

# A Study on the Issue of Orphan's Dropping School with Reference to Mysuru District

S. Hamsa and M.V. Raghunandan

***Abstract---** Education status is the most vital indicator of children wellbeing and for their upcoming life opportunities. But in case of orphans it is completely different where they face many challenges to continue their education. This research covers why some bereaved children drop out of school in Mysore district regardless of concerned exertions from the government of India. It mainly focuses on the factors which are influencing orphans to drop out from schooling and also to explore the life of orphans after school dropout. The study was conducted based on random sampling method and primary data has been collected from respondents through structured questionnaire. The statistical tool which is used to analyse the objectives are Chi Square and Correlation. It is found that still many orphans are facing challenges in continuing their education due to lack of motivation, poverty, disinterested in education and personal interest to earn income and it was also found that after discontinuing their education there are unable to fulfil their basic necessities. This clearly shows that there is a need of additional efforts from the government, community members and school authorities in bringing down the dropouts' rate.*

***Keywords---** Orphans, School dropouts, Poverty, Poor Performance.*

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## I. INTRODUCTION

India is a country having 1.21 billion people as the second most populated country in the world whereas children represents 39% of the entire population of the country so educating children is very much necessary as they are the future pillars of the country. In order to develop and secure the future of our country. Education is very much needed at childhood phase because it provides them a chance to develop physically, mentally and social awareness among them.

When children became orphans it's a completely new beginning for which they are not prepared for. Nowadays the number of school dropouts has been growing and most of the dropouts are orphans. The number of children in India who are not going to school still remains large. Orphaned or poor children are incompetent to get an opportunity to learn. They frequently dropout to help themselves and family even at their early age. Without education the children are exposed to a life of extreme poverty and sometimes they are also forced to bonded labour. In a research conducted by Reaching Hand," In 2007 there are 25 millions orphans recorded in India. Orphans are put at an immediate risk and they are seen as a heavy burden on relatives in this society".

According to the survey held on 26.07.2011- a new study by an international charity for abandoned and orphaned children, it was found that India is home to 20 million orphans, while this total number of orphans is set to rise from 20 to 24 million by 2021. As stated by Kinghorn, A., (June 2002), "international evidence shows that orphans tend to have lesser admission rates than children with both parents alive and their disadvantage can be

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substantial – around 30% lower or worse”. These impacts appear to be extensively liable on economic, cultural and social circumstances. Kinghorn, A.(June 2002) “also reported that poverty forces many children to drop out of school. He reported that girls are more likely than boys to drop out of school or been forced to stay home because of financial crisis”.

There are some solid indicators from school surveys and some qualitative work that dropout is the major reason which affected the orphans. Orphans have reduced their call for education in numerous ways for instance loss of breadwinners in their family pushed them towards poverty and need of direct and additional costs of education becomes extensively difficult as medical and cremation costs engross family resources.

Orphans are still facing a multiple challenge and are at a great risk of suffering from malnutrition, poverty and emotional instability. The meeting of basic necessities such as food, shelter, clothing and provision for emotional support have become the foremost thing that has to be met first rather than concentrating on academic support. AIDS pandemic is also generating orphans at a rapid rate and there is also an increase in the child headed households which plays a huge responsibility on older siblings who have to take care of their dying parents and younger siblings. So these children are being discouraged from attending school.

As specified by Human Rights Watch in 2005, “mentioned that surveys in highly AIDS-affected parts in many countries have found that orphans are less likely to appear school than non-orphans; less likely to be at the suitable grade given their age; and more likely to have their missed their schooling”. According to 2003 report, “based on demographic data from thirty-one countries, and report by Human Rights watch (2005), UNICEF concluded that orphans are less likely to continue in school and more likely to fall behind and dropout”. As per the report of Human Right Watch (2005) and Geoff & John, (2000), “separately found that Child-headed households were cited as a cause for orphans dropping out of schools. Regular attendance in school proved next to impossible in this case, unless the household was receiving substantial generous support”.

Orphans inability to pay their fees, school uniforms and some other additional expenses such as examination fees, text books, notebooks prevent orphaned children from continuing their school. Undeniably, a number of orphans identified failure to pay their fees and some other connected costs are the immediate causes for their dropping out from primary education.

Orphaned children are critically in need of safety from poverty, child labour and child trafficking. In order to help orphans, the government is taking initiatives and working on many scholarship programmes for orphan and destitute children living in orphanages who wish to study more and do well in their studies. These scholarships are from the women and child development ministry which is directed by National Children’s Fund that has an amount of Rs 1.5 crore towards scholarships to these orphans and destitute.

## **II. LITERATURE REVIEW**

1. Magwa Logic, Magwa Simu, ”Orphaned learners and School Dropout Rate in Primary Schools: The case of Shurugwi District, Zimbabwe” Masvingo, Zimbabwe.

This paper says that the number of orphans has been rapidly increasing and it focuses on the difficulties that force orphans to discontinue their primary education. It was found that orphans are facing a huge financial constraint

to continue their education and also they need some psycho-social support. The study suggests some educational and supportive environment to fulfil the needs of orphans.

2. Anthony Shanuola Ishola, Kabwebwe Honore Mitonga, "School dropout among Orphans in Oshana Region-Namibia".

This study aims at finding out why AIDS effected orphaned children discontinuing their education at primary school. It tries to have a detailed view about the perspective of orphans, learners and teachers. It was identified that the foremost reason for drop out is not having awareness about government initiatives taken to support orphans, lack of psychological support, parental death and working in order to earn income. It suggests that it requires the support of government and NGO to eradicate it.

3. Rochford Elias Makovere,"Orphan hood and primary education dropouts: An exploratory study of the causes and consequences of orphan's dropping out of primary education in Gweru city, Zimbabwe".

This paper declares that primary school dropout is the key issue in the educational field. It has found out the reasons for dropout and it is due to community, family, school and policy related factors. Another reason for dropout is flagging of external factors rather than their independent decisions. It conclude that this issue cannot be attained by one institution. It requires the collective efforts of students, parent/guardians , social workers, community leaders, administrators, teachers, NGO's, CBO's , FBO's, law enforcement agencies, business, local government and central government.

4. Bonita J. Iritani and Hyunsan Cho, Simbarash Rusakaniko, John Mapfumo, Shane Hartman and Denise Dion Hallfors, "Educational outcome s for Orphan girls in Rural Zimbabwe: Effects of a school support Intervention".

The study measured the effects of rendering support on educational outcomes to orphan girls. The study found out that mainly because of fees, frequent school absence and academic performance. It concluded that by providing education support to orphan girls it enhanced schooling retention , attendance and progression but not performance as assessed by the academics scores.

5. Ceilan Vailu Naidoo, "Supporting Orphaned learners through the school based support team: A case study".

This paper focuses on investigating the role and functions of SBDT in order to recognize how it had addressed the varied needs of orphaned learners and to formulate guiding principle for SBDT to support orphaned learners in the school community. It concentrates on how varied needs to be contented and it says that poverty is the major blockade. It also conducted many workshops for foster parents and care takers and at the same time entered into partnership with local police and provided all the basic needs to orphans.

6. Manohar P Sharma," Orphan hood and Schooling Outcomes in Malawi".

This paper says that the number of school dropouts of orphans has been rapidly increasing because of death of parents so that they have to earn money to survive, relatives and caretakers are not investing in child's education and then is the psychological and physical suffering linked with the demise of a parent, these are the reasons which effect the performance at school. So it says that policies need to have satisfactory incentives to essentially convey the aids to the orphans.

7. Erwin Hage, "Orphans and Vulnerable Children: Environmental risk factors for dropout".

The study aims at exploring the environmental key issues for school dropouts from pupils of the GCFM OVC program. It has found out the reasons for that and it is no interest in school, lack of money, illness, marriage/pregnancy, work, non-availability of school, school too far and many more and some of the recommendations are awareness meetings for parents/guardians, guidance, monitoring and support, library, bicycle hire and school meals/ school breakfast.

8. Mary H. Shann, Malcolm H. Bryant, Mohamad I. Brooks, Paul Bukuluki, Denis Muhangi, Joe Lugalla and Gideon Kwerigabo, "The effectiveness of educational support to Orphans and Vulnerable Children in Tnazania and Uganda".

This study aims at examining the efficiency of various educational supply services to OVC and orphans. It proved that the supported children performed very well and scholarships and block grants has increased their admission to secondary education. It was also found out that the main reason for increase in attendance at school is payment of fees rather than stationery books and uniforms. Some other social factors that distress the educational outcomes are psychological wellbeing, physical safety and nutritional status.

9. Tania Boler and kate Carrol, "Addressing the educational needs of orphans and vulnerable children".

This paper describes the educational drawbacks faced by OVC's who are affected by HIV/AIDS and also focuses on distance and open learning, school feeding schemes and the index for complete education. AIDS epidemic is the biggest challenge in the field of education. The urgency of this task is not only to realize the rights of all children to education but also to support children who are already damaged by HIV epidemic.

10. Teresa Mwoma, Jace Pillay, "Educational support for orphans and vulnerable children in primary schools: Challenges and interventions".

This article aims at the challenges experimented for rendering educational support for OVC and the engrossments that has to be taken in South Africa. Apart from fees policies, feeding programs and provision of learning materials need to be employed more. Then the guardians or caretakers should understand the significance of guiding OVC towards school and should oversee them in their homework.

### ***Objectives of the Study***

1. Explore the factors that influence orphans to drop out of primary education.
2. Explore the life of orphans after school dropout.

### ***Statement of the Problem***

The number of orphans dropping out of school are increasing at a rapid rate as they are deprived of parents' support, emotional stability, proper nutrition, money to survive, even though education is very important at childhood as it is a stage where they will get an opportunity to grow their minds and social attentiveness among them and there are facing a multiple challenge to continue their education. Their drop out results in increase in poverty, child labour and many more serious issues. This study tries to through a light on the number of factors that influence orphans to drop out of their education and also on the life of orphans and sufferings after their school dropout.

### III. ANALYSIS AND INTERPRETATION

**H<sub>0</sub> 1:** They doesn't exist a relationship between "economic and Health reasons" and "society and family environment reasons".

**H<sub>0</sub> 2:** There is a significant relationship among "job" and "basic necessities of orphans".

**H<sub>0</sub> 1: Reasons for orphans' school dropout**

<i>Test Statistics</i>		
	<i>economic and health reasons</i>	<i>society and family environment reasons</i>
Chi-Square	113.600 <sup>a</sup>	32.800 <sup>b</sup>
df	4	5
Asymp. Sig.	.000	.000

From the above table it is evident that there is a significant relationship among the above two factors that is "economic and health reasons" and "society and family environment reasons" are the main cause for orphans drop out. Hence the null hypothesis is rejected.

**H<sub>0</sub> 2: Orphans life after school dropout**

<i>Correlations</i>			
		<i>going to job</i>	<i>able to fulfill basic necessities</i>
going to job	Pearson Correlation	1	.629**
	Sig. (1-tailed)		.000
	N	50	50
able to fulfill basic necessities	Pearson Correlation	.629**	1
	Sig. (1-tailed)	.000	
	N	50	50

\*\* . Correlation is significant at the 0.01 level (1-tailed).

From the above table it is clear that there is a significant level of 0.01 between the above two factors. Hence the null hypothesis is accepted.

### IV. CONCLUSION

The most familiar and significant problem of orphaned children involve poverty, lack of motivation to continue education from the family, dis interested in education, personal interest to earn income, poor performance in school, psychological distress. These are some of the reasons for orphaned school dropouts.

The results of this article focus on why orphans are dropping out of school and their incompetency to fulfil their basic necessities after dropouts. Since the orphans are randomly selected it doesn't give a whole picture but it throws a light on the above factors and give directions to school authorities, community members government and other stake holders towards identifying the issues and to bring down the dropout rates.

School principals and teachers play a significant role in identifying signs which are affecting the orphans psychologically and motivate them to continue their education.

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