

SITUATIONAL STUDY OF OUT OF SCHOOL CHILDREN: SIGNIFICANCE OF SOCIAL WORK INTERVENTION

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ABSTRACT

The present study reveals situational study of out of school children. As per the Ministry of Human Resource department (MHRD), any child absent for a period of 45 days or more was considered out of school. Further, dropouts are estimated based on continuous non-attendance over a period. They have an interest in inflating student's attendance in particular for purposes such as mid-day meals; they are unable to meet both ends. All these could be the reasons for why children's are attending schools. However, certain circumstances make them to move out from the school. In this regard, the study is mainly concentrating on how the social interventions can create more interest and making students full attendance, which influence cum flourish their future.

KEYWORDS

Out of School Children, Social Work Intervention, Social Work, School Children etc.

INTRODUCTION

The present study explains about what are the various reasons of out of school children's. In addition, what are the various social interventions are available to overcome this problem. The major reasons cum problems like: financial problem, poor secondary school preparation, conflict with work and family commitments, lack of quality time with teachers and counselors, De-motivating school environment and lack of student support and all these fall under student school dropout reason. There are many interventions which can be introduced to overcome this particular problem viz., Counseling to parents and children's, counseling about rationalizing income for children's education, counseling about work life environment etc., are basic behavioural interventions which influence every individuals to decrease school dropout ration. There are many other interventions, which helps to decrease school dropout ratio.

REVIEW OF LITERATURE

Nevertheless, previous reviews on dropout interventions have tended to use somewhat restrictive inclusion criteria. Restrictive inclusion criteria limit our ability to make confident conclusions about the effectiveness of the broad range of programs with dropout outcomes or the potential variation of effectiveness for different program types or participant populations. For instance, the U.S. Department of Education's What Works Clearinghouse includes only 19 programs in their dropout prevention review (What Works Clearinghouse, n.d.). Other reviews on dropout prevention interventions (Hammond, Linton, Smink, & Drew, 2007; ICF International, 2008; Klima, Miller, & Nunlist, 2009; Lehr, Hansen, Sinclair, & Christenson, 2003) provide some clues about the characteristics of effective programs, but have focused on relatively small sets of programs. For example, the ICF International (2008) review of dropout prevention programs examined implementation quality, but did not examine that program characteristic through formal moderator analysis. In the Hammond et al. (2007) systematic review, the authors categorized programs into primary, selected, and indicated interventions and described the different risk factors targeted by the program strategies information that can be useful for practitioners who wish to select programs to suit the characteristics of their particular student population or setting. Both Klima et al. (2009) and Lehr et al. (2003) highlighted the dearth of high-quality research on dropout programs, and particularly noted the lack of key outcomes (e.g., staying in school or dropping out) in evaluations of dropout prevention programs. Both of these reviews demonstrated that some of the included programs had positive effects on the students involved. Lehr and colleagues did not identify specific programs that were

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particularly effective or ineffective, but focused rather on implementation integrity as a key variable and emphasized the importance of strong methodologies for future research on dropout programs. Klima and colleagues concluded that the reviewed programs had overall positive effects on dropout, achievement, and attendance / enrollment. The Klima et al., review highlighted school restructuring programs as particularly effective interventions, such as those using the schools-within-schools approach. In addition, Klima et al., suggested alternative school programs were ineffective, such as those programs designed for separate school facilities. Overall, these prior reviews identified several important potential moderators that were examined in the present review: implementation quality, type of program, and whether programs were housed in typical school facilities or in alternative school locations.

OBJECTIVES OF STUDY

- The basic aim of this research is to identify what are the reasons for students drop out from schools.
- What are the various prevention measures are available for overcoming this particular problem.
- Suggesting various best possible prevention methods/techniques to increase the student's school going ratio.

NEED OF STUDY

There is a huge need to conduct research especially in this area, because the future India is depends upon children's education. The economy of the country is depends upon children's education, because if they educated, the employment opportunity will increase which leads to economy development. Therefore, there is a huge need of various interventions, which helps to increase student school going ratio.

SCOPE OF STUDY

The present study is restricted the scope of the study in two different ways, 1) Scope in terms of objectives, and 2) Scope in terms of location. The scope in terms of objectives are restricted to various reasons of children's school dropout and scope in terms of location restricted to location, it is restricted to within the country.

LIMITATIONS OF STUDY

- The present study is limited to within the country only. The study cannot be generalized to throughout the world.
- The present study is limited to identify various reasons for children's school dropouts and how to prevent this by implementing various interventions.
- The research is all about behavioral study only. Counseling centric only.

STATEMENT OF PROBLEM

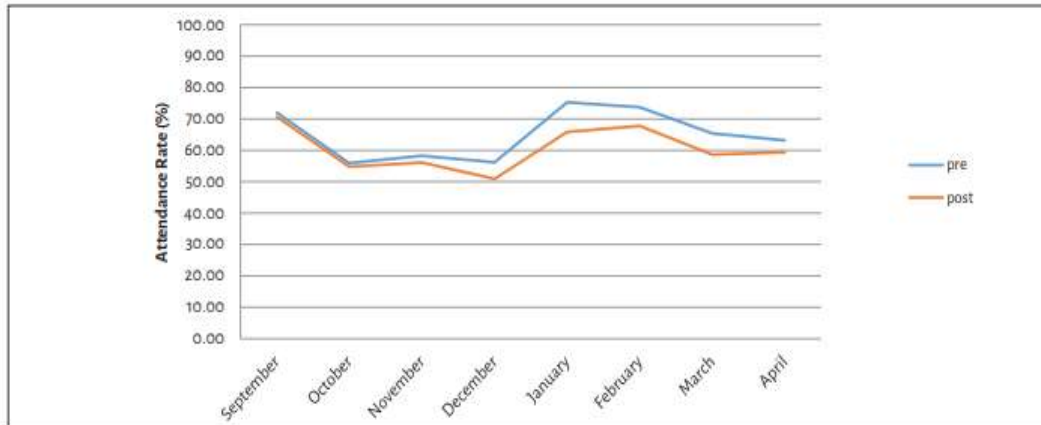
The present study "Situational Study of Out of school Children: significance of social work intervention".

RESEARCH METHODOLOGY & DESIGN

- **Area of the Study:** The present study is related to all parts of the country. It is restricted to within the country only. This could not be generalized to throughout the world.
- **Sources of Data:** The present study is purely relied on secondary data sources only. We are not going to rely on primary data sources.
- **Tools for Analysis:** Data analysis is going to represent in frequency tables and histograms only.

DATA ANALYSIS AND INTERPRETATION

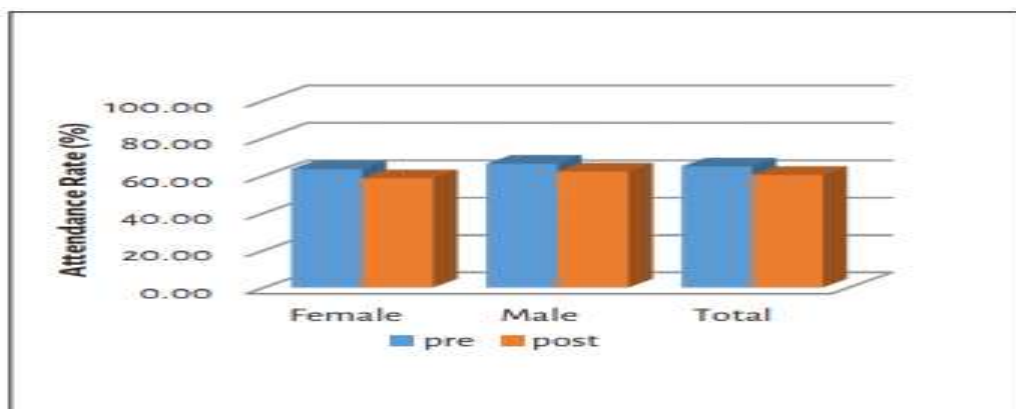
Figure-1: Distribution of Sample Respondents According to Attendance Rate (%) in India



Sources: A Pilot study of estimating out of schoolchildren in India- Research Report-July 2016-UNESCO –Institute for Statistics- Centre for Research policy.

Teachers, who often face pressure from parents to ensure that their child’s name is not cut off from the register as well as pressure from the administration to ensure low rates of dropouts, have compared the headcount data with the school register data in order to check for discrepancies in reporting student attendance. In order to ensure comparability, the Headcount + Register data was created, which consists of survey data for the days of survey and school register data for the rest of school days. The assumption was that the survey data is representative of actual attendance patterns and must therefore follow closely with the school register data if the school registers data is in fact accurate. The hypothesis was that in the event that attendance patterns are different in the HC+R data, there might be two possibilities. One, if the attendance is higher in HC+R data, there might be plausibility of misrepresentation of attendance by teachers. Second, if the attendance is higher in the Headcount data, this would have to be due to coincidental factors such as the child happening to be in school on the days when the survey was taken, but remaining absent for the rest of the days. Further, since the number of data points is much fewer in the Headcount data compared with the HC+R data; it is plausible that there is some overestimation in the former when extrapolating to all school days.

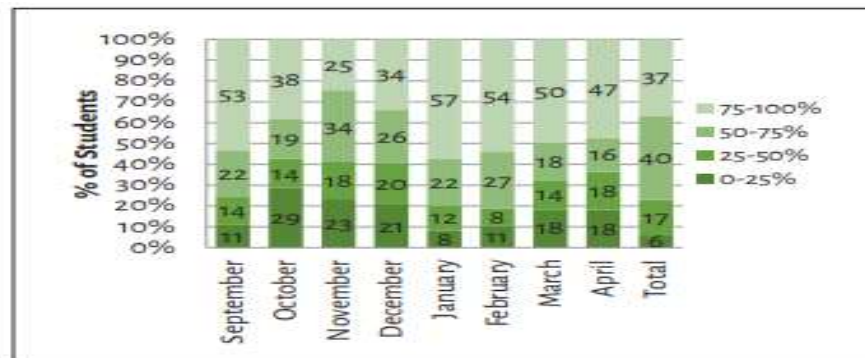
Figure-2: Distribution of Sample Respondents on Basis of Gender



Sources: A Pilot study of estimating out of schoolchildren in India- Research Report-July 2016-UNESCO –Institute for Statistics- Centre for Research policy.

This indicates that there is misrepresentation, particularly through exaggerated attendance of students, by teachers, who probably give in to pressure by parents and administration. Moreover, since October happens to be the month with the lowest attendance rates, and there are very few working school days in November due to local holidays, it is plausible that there is over-representation of attendance in the Headcount data, particularly if it was a coincidence that a child happened to be present on the day of the survey. Further, Figures 3 and 4 below show that first, a higher percentage of students have an average attendance rate of 75- 100% in the HC+R data compared with the Headcount data, which once more confirms the above hypothesis of misrepresentation by teachers; second, a much smaller percentage of students have an average attendance rate of 0-25% in the Headcount + Register data compared with the Headcount data, which is also in line with the hypothesis that teachers attempt to hide low attendance rates; third, in both data sets, the percent of students who attend school regularly improve from September until November, with a drop in December that continues at a staggering pace until February until it begins to marginally improve in March and April.

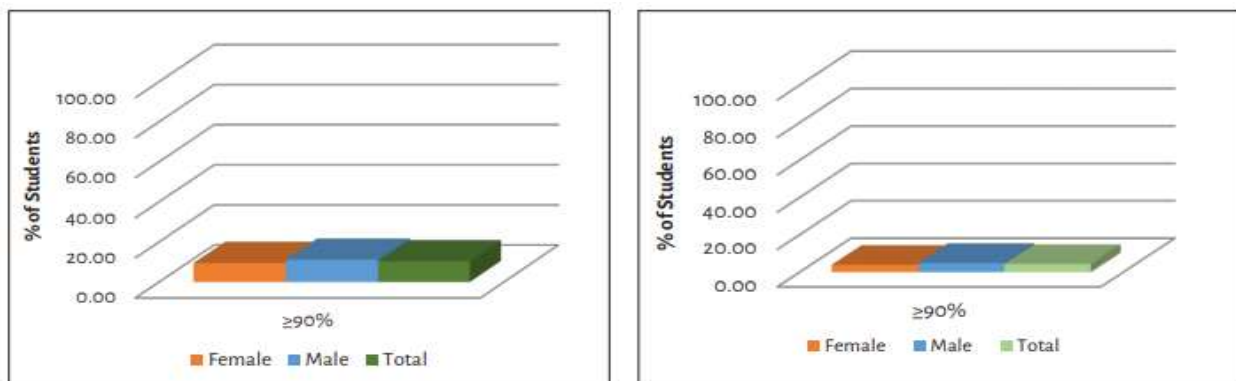
Figure-3: Distribution of Sample Respondents Drop out Level on Month basis



Sources: A Pilot study of estimating out of schoolchildren in India- Research Report-July 2016-UNESCO –Institute for Statistics- Centre for Research policy.

First, not only are the average attendance rates of STs the lowest, they are also the most variant over the period in both data sets; second, the attendance rates of SC students are second from the bottom, followed by OBC students in both data sets; third, Minority students have the highest average attendance rates in both data sets; fourth, General students have high but variant attendance rates in both data sets. It must be noted here, that there is only one child in the General category, which may account for the high attendance rates and may not be accurately representative of the caste category.

Figure-4: Distribution of Sample Respondents on Basis of Gender



Sources: A Pilot study of estimating out of schoolchildren in India- Research Report-July 2016-UNESCO –Institute for Statistics- Centre for Research policy.

There is evidence in the literature that corporal punishment, often bordering on abuse is a trigger for student dropouts. According to a study on reasons behind dropout 22 based in Kolkata, out of 105 dropouts being interviewed, 21% of students dropped out of school due to poor school environment. Of these, around 50% gave corporal punishment as the reason for dropping out. The National Commission for Protection of Child Rights [NCPCR] has also reported corporal punishment as a major factor in determining children's dis-affection with schools leading to their dropping out. This element exacerbates the poor learning environment that exists in the public school system and often serves to provide the last nail in their decision to exit schools. Poor quality of teaching and failing in the school examinations is another cause of student dropout. According to the study cited above, 16.2% of students dropped out of school due to poor quality of teaching-learning processes. Out of these, 47% of children dropped out because they could not pass the school examination.

FINDINGS

- The coefficient on gender is only significant at 10 % level of significance and negative. Thus, the impact of person being a male is negative and significant as compared to the person being a female.
- In other words, the average attendance of male students is lower as compared to female students over a period of seven months. It must be noted here that these results present a different picture from the average attendance rates for gender in the earlier sections.
- It is difficult to ascertain why this may be the case. As for caste, the coefficient on minority category is positive and significant at 1% level of significance.
- The negative coefficient of ST category shows that being from a scheduled type background has a negative impact on average attendance of child as compared to being from SC category. The coefficient on OBC category is insignificant indicating that there is no impact on average attendance of child whether the child is SC or OBC.

SUGGESTIONS

The policy recommendations that follow from these findings relate to several different aspects of the education system. On the one hand, they suggest the need to strengthen the data regime, especially as it relates to a robust local data system and the need for streamlining definitions and methods of estimation and on the other hand, it points to larger changes in the system relating to strategies for keeping children in school. Specifically, the following changes are suggested:

- Developing a standard definition of out-of-school that includes an understanding of dropout / attendance that uses the child's regularity of attendance as the benchmark. Unlike the myriad definitions that currently exist in India a time for regular attendance needs to be determined in consultation with educationists, on the minimum days of instruction required for a child to sustain learning.
- Data on enrolment and attendance must be collected with the help of the community to ascertain the authenticity of the numbers. While this would not guarantee the most reliable data, it would be a step forward in terms of a) including the "invisible" category in the records; b) cross checking school records and c) facilitating child tracking.

CONCLUSION

Therefore, it can be concluded that, there are many reasons why students will go for drop out from schools, these things will vary on the basis of gender, caste, religion and other aspects. The behavioral counseling technique will facilitate to increase students attendance in school level, which facilitate for economy development and prosperity of the nation.

SCOPE FOR FUTURE RESEARCH

The future research can be conducted with other interventions to increase school-going ration. There are many other interventions, which facilitate to minimize student school dropout level.

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