

FACTORS LEADING TO CHILDREN BEING OUT OF SCHOOL: MEASURES TO AVERT CHILDREN BEING OUT OF SCHOOL

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ABSTRACT

The fundamental prerequisite for human progress is education. Employment options are expanded and income levels are raised with schooling. Education is essential for both personal growth and national advancement. The goal of the current article was to comprehend the variations and causes of out of school situation in Nellore district of Andhra Pradesh. Additionally, it was shown that children were more likely to remain out of school if their parents were not employed. The study contends that the chosen study area will continue to have significant difficulties in reaching the aim of universalizing schooling unless and until there is a significant improvement in household economic status and a shift in parents' social attitudes. The findings of the study revealed that there is an urgent need for intervention in the areas of adult employment and income production, educational system revival through creative non-formal techniques, and prevention of child labour. While numerous initiatives and policies have been introduced in these areas, it appears that they require some streamlining and adjustments to be more effective.

Keywords: Out of School children, Socio-economic factors, Education, Right to education, Averting OOSC.

Introduction

There has been a lot of work done in recent years to make education more accessible and to provide opportunities for all children to attend school. There are many ways to encourage children to attend school, including grassroots advocacy for the value of education, political declarations in favour of universal access to education, the introduction of initiatives to abolish school fees, and/or pro-poor education financing frameworks, to name a few. Many children still lack access to education and lack the opportunity to engage in it, despite these efforts.

Initial perception of the issue of out-of-school children tended to be rather straightforward and focused on whether there were enough educational facilities, personnel, and resources to meet the demand posed by the population of school age. The focus was on producing a necessary number of educated and competent workers to support the economy and produce a functionally enlightened population, based on an instrumental and transactional paradigm that sees education as an area of investment for human resource development. The promise that pupils will advance through the system based on merit made education, in theory, accessible to everyone. In reality, however, education was elite and only available to those who could afford to enroll and finish the program. Therefore, only certain children benefited from public investments in education, and others were kept out of school. This instrumental paradigm of education has been shown to be unfair, unequal, and unable to keep up with the rising demand for education. This demand, on the other hand, was founded on the idea that education plays a crucial role in defining life chances, improving quality of life, and fostering the growth of people, families, and communities. Thus, the idea that every child has the right to an education has become more prevalent in the field of development.¹ UNICEF, UNESCO, and other

¹ Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights

significant partners ardently promoted education as a right and developed actionable guidelines for implementing rights-based schooling on the basis of the Convention on the Rights of the Child (CRC).

Children Being Out Of School

The term “Out-of-school children” is a broad category that includes:

Out of schooling: This refers to a child who is not attending school due to a number of known circumstances.

Drop out from school: Children who leave school before completing any programs—primary, junior secondary, senior secondary, or others are considered school dropouts.

De-schooling: It is a term similar to out of school.

The level and scope of education are essential to progress and its sustainability. No country can rise beyond its education, according to the National Policy on Education.² Despite the expected contribution and importance of education to the sustainability of development, it disturbs people much to see youngsters of school age flocking to other locations like swarms of bees every day but not to their place of study.

Changes in family structure, money, relationship with parents as a result of these changes, teacher support, student motivation, school performance, drug use and misuse, and lastly distance from school are all contributing factors to children missing school. Numerous factors, including economic constraints and socio-cultural practices and attitudes that discourage formal education attendance, particularly for girls, are to blame for the education gap in the Nellore district.

Definition of Out-of-school children (OOSC)

Education is a right of every child, regardless of whether or not they have a disability, because it equips youngsters to face the challenges of life. Growing up with an awareness of our environment is part of education. Since it is a potent tool for social change and frequently sparks upward movement in the social structure, it is a human right with enormous capacity to affect the environment in which we live. Every child must have access to a high-quality education if education for all is to become a reality.

Out-of-school children were defined as "children of primary or lower secondary school age who are not enrolled in primary or secondary education" by the UNESCO Institute for Statistics.³ This group also included "a small number of children in pre-primary education and in non-formal education." Children who are not in school can be divided into two groups: those who have never attended school despite being of legal age to do so, or those who left school for a variety of reasons.

Gender Disparities

Many nations have made significant progress in lowering the proportion of children who do not go to school. By funding initiatives like the elimination of school fees, the adoption of pertinent curricula, and the provision of scholarships to low-income families, they have been able to achieve these successes. Some national governments expanded their investments in education, adding additional classrooms, hiring teachers, and buying textbooks. Among 376 million out of school children in 2000, 54% were female. This figure fell down to 50% in 2018 however, worldwide averages do not reveal the disparities that exist at the national and regional levels.⁴

All other regions place girls at a disadvantage when they are of primary school age, with the exception of Latin America and the Caribbean, Europe, and North America where boys are more likely to be out of school. In this age range as well as the lower secondary-age group, India exhibits the greatest discrepancy.⁵

²Federal Republic of Nigeria, National policy on education. Abuja: NERDC Publishers, 2014.

³ UNESCO Institute for Statistics (UNESCO-UIS). (2015a). Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children, Executive Summary. Retrieved March 20, 2015 from: <http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf>

⁴<https://www.allinschool.org/news-and-stories/overview-of-out-of-school-children-in-2019>

⁵<http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf>

Factors Leading Children to be OOS

The causes of school abandonment differ. Some students leave school on their own initiative, while others are compelled to do so under awful conditions. School dropout is a common occurrence. Regardless of the cause, the mere fact that a child is not finishing their education is not moral. Due to their inability to make any kind of contribution, such children frequently fall short of being a benefit to the country. No justification can be compelling enough to take the place of a formal education. A person becomes effective in all subjects since it serves as the foundation of their lives. In India, poverty, accessibility, and availability are the three main causes of school dropouts. Girls and elementary school students drop out of school more frequently in some areas because of the distance between the schools. There aren't enough transportation options in the nation, which makes places inaccessible. As a result, all three of these factors have an impact on children' education and contribute to school dropout.

Due to their incapacity to manage their anxiety and academic pressure, many children drop out of school. Many parents have very high standards for their children and never take their interests and abilities into account. Children are made to enrol in classes in which they have no interest, and they frequently fail the course because they never finish it. Some of them develop alcoholism and drug addiction.

Other Reasons for Children Being Out Of School

- Did not receive admission;
- Unsafe for girls to travel;
- Girls lack adequate school facilities.
- Lack of female educators;
- Child marriage and pregnancy;
- Physical ailments and other health issues

Accordingly, a number of factors contribute to the reality of school dropouts. Even while government initiatives have increased enrolments, none of them have been able to reduce school dropout rates.

Impact of Being Out Of School

Any sort of absence from school has clear negative effects on children and society. Out-of-school children face social shame, fewer employment options, lower pay, and a higher likelihood of engaging in criminal activity. The effects of OSC were determined to be the following:

- Being away from school lowers students' self-esteem and psychological health as they come to terms with the fact that they lack the abilities and knowledge necessary to achieve their goals.
- Over the past three decades, the earnings of young men and women who dropped out of school have progressively decreased as they accepted menial occupations.
- In comparison to individuals who finish school, school dropouts had a higher unemployment rate.
- Dropouts are significantly more likely to rely on public assistance programs and medical care.
- Dropouts have a higher lifetime likelihood of being imprisoned.⁶
- Out-of-school children in particular impede personal growth and sustainable development, which is a multifaceted notion that takes into account and integrates economic, social, and environmental components.

INITIATIVE AT PRESENT TO AVERT BEING OUT OF SCHOOL

India has made great strides in addressing some of the most pressing issues in education; the country has expanded primary school enrolment, decreased the number of children who miss school, improved the standard of instruction, and added more instructors. Evidence from the past ten years, however, indicates that children's learning outcomes are dismal. According to the most recent data from the National Achievement Survey conducted in 2021, students in grades 3 through 10 had an

⁶Boggia, A. & Cortina C. (2010) Measuring sustainable development using a multi-criteria model: A case study. *Journal of Environmental Management*, 91, (11), pp. 2301-2306.

average learning level of 59%, 49%, 42%, and 36% respectively.⁷ Education gaps continue to exist between and within public, private (aided and unaided), urban, and rural schools.

To promote equity, quality, and efficiency in education is the fourth Sustainable Development Goal that nations are working to accomplish under the auspices of the UN. This calls for providing children with equal learning opportunities throughout their lives, along with current knowledge and skills to help them move into the workforce and actively engage in social and civic life. According to the Education 2030 Framework for Action, when used effectively and efficiently, education technologies can "strengthen education systems, knowledge distribution, information access, quality and effective learning, and more effective service supply." The NEP 2020 for India seeks to enhance the provision of high-quality education for all students, including through digital channels. The NEP 2020 is in line with the objectives of education for the 21st century and places an emphasis on the development of each child's creative potential. This includes reforming the educational system and developing a strong digital learning system.

Measures and Initiatives

Below is a description of the measures and initiatives:

- 1. Inclusiveness in education:** This category of recommendations included the following: (a) inclusiveness training for teachers and better minority recruitment practices; (b) revision of textbooks and other materials to make them gender and culturally sensitive and to add accommodations for children with special needs; (c) capacity building for education sector personnel on inclusion; (d) awareness campaigns to promote enrolment and combat stereotyping; and (e) community engagement.
- 2. Improving data systems and processes:** (a) enhancing the technical skills of education staff in data collection and analysis; (b) encouraging data to be broken down into variables that will identify the most vulnerable children; (c) creating open-source data platforms to increase access to education data; (d) bolstering EMIS systems and monitoring and evaluating educational programs; and (e) commissioning research studies at the local level, in particular.
- 3. Developing policies and strategies:** (a) gender equality and the empowerment of girls in schools and education systems; (b) raising the status of the teaching profession; (c) offering high-intensity, short-term interventions on school readiness to help young children transition into the formal school system; (d) introducing non-formal education programs to help children who must work; (e) Utilizing the resources of the international community to adopt gender- and disability-sensitive school policies; (f) enacting school-based child protection and children's rights policies; (g) holding communities held to account for child rights violations (e.g., child labor, child marriage); and (h) policy accommodation facilities for pregnant youth and penalties for excluding disabled individuals.
- 4. Improvement of educational infrastructure and the school environment:** (a) enhancements to school infrastructure, furnishings, and the provision of essential amenities like restrooms; (b) Pre-primary and primary education investments; (c) the availability of extracurricular activities to encourage student attendance; (d) the availability of social workers who work in the educational system; (e) preventing gender-based violence and ensuring pupils' safety on their way to and from school.
- 5. Subsidies for households in terms of money or goods:** a) cost reduction through demand-side subsidies; b) cost reduction through supply-side subsidies; c) spending that directly benefits out-of-school children; d) identifying and combating corruption-related waste; e) effectively communicating subsidy programs; and f) encouraging support from private schools for out-of-school children.
- 6. Private sector involvement includes:** (a) outreach initiatives for marginalized and conflict-affected groups; (b) NGO involvement in vocational training; (c) peer mentorship between in- and

⁷ Ministry of Education, National Achievement Survey 2021, <https://nas.gov.in/download-national-report>

out-of-school youth; and (d) NGO-led efforts to alter public attitudes of the importance of education.

7. **Government Measures:** The government should take the issue of school dropouts seriously and develop strategies to help children from low-income families enrol in school. All children, both boys and girls, should be the focus of interventions by educational policy makers, the government, NGOs, etc. to lower the dropout rate.
8. **Social Intervention:** Measures for reducing poverty should be developed, including intervention strategies to help the poor improve their standard of living.

Review of Literature

Martha Montero-Sieburth and Domiziana Turcatti (2022)⁸ identified the most recent research-based approaches in order to minimize school disengagement that leads to Early School Leavers (ESL) in the European Union. These practices are important as we move to a post-COVID-19 school environment. This article identifies the practices that can be implemented at the classroom level to encourage students' engagement, foster school-family relationships, and which can be easily adopted by teachers and parents as schools reopen. It does this by drawing from a thorough review of European and American-based research literature on the prevention of ESL and student disengagement as well as a secondary study examining teachers' practices. The results demonstrate that while some ESL-improving methods are already well-known, others—such as 1) early detection of students' disengagement; 2) strong peer and teacher relationships; 3) high teacher standards; 4) a difficult curriculum, caring, safe school settings, classroom-level behavioral techniques tailored to student participation, and 5) collaborations between schools and parents whereby both are prepared to see schools as a cooperative learning venture are essential. It is emphasized that the proactive nature of schools, teachers, and parents in implementing these strategies in order to maintain student engagement and academic progress through the development of teacher-student connections.

Nouwen et al. (2016)⁹ mentioned that children who repeatedly receive poor marks have a tendency to lose interest in learning, feel insecure, and believe that education is not for them, which increases the likelihood that they will drop out of school before they should. Students may feel that they are understood by the school, avoid falling behind, and be encouraged to stay in school by introducing flexible and varied evaluation methods.

Kayler and Sherman (2009)¹⁰ explained that the use of study skills significantly increased after students participated in the group. The psycho-educational group was undertaken to improve study skills and grade point averages for at-risk ninth-grade students. With this idea in mind, school counselors can help students who are at risk of dropping out by implementing psycho-educational groups that focus on crucial dropout prevention variables like study skills. Counselors at the schools should speak with pupils in groups that best suit their needs. Setting goals, mastering effective study techniques, increasing attendance, and dealing with personal or familial challenges are all potential group objectives.

Eleonore Lindén & Tina Sheikhi (2016)¹¹ described that Governments all throughout the world recognize the right to education, which is reflected in a number of international human rights accords. Since the United Nations Convention on the Rights of the Child was established, State Parties are required to take all necessary administrative and legislative actions to incorporate the treaty's provisions into domestic law. Article 28 states that every child has the right to a fundamental primary

⁸Martha Montero-Sieburth & Domiziana Turcatti (2022) Preventing disengagement leading to early school leaving: pro-active practices for schools, teachers and families, *Intercultural Education*, 33:2, 139-155

⁹ Nouwen, W., L. Van Praag, R. Van Caudenberg, N. Clycq, and C. Timmerman. (2016). "School-based Prevention and Intervention Measures and Alternative Learning Approaches to Reduce Early School Leaving". Centre for Migration and Intercultural Studies

¹⁰Kayler, H., & Sherman, J. (2009). At-risk ninth-grade students: A psycho educational group approach to increase study skills and grade point averages. *Professional School Counselor*, 12, 434-439.

¹¹ Eleonore Lindén & Tina Sheikhi (2016). Out of school children in India - a Minor Field Study in Uttar Pradesh and West Bengal, The legal protection of marginalised children's right to elementary education. Thesis

education, yet the large number of children who are not in school around the world continues to worry the international community. Children from underprivileged segments in society are the most affected group in this regard. We have examined the execution of the Indian legislation ensuring that every child between the ages of six and fourteen has the right to free and compulsory education in light of the significant social differences in Indian society. We have examined the primary societal barriers preventing children from disadvantaged groups from attending school in the states of West Bengal and Uttar Pradesh, as well as pertinent international law and national laws. We think India has made the essential political and legal moves to pass the necessary laws in order to guarantee that every child has the right to a free and required primary education. Nevertheless, we point out that India faces significant difficulties in putting into place statewide viable legal systems and national policies.

Bemak et al. (2005)¹² detailed that group interventions in schools were more successful than individual interventions, generating more advanced social competencies inside groups, bringing about fresh insights that were not possible through individual work, and supporting the development of social skills. A wide range of duties keep school counselors busy and evidence suggests that group therapies may be a more effective dropout prevention technique than individual ones. Group interventions can offer a framework for managing time constraints more effectively and delivering the best services to the greatest number of students in the most effective way. Therefore, group interventions have a great deal of potential for achieving these desired improvements.

Statement of the problem

In India, the need for education has been expanding. However, on the other hand, children, especially girls, are regularly pulled out of school to care for their siblings while their parents hunt for jobs as a result of the growing poverty. Many orphans stop attending school in order to find a way to survive. Rural areas have lower enrolment rates, higher rates of poverty, and more difficult access to education. For those students who do enrol in school, the average walking time to get there is almost an hour, and they frequently miss class because they are hungry, which leads them to remain out of school. Despite efforts from government, significant funding, and numerous creative programs, the rate of out of school children is alarmingly high in many areas. Other home and societal factors also play a significant role in determining the decision to stop attending school in this setting, in addition to the availability of educational facilities and the quality of the education. To investigate the factors that contribute to school dropouts, it is crucial to comprehend the physical, psychological and social factors surrounding the children. The objective of this study was to compile the data on the causes of children remaining out of school. Specifically, this study addresses the factors that lead children to remain out of school and how effective intervention stop children from remaining out of school.

Significance of the Study

One of the most crucial interventions is primary education because it gives students the basic knowledge to survive in the society, who would otherwise be forced into child labour or social exclusion, such as street children. The most significant benefit is the development of a new generation of numerate and functionally literate individuals. The results of this study can help with the development of measures that can reduce the number of children from getting out of school. These methods will support students in finishing their schooling and offer crucial details about the causes of remaining out of school in order to identify remedies. This study aimed to learn more about the influencing factors and produce results that could be analyzed and, hopefully, educate everyone involved, including students, parents, educators, peers, and decision-makers for education policy, about the value of education and motivating children to continue formal education.

Objectives the Study

- ❖ To determine the factors responsible for children being out of school
- ❖ To analyze the significance of intervention in averting OOSC

¹²Bemak, F., Chung, R. C-Y., & Sirosky-Sabado, L. A. (2005). Empowerment groups for academic success (EGAS): An innovative approach to prevent high school failure for at-risk urban African American girls. *Professional School Counseling*, 8, 377- 389

❖ To identify measures to avert children from being out of School

Scope of the Study

The current study adds to the enhancement of factors determining out of school children and need for intervention to avert OOSC providing further insight into the consequences of remaining out of school. The study evaluates all pertinent factors for school absence and out of school, despite the fact that these tools are necessary for effectively analysing the data to the most effective intervention for lowering out of school scenario. Additionally, the findings of this study can help with the creation and enhancement of initiatives meant to stop out of school situation. For these interventions to be effective, it is crucial to know how much of a difference these factors are analyzed.

Research Methodology

An action plan is a research design. It is a strategy for economically, effectively, and pertinently gathering and evaluating data. "A blueprint for the gathering, measurement, and analysis of data" is what a research design is. The research is organized using a design, which also demonstrates how all the key components of the study—samples or groups, measurements, or programs, and methods of assignment address the research objectives.

Design of the study: Descriptive approach has been used in the study.

Geographical Study Region: Three divisions of the SPSR Nellore district of Andhra Pradesh are covered by the research project. (Nellore Division, Gudur Division, and Kavali Division) were chosen as the study's three divisions.

Population of the study: The universe in this study is made up of out-of-school children, their parents, and teachers and guardians. The information was also gathered from field staff at rehabilitation centres, representatives from NGOs, and teachers at special schools in the chosen three divisions of Andhra Pradesh's Nellore district.

Data Collection Method: The information is gathered from primary and secondary sources.

Primary Data: The target population from the chosen divisions (Nellore Division, Gudur Division, and Kavali Division) in Nellore were interviewed using a structured questionnaire. While gathering the primary data from the target demographic, the researcher adhered to all study ethics guidelines.

Secondary Data: Secondary data have been gathered for the study's purposes from a variety of published and unpublished sources, including books, journals, magazines, annual reports, websites, etc.

Design of the Questionnaire: Data are gathered using a structured questionnaire with consideration for the study's multiple goals. The questionnaire asks about the respondents' general demographics, the reasons why children drop out of school, and the relevant variables for the current study (Physical, Psychological, Social, Effective Intervention and Prevent OOSC). Various questions employ a 5-point Likert scale (1=strongly disagree to 5=strongly Agree).

Sample dimensions and sampling methods: The convenience sampling method is the sampling technique used in the current study, and the sample size is 133 respondents from the selected three divisions in the Nellore district (out-of-school children, their parents, their teachers, academicians, field officers of rehabilitation centres, representatives from NGOs, and teachers of special schools).

Tools for statistics used: Descriptive statistics, Independent T-test and correlation methods were used in this study to examine the hypotheses.

Data analysis: The software Statistical program for social science (IBM SPSS, Version 20.0) and Analysing Momentum of structures were used to process the analysis for the current study (AMOS, Version 20.0).

Table 1 - Personal Profile of the Respondents

Factors	Frequency	Percentage
Gender		
Male	111	83.5
Female	20	15.0
Transgender	2	1.5
Age		

6-8 yrs	4	3.0
9 - 11 Years	12	9.0
12-14Years	72	54.1
15 and above Years	45	33.8
Domain		
Rural	95	71.4
Urban	2	1.5
Semi-urban	36	27.1
Caste		
FC/BC	6	4.5
SC/ST	90	67.7
Others	37	27.8
Birth Order		
First	96	72.2
Second	21	15.8
Third	8	6.0
Fourth and above	8	6.0
Family Type		
Nuclear	107	80.5
Joint	24	18.0
Not with family	2	1.5
Family Members		
0-3	26	19.5
4 -6	103	77.4
7 or more members	4	3.0
Living Status		
Both Parents	87	65.4
Single parent	24	18.0
Single parent along with step-parent	16	12.0
Grandparents / Relatives /Guardian	4	3.0
Living alone / with friends	2	1.5
Family Income		
Less than Rs. 5000	2	1.5
Rs.5001 - 10000	18	13.5
Rs.10001–15,000	20	15.0
15,001 and above	93	69.9

Source- Primary Data

The respondents' personal profiles may be deduced from Table 1. Only 15% of the respondents—who make up 20% of the sample—are transgender. The majority—83.5%—are male. 3 percent of respondents are between the ages of 6 and 8; 12% are between the ages of 9 and 11; 72%, who make up the majority of the sample, are between the ages of 12 and 14; and 33.8% are 15 or older. 71.4 percent of respondents live in rural regions, 1.5 percent have an urban background, and 27.1 percent reside in semi-urban areas. 4.5% of them are under the FC/BC category, 67.7% are SC/ST, and 27.8% are from other caste groups. The majority (72.2%) of the respondents are in the first order of birth, followed by 15.8% in the second order and 6% in the third, fourth, and higher orders. 80.5% of the respondents belong to nuclear families, 18% to joint families, and 1.5% to unrelated families. 19.5% of them live with 0 to 3 family members, 77.4% with 4 to 6 family members, and 3% with 7 or more family members.

Only 3% (4) of the children are living with grandparents, relatives, or a guardian, and 1.5% (2) of the respondents are living alone. 65.4% (87) are living with the parents, 18% (24) with a single parent, and 12% (16) with a single parent and a stepparent. 1.5% of the respondents have a family income of less than Rs. 5000, 13.5% have a family income of between Rs. 5001 and Rs. 10,000, 15% have a family income of between Rs. 10,001 and Rs. 15,001, and 69.9% have a family income of Rs. 15,001 or more.

Independent T-Test – Gender and Psychological factors

H₀₁: There is no significant difference in Psychological, Social and Physical factors with gender groups

Table No – 2: Statistics Description

Psychological factors	Gender	N	Mean	Std. Deviation	Std. Error
	Male	111	10.6937	2.62780	0.24942
Female	20	9.40000	2.45807	0.54964	
Social factors	Male	111	9.8108	2.39512	0.22733
	Female	20	9.4000	2.16187	0.48341
Physical factors	Male	111	9.1802	2.79999	0.26576
	Female	20	8.8500	3.32890	0.74436

		Levene's test for equality of variances		t-test for equality means						
		f	sig	t	df	Sig (2 tailed)	Mean Difference	Std error Difference	95% confidence interval of the difference	
									Lower	Upper
Psychological factors	Equal variances assumed	0.340	0.561	2.046	129	0.043	1.29369	0.63243	0.04241	2.54498
	Equal Variances not assumed			2.143	27.430	0.041	1.29369	0.60359	0.05615	2.53124
Social factors	Equal variances assumed	0.311	0.578	0.716	129	0.047	0.41081	0.57382	-.72451	1.54613
	Equal Variances not assumed			0.769	28.096	0.044	0.41081	0.53420	-.68327	1.96115
Physical factors	Equal variances assumed	1.364	0.245	0.471	129	0.638	0.33018	0.70057	-1.05592	1.71628
	Equal Variances not assumed			0.418	24.085	0.680	0.33018	0.79039	-1.30079	1.96115

The significant values of the two groups, male and female, with Psychological factors of the respondents are statistically different, as seen in the table above. Furthermore, the significant differences discovered were 0.043 and 0.041, which were both lesser than 0.05 (Significant level). As a consequence, the null hypothesis is rejected since the significant value is less than 5%, and it has been shown that there is significant difference between respondents' gender and Psychological factors. As a result, there is significant difference between male and female Psychological factors.

Substantial deviations for social factors were found to be 0.047 and 0.044, both less than 0.05 (Significant level). Since the significant value is less than 5% and it has been shown that there is a substantial difference between respondents' gender and social characteristics, the null hypothesis is thus rejected. As a consequence, social factors affecting men and women vary significantly.

The physical differences that were found had significant differences of 0.638 and 0.680 that were both more than 0.05 (Significant level). As the significant value is less than 5% and it has been shown that there is no significant difference between respondents' gender and physical characteristics, the null hypothesis is thus accepted. As a consequence, there is no discernible difference between physical factors influences affecting men and women.

It can be inferred that, in a traditional rural setting, gender bias affects schooling decisions. As girls have fewer career options than boys and are more likely to be tied to prospective husbands, parents in rural areas favour sons over daughters and believe that investing in their education will yield a lesser return. The gender disparity is noticeable in rural primary schools.¹³ Most parents choose to send their sons to school rather than their daughters because they believe that boys' education has more economic benefits than girls' education. Similarly, from the perspective of the girls, they claimed that their mothers supported their sons' education at the expense of them. The arrival of a girl in a patriarchal rural environment is uninvited. Hence, the likelihood of dropping out of schools increases in remote areas where access to transportation amenities is difficult, especially among girl students.¹⁴ Due to gender bias at home, in the labour market, and in societies where men hold dominating roles and female social engagement with the opposite gender is generally prohibited, girls' education suffers.¹⁵

Thus, there is significant difference in Psychological and Social with gender groups of the respondents and there is no significant difference in physical with gender groups of the respondents.

Correlation

Correlation between effective intervention and prevent OOSC

H₀₂: There is no significant relationship between effective intervention and prevent OOSC (out-of-school Children)

Table No – 3: Effective intervention and Prevent OOSC

		Effective intervention	Prevent OOSC
Effective intervention	Pearson Correlation	1	0.609**
	Sig. (2-tailed)		0.000
	N	133	133
Prevent OOSC	Pearson Correlation	0.609**	1
	Sig. (2-tailed)	0.000	
	N	133	133

****Correlation is significant at the 0.01 level (2-tailed)**

Table 3 shows that there is a 0.609 coefficient of association between effective intervention and preventing OOSC. It shows a strong link between the two factors. At a 1% level of significance, the resulting coefficient of correlation is determined to be significant. As a result, the null hypothesis is rejected. It appears reasonable to assume that preventing OOSC and effective intervention are connected to one another. Effective intervention and OOSC prevention are implied to have a strong association between these two groups of characteristics (out of school children).

¹³Sawada, Y., &Lokshin, M. (2009). Obstacles to school progression in rural Pakistan: An analysis of gender and sibling rivalry using field survey data. *Journal of Development Economics*, 88(2), 335–347.

¹⁴Lloyd, C. B., Mete, C., & Grant, M. J. (2009). The implications of changing educational and family circumstances for children’s grade progression in rural Pakistan: 1997-2004. *Economics of Education Review*, 28(1), 152–160.

¹⁵Colclough, C., Rose, P., &Tembon, M. (2000). Gender inequalities in primary schooling: The roles of poverty and adverse cultural practice. *International Journal of EducationalDevelopment*, 20(1), 5–27.

It can be interpreted that, the socio-economic structure of our country is a major contributor to the issue of out-of-school children. They are forced to be out of school for a variety of reasons, but the two that stand out as being most significant are poverty and a lack of educational infrastructure. Parents' lack of awareness, the availability of lucrative work opportunities for children, gender discrimination, etc. are all major contributing factors. Regions have different explanations. While out of school children are made to replace adult labour doing household chores and labouring on family farms in agriculturally developed regions, in less developed places they become “nowhere children” who lack suitable work opportunities or the financial means to continue their education. The high incidence of out-of-school children shows that while SSA (Sarva Shiksha Abhiyan) has been able to increase enrolment, dropout rates have not been reduced.¹⁶ So, it is clear from our field study that there is a critical need for intervention in the areas of adult employment and income generation, revitalization of the educational system through novel non-formal approaches, and prevention of child labour. While many programs and policies have been implemented in these areas, some streamlining and changes need to be implemented to make them more effective.

Findings

- The majorities the respondents who took part in the survey are (83.5%) are male, their ages are between 12 and 14 and they live in rural regions that belongs to SC/ST. The majority respondents are in the first order of birth they live in nuclear families, with 4 to 6 family members. They are living with the parents and have a family income of Rs. 15,001 or more.
- Independent T-Test shows that there is discernible difference in psychological and social characteristics between men and women, whereas there is no discernible difference in physical characteristics between men and women.
- Correlation Analysis depicts that there is a considerable correlation between these two sets of features and effective intervention and OOSC prevention (out of school children).

Suggestions

- ❖ The government should reorient its methodological framework toward the entire basic education cycle (pre-primary through upper secondary), target key vulnerable groups that cross all out-of-school child profiles, and develop explicit strategies that address these groups' learning needs, including but not limited to embracing learning opportunities that are appropriate for them and responsive delivery methods.
- ❖ In order to set up the project to produce evaluable information on the stated goal of attaining a significant and long-lasting decrease in the number of out-of-school children, the Andhra Pradesh government should enhance all of its programming components. This includes determining the initiative's internal and external coherence, the viability of obtaining anticipated goals, and the establishment of suitable M&E inputs and mechanisms to allow for methodical evaluations of the state's involvement.
- ❖ By lowering the cost of education, the government should make sure that basic education is both free and required in all respects.
- ❖ The prohibition against child marriage ought to be upheld, as should the rule against defaulters being allowed to have children outside of school.
- ❖ Informing parents, guardians, and children about the importance of education for human development, growth, and sustainability. Campaigns for education should be stepped up across the study area. Strengthened public awareness of the value and significance of education is necessary.

Conclusion

India focuses on issues that the national and state governments in India are currently addressing as a socially relevant project. Increased community involvement and more flexible learning systems can

¹⁶Abuya, B., Oketch, M., & Musyoka, P. (2013). Why do pupils dropout when education is ‘free’? Explaining school dropout among the urban poor in Nairobi. *Compare: A Journal of Comparative and International Education*, 43(6), 740–762.

improve learning results and make education more inclusive and accessible. Dropout rates can also be reduced. In order to reduce the threat of out-of-school children in the study area, potential solutions were favoured due to the significant implications and effects that out-of-school children have on development and sustainable development. The results of the study exposed that girls' educations are hindered by gender bias at home, in the labour market, and in societies where men are in charge and women are not allowed to hang out with people of the opposite gender. So, it is clear from our field study that there is an urgent need for action in the areas of adult employment and income generation, reviving the education system through new non-formal approaches, and stopping child labour. Even though many programs and policies have been put in place in these areas, they may need to be streamlined and changed to work better. Also major boosting factors for OOSC include parent deaths, school-related costs of education, and child's lack of enthusiasm in school, closeness to the school, an ugly school environment, and low academic achievement. Due to the significant negative effects and implications of having school-age children, potential solutions for reducing the problem of out-of-school youth in the Andhra Pradesh district of Nellore were prioritized.

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