A STUDY OF POTENTIAL DROP-OUT AND ITS CAUSAL FACTORS IN RELATION TO GENDER AND TEACHER'S RELATION WITH STUDENTS IN ELEMENTARY SCHOOLS OF CENTRAL U.P.

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Abstract- This study examined the effect of gender, family size and extracurricular activities, 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 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 were used for statistical analysis. The result showed that male and female students had equal drop outs. Teacher's student relation gives more impact on student. If relation is good then potential Drop-out decreases and if relation is bad then chance of potential Drop-out increases.

Key Words: Gender, Drop outs, Teachers Relation, Central U.P.

Introduction:

Potential Drop-out**-** If a child had attended school but withdrew after sometime (days/month/years) due to some reason and the child is presently not attending school, then the child is said to be a potential dropouts. The potential dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete Elementary Education and multiple factors are responsible for children dropping out of school. Risk factors begin to add up even before students enroll in school that includes: poverty, low educational level of parents, the weak family structure, pattern of schooling of sibling, and lack of pre-school experiences. Family background and domestic problems create an

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environment which negatively affects the value of education. Further, students could drop out as a result of a multitude of school factors such as uncongenial atmosphere, poor comprehension, absenteeism, attitude and behavior of the teachers, and failure or repetition in the same grade, etc. When students experience school failure, they become frustrated with lack of achievement and end up alienated and experience exclusion leading to eventual dropout. It is important to carefully design preventive measures and intervention strategies that could be adopted in order to help all adolescent dropouts. Certain preventive measures can be implemented throughout the target population, while others must take into account the diversity of dropout profiles.

Dropout is ―most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any other reason except death or transfer to another school before graduating or before completing an equivalent programme of studies, such an individual is considered a drop-out whether his dropping out occurs during or between regular school, whether his dropping out occur before or after he has passed the compulsory school attendance age & were applicable, whether or not he has completed a minimum required amount of school work. (Carter V. Good, 1973)

Potential drop-out also affects the teacher's ability present class work in a sequential and organized way. This can have an effect on the progress of all the students attending the class. The families of habitual absentees can also suffer. For a poverty-stricken family, it may mean a continuation of the poverty and unemployment cycle that may run in the family. This also contributes to family conflicts.

The current study was designed to assess the influence of gender and teacher's relation on Potential drop-out in elementary schools of central U.P. In order to give proper direction to investigation, it was thought necessary to formulate certain hypothesis which may be tested in this study.

The present paper is aimed at achieving the following objectives & Hypothesis
1. Male and Female students do not differ significantly on potential drop-out.
2. Teacher's relations do not affect Potential drop-out.

Method and Material:

The researcher selected elementary schools. The present work is a descriptive study investigating if students' drop out significantly correlates to a group of variables such as gender and teacher's relation. The age range of the members of the population was 6-14 years. A population, in statistical terms, may

be defined as any identifiable and well specified group of individuals. The research was conducted in different districts of central Uttar Pradesh. Purposive and multistage sampling methodology was used. The sample consisted of 1017 students of class I-VII, selected from 50 schools of Central Uttar Pradesh (India) in which 520 were male and 497 were female students. In this study, schools were categorized on the basis of their level i.e. Elementary (Primary and Upper Primary) Schools.

Measures-

The tools employed for collection of the data mentioned above included the following:

1. Questionnaire for potential drop- out students, parents and teachers will be developed by the investigator.

2. School information questionnaire for potentially drop- out, parents, teachers and school resources, will be developed by the investigator.

Statistical technique used:

1. Determinations of reliability and validity of test for solving problems of potential drop-out students by using known techniques.

2. Computation of means and standards deviations.

3. Use of linear measure of correlation (Pearson product moment coefficient correlation).

4. Use of the t-test for measuring the significance of the difference between means.

Results:

Comparison of potential Drop-out (Mean) on their gender basis-

Gender	N	Mean Score	df	SD	"t"-value	Level of significance
Male	520	47.33	1015	2.75	1.40	Not Sig.
Female	497	47.58		3.00		

The total numbers of male and female students were 520 & 497 respectively as indicated by the table. Out of 50 scores, the mean absenteeism scores of male student is 47.33 and SD=2.75. In case of female students, the mean absenteeism score is 47.58 and SD=3.00. The statistically calculated t-value is 1.40 which is not significant with 1015 df. The result clearly indicates that there is no significant difference between mean absenteeism score or drop outs of male and female students. Both are same in the case of absenteeism besides their gender. Thus the hypothesis stating that "Male and female students do not differ significantly on absenteeism or drop outs" is accepted.
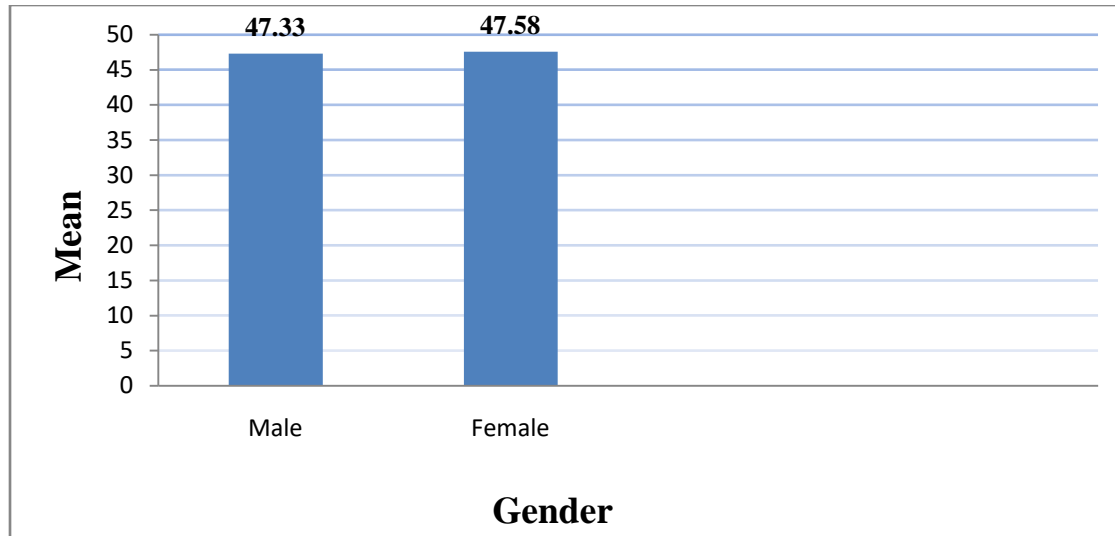
Fig 1: Graphical presentation of mean score of male and female on their gender basis.

Comparison of potential Drop-out (Mean) on the basis of their relation with Teacher

Relation with Teacher	N	Mean Score	df	SD	"t"-value	Level of significance
Good	616	4.85	1015	2.97	4.12	Sig.
Bad	401	4.09		2.67		

**Significant at 0.01level

The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours in a day with a teacher for almost 10 Months. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individual at either end. The total number of good and bad relationship of teacher with student was found 616 and 401 respectively. The mean score of good relationship students with the teachers are 4.85 and their SD is 2.97 and the mean score of bad relationship student with the teachers are 4.09 and their S.D. is 2.67. There is significance difference between mean score of potential drop-out. The statistically calculated t-value is 4.12 which are significant at .01 level with 1015 df. The result clearly shows that teacher's impact on his student has more on their potential drop-out or to stay in the class room. When teacher's relationship is not good then student fears to come in the class. Then we can say that teachers influence leave greater impact on his children to stay in or out of the class room. Thus hypothesis stating that there is no significance difference between teachers relationship on potential drop-out is rejected.
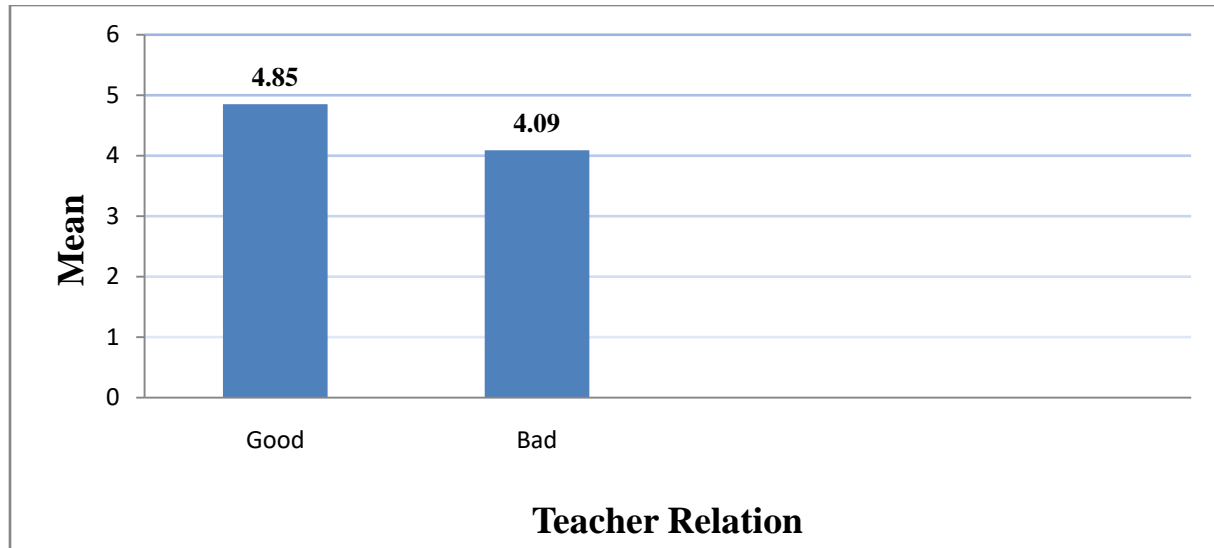
Fig -2 Graphical presentation of mean score of potential drop out on the basis of their relation with teacher

 Discussion:

The result of the analysis of data shows that the personal factors indices gender, home environment and parental attitude, has significant effect and some has insignificant effect on potential drop-out.

There is no significance difference on potential drop-out of boys and girls in the present study. The finding of this study is not supported to previous researches because most of the researcher does their researches in different conditions. Now the condition has been changed. Most of the researcher finds their study female drop-out more than males drop-out. PANDYA R. (1998) conducted a study on "why do kids drop out" of school in primary municipal school of Baroda city. He found that 57% of female and 43% drop out were male. But in the case of potential drop-out the condition becomes change. Because these are those students who have totally not drop-out they have enrolled yet. They are potential drop-out due to their high absenteeism. Gender difference and finding on gender difference on potential drop-out are newly emerged fact. But Pritinidhi.K.A et al (1992) they found that more than 60% of drop-out were above the age of 11 years 74% Drop-out were working. The proportion of boys among this group of working as higher than the girls. The results of these studies are not similar. Hence we can say that gender does not matter in the school potential-drop out. Anyone can dropped out from the school. Dutt N.et al (1982) study revealed that average drop-out rates are maximum for class viii and minimum 11.6% for class I in sirsa district 37.2% for class and minimum class I which are male drop-out. Another study was conducted Das R.C.(1969) main findings of his study was that the average rates of wastage and stagnation were 77.12% at primary and 38.45% at middle level for pupil in general and It was more among girls.

Teachers and school play a crucial role in student life factors like relation with teacher has important reasons for dropping out problems. Lessard A.et al (2004) conducted a study on student teacher relationship: A protective factor against school drop-out. This study analyzed the relationship between the student commitment, satisfaction, perceived, achievement level, attitude towards teacher are reason for drop-out risk. They found how certain   factors such a conflicts with teacher affected both their achievement and decision to drop-out. Christle C.A. et al (2007) in Kentucky USA reveals that Academic difficulties, Absenteeism, sense of belongingness to school and undesirable student behavior were some of themes related with school Drop-out.

Finding, conclusion and Implications:

The study and its finding highlighted some significant concern in relation to potential Drop-out. Several studies on correlates of potential drop-out come with conclusion that student personal, familial, and school related factors are determinants of potential Drop-out of students.

1. There was no gender disparity in the potential drop-out of male and female students.

2. Teacher's student relation gives more impact on student. If relation is good then potential Drop-out decreases and if relation is bad then chance of potential Drop-out increases.

3. The impact of good and bad teacher relation on potential drop-out was also identified as a predictor of student to stay in or out in the class.

  Teacher moulds the personality of his/her students. This study reveals that many teachers do not perform their duty properly due to their disinterest in teaching. The causes of disinterest among teachers should be find out and remedial steps should be taken. Rumberger R. W. (1995) revealed the students who experience a warm relationship with their teacher are 16% less likely to drop out than students who report a negative relationship in his study Dropping out of middle school: A multilevel analysis of students and schools. Kotwal N. et al (2007) conducted a study on Causes of school dropouts among girls in Kathua District. This study conducted in Kathua District of Jammu & Kashmir. In this study 4% of the girls blamed the unfair behaviour of the teachers as a reason for leaving their studies.

   The main implication of this paper is Teacher should try to find out the causes of indiscipline and disturbances and try to solve them. Corporal punishment should be avoided and friendly classroom environments should be created.

Acknowledgement:

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