

# Analytical Study on Factors Affecting Increasing Dropout Rate in Schools of Haryana

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## Abstract

High school dropout rates remain a serious concern in both public and private institutions throughout Haryana. Leaving school early has detrimental implications on the student and on the society as a whole, which is responsible for providing for them. This article aims to examine the causes of early school leaving among American adolescents and the decision-making procedures followed by those who choose not to continue their secondary education. When selecting choices, kids are impacted by a number of things. Early departure from school or dropping out of high school is a complex issue with many potential causes. Socioeconomic position, early marriage among female students, grade retention, school mobility, and many other variables have all been suggested by scholars as potential causes of early school dropouts. A total of one hundred (100) participants, including ten (10) principals, ten (10) other teachers, twenty (20) parents, and sixty (60) students/pupils, will be surveyed utilizing questionnaires. Quantitative analysis was performed on the data with the help of SPSS. Students in Haryana's middle schools drop out for a variety of reasons, including those linked to the school itself, the student's immediate social environment, the student's family's financial situation, and the student themselves.

**Keywords:** *Dropout, Education, Haryana, school dropouts,.*

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## 1. INTRODUCTION

Class-by-class enrollment data from the EMIS reports showed that in certain regions, class II enrolment in 1997–98 was higher than class I enrolment in 1996–97. Indeed, this pattern stood up most clearly in Haryana. Clearly, there was a need to clarify why class II enrollment was much higher than class I enrollment from the prior year. The obvious trend was that some kids were skipping class I altogether and going straight to class II after having been educated at home or at an unofficial private school. Class III, IV, and V also include examples of direct entrants, however their numbers may be too small to account for in calculations of class change rates. The phenomena of lateral entrance made it impossible to accurately assess the attrition rate. The dropout rate calculated from enrollment data without including these "drop ins" is likely to be low since some students will drop out of multiple primary stage courses while others will enroll in them directly. Alarming high dropout rates have been observed across the board in most Indian states. High efforts have not prevented a precipitous decrease in student enrollment from 90% in elementary school to 78% in lower secondary school and 58% in upper secondary school (IIPS, 2016). They have no choice but to withdraw since their parents' illiteracy, poverty, lack of employment, and substandard living circumstances make it impossible for them to make ends meet.

## LITERATURE REVIEW

**Ronak Paul et.al (2021)** Though approximately 91% of Indian students are enrolled in grades 6-8, officials are deeply troubled by the correspondingly rising rates of dropout after the 8th grade. Study after study, both in industrialized and some developing nations, has proven that parental participation in their children's education helps keep them from dropping out. But comparable data is noticeably lacking when looking at the Indian setting. In this research, we investigate whether or not teenage school dropout is a consequence of low parental participation in the educational lives of Indian children throughout their elementary school years. In round-I of the IHDS, we utilized data from kids aged 8-11, and in round-II, we used data from kids aged 15-18. Logistic regression models were used for bivariate, multivariate, and stratified studies. Multivariable models suggest that in Round I, children whose parents did not do the following had a 1.15 (95% CI: 1.01-1.30) times greater chance of dropping out of school than those whose parents did: -participate in PTA meetings; -discuss academic progress with schoolteacher; and -supervise homework. When looking at the link between gender, school, and

community, all of the expected correlations held up. Parental absence from PTA meetings was linked to a 1.21 (95% CI: 1.02-1.44)-fold increased risk of school dropout among male offspring. If parents did not help their children with homework, they were 2.17 (95% CI: 1.42-3.32) times more likely to drop out of school. These results underline the critical significance of parental participation in primary education in terms of decreased school dropout. In light of these results, it is imperative that programs be implemented to raise awareness and inspire involvement in children's education on the part of their parents.

**DR. SUMAN GULIA (2021)** After China, India's educational system is the world's second biggest. There have been several iterations of the Indian schooling system. In recent years, a lot of work has gone into making the school system what it is today. The creation of a grading system, the passing of the Right of Children to Free and Compulsory Education Bill, the implementation of reservation policies, etc. Exactly how many of them do you think there are? As a result, it's important to consider the degree to which these educational initiatives have been successful in various parts of the United States. The state of Haryana is responsible for 3.7% of India's GDP. The purpose of this research is to shed light on Haryana's educational system by examining it in relation to those of neighboring states. Experts and academics will be able to gauge progress toward goals and identify areas in need of attention by analyzing the educational accomplishments of these states from a variety of perspectives. Using information gathered from several ministry websites and planning commission publications, this article provides a detailed account of the topic at hand.

**Protiva Kundu et.al (2020)** The effects of COVID-19 on the educational system are extraordinary. Many kids have been afflicted from all walks of life, social strata, ethnicities, and geographical locations. When schools close and the choice is made to move conventional classrooms to digital platforms, it not only increases learning inequity among students but also forces many children to drop out of school as a result of the digital gap. Children's health and nutrition would suffer irreparably if they were denied an education. For the duration of and after the epidemic, the responsibility of the budget in guaranteeing access to quality education for everyone is of the utmost importance. Some of the concerns with school closures are brought to light in this policy brief. It also proposes certain near-term policy adjustments that may be made in the next federal and state budgets. However, the overarching focus of allocations should not stop with problems caused by the epidemic. The emergence of COVID-19 has provided a window of opportunity for governments to gain insight into effective policy responses to similar emergencies and to update the system to make it more resilient to future outbreaks. As such, the policy brief has also proposed a series of permanent steps that the government should do in due time.

**K. Sridevi, et.al (2019)** When seen from a global perspective, it is undeniable that a nation's development is intrinsically linked to the quality of its educational system. Therefore, education is essential, and its effects may be seen in every facet of human existence. Unfortunately, the deteriorating condition of the educational system is reflected in the rising dropout rates. The primary goal of this research is to examine the patterns of secondary school dropout in India, identify the factors that contribute to this problem, and provide solutions. Child marriage, a lack of transportation, a lack of a separate toilet, a lack of safety and security on the way to school, the educational profile of parents, a lack of recreation, the absence of teachers, a lack of guidance and counseling, partiality, prejudices, the inaccessibility of education, and a lack of interest in school are all identified as major causes of student dropout in India in this study's extensive literature review. In order to help policymakers, combat this issue, this study also highlights some policy implications, such as enhancing school culture and providing basic facilities in schools, organizing Inservice teacher training programmes for teachers to identify and handle at risk students, and conducting remedial teaching programmes for the needy within schools.

**Tanu Sharma et.al (2018)** The purpose of this study is to provide readers a broad picture of formal education in India. The report begins with a summary of the legislation passed to enhance the educational system. The report then analyzes the contributions to school quality, such as school facilities and in-service training for teachers. This research proposes a composite model that ranks the Indian states according to a combination of scores for infrastructural facilities and teacher in-service training and also displays the growth rate for each state from 2011–2012 to 2015–2016. Those states that scored highly had already completed their mission to equip all of their schools with a boundary wall, drinking water facilities, electricity, and a toilet, and were working toward the goal of equipping all of their schools with other facilities like computers, ramps, etc. The results pave the way for evidence-based policymaking. Similarly, other governments' priorities should shift to prioritize improvements to infrastructure like clean water, reliable power, and adequate sanitation. Most states have seen a slowdown in the pace at which they provide in-service training to their teachers, which is a significant cause for alarm among educators and politicians since it may be contributing to children's dismal academic outcomes.

### 3. METHODOLOGY

One hundred (100) people have participated in the studies. Included are 10 school administrators, 10 instructors, 20 parents, and 60 pupils. Data collection occurred via the use of questionnaires, with subsequent SPSS analysis focusing on quantitative findings. In the end, we determined that the study benefited not just the government and its education agencies (the Ministry of Education and the Ghana Education Service), but also parents, students, researchers, and policymakers.

The current investigation is both descriptive and exploratory. For the 2018-2019 school year, it relies heavily on secondary data culled from different sources such national reports and economic surveys, websites, etc. of state and national level education ministries.

#### 4. DATA ANALYSIS

**Table 1: Gender of Respondents**

Gender of Respondents	Frequencies	Percentages
Male	58	58
Female	42	42
Total	100	100

Source: Primary Data 2020

Among those who participated, 58% were males and 42% were females. The sum of the male responders is waiting on the female response rate, as we have seen.

**Table 2: Age of Respondents**

Class	Frequency	Percentage
05-10 Years	62	62
10-15 Years	38	38
Total	100	100

Source: Primary Data 2020

62 percent of those surveyed were in the 05-10 age range, while just 38 percent were in the 10-15 age range.

**Table 3: Level of Education**

Level of Education	Frequency	Percentage
Junior High School (JHS 1)	17	17
Junior High School (JHS 2)	21	21
Junior High School (JHS 3)	22	22
DIP/Degree (Teachers)	26	26
Other (Parents)	14	14
Total	100	100

Source: Primary Data, 2020

There were interviews with kids, instructors, and parents under the Education category. Students at the Junior High School Level 1 response rate was 17%, JHS 2 response rate was 21%, and JHS 3 response rate was 22%. Two-fifths of the educators surveyed had a diploma in addition to their degree, but just 14% of the parents and guardians surveyed did so.

**Table Four (4): School Related Reason**

No	School-Related Reason	Frequency	Percentage
1	Poor Performance in School	18	18
2	Early Marriage	9	9
3	Home responsibilities	11	11
4	Financial Difficulty	9	9
5	Harassment from Male School Teachers	20	20
6	School Facilities	8	8
7	Lack of support for students	12	12
8	School too Dangerous	13	13

Source: Primary Data 2020

## 5. SCENARIO OF EDUCATION SECTOR IN HARYANA

Haryana has shown remarkable development in the previous several decades. The government has made great strides to ensure that more and more kids can get a good education. Haryana has presented a more complicated image than its bordering states and the rest of India. The following comparison statistics, based on various indices of the education system, make it obvious that although it has excelled India and other states in certain respects, it has also lagged behind them in others.

### Drop-Out Rates

The term "dropout rate" refers to the rate at which students stop attending school. Dropout rate may be estimated in a variety of ways. Gross dropout rates for classes (I-V) =  $1 - (\text{Enrollment in Class V during the reference year} / \text{Enrollment in Class I four years ago}) \times 100$ . This formula is used in the Selected Education Statistics (SES) of the Ministry of Human Resource Development. Calculating the overall class dropout rate is as simple as: Class VIII enrollment in the reference year divided by Class I enrollment seven years earlier, multiplied by 100. Student dropout rates in the states under consideration are shown below for the 2018–19 school year.

**Table 5 Drop-out rates of students in the states under study in the year 2018-19**

States	Classes I-V (6-11 years)			Classes VI-VIII (11-14 yrs)			Classes I-VIII (6-14 yrs)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Haryana	-1.13	-2.24	-1.64	19.59	8.10	14.37	20.17	19.46	19.84
Himachal Pradesh	0.35	1.17	0.74	1.42	3.41	2.38	22.28	18.93	20.65
Punjab	-24.59	-10.67	-18.07	-24.04	-13.43	-19.12	41.23	39.45	40.42
Rajasthan	49.11	52.11	50.51	41.19	59.68	50.32	70.52	73.42	71.64
Uttar Pradesh	42.38	41.70	42.06	50.66	55.23	52.78	29.19	15.09	23.83
Delhi	9.82	17.07	13.30	-32.61	-21.13	-27.10	-5.22	9.15	1.97
India	30.25	27.25	28.86	40.59	44.39	42.39	53.38	51.97	52.76

Because of its low incidence of high school students (ages 11-14) dropping out, Himachal Pradesh ranks first in this category. Dropout rates are lowest in HP and Haryana for students aged 11 to 14 years old. The inconsistent enrollment data or certain mistakes in the data lead the drop-out rate to be negative in Haryana and Punjab. Once again, Rajasthan and Up fare poorly here. Girls in Haryana have a lower dropout rate than males do, but in HP, Rajasthan, and UP the situation is reversed. Haryana's performance is above-average in every metric compared to the rest of India. In addition, its dropout rate is lower than that of Punjab, Rajasthan, and Uttar Pradesh for students in grades 1 through 8. As a result, school dropout rates are quite low compared to those of other Indian states and the country as a whole. It has been determined that HP has the lowest dropout rate among

students aged 6 to 11 years old, making it the top performer in this age range. For this group, the states of Rajasthan and UP have an exceptionally high dropout rate.

## 6. CONCLUSION

Finally, the following are suggested as ways to increase the high school dropout rate by instructors, parents, and students. Students should have access to an excellent curriculum, teachers and administrators should actively work to inspire and motivate students, parents should monitor their children's academic progress, students should be encouraged to develop strong character traits, students should have limited responsibilities at home during the school day, parents should not place undue pressure on their children, and schools should prevent and address any instances of bullying or other forms of harassment. The dropout rate in HP is much lower than that of Haryana among students aged 11-14. When compared to the rest of India and other states, Haryana's dropout rate is quite low, particularly among students aged 6 to 14 years old. In contrast, the dropout rate is greater in every other state and in the country as a whole except Delhi. However, if we are to achieve universal basic education, we must eliminate elementary school dropouts entirely. The Haryana state dropout rate is lower for females across the board than it is for boys. This demonstrates that females take an interest in education at a higher rate than males.

## 7. REFERENCE

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