



A STUDY ON THE DROP OUT RATE OF GIRL STUDENTS OF SCHOOLS WITHIN MAYANG IMPHAL CONSTITUENCY, MANIPUR

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Abstract

Educational drop outs are the main issues found in the primary as well as secondary education of Indian education system. The quantity and quality of education can't be increased, if the issues of drop outs are still in the educational system. So, it is the need of the hour to examine the nature and causes of drops outs found among the girl students in the Manipur in order to improve the quality and quantity of secondary education in Manipur. The study will try to give some of the remedial measures for the improvement of school education in the state of Manipur.

Keywords: Primary, Quality of Education, Secondary Education, School Education.

Introduction: Education is the basic requirement for human development. With education, employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. The development of a society can be judged by measuring the issues that extend educational inequality prevalent in the society. The prevalence of unequal distribution of education in male and female students hinders the development at every stage of a nation. According to the world Conference on Education, 2001, all children particularly girls must have access to and complete quality education by the year 2015. We all know that both boys and girls have equal right to be educated. In developing a nation to provide education irrespective of gender is important. Moreover, education is a basic growth and human development. In 1990 at the world Conference on Education for all, governments agreed to a broad range of education goals including that of attainment of Universal Primary Education (UPE) by the year 2000. While the government has been making concert, efforts aimed at expanding the reach of education. The drop out represents a significant human cost to children and the nation since they will most likely be permanently illiterate. According to UNESCO (2012), the dropout rate is higher for girls in 49 countries by comparing to the boys. There are some unique factors contributing to the increase in the dropout rate for girls.

Dropout rate does not occur through a simple factor but it is a composition of several factors. There were 390 million primary school aged children in the region at the beginning of the 1980s. Dropout represents a staggering loss Drop out of girl students is found both primary and high school levels. An early school dropout soon lapses to illiteracy. Re-entry to the formal school system is closed off in most cases. According to UNICEF (2004) report, girl education leads to more equitable development, stronger families, better services, better child health and effective participation in governance.

But research findings indicate that girls dropout rate from school was higher than that of boys. Girl's education is not only important as a social indicator or an engine for economic development leading to security, liberty, participation in social and political activity.

World Bank economists have recognized girls' education as simple development intervention with the greatest individual and social returns (from Brent 2005). Girls, just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and society.

UN General secretary Kofi Annan described girls' education as an accelerator of progress and human development. Numerous studies have shown that female education is pre-requisite for greater social autonomy for woman and for improving the socio-economic status of families. When girls drop out of school affects them as individuals and women as a whole as it is a draw back on the full empowerment of women and the country at large. Gender disparities exist at the primary level of education' some parents are disinterested in their girls' education. Other factors are cultural constraints, high fees, poor economic conditions etc.

Most of the factor of drop out amongst the girls is that investing in a girl's education is often considered a waste of money and boys will earn and therefore support the parents financially after getting Primary level: class I-V; High School level: Class VI to X



Review of Literatures: Educationists all over the world have undertaken a good number of studies to assess and examine the reasons which primarily contribute to the school dropout among girls. Despite efforts to incorporate all sections of the population into the Indian education system, through mechanisms such as positive discrimination and non-formal education, large numbers of young girls are still without schooling. Even the richest and poorest countries share the problem of dropout. High school students leave school prematurely and this for the most part, condemns them to marginal part in cultural and economic life of the country. The main problems are the high dropout rate, low levels of learning and achievement, inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, the large number of teacher vacancies, poor quality of education and inadequate funds. Some of the studies undertaken earlier have been reviewed here under to develop better understanding of the subject and the problem so that the present study may be guided on the acceptable lines for better reader and clear findings.

The drop out problem of girls in rural areas with socio-economic conditions. The dropout rate among high school level conducted and compared the test but found that poor academic achievement has direct and major bearing on the drop out ratio, bonding with non-conformist peers and socio-economic status contributes equally in this regard.

Parental education, motivation, social background, village development, teacher postings, teacher regularity etc. are the different variables of dropped out. School consolidation and socio climate is given little attention, which they attributed as a factor likely to increase the chances of early drop out.

The poor quality of schooling is responsible for low retention. Slum dwelling population is vulnerable due to associated influences such as low socio-economic status, lower parental literacy rates, high of juvenile delinquency etc. School systems with high rates of repetition also have high dropout rate over the primary cycle. This suggests that automatic promotion may reduce educational wastage.

While increased urbanization and development of communication system increase school continuation. School effectiveness measures, which can result into higher academic performance helps in proving effective in drop out programmes. In short, communities that took to education earlier have the advantage that was passed on the next generation.

Justification of The Study:Drop out amongst girl students is common phenomenon in under develop and in developing countries. Just as literacy is highest in rural than urban areas, so drop out is highest in rural location. Economic and social condition of the family is the single most crucial variable affecting drop out. The family's ethnic or social status also influences dropout of girls from school. In societies where less attention is given to women and girls, fewer girls enroll in school and more girls than boys drop out of school. The main concern of such phenomenon is the issue of Gender Perspective. Most of families discriminate women. The prefer male child to female child. So, parents or guardians do not encourage/support women education. For children from poorer background, it was the girls who were withdrawn earlier than boys. For instance, in a situation where parents cannot pay fees for both boys and girls, the latter is obvious a sacrifice. Boys are allowed to proceed while girls drop out. Involvement of girls in house work or farming, religious education of girls, early marriages of girls, with drop out of girls at primary and high schools' level.

Cultural norms also inhibit girl access to education in many parts of developing world. Social traditional and deep-rooted religions and cultural beliefs may it unacceptable for a girl to express her opinions, make decisions for herself or participating in activities with boys of her age. Besides, families often think that the cost of education, both more try and psychological is wasted on a girl because of her decreased earning potential and this selfsame expectation of domesticity. The economic benefit thereof is not immediately apparent to most families.

Safety of girls travelling alone is a major concern for Indians. We also see a fear that educating girl excessive independence. Distance is a big contributing factor to girls dropping out. There are several evidences that shown participation in extra-curricular activities varied by gender. Girls are usually less participative than boys. Another fore most constraint is that some societies consider sports as a male activity. Inadequate sanitation facilities in schools massively affect girls' drop out because this inadequacy indicates that these schools are not safe for girls.

Lack of facilities has a strong negative impact on girls. Girls' privacy issue in schools is foremost a factor which forces girls to drop out from schools. UNICEF (1998) observe that if the toilets are shared by girls and boys or are closely located in schools a significant number of girls drop out because of harassment and lack of privacy.



Teachers' attitude toward female students is linked to drop out issue. Both female and male teachers believed that boys were academically better than girls. Most teachers tend to pay more attention to boys in the classroom than girls. Teachers tend to favour to boys than girls in terms of academic performance and achievement which led to drop out girl students. School distance is an important determinant of school dropout for female students.

If school distance is too far from home, young girls tend to drop out more due to for the vulnerability of sexual harassment. Parents are afraid for the safety of their children when they have to travel longer distance to school. Another is parental anxiety about sexual safeguard of their daughters. Lack of free education, migration and unavailability of the schools were also dropping out of schools. A permissive attitude towards sexual harassment is another way in which school reinforce the socialization of girls as inferior. The other reason for drop out of girl students by the miscreants for personal desires. For all these reasons most of the girl students are drop out from academic institutions.

Statement of the Problem:“A study on the dropout rate of girl students of schools within Mayang Imphal Constituency, Manipur”

Definition of the Keywords Used

- 1. **Dropouts:** Dropout is defined as someone who doesn't finish something such as school, one who drops out; specifically, a person who withdraws from school.
- 2. **Girl:** A girl is a young female human, usually a child or an adolescent. The term girl may also be used to mean a young woman, and is sometimes used as a synonym for daughter.
- 3. **Mayang Imphal Constituency:**one of constituency of Wangoi Assembly Constituency within imphal west District.

Objective of the Study

- 1. To find out the drop out of girl students from Primary level to High School level etc.
- 2. To study the ground realities of leading to drop out of girl students.
- 3. To suggest the remedial measure to give the value of education among the students.

Hypothesis of the Study

- 1. There is no significantly difference the dropout rate of girl students among the schools within Mayang Imphal Constituency.
- 2. There are no many ground realities/factors of girls drop outs within Mayang Imphal Constituency is high.

Method of the Study: The present study is purely based on the descriptive Cum survey method.

Population and Sample of the Study: All girls' students reading at the schools located within Mayang Imphal Constituency constituted the population of the study. Five Private and two Government schools were selected as the sample of the study with random sampling technique for the study but focused mainly only two i.e., one private and one Government school.

Sl. No.	Private	Government
1.	Modern High School	Kokchai Jr. High School
2.	C.T. Hr. Sec. School	N. Tomchou Hr. Sec. School
3.	Mayang ImphaT Girls JrHigh School	
4.	Sur Rashi English School	
5.	Sanatombi High School	

Out of these schools of Mayang Imphal Assembly Constituency, one Private and one Government High School were selected as sample of the study. Further, this study focused 50 girl students from each school i.e., 100 girl students was selected with randomly as the sample of the study.

Tools for Data Collection: A self-developed questionnaire was adopted for the present study to find out the demography at the dropout from the sample. Specific questions were asked to household respondent about the schooling for children 6-15 years. The questions include the most important reason for dropping out of the school if member is out of school. The available data on school dropout were analyzed to find out the extent of school dropout, stages of school dropout, household and parental characteristics of children who dropped out and reported reasons for discontinuing the school education. References and bibliographies are used for more knowledge and effective information.



Parents especially the mother of the dropout girl were interviewed. Dropout children and their parents were the direct respondents from which information was collected about the three environments i.e., school, home and society. The third category of respondents was teachers of the respective schools from which students dropped out. The current study gathered the responses of rural dropout girls, parents and teachers.

Delimitation of The Study: The study covered only primary level to high school of Mayang Imphal Assembly Constituency, Imphal West-II, Manipur. At Mayang Imphal Constituency only for girls' school is very rare. Most of the private and government schools are co-educational. The period of study was started from 2010-15. 20% of the drop out per school will be selected as same size.

Analysis & Interpretation of Collected Data:

Objective-1: To find out the drop out of girl students from Primary level to High School level etc.:

The dropout rate of girls at Primary level in C.T. Higher Secondary in 2010-11 is 7% and at High School is 5.4%.

The dropout rate in 2014-15 at Primary level in this school is 3.6% and at High School level is 8.2%. Thus, the dropout rate is decreased 3.4% at Primary level but increased 2.8%.

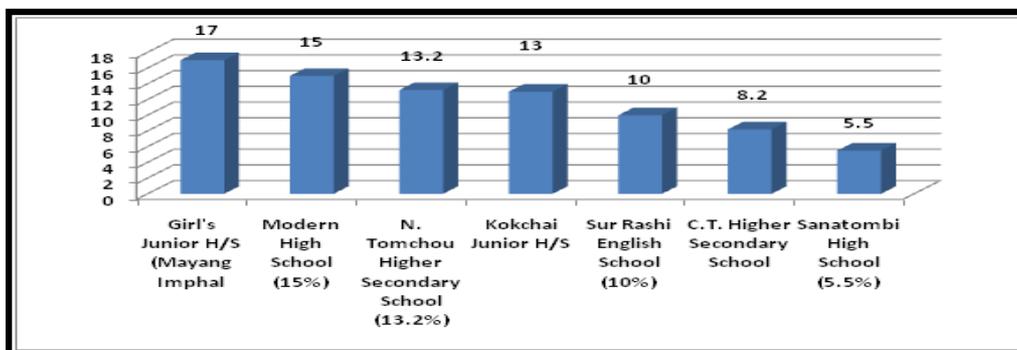
The dropout rate at High School in N. Tomchou Higher Secondary School (Government) for girls in 2010- 11 is 4%. In 2013-14 the dropout rate is 6.5% and in 2014-15: 13.2%.

It shows that the dropout rate in Government School shows the non-stop decline. Thus, it seems that although the prevalent ethos and legislation including the Right to Education Act of 2008 in India nearly guarantees that every Indian student will start schooling. But it does not yet have the abilities to ensure that the environment to actually attain an education exists.

The effect of this problem is indeed exacerbated where women are concerned, as effective literacy rates in 2011 was at about 82.14% for men, 65.46% for women. So why do girls, in particular, leave school. There is not obviously no single good answer, nor is there conclusive data to show us which factor relatively impact girls the most.

However, we can identify a range of possibilities that could specifically reasons for the marginalization of girls from the schooling system.

SL	Name of the School	Drop Out Rate (%)
1	Girl's Junior H/S (Mayang Imphal)	17.00
2	Modern High School (15%)	15.00
3	N. Tomchou Higher Secondary School (13.2%)	13.20
4	Kokchai Junior H/S	13.00
5	Sur Rashi English School (10%)	10.00
6	C.T. Higher Secondary School	08.20
7	Sanatombi High School (5.5%)	05.50



The bar graph shows the rate of dropout of girls in 5 private and 2 Government Schools in Mayang Imphal Assembly Constituency.



Conclusion: It is therefore, the first hypothesis that was developed for testing “There is no significantly difference the dropout rate of girl students among the schools within Mayang Imphal Constituency” is rejected as there are different levels of dropout rates among the schools located within Mayang Imphal Constituency.

Objective-2: To study the ground realities of leading to drop out of girl students

Reasons for Girls Drop out of schools within Mayang Imphal Constituency: There are various reasons for dropout of girl students at Primary level to High School level of Mayang Imphal. The household factors that have an influence on school dropout. Involvement in household activities force girls to leave schools before completion. Poor economic conditions of the parents which restricted them from sending their girls to school. Poverty was a major reason.

Girls generally remained disadvantaged while growing up at home. Lack of interest in education was also contributing towards dropouts. Parent's illness and death also contributed towards girl's dropping out of school. The study explores the reasons behind dropouts in rural girls. Girls are expected to contribute to the household are the implicit understanding being that a girl is being trained for a role as a wife, mother and daughter-in-law. Parental investment for children's well-being can sometimes become gender biased. Parental gender bias investment occurs particularly when parents have limited/lower income and resource causing girls to leave school earlier. Girls sometimes dropout because of lacking of female teachers in schools. Some parents tend to stop their daughters' education before adulthood as female teachers are not available in schools.

In fact, female teachers are effective in achieving educational outcome for female students. Irregular attendance can be a precursor for dropping out from school. In adequate sanitation facilities in schools massively affect girls' drop out. Because, this inadequacy indicates that schools are not safe for girls. Parents expect safe and separate sanitation for their daughters in school.

In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school. Without proper facilities it would discourage them from being in school and consequently they tend to dropout. School distance is an important determinant of school dropout for girl students.

Parents are afraid of the safety of their daughters when they have to travel longer distances to school. Living far away from school and having to work discourages girls. In rural areas there are no proper roads and vehicles. Hence, girls have to walk for long distances affects their academic performance.

Teachers' attitudes towards girls also leads to dropout from schools. Every time students are seated or lined up by gender.

Teachers are affirming that girls and boys should be treated differently. Some teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet and calm, whereas boys are encouraged to think independently, be active and speak up.

Causes of Dropout: (Parents Response): The following table shows the reasons for girls having schools at High school level (C.T. Higher Secondary School)

Sl. No.	Causes of Dropout	Rate (in %)
1.	Poverty	22.50
2.	Girls child security	15.20
3.	Lack of child interest	07.90
4.	School at distance	09.80
5.	Household factors	12.40
6.	Parents death	10.30

Conclusion: It is therefore, the 2nd hypothesis that was developed for testing “There are no many ground realities/factors of girls drop outs within Mayang Imphal Constituency is high” is rejected as there are various and different ground reality of dropout rates among the schools located within Mayang Imphal Constituency.

Main Findingof The Study

1. The first hypothesis that was developed for testing “There is no significantly difference the dropout rate of girl students among the schools within Mayang Imphal Constituency” is rejected as there are different levels of dropout rates among the schools located within Mayang Imphal Constituency.



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7	Sanatombi High School (5.5%)	05.50

2. The 2nd hypothesis that was developed for testing “There are no many ground realities/factors of girls drop outs within Mayang Imphal Constituency is high” is rejected as there are various and different ground reality of dropout rates among the schools located within Mayang Imphal Constituency.

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Conclusion: The distance of school influence on the girls' dropout rate. It indicated that a majority 2% of the students and parents' respondents agreed that there is for distance of school causes to drop out. The distance from home to school had influence on the dropout. Majority 84 (47%) of the parents not provided transport to their girl child. But the girl student who providing transport might be encouraging to stay in school and therefore reduces the dropout.

Suggestion for Further Improvements

1. The distribution of the school location should be as per geographical and population of the students to make schools are available near the residence of the students.
2. Parents should care the girls' children as same like that boys as there will be no sex discrimination at home and schools too.
3. Special care for girls' students should be from parents, teachers and society to have girls child security.
4. Parents need to have their positive attitude towards girls' children, so that, girls' students will have the interest to study independently.
5. Special economic package from the govt for girls' students, who are from economically poor family.
6. Special girls' schools should be established to have special care for those girls' students.
7. Separate toilet & hostel facility should be provided at maximum level.
8. There will be joint works among the teachers, parents, community to reduce dropout rate among the girls' students.

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