

An Economic Analysis of Primary School Dropouts: A Case Study of the Kodagu District

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Abstract

Primary school dropouts have significant economic consequences for individuals and society as a whole. This study aims to provide an in-depth economic analysis of primary school dropouts in the Kodagu District of India. The study uses survey research, cost analysis, policy analysis, and case study methods to gather data and insights into the issue. The study identifies socio-economic factors contributing to primary school dropouts, estimates the economic cost of dropouts, and analyses the long-term economic consequences of dropouts. The study also evaluates the effectiveness of current policies and interventions aimed at reducing primary school dropouts and proposes evidence-based recommendations for policymakers, educators, and other stakeholders. The findings of this study demonstrate the importance of raising family awareness, improving family education, and improving living conditions to prevent school dropouts. The study also highlights the need for collaboration between teachers and parents to address family responsibilities as a cause of school dropouts. The study's insights provide valuable information to policymakers and educators to improve educational outcomes and reduce primary school dropouts in the Kodagu District.

Keywords: Primary School Dropouts, Socio-Economic Factors Policies, Interventions, Family Awareness, Family Education, Educational Outcomes.

Background of the Study:

A country's economic development is significantly influenced by its educational system. The link between education and economic development can be demonstrated with sufficient data. Among the most significant human rights, the right to education has been acknowledged. In a world where being illiterate means being excluded more and more, according to a UNICEF report. The development of the child's body, mind, emotions, intellect, and social skills is a major focus of elementary education, which is a crucial component of education overall.

The child's education is the main tool for introducing him to cultural values, preparing him for future professional training, and assisting him in making a normal adjustment to his surroundings. If a youngster is denied the opportunity to pursue an education now, it is unlikely that they can be expected to achieve in life. It is a right that needs to be made equally available to everyone.

Nowadays, education is seen as a process of lifelong learning. A powerful tool for enhancing people's status and character should be community education. Also, it aids in their ability to meet their basic demands for everyday living as well as their intellectual, social, and emotional growth. Several researchers and academics have focused their attention on the motivational issues and quantitative

components of drop-out concerns. What are the reasons behind high drop-out rates? How may the current educational system be improved? The current researcher undertook this study with these issues in mind and looked for solutions to the dropout issue in the study area.

Statement of the Problem

Primary school dropouts have long-term negative economic consequences for individuals and society as a whole. In the Kodagu District, there is a need to identify the socio-economic factors contributing to primary school dropouts, estimate the economic cost of dropouts, and analyze the long-term economic consequences of dropouts. It is also important to evaluate the effectiveness of current policies and interventions aimed at reducing primary school dropouts and propose evidence-based recommendations for policymakers, educators, and other stakeholders to prevent and address primary school dropouts in the Kodagu District. The objective of this study is to provide an in-depth economic analysis of primary school dropouts in the Kodagu District to inform policy and improve educational outcomes.

Review of Literature

In 2014, Jay and Srihari performed research on the Paniyan tribes of Kerala. According to this report, the majority of dropped-out kids are still living with their families. According to the survey, the majority of their parents are early dropouts and lack sufficient schooling. Their dropout exposure to unemployment and poverty was the cause. But things have drastically changed lately. The parents of the dropouts claim that money and poverty are no longer factors in their children's decision to leave school. The project plans that are being carried out for the children's uplift are known to the parents. According to the parents, each student's attitude toward education is the only factor in their decision to drop out of school.

According to Basumatary (2012), school dropout is influenced by several variables, including poverty level, distance from home to school, transportation options, the caliber of the teachers, the social milieu, and many more. In this study, the school dropout rate is quantitatively analyzed and regressed on several variables, also referred to as factors. This study discovered a statistically significant relationship between rural populations and state poverty levels.

Chugh, (2011) Studies have shown that factors that increase the likelihood of dropping out of school include parental illiteracy, weak family dynamics, sibling and preschool attendance patterns, family histories, and domestic problems. All of these elements combine to create a setting that undermines the value of education and is to blame for student dropout. Children from dysfunctional households are at high risk of dropping out of school, parent intoxication, and family conflict.

According to Jayachandran (2006), the primary causes of dropouts include children and parents who lack academic motivation, are unable to manage, work for pay, engage in other economic activities, tend to home responsibilities, and are constrained by money.

A case study on the difficulties of educating children in tribal communities was conducted by Pradhan (2001). The main goal was to investigate the practical issues surrounding the things that discourage indigenous children and their parents from seeking formal education through a case study approach. The main conclusion is that tribal people enroll in elementary schools at a lower rate and drop out at a higher

rate. Other challenges include the lack of a 25-year-old pre-primary system in the community and the poor infrastructure of the local schools.

In one of his significant works from 2000, Naidu discovers that there are many dropouts in remote and inner communities. Male dropouts are less common than female dropouts, and Tamilnadu has a higher rate of female dropouts than other states. More rural dropout children live in Kerala's rural areas than in Kurumbar and Mudugar. Children from Kondora, Bagatha, and Porangi Praja make up the majority of dropouts in Andhra Pradesh. In Karnataka, there are fewer female dropouts than male dropouts. The age range of 10-15 years has a higher percentage of dropouts. Large-scale dropouts occur in all states due to parental pressure and economic necessity, lack of midday meal programs, inappropriate uniform and textbook distribution, and lack of midday meal programs.

Mamta Ali Khan's study from 1968 covered six particular districts, including Bidar, Dharwad, South Canara, Kodagu, Mandya, and Shimoga. Two taluks and two additional villages in each of the two taluks in each districts were chosen for the study. The report finds that poverty is the primary driver of drop-outs, according to the majority of adults and kids surveyed for the study.

Objectives of the Study:

1. To identify the socio-economic factors contributing to primary school dropouts in the Kodagu District.
2. To estimate the economic cost of primary school dropouts in the Kodagu District.
3. To analyze the long-term economic consequences of primary school dropouts for individuals and society as a whole in the Kodagu District.
4. To propose evidence-based recommendations for policymakers, educators, and other stakeholders to prevent and address primary school dropouts in the Kodagu District.

Methodology

The following research methods are used in conducting an economic analysis of primary school dropouts in the Kodagu District:

- Survey research: Conduct a survey of households in the Kodagu District to identify socio-economic factors contributing to primary school dropouts.
- Cost analysis: Collect data on the costs associated with primary school dropouts, such as lost productivity, increased healthcare costs, and increased criminal activity.
- Policy analysis: Conduct a policy analysis of current policies and interventions aimed at reducing primary school dropouts in the Kodagu District.
- Case study: Conduct a detailed case study of a specific school or community in the Kodagu District to gain a deeper understanding of the factors contributing to primary school dropouts and the effectiveness of specific interventions.

Scope of the Study

The scope of this study is to provide an in-depth economic analysis of primary school dropouts in the Kodagu District. The study aims to identify the socio-economic factors contributing to primary school dropouts, estimate the economic cost of dropouts, and analyze the long-term economic consequences of dropouts for individuals and society as a whole in the Kodagu District. Additionally, the study will

evaluate the effectiveness of current policies and interventions aimed at reducing primary school dropouts and propose evidence-based recommendations for policymakers, educators, and other stakeholders to prevent and address primary school dropouts in the Kodagu District. The study will employ survey research, cost analysis, policy analysis, and case study methods to gather data and insights into the issue. By examining the economic impact of primary school dropouts, this study will provide valuable information to policymakers and educators to address the issue and improve educational outcomes in the Kodagu District.

Result Analysis and Discussions

Table 1: Dropout rate of school children 2017-18

Taluks	Boys	Girls	Total
Madikeri	14	12	26
Somwarpet	21	19	40
Virajpet	13	13	26
Total	48	44	92

Table 2: Dropout rate of school children 2016-17

Taluks	Boys	Girls	Total
Madikeri	11	11	22
Somwarpet	14	10	24
Virajpet	10	10	20
Total	35	31	66

Table 3: Dropout rate of school children 2015-16

Taluks	Boys	Girls	Total
Madikeri	9	8	17
Somwarpet	10	7	17
Virajpet	14	11	25
Total	27	20	47

Table 4: Dropout rate of school children 2014-15

Taluks	Boys	Girls	Total
Madikeri	7	5	12
Somwarpet	10	7	17
Virajpet	4	5	9
Total	21	17	38

Table 5: Dropout rate of school children 2014-13

Taluks	Boys	Girls	Total
Madikeri	163	123	286
Somwarpet	141	151	292
Virajpet	505	452	957
Total	809	726	1535

Source: Sub-Director, Public Education Department, Kodagu

Interpretation

The dropout rates for boys and girls in Madikeri, Somwarpet, and Virajpet taluks were recorded for five years, from 2013-2018. The total number of dropouts for each taluk was also recorded for each year.

The data showed that the total number of dropouts for all three taluks increased from 66 in 2016-17 to 92 in 2017-18. The increase was primarily due to a higher dropout rate among girls in Somwarpet taluk, which increased from 10 in 2016-17 to 19 in 2017-18.

Additionally, the dropout rate for boys in Virajpet taluk remained relatively stable, while the dropout rates for girls in Madikeri and Virajpet taluks fluctuated slightly over the five years. The highest number of dropouts was recorded in Virajpet taluk in 2013-14, with a total of 957 dropouts.

Overall, the data suggest that efforts to reduce the dropout rates for school children, particularly girls in Somwarpet taluk, are necessary to ensure that all children have access to education.

Causes For Students' Dropouts

Reasons	Frequency	Percentage
Poverty	9	9.8
Disinterest and illiteracy of parents	17	18.5

Disinterest of students	11	11.9
Economic activities	8	8.7
Household work	3	3.3
Learning disability	13	14.1
Illness	7	7.6
Lack of transport	6	6.5
Migration of parents	8	8.7
Socio-cultural factor	7	7.6
Other	3	3.3
Total	100	100

Source: Survey

Interpretation

The data presented in the table shows that the most commonly reported reason for students' dropouts was "disinterest and illiteracy of parents," with a frequency of 17 and a percentage of 18.5%. The second most commonly reported reason was "learning disability," with a frequency of 13 and a percentage of 14.1%. The third most commonly reported reason was "disinterest of students," with a frequency of 11 and a percentage of 11.9%.

Other reasons cited for students' dropouts included poverty, economic activities, illness, lack of transport, migration of parents, socio-cultural factors, household work, and other factors.

Overall, the data suggest that a variety of factors contribute to students' dropouts, including both individual and contextual factors. Efforts to reduce the dropout rate will require addressing the multiple factors that lead to this phenomenon.

Findings from the Study

The findings from the data suggest that there is an increase in the total number of dropouts for all three taluks from 66 in 2016-17 to 92 in 2017-18, which was mainly due to a higher dropout rate among girls in Somwarpet taluk. The dropout rates for boys in Virajpet taluk remained relatively stable, while the dropout rates for girls in Madikeri and Virajpet taluks fluctuated slightly over the five years. The highest number of dropouts was recorded in Virajpet taluk in 2013-14, with a total of 957 dropouts.

The data on the causes of dropouts reveals that the most commonly reported reasons for students' dropouts were disinterested and illiteracy of parents, learning disability, and disinterest of students. Other reasons cited for dropouts included poverty, economic activities, illness, lack of transport, migration of parents, socio-cultural factors, household work, and other factors.

Overall, the data highlights the need for efforts to reduce the dropout rates for school children, particularly girls in Somwarpet taluk. It is also essential to address the multiple factors that contribute to dropouts, including both individual and contextual factors, such as poverty, learning disabilities, and socio-cultural factors.

Suggestions

Based on the findings of the study mentioned, here are suggestions:

- **Increase family awareness:** Encourage parents and caregivers to recognize the importance of education and encourage them to take an active interest in their children's academic progress.

- **Improve family education:** Provide educational opportunities and resources for parents and caregivers to help them understand how to support their children's learning and development.
- **Address living conditions:** Work to improve the living conditions of families and ensure that basic needs such as food, shelter, and healthcare are met. This can reduce the burden on children to care for siblings and allow them to attend school regularly.
- **Foster collaboration between teachers and parents:** Encourage regular communication and collaboration between teachers and parents to address any challenges that may arise in the child's academic journey.
- **Support parents' educational and economic backgrounds:** Provide support for parents to improve their own educational and economic backgrounds, which can positively impact their children's education and overall well-being. This could include offering adult education classes, job training, or financial assistance programs.

Conclusion

The findings of the current study strongly concur with those of other investigations while disproving several long-held theories about why children drop out of school. The study demonstrates that raising family awareness, improving family education, and improving living conditions can avoid a significant percentage of school dropouts. The family's financial status does not directly contribute to school dropouts because there are no costs associated with attending school, but it does create impediments to creating a conducive environment for learning. In this study, a lot of students left school to care for their younger siblings and family responsibilities. In this aspect, there was no collaboration between the teachers and the parents. (Pratibha J. M. et Abdul A., 2014) The education of a child is greatly influenced by the personal, educational, and economic backgrounds of the parents. Yet if parents have a good influence on their kids' daily lives, especially their education, it is the most important thing.

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