stable family.

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