

Causes of Drop Out of Primary Level Students in Kavre District of Nepal

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Abstract

The present research entitled "Causes of Primary School Dropout in Kavre District: A Study based on Parbati H. S. School, Krisna Gopal S. S. and Bhimsinaswor S. S. of Kavre District" has been presented to give a brief account of dropout situation in primary education system and its prominent causes. Research design was descriptive and cross-sectional. The study was based on both primary and secondary data. All the data are collected on the basis of interview schedule and the data entered into SPSS database and results are obtained by frequency distribution and cross tabulation of the variables. During 2011 to 2014 period, there were 1261 students enrolled in primary level, 112 students were dropout in primary level of education in the study area. The total enrolled students were in one class 77, 8 students was dropout in class one. Similarly, two classes 62 were enrolled and 3 are dropped out. In 2011, 26 students were dropout in primary level of education, 28 were dropout in 2012, 29 students were dropout in 2013 and again 29 students were dropout in 2014 A. D. Most of the dropout students stayed in home. The study suggested some measures to reduce dropout problems as provision of free education, social awareness campaign programmes should be conducted, especial coaching classes to the weaker children, employment opportunity to the poor family should be provided, dresses, books and other educational materials should be provided.

Keywords: Primary Level Education, Drop Out of Students, Accessibility, Affordability.

Background

Students are the ornaments of school. There are different types of students in the school. Some of them are very intelligent, some are very weak. Some of them belong to the rich family, some to the poor family. The main aim of our new education plan has been to create a dynamic and exploitation free society in our country. Education is essential for the overall development of a country. It is also an important factor in beginning attitudinal changes, new ideas, values, moral and costumes. Therefore, education plays a vital role for the modification

of human behavior, social change and ultimately human civilization as a whole (NLSS, 2009/10).

There are various factors responsible for the dropout of children from school classifies these factors into four categories which can be associated to the current dropout scenario of Nepal:

- Accessibility: the physical and social distance to school, social discrimination, the burden of household chores, and the burden faced by children combining work and schooling.
- Affordability: direct, indirect, and opportunity costs of schooling.
- Quality: lack of school infrastructure, facilities, materials, and support systems for children, inadequate conditions of work for teachers, low status, lack of adequate training leading to child friendly teaching methods, aids and teaching materials for teachers and the lack of sensitivity of education authorities and teachers to the needs of children at risk and
- Relevance: curriculum detached from local needs, values and the aspirations of children at risk, inadequate curriculum to prepare students for useful and gainful skilled employment.

The Dakar Framework of Action has set six major goals and one of its goals is Ensuring that by 2015 all children, particularly girls, children in difficult circumstance and those belonging to ethnic minorities, have access to complete, free and compulsory primary education of good quality. Similarly, Millennium Development Goals (MDGs) has also focused on 'Education for All' by 2015 (MoES, 2009).

Dropout rates of children are high in Nepal as children must work to supplement the Researcher has been interested in studying dropping out of children from schools in Nepal because indhankuta, where large numbers of children dropout\ repetition out school due to various reasons. I have witnessed many children leaving schools and devoting themselves to other works which might hamper their wellbeing in the future life. The purpose of the study is to find out the causes of dropouts of students in public schools in kuruletenupa VDCs.

Objectives

The overall general objective of this research study is to explore the dropout rate and identify the cause of dropout of primary students from primary level. Specifically, the objectives are stated as:

1. To find out the dropouts rate of primary students school.
2. To explore the main causes of primary school dropout.
3. To suggest effective measures for reducing the dropout problem of primary students.

Brief Review of Literature

After this period, the country was ruled by the Shah Kings. Reforms in 1990 established a multiparty democracy within the framework of a constitutional monarchy. In early 1996, the Nepal Communist Party (Maoist) launched a movement that capitalized on the growing dissatisfaction among the general population with the lack of reforms expected from a democratically elected government. Maoists ran a decade-long insurgency (1996-2006) against the ruling monarchy, which until then kept Nepal and Nepalese people in internal conflict and isolation. The people's mass movement of April 2006 in Nepal restored parliament and the democratic process and initiated a peace movement that called for an end to the 10-year-long armed conflict (NDHS, 2011). The Nepal Communist Party (Maoist) joined the democratic competition, and constituent assembly elections were held in April 2008 to devise a constitution to manage the root causes of the conflicts afflicting the nation (NDHS, 2011). Based on the experiences of these plans and as a follow up to the World Declaration on Education for All (EFA) in 1990, the country undertook planned interventions in the education sector with the introduction of the Basic and Primary Education Programmes I (1992-1999) and II (1999-2004). Furthermore, in line with the Dakar Framework for Action adopted in 2000, the country prepared the EFA National Plan of Action (2001-2015). Within its overall goals and objectives, the EFA Programme (2004-2009), and the Secondary Education Support Programme (2003-2009) were implemented (UNESCO, 2011:14).

The formal education system of schools in Nepal exists in three levels. Schools with primary level (1-5) offers one to five years of education, whereas lower secondary schools (6-8) provide further three years of education. Secondary schools (9-10) offer two more years of education. Since the school year 2009, the government of Nepal has begun to implement the School Sector development Programme (SSDP), which aims at restructuring school education with basic education; grade 1-8 and secondary education; grade 9-12 (MoE, 2016). In the school education system, primary and lower secondary levels are under the basic education and the secondary and higher secondary levels are under the secondary education in the education system in the country.

Large numbers of school are running the ECD (Early Childhood Development) programmes inside the school level for children aged 3-4 years. The prescribed age groups population for different levels of school education is 5-9 for primary, 10-12 for lower secondary and 13-14 for secondary schooling (MoE, 2011). However, large numbers of children enroll in school at later years or after 5 which shows age variation among children studying at the same level. The majority of schools in the country include primary level (1-5), i.e. most of the lower secondary, secondary and higher secondary schools operate primary level. Schools in Nepal are categorized into four types: community-aided; fully supported by the government for teachers' salary and other expenses, community-managed;

Fully supported by the government for teachers salary and other funds but their management responsibility lies with the community, community-unaided: either getting partial support or no support from the government and the institutional schools widely known as private schools which are supported by parents and trustees (MoE, 2011).

Conceptual Framework

Conceptual framework adopted for the study is based on the available literature, an attempt has been children. The conceptual framework has been presented in the form of a figure below:

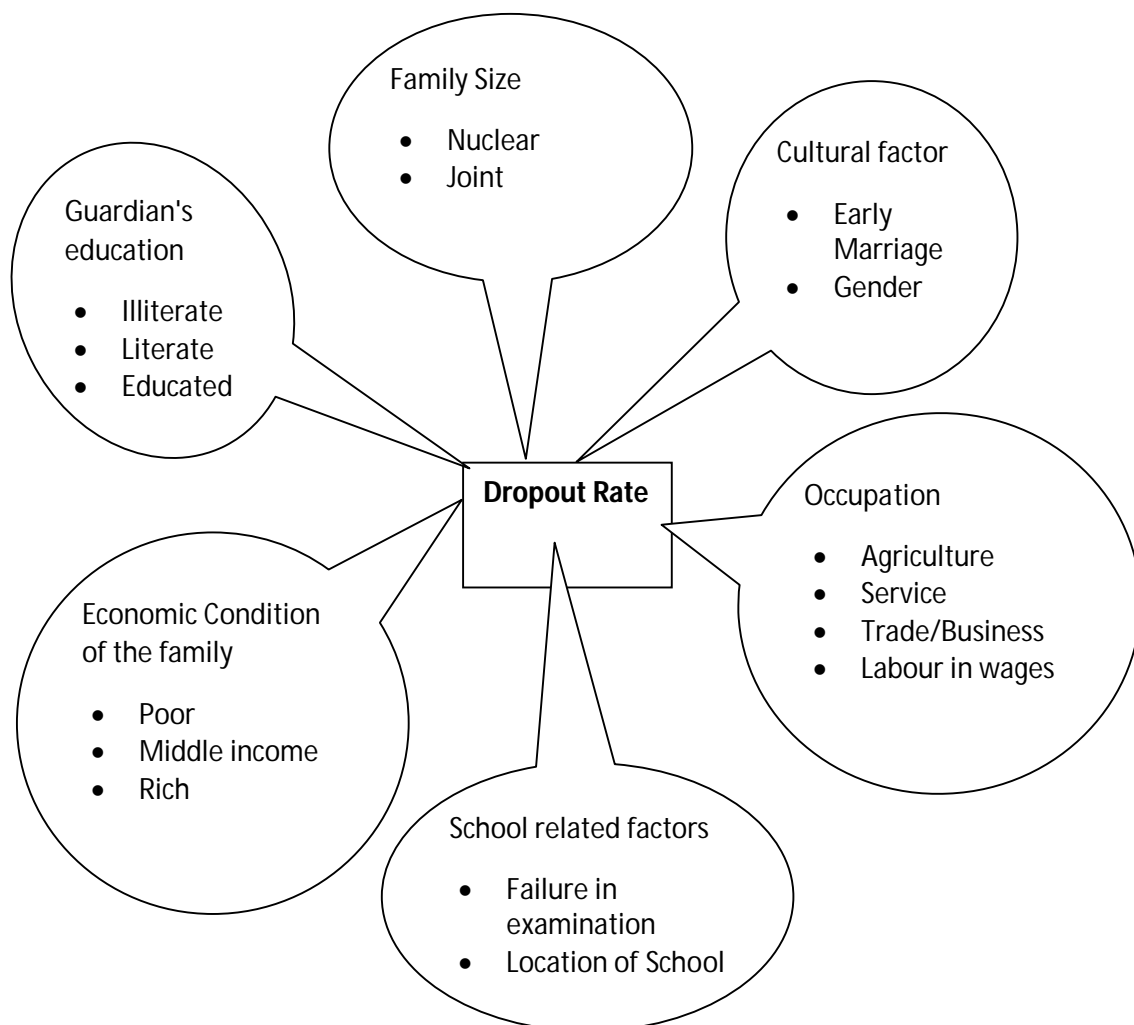


Figure 1. Conceptual Framework of causes of primary dropout

Methodology

Research design was descriptive and cross-sectional. The study was based on both primary and secondary data. Similarly, qualitative and quantitative are both method used on the data collection procedure. The respondents are those students who are dropout from 1-5 grades.

First of all, the household was selected by simple random sampling method than desirable numbers, i.e. 60 households were selected by using lottery method within the one ward of this V.D.Cs. The first part covers socio-economic and demographic information with guardians of dropout students; second covers school profile of dropout, third part covers discussion with teachers/ head master and last part covers interview guidelines with dropout students. Students of primary level one 2 VDCs of the following school last year 2017 were population of the study- school survey form was developed to bring the enrollments and dropout information from the school of the research areas. The complete questionnaire is entered into the SPSS database, after editing and loading. Coverage error and content error are cross checked after the data collection. The data entered into SPSS database and results are obtained by frequency distribution and cross tabulation of the variables.

Findings and Discussion

Parent's Educational Status and Family Occupation

Among the 60 dropout students, 61.7 percent of their parents were found illiterate, 33.3 percent literate and 5.0 percent secondary and above it. Among them, 75 percent dropout student's parents were involved in wage labour and most of them are illiterate. A total of 18 percent dropout student's parents were involved in agricultural sectors. Similarly, nearly 7 percent dropout student's parents were involving in others sectors. In this study found that illiterate and wage labour parents' children is more dropout than the others children.

Dropout Rate in Primary Education

In 2011, there were 368 students are enrolled in primary education. About 354 students were enrolled in primary education in 2012, 284 were in 2013 and 255 were enrolled in 2014. The table 4 shows that the trends of primary students' enrollment rate are decrease day by day in public school. In the same case in 2011, one class 77 students which were reached only 62 two class. So, now a day, dropout rate is increasing day by day. The high numbers of children are deprived from primary education having different households' causes.

Table 1. Grade Wise Enrollment Rate in Primary Education of Enrollment Students

Year	Class wise Enrollment Rate					Total	Percent
	1	2	3	4	5		
2011	77	62	65	85	79	368	29.2
2012	64	62	73	74	81	354	28.1
2013	50	53	58	62	61	284	22.5
2014	61	42	43	54	55	255	20.2
Total	252	219	239	275	276	1261	100.0

Source: Field Study, 2015

During 2011 to 2014 period, there were 1261 students enrolled in primary level, 112 students were dropout in primary level of education in the study area. The total enrolled students were in one class 77, 8 students was dropout in class one. Similarly, two classes 62 were enrolled and 3 are dropped out. In 2011, 26 students were dropout in primary level of education, 28 were dropout in 2012, 29 students were dropout in 2013 and again 29 students were dropout in 2014 A. D.

Table 2. Grade Wise Dropout Rate in Primary Education of Dropout Students by the Year

Year	Class wise Dropout Rate					Total	Percent
	1	2	3	4	5		
2011	8	3	5	3	7	26	23.2
2012	10	5	5	2	6	28	25.0
2013	8	5	5	4	7	29	25.9
2014	11	4	4	5	5	29	25.9
Total	37	17	19	14	25	112	100.0

Source: Field Study, 2015

Grade Wise Dropout Rate of Students by Sex

There are no fixed trend of the dropout rate between boys and girls. In the same year, dropout rate of boys is higher than girls. Similarly, in others years, the dropout rate of girls is higher than boys.

Table 3. Grade Wise Dropout Rate in Primary Education of Dropout Students by Sex

Year	Grade	Enrollment			Dropout Rate		
		Boys	Girls	Total	Boys	Girls	Total
2011	1	36	41	77	5	3	8
	2	29	33	62	2	1	3
	3	34	31	65	2	3	5
	4	34	51	85	1	4	5
	5	42	37	79	3	4	7
2012	1	33	31	64	4	6	10
	2	26	36	62	2	2	4
	3	36	37	73	3	2	5
	4	37	36	73	1	1	2
	5	35	46	81	2	5	7
2013	1	27	23	50	3	5	8
	2	18	25	43	3	4	7
	3	25	33	58	1	3	4
	4	28	34	62	2	3	5

	5	31	30	61	4	1	5
2014	1	26	35	61	4	4	8
	2	21	21	42	2	2	4
	3	19	24	43	2	2	4
	4	23	31	54	3	1	4
	5	30	24	54	6	3	9

Source: Field Study, 2015

Causes of Dropout

Educational Causes

Table 1 shows that fail in the examination found a major cause of dropout, 5 student's parents strongly agree, 21 student's parents agree, 24 and 10 student's parents were disagree and strongly disagree. Similarly, 21 student's parents agree dropout students were difficulty to do homework and 2 student's patents were don't know about dropout of the students. About 41 respondents determined the cause of punished by teacher were disagree and 10 are agree about this cause. About more than 50 percent respondents were disagree with the cause of absence of teacher and 23 respondents don't know about this causes.

Table 4. Educational Causes as Identified by the Parents of Dropout Students

Educational causes	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Failing in the examination	5	21	24	10	-
Difficulty in doing homework	3	21	6	2	2
Punishment by the teacher	-	10	41	1	8
Absence of teacher	-	1	34	2	23
Unable to answer the question asked by teacher	-	17	6	1	44
Unavailability of educational materials	4	33	10	2	19
Missing the examination	6	20	19	16	7
Difficulty to understand in the classroom	3	15	46	2	2

Source: Field Study, 2015

Economic Causes

Parents are unable to buy educational materials was found a major cause of dropout 48 student's parents were agree, 9 student's parents were disagree, 2 were strongly agree, unable to make school dress 49 student's parents were agree and 9 were disagree and 2 were strongly disagree.

Table 5. Economic Causes as Identified by the Parents of Dropout Students

Economic causes	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Unable to buy educational materials	2	48	9	1	
Unable to buy school dress		49	9	2	
Compulsory to attain in school's activities	46	5	6	3	
Unable to pay for re-admission	3	46	11		
Not getting scholarship		33	27		
Unable to pay additional fee	2	40	16	1	1
More children go to school from same family	20	21	16	2	1

Source: Field Study, 2015

Similarly, compulsory to attain in school's activities, 46 student's parents were strongly agree dropout student, 5 student's parents were agree and 6 student's parents were disagree. Unable to pay re-admission fee, about 46 student's parents (respondents) were agree and 11 were disagree about this cause. Not getting to scholarship about more than 52 respondents (33 respondents) respondents were agree with this cause and 27 respondents disagree about this causes.

Personal Cause

Table 6 shows that the sick or accident or mental problem was found a major cause of dropout, one student's parents strongly agree, 11 student's parents were agree, 42 and 6 were disagreeing and strongly disagree. Similarly, 12 student's parents were strongly agree dropout student shame due to over aged /someone and 16 students agree, 29 student's parents were disagree and 3 student's parents were strongly disagree. About 44 respondents determine the cause biased behaviors of teacher were disagreeing and 6 student's parents were agreed and 3 respondents were don't know about this cause.

Table 6. Personal Cause as Identified by the Parents of Dropout Students

Personal causes	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Sick or accident or mental problem	1	11	42	6	
Shame due to over aged /someone	12	16	29	3	
Biased behavior of teacher	1	6	44	6	3
Biased behavior of students	-	8	43	3	6
Don't know the value of education	3	47	9	1	
Accompanying with the bad friends	1	7	25	7	20
Conflict with the students/others	9	5	25	11	10

Source: Field Study, 2015

Family related causes

Due to the inadequate awareness of the parents towards the value of education and poor economic condition of the family, the students were engaged in helping parents by doing various kinds of activities rather continuation of their own education.

Table 7. Family Related Causes as Identified by the Parents of Dropout Students

Family related causes	Strongly agree	Agree	Disagree	Total
Need to involved in agricultural activities	15	28	17	60
Need to care children at home	14	28	26	60
Need to help to the parents in household	3	34	23	60
Sudden death of the family members	1	6	53	60

Source: Field Study, 2015

Table 10 shows that 28 respondents were agreed that their child need to help their agricultural activities and 17 respondents were disagree and 15 respondents were strongly agree with this matter. In the same way, 28 respondents were agree that their children need to care children at home, 26 respondents were disagree and 14 respondents were strongly agree with care children at home.

Activities Followed Immediately After Leaving School of Dropout Students

The activities done by dropouts immediately after leaving school of dropout students. According table 11, most of the dropout students stayed in home. They did not do any things (36.7%), 15 percent dropout students again enrolled at other school, 21.7 percent dropout students worked at Kathmandu. Similarly, 10 percent dropout students were involved in drug abuse and stealing.

Current Activities of Dropout Students

Those 45 percent dropout students' current activities was irregular stay at home and irregular school, 20 percent dropout students were reading other school, 10 percent dropout students were reading at home, 11.7 percent dropout students were help for parent's work respectively.

Suggestion Measures to Reduce Dropout Problem

Teachers and head teachers stated low income of parents as the major reason for dropout of children from school. During an interview, teachers said that parents who earn less money feel that they are more responsible to fulfill family demands like food and clothing rather than sending children to schools. Parent's work pattern also shows low income of family. Most of the respondent's fathers were unskilled leading to be either unemployed during different times or pushed to work in unskilled professions such as wage labour. Children's mothers were unemployed and worked only during farming seasons. Largely dropout

student's parents were worked as a daily wage labour. As a result, they get little income which is not sufficient to cover every cost of the family needs. If income level of family is low, children may be called on to add to the household's income, either through wage earning employment or taking on additional tasks to free up other household members for work. The production tends to be less due to the traditional methods of cultivation but requires more human resource. A common effect of corporal punishment is a growing fear of teachers among school children and therefore, leading to the dislike of schooling. Studies have shown that corporal punishment is a direct and significant reason for children dropping out of school.

Summary and Conclusions

Researcher studied the causes of dropping out of children that dropout is common among children whose family is poor. It is difficult for the poor families to continue and support children's schooling where parent's income is even not sufficient to fulfill the basis needs such as food and clothing. Direct and indirect cost of schooling was high which made it difficult enough for parent's to cover the cost of schooling. The parents had less income because their work was related to labour intensive jobs works which were mostly based on daily wages. When parents were out of their homes for work, children had to stay at home to complete every household duty such as cooking, cleaning, farming agricultural land.

Children are punished for various reasons such as irregularity in school, not completing educational tasks, failing exams, lack of proper attention given towards education, etc. Targeting poor children, restart of the nutrition programme at school to improve the nutritional status is necessary. Nutrition programme which was previously in operation in the schools to provide daily meals should be resumed in order to keep poor children at school who suffer from poverty and hunger.

Recommendations for Further Research

The current study provides useful information on various aspects such as reasons of dropout, daily habits of dropped out children, and the suggestions to reduce the problem of dropout children from teacher's perspectives. The researcher has suggested further study to be done on this area being more specific and comprehensive study Nepal's major problem of drop out has to be addressed an serious problem. More in-depth studies can be interesting focusing on a particular caste or ethnic group which has higher dropout rate in Nepal. As this study does not analyze policies and programmes of the government and NGOs/ INGOs working primary education in the field of dropout in Nepal, further studies can be done giving a closer look to it by analyzing policies and programmes with their effects.

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