REVIEW OF LITERATURE

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. After conceptualization of the present research in the chapter I, the present chapter discusses a careful review of the journals books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Review of the related literature helps the researcher-

- In selecting the variables lying within the scope of his interest, in defining and operationalizing variables and in identifying variables which are conceptually and practically important.
- In avoiding any duplication of work done earlier.
- In understanding of the research methodology.
- To know about the tools and instrument this proves to be useful and promising in the previous studies.
- To have insight into statistical methods through which the validity of research is to be established.
- To know about recommendations of previous researchers for further research

A large number of children in India remain out of school (Arun 2000, Anupreet 1999). India spends only 1.8% of the national budget on its children. About 50 to 60% of children do not go beyond their primary schooling and more than 50 millions become drop-outs. The ability to calculate the student dropouts rate should be a key to educate planners but this is one key which does not seem to be in the hands of UT Education Department (Arun 2000). From the review of the earlier records in field of school dropouts and its related failures the present study will be enriched. This chapter will be of much value while analysing and
discussing the results of the field. The present chapter focuses on the studies the following sections:

2.1 Demographic profile of dropouts
2.2 Factors of being dropouts

2.1 Demographic profile of dropouts:

Demography is the statistical study of human population. It can be a very general science that can be applied to any kind of dynamic human population. Demographic analysis can be applied to whole societies or to groups defined by criteria such as education, nationality, religion and ethnicity. Institutionally, demography is usually considered a field of sociology, though there are a number of independent demography departments. Formal demography limits its object of study to the measurement of populations’ processes, while the broader field of social demography population studies also analyzes the relationships between economic, social, cultural and biological processes influencing a population. Demographic profile term includes age, sex, ordinal position, religion, caste, family income etc. in the present study.

Khan S. et al (2012) found that majority of girls dropouts (72.86%) belonged the age group 12-14 age group, mostly girls (42.86%) dropouts ordinal position at the first, majority of girls (77.14%) dropped out from school at primary education, mostly girl’s dropouts belonged to schedule caste followed by (21.43%) backward caste and minimum (18.57%) general caste. They also found the education status of the dropout’s parents was very low as majority of mothers (65%) and fathers (60%) were illiterate and mostly girls belonged to medium
income group in their study on “Dropout is black spot of Indian education system.” This study was conducted in Danipur block of Aligarh district.

A more extensive study on “Social capital and cultural distance as predictors of early school dropout: Implications for community action for Turkish internal migrants” also was conducted by **Goksen F. et al (2010)**. In their study with a sample of 764 adolescents, they showed that rural to urban migration at school age (5-15 years) increase a child’s odds of dropping out from compulsory education about 103% compared to when the child is not migrated, above and beyond other significant structural risk factors like child labour, having an illiterate mother and no stable house income. They found more females dropout than boys. Dropouts were mostly coming from households having more number of family members and low family income. Dropouts’ parents were more likely illiterate.

**Shivali R. et al (2010)** reported that mostly non school going girls are coming from family of low family income in their study on “Resourcefulness of the school going and non-school going girls to the family in rural areas”. The target area of this study was rural Northern Karnataka.

A study on “Extent of female school drop outs in Kangra District of Himachal Pradesh” was conducted by **Sharma R. et al. (2007)**. They revealed that majority (52. 66%) of them belonged to joint family; their parents were primarily labourers and had a small family income of Rs 500/- to 2500/-per month. The educational status of their parents was low as majority of the mothers were illiterate and fathers had education till primary standard.
Khokhar A. et al (2005) conducted a study on “Determinants of reasons of school Dropouts Amongst Dwellers of an Urban Slum of Delhi”. They found out 43.73% dropouts in target areas. They also revealed that a higher proportion of girls (60%) had dropped out as compared to boys (39.50%) and difference was statically significant. They reported that no female in age group of more than 14 years studied beyond middle school and maximum had dropped out after finishing primary school. This study was conducted amongst the dwellers of all 100 household of slum located at Dhobi Ghat, behind Rouse Avenue Road, Delhi.

Pandya R. (1998) conducted a study on “Why do kids dropout of school” in primary Municipal school of Baroda city. She found out 57% percent of the dropouts were female and 43% percent dropouts were male. Boys were considered as future bread earners of the family, as a result girls’ education is neglected. She also reported the higher percentage (60%) of dropouts were non Hindus (Muslim and Christians), majority of dropout from III-IV class, families of mostly dropouts had 6-7 members and majority of dropouts were coming from low income group (38%) followed by 35% medium income group and remaining from high income group.

Desetty R.V. et al (1998) revealed in their study “Slum school dropouts” that Majority of dropouts belonged to nuclear families and were illiterate, more than 69% dropouts were from primary schools due to parental lack of awareness about the importance of child education. This study was conducted in slum colonies of Parbhani town of Marathwada region.
A study on “Education of girls in India: The daunting task ahead” by Upendrananth C. (1995). He depicted the Indian education has been ploughed with high incidence of dropout at middle level (6th to 8th classes) and this was more for girls.

A more extensive study was conducted on “Epidemiological aspects of school dropouts in children between 7-15 years in rural Maharasthra.” by Pratinidhi K. A. et al (1992). They found that more than 60% of dropouts were above the age of 11 years, 74% dropouts were working, the proportion of boys among this group of working children was higher than the girls (50% and 35.7% respectively), Majority (85%) of the children of both sexes were working with their parents.

A study on dropouts and failures in primary classes was conducted by State Institute of Education (SIE) UP (1986). The main aim to study the causes of dropouts and failures among 6-14 years students. The study was done in four regions of the state, namely, the middle zone, eastern zone, southern and western zone. The finding of this study concluded that maximum dropouts belonged backward classes.

Gogate S. B. (1984) conducted a study on “A study of primary education in Marathwada” in Pune. Sample of 244 schools was taken. The main findings of the study were that 60-70% of the boys dropped out by the time they reached standard IV, percentage of girls’ dropout was 16% only.

Another study “Educational backwardness of girls in Haryana State” was conducted by Dutt N. et al (1982) in Haryana. Sample was taken from two
backward districts in girl’s education. The study revealed that average dropout rates are maximum 33.75% for class VI and minimum 11.6% for class I in Sirsa District, 37.2% for class VI and minimum 9.4% for class I in Mahendargareh District.

Seetharanue A. S. (1980) conducted a study on “Education in slums: A study of the utilization of education facilities by slum dwellers of Banglore city in relation of their social and economic backgrounds”. A sample of 1000 children, 500 dropouts and 500 stay-ins was selected by stratified random sampling. He found that the total dropout rates at the end of standard I, II, III, IV were 46.20%, 24.20%, 19.00% respectively and mother unskilled occupation contributed majorly.

Pillai C. V. et al (1980) carried out a study of dropouts in primary education in Kerala. Sample consisted of twenty-eight lower schools selected from 28 educational sub districts with due representation to highland, middle and costal regions in the state, four hundred seventy nine households were surveyed for the purpose. The percentage of dropouts was higher among boys than among girls, students belonging to SC, ST and other backward communities constituted the majority of the dropouts (69%), majority of them belonged to casual labourers.

Raj N. K. (1979) worked on “A study of the socio-economic factors and interrelationship among the out of school children”. The non-probability sampling procedure was used on the basis of which 54 dropouts and 659 left outs were included in the sample using the Interview schedule. He found that the dropouts were more in families with more members, the percentage of out of
school children was higher in those families which were low in family literacy index and the percentage of dropout was higher in nuclear families than in joint families.

**Khandekar M. A. (1974)** conducted a study entitled “A study of dropouts”. The sample of study consisted of dropouts in age groups of 14 to 21 years. The findings revealed that father of the dropouts were ill educated, the dropout’s families were poor, girl’s ratio was less in the dropout.

**Government College of Education Jabalpur (1973)** conducted a study in M.P. Sample was drawn from 175 rural and urban primary schools spread over the whole of M.P. Thirty seven basic training institutes collected data from 5 schools each. This study concluded that only 38% of boys and 38% of girls completed their primary education, about 70% of pupils dropped out before passing class fourth.

Another study was conducted by **Das R. C. (1969)** in Assam with the main aim of studying wastage and stagnation at elementary level of education. Main finding of his study was that the average rates of wastage and stagnation were 77.12% at primary and 38.45% at middle level for pupils in general and it was more among girls.

Above studies crafted the demographic profile of dropouts. Many of them indicated that girls dropouts were more than boys (Khan et al 2012; Goksen F et al 2010; Khokhar et al 2005; Pandey 1998 and Das 1969), where as few also mentioned that boys are more dropout than girls (Pillai 1980 and Khandekar 1974). Their findings indicated that majority of dropouts were of low family
income and parents was working as labourer (Khan, 2012; Shivali 2010; Sharma 2007; Pandya 1998; Seetharanue 1980 and Raj 1979). They belonged to backward communities. They were mainly from the nuclear families but Sharma (2010) has also found the mostly girls dropout were from joint families, and majority of parents of dropouts were illiterate.

2.2 Factors of being dropouts

There are many factors that responsible for school dropouts. They can be categorized as:-

A) Personal factors
B) Familial factor and parental attitude
C) School and teacher factors and their attitude
D) Socio-economic factors

A) Personal factors:

Various personal factors have been studied in earlier researches which have contributed in becoming dropouts. It includes dropouts’ interest in study, their academic performance, their health and any physical or mental disability, their age etc. Few of the studies done for exploring these personal factors among dropouts are summarized as follows:-

Shivali R. et al (2010) conducted a study conducted a study on “Resourcefulness of the school going and non-school going girls to the family in rural areas”. This study was conducted in Northern Karnataka. They revealed that school enrollments of girls have been far less in rural areas. Investigators found 6%
girls were not interested in studying and 2% girls lacking in intelligence so they left school in middle.

Goindaraju R. et al (2010) found some child-centered reasons for school drop-outs, like transient or prolonged illness, accidents, disabilities, early menarche or marriage of the child, age of child, disinterest with studies, distraction with play or games, inferiority feelings and problem behaviors of the child. These were explored in the work on “A Study on school drop-outs in rural settings” in rural areas of Chamrajanagar in Karnataka.

Unni J. (2009) conducted a study on “Gender differentials in education: exploring the capabilities approach.” His finding reported that 36% boys and 21% girls were not interested in studies so they left school in middle.

A study on “Extent of female school drop outs in Kangra District of Himachal Pradesh” was conducted by Sharma R. et al (2007). They found some individual factors responsible for girl’s dropout as disinterest in study (60%), low grade of child (38.6%), teasing by classmates (23.3%) according to their parents’ opinion.

Kotwal N. et al (2007) also revealed that 20 % girls were dropout because they were not interested in studying as reported in study on “Causes of School dropouts among girls in Kathua District.” in Kathua District of Jammu & Kashmir.

Khokhar A. et al (2005) conducted a study on “ Determinants of reasons of school dropouts amongst dwellers of an urban slum of Delhi” This study was conducted amongst the dwellers of household of slum located at Dhobi Ghat,
behind Rouse Avenue Road, Delhi. The findings showed that dis-interest in studies 33.8% of male as against 18.5% of females. He also found that girls (60%) more dropout than boys (39.50%) because it was the perception of the parents that too much of education could lead to problems at the time of marriage (33.33%), also completion of education was not thought to be essential by 13.33% of the sample.

**Husain Z. (2005)** revealed that 29% dropout were not interested in the study. He conducted his study on “Analysing demand for primary education: Slum dwellers of Kolkata” in slums of Kolkata.

**Pandya R. (1998)** conducted a study on “Why do kids dropout of school” in primary Municipal school of Baroda city. He reported that 37% dropouts were not interested in study and 24% dropouts did not like to go to school. He also revealed 57% of the dropouts were female and 43% dropouts were male. Boys were considered as future bread earners of the family, as a result girls’ education was neglected.

**Desetty V. R. et al (1998)** revealed in their study on “Slum school dropouts” that disinterest in studies, improper clothes, not having text books and stationery were the main reasons for almost all slum children for discontinuing their studies.

A study was reported on “Analysis for determining factors that place elementary students at risk” by **Rush S. et al (1994)**. A checklist survey was completed by all the elementary school teachers in an urban school district in Lowa for a total
of 5,270 students from Grades I to 5. The purpose of the study was to determine a profile of the most significant factors that caused elementary school students to be at risk. A factors analysis of this study revealed eight interpretable factors accounting for 52% of the variance. Academic failure and poor language development were valuable factors indicated in the study.

Pratinidhi A. K. et al (1992) conducted a study on “Epidemiological aspects of school dropouts in children between 7-15 years in rural Maharasthra.” The findings revealed that boys (39%) and girls (31%) were not interested in study and they also found that 9.8% children were handicapped with speech defect and 7.5% had vision and hearing defect. They revealed that boys (27%) and girls (25%) were unable to understand the subject matter.

A study was conducted by Devi K. G. (1983) found that the problems of dropouts in primary schools of Manipur with special reference town. Repeated failure was also an important cause for dropout.

Another study was conducted by Dutt N. et al (1982) Sample was taken from two backward districts in girls education. They concluded that ill health and age difference in class one of the reasons of dropouts.

Pillai C. V. et al (1980) conducted a study of dropouts in primary education in Kerala. Sample consisted of twenty-eight lower schools selected from 28 educational sub districts. Four hundred seventy nine households were surveyed for the purpose. This study also revealed that ill health was a reason for school dropouts.
Gupta S. L. (1974) conducted a study on “A study of their impact of the ungraded school system on reducing school dropouts and stagnation in primary school”. Survey method was used for the collection of the data. Thirty percent of dropouts stopped their study as their own decision.

Khandekar M. (1974) revealed that 69% of the dropouts stopped their study on their own in their study on “A study of dropouts”,

Government College of Education Jabalpur (1973) conducted a study in Madhya Pradesh, India. Sample was drawn from 175 rural and urban primary schools spread over the whole of M.P. 37 basic training institutes were made data collection centers to collect data from 5 schools each. The main causes of dropout were lack of interest on the part of pupils and parents.

From the above research of the review it can be summarized that the lack of interest in study of the subject, their ill health, physical inability, poor academic performances are contributing in becoming dropouts. There was a significant role identified in becoming a dropout was their own decision to dropout from school.

B) Familial factors and parental attitude:

Family and its related issues play a significant role in becoming dropouts. Familial factors includes illiteracy of parents, attitude of parents, traditions in family, sickness of family, inadequate time for study, household work, death of parents, parents disinterest in study etc. Some studies done in this area are highlighted as below:
Goindaraju R. et al (2010) conducted a research on “A study on school drop-outs in rural Settings” in rural areas of Chamrajanagar in Karnataka. They found some parent centered reasons related to school drop-out obtained in their study are: poor interest or neglect by parents, taking on parenting jobs and responsibilities, being left to the care of relatives or grandparents, over freedom and affection of parents, denial of school for female children, gambling, alcoholism and other vices in father, death of a parent, parent discord, illiteracy among parents, apprehension on insults to family dignity and parental force or coercion of their interests etc.

Shivali R. et al (2010) found that school enrollment of girls has been far less in rural areas. They revealed that majority of the girls (53%) were not attending the school as they had to share the mother’s burden of work and 13% girls were not attending school because they had to look after sibling. They also found that 13% parents were not interested in continuation of girls’ study in their study “Resourcefulness of the school going and non-school going girls to the family in rural areas.” This study was conducted in rural areas of Northern Karnataka.

A study on “Gender differentials in education: Exploring the capabilities approach” was conducted by Unni J. (2009). He found that young girls were engaged in helping their households with domestic duties and the care of sibling. So they left school in middle. And boys were also required for work on family farm or enterprise; they have to leave school early.

Kirazoglu C. (2009) conducted a study on “The investigation of school-dropout at secondary level of formal education: the stated reasons by the school
administrators and school counselors: a preliminary study”. His study was a qualitative study. Semi-structured interviews were used with the administrators and counselors of 19 schools in Istanbul. He reported some family and family related issues like broken families, family’s socioeconomic level, designation of the parents, hard working conditions of the family. Poor communication of the parents with school, family’s high expectations and low educational level of family are the reasons pertaining to school dropouts.

Maithly B. et al (2008) found that 28% girls left school because their family and relatives did not approve their continuation of the studies in their study “Adolescent’s Educational Status and reasons for Dropouts from School”.

Sharma R. et al (2007) conducted a study on “Extent of female school drop outs in Kangra District of Himachal Pradesh”. They revealed that family factor is also important in dropping out girls from schools. Family features includes involves their involvement in Household chores (58%), Conflicts at home (27.3%), prolonged illness in family (10%).

A study on “Causes of school dropouts among girls in Kathua District” was conducted by Kotwal N. et al (2007). Researchers revealed that the major cause of rural girls leaving schools before the completion of education was reluctance of the parents as expressed by 78% of the respondents. The parents (72%) need the girls for performing domestic activities. They revealed that 10% and 6% girls left their studies because of illness of parents and Death in the family respectively. This study shows that majority of the parents (72%) expressed that due to family circumstances; they had to engage their girls in household chores.
Many of the parents (62%) directly questioned the objective of educating their girl child. This study was conducted in Kathua District of Jammu & Kashmir.

**Peter S. et al (2007)** conducted a study on “School dropouts of SC and ST students in Chennai corporation school”. This study covers 10 zones of Chennai Corporation Schools, involving all high/secondary schools. A total of 64 schools -38 high schools and 26 higher secondary schools were included in the study. They found familial factors also valuable for school dropouts.

**Das et al (2006)** observed that proportionate participation of adolescent boys and girls of same families in educational recreational and wage-earning activities did not differ, but it was significantly different for sports and household activities in their study “Gender inequality among adolescents in participation of activities for self-development in Rural West Bengal.” Boys were spending more time in sports and wage-earning activities, but girls were involved in household works for longer period of time.

**Roul K. et al (2005)** found that home condition is playing a significant role in the dropout of girls. The home condition features illiteracy of parents, sickness in the family, disinterest in girls’ education etc in their study on “Dropout among girls at elementary level a study of casual factors”. The sample comprised 100 teachers and 100 girl dropouts from the Rsagobindpur block of Mayubhanj district of Orissa.

A study on “Determinants of reasons of school dropouts amongst dwellers of an urban slum of Delhi” was conducted by **Khokhar A. et al (2005)**. He found that the parents wish to discontinue the child’s education was cited as the most
important reason (29.03%). Higher proportion of females (42.85%) was pulled out of schools by their parents’ was as compared to males (15.10%) for looking after their siblings. It was the perception of the parents that too much of education could lead to problems at the time of marriage (33.33%), also completion of education was not thought to be essential by some 13.33%. This study was conducted amongst the dwellers of household of slum located at Dhobi Ghat, behind Rouse Avenue Road, Delhi.

Sudhakar C. et al (1999) analyzed the enrolment and dropout trends in schools, family members’ interest in their children’s education, weavers’ views regarding education, and their perception towards child earning and work-orientation. The study was conducted during 1998-99 in Somandepalli village of Anantpur district, Andhra Pradesh. Result showed that 56.6% respondents did not provide any guidance to their children’s education. They advised children to study regularly at home. Nearly 54.1% of respondents showed interest in their school management and 50% parents felt that there is need for a Village Education Committee (VEC) to supervise the working of the school and its management.

A more extensive study was conducted by Rao S. et al (1999) in Andhra Pradesh. A total sample of 630 respondents was selected among whom 315 were those who dropped out of the schools and 315 were those who never went to school. Major findings of this study revealed that domestic reasons are high towards the dropout of girls from school in the Sikakulam.

Desetty V. R. et al (1998) conducted a study on “Slum school dropouts”. They revealed the domestic care (54-57%), sibling care (42-43%) and necessity to take
up a job supplement family income (21-17%) are also important reasons for dropping out.

A more extensive study on “Why do kids dropout of school” by Pandya R. (1998) in primary municipal school of Baroda city. He reported reasons the lack of time with parents to teach (43%), lot of household work (37%), Illiterate parents (36%), care of sibling (34%), lack of parental interest in continuation of studies (27%), not proper place for study (25%), and ill health of family members (17%).

Pal S. P. et al (1995) also reported the obstacles to female education stemmed up from cultural factors like early marriage, restriction on physical mobility of girls, etc in their study in “Strategies to improve school enrolment rate in India”.

Desai (1994) asserted that parents’ reluctance to educate daughters has its roots in the situations of women. Parents have several incentives for educating their daughter. Foremost is the view that education of girls brings no returns to parents and that their future roles being mainly reproductive and engaged in education and girls attaining puberty were the major reasons of dropout in addition to parental interest and support for further schooling.

Rush S. et al (1994) conducted a study on “Analysis for determining factors that place elementary students at risk”. The purpose of the study was to determine a profile of the most significant factors that caused elementary school students to be at risk. A factors analysis of this study revealed eight interpretable factors accounting for 52% of the variance. Parenting is one of eight factors. This factor
identified the students who are at risk with parents who do not actively participate in their children’s education and who do not stress the importance of regular school attendance and the responsibility of being at school on time.

A study on “Epidemiological aspects of school dropouts in children between 7-15 years in Rural Maharasthra” was conducted by Pratinidhi A. K. et al (1992). They found that the proportion of children dropping out of school decreased with the increasing education status of father. All the mothers were illiterate (93%) or educated up to primary school (7%), illiteracy of parents as an important reason.

Manjeshwar et al (1986) found that both school going and non-going girls were actively involved in domestic, child-care, animal care, unpaid agricultural activities and paid activities in their study “School and work are they compatible.”

A study on “Preparation of reading material for girl dropouts in Delhi slums” by Khanna K. (1983). Interview schedule, ability test, achievement test and opinionnaire were the tools used on a sample of 103 girls. Parents’ wish was found as the important reason girl has entered puberty.

Seetharamu et al (1981) conducted a study on “School drop-outs in rural areas-A study of the drop-outs in Karnataka State”. The sample consisting of 1872 dropout families and 80 schools in 62 villages was drawn through the multistage stratified sampling procedure. Major finding of their study was that family factors were responsible in case of girl’s dropout.

Sarker B. N. (1980) carried out work on “A pilot investigation on school dropout reasons”. A questionnaire consisting of ninety three questions was
administered on a sample of 46 male and 35 females’ dropouts in the age group 6-14 years. Guardians of the dropouts were also interviewed. The investigation revealed that domestic work is most prominent reason for girl’s dropout and parents’ lack of interest also a important reason for both male and female dropouts.

A study conducted by Khandekar M. (1974). This study revealed that 31% dropouts stopped their study on the suggestion of their parents in “A study of dropouts”.

Gupta S. L. (1974) conducted a study of their impact of the ungrated school system on reducing school dropouts and stagnation in primary school Survey method was used for the collection of the data. He found that in 70% cases the decision to dropout was taken by the family while in remaining cases it was by the child.

Pandey K. P. (1966) reported reasons like customs and traditions of family, lack of people educational facility at home, transfer of parents, attitude of parents towards girls’ education, early marriage and conservative outlook of parents in their study on “Factors effecting continuance of girls education in Meerut”. He took samples of 792 students of 22 different girls’ institutions of Meerut.

Above studies showed significant role of the family in dropouts’ life. Domestic chores or household work and looking after siblings are the most important factor for dropouts especially in case of girls. Attitude of parents towards children education is of much importance and value for fighting against dropout’s problem.
C) School and teacher related factors and their attitude:

Teacher and school play a crucial role in student life. Factors like distance of school, physical facilities, punishment, behavior of teacher, their teaching style, attitude of teachers, absence of female teacher etc have been revealed in earlier researches as important reasons of dropout problems.

Goindaraju R. et al (2010) revealed that neglect, poor or lack of interest of teachers, fear of teachers, misbehavior by teachers, irregular classes, poor teaching, overly strict discipline, discrimination, cruelty or punishment were given by teachers and absence of teachers or female teachers in school, etc were important reasons for dropouts. This study also showed non-enriched school environment, distance between home to school, poor school maintenance, absence of toilets at school, intimidating system of examination, etc. also as reasons of school dropouts in their work on “A study on school drop-outs in rural settings” in rural areas of Chamrajnagar in Karnataka.

Lessard A. et al (2010) conducted a study on “Student-teacher relationship: A protective factor against school dropouts?” This study analysed the relationship between the student’s commitment satisfaction, perceived achievement level, attitudes towards teachers, the perceived support and structure provided by teachers and the dropout risk. Result indicated that for boys, satisfaction and achievement contributed to explaining 18% of the variance whereas for girls, commitment, satisfaction and achievement explained 23% of the variance. Achievement represented a determinant factor while relationships did not contribute to the dropout risk for this sample.
A study on “The investigation of school-dropout at secondary level of formal education: the stated reasons by the school administrators and school counselors: a preliminary study” was conducted by Kirazoglu C. (2009). It was a qualitative study. Semi-structured interviews were done with the administrators and counselors of 19 schools in Istanbul. The identified factors were academic failure, absenteeism, problems related with the elementary school system, adaptation problem, and the rules and regulations on academic success criteria.

Lessard A. et al (2008) conducted another study on “Shades of discommitment: high school dropouts speak out”. They found in a qualitative study conducted using a sample of 32 dropouts, showing more specifically how certain factors such a conflicts with teachers affected both their achievement and decision to drop out.

In another study “School characteristics related to high school dropout rates” done by Christie C. A. et al (2007) in Kentucky, USA. They compared the schools with higher dropout rates to schools with lower dropout rates in terms of the school characteristics. Academic difficulty, absenteeism, sense of belongingness to school and undesirable student behavior were some of the themes related with school dropouts.

Sharma R. et al (2007) found that school factors were responsible for girls dropout such as discriminating behavior of teachers (27.33%), insecure school environment (24.33%), unsuitable school curriculum (24.0%), rude behaviour of teachers (22.0%), absence of female teachers (6.6%) in their study on “Extent of female school drop outs in kangra district of Himachal Pradesh”
Kotwal N. et al (2007), conducted a study on “Causes of school dropouts among girls in Kathua District.” This study conducted in Kathua District of Jammu & Kashmir. In this study 4% of the girls blamed the unfair behaviour of the teachers as a reason for leaving their studies. This study shows only 4% parents criticized the prevailing condition of schools.

Stearns E. et al (2006) revealed the academic failure, disciplinary problems (including suspensions, expulsions, and incarceration), employment opportunities, and attendance found to be the reasons of dropout in their study on “When and why dropout leave high school”. This was study done in North Carolina’s public schools.

A study on “Dropout among girls at elementary level a study of casual factors” by Roul K. et al (2005), revealed that school condition (61%) also play important role in girl student’s dropout. The school condition features distance of school from home, lack of teaching aids, teacher not understanding the needs and difficulties of students, punishment given by teacher etc. The sample comprised 100 teachers and 100 girl dropouts from the Sagobindpur block of Mayubhanj district of Orissa.

Bhagyalakshmi J. (2001) revealed that the major factors in dropouts are improper physical availability of school, access and facilities are less than satisfactory, tangible and intangible costs of education etc in his study “Presenting educational science: What next?”
Jimmerson S. et al (2000) also reported the accumulation of school-related factors such as achievement and student behavior contributed to augment the risk of school dropouts in their study “A Prospective longitudinal study of high school dropouts examining multiple predictors across development”. This study utilizes data from a 19-year prospective longitudinal study of “at-risk” children to explore multiple predictors of high school dropouts across development. The proposed model of dropping out emphasizes the importance of the early home environment and the quality of early care giving influencing subsequent development.

Battin-Pearson S. et al (2000) suggests that school achievement is a mediating variable which, combined with delinquency, low bonding to school, bonding to deviant peers and parents’ educational practices can lead to an increased dropout risk in their study “Predicators of early high school dropout: A test of five theories”.

A more extensive study on “Predicting different types of school dropout: A typological approach with two longitudinal samples” conducted by Janosz M et al (2000). They evaluated the influence of the student-teacher relationship on the dropout risk using a sample of 134 adolescents studying in schools located in impoverished communities. Their results indicate that warm relationships with teachers decreased the dropout risk of at-risk students whereas conflictual relationships affected all students negatively.

A study on “School related factors affecting the female school dropout phenomenon in rural areas” was conducted by Saroja K. (1999). He revealed
that seventy two percent of the teachers in schools were male and this could be the reason for girls to dropout. The purpose of this study was to analyse the structure of school education and the factors influencing female school dropouts in schools in Ron Taluka of Gadag district Karnataka.

Desetty V. R. et al (1998) found that 61-86 % slum children discontinued studies due to unaffordable school fees followed by improper teaching (45-61%) and harassment by teacher (13-21%) and teaching aids were also insufficient in their study “Slum school dropouts”.

Panadya R. (1998) found most reported reason for dropping out of school was the “boring teaching style”(44%) which was followed by reasons like physical punishment given by teacher (41%), fear of failure (38%), fear of teacher (22%), Lack of toilet facilities (10%), lack of drinking water facilities(10%) , long distance between school and home and unable to follow classroom instruction (35%) in his study “Why do kids dropout of school” in primary Municipal school of Baroda city.

Garnier et al (1997) showed that although certain family and social factors influence the dropout risk, the problem remains largely situated in the school setting. Achievement has been reported as one of the best predictors of school dropouts. They reported that past achievement is the single best predictor of future achievement in their study “The process of dropping out of high school; a 19-years perspective”.
Rumberger R. W. (1995) revealed the students who experience a warm relationship with their teacher are 16% less likely to drop out than students who report a negative relationship in his study “Dropping out of middle school: A multilevel analysis of students and schools.”

Pratinidhi A. K. et al (1992) depicted that Boys 13% and girls 5% left school because of harassment in school by teacher or classmates and boys (9%) and girls (12%) left school because of long distance in their study “Epidemiological aspects of school dropouts in children between 7-15 years in rural Maharasthra.”

State Institute of Education (SIE) UP (1986) conducted a study on “A study of drop-outs and failures in primary classes”. The main purpose of the study was to study the causes of drop-outs and failure among 6-14 years age students. This study revealed that main causes of dropouts were distance of school from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation etc in schools.

A study on “Factors effecting continuance of girls education in Meerut” was conducted by Pandey K. P. (1966) in Meerut. Samples of 792 students of 22 different girls’ institutions of Meerut were taken. He indicated a various reasons of dropout i.e. distance from school, poor achievement of the students in the class and absence of a suitable curriculum for girls.

Above studies discussed role of school and teachers as very important factor for school dropouts. Attitude and behavior of teacher, their way of punishment, irrelevant curriculum, boring teaching, lack of physical facilities, academic failure etc were identified as important reasons that for dropout. Lessard et al
(2010) depicted that the teachers can play a role as protective factor in reducing school dropout.

D) Socio-economic factors:

Socio-economic factors also have their importance in becoming dropouts. They are more significant among girl’s students. The social factors includes harassment of school going girls by antisocial elements, inadequate encouragement, attitude of society, marriage at early age, influence of bad company etc. Economic factors of parents too are playing a pivotal role in the dropouts. Financial condition of family was found much important in earlier studies.

A study “Typology of school dropout: The dimensions and dynamics of dropout in Ghana” was conducted by Ananga D. E. (2011). His study explored the experiences of children who dropped out of schools located in two rural communities in the central region of Ghana. Data was collected from children and significant factors using in-depth interviews. He found different types of dropouts. He reported that dropouts were more due to economic factors.

Goksen F. et al (2010) conducted a study on “Social capital and cultural distance as predictors of early school dropout: Implications for community action for Turkish internal migrants”. In their study with a sample of 764 adolescents, they showed that rural to urban migration at school age (5-15 years) increases a child’s odds of dropping out from compulsory education about 103% compared to when the child is not migrated, above and beyond other significant structural risk factors like child labour, having an illiterate mother and no stable house
income. They suggested that social capital factors are critical in the educational attainment and of migrant children.

**Shivali R. et al (2010)** conducted a study on “Resourcefulness of the school going and non-school going girls to the family in rural areas”. Investigators found that 41% girls were not attending school because of financial problems and 13% of the girls utilized the time to be spent on school for earning money, as they were from low income families. This study was conducted in rural areas of Northern Karnataka.

**Goindaraju R. et al (2010)** observed that some socio-economic reasons as caste factors, poverty in family, tradition, influence by television or mass media, drought or famine in the village, tribal life and frequent shifts in their research on “A study on school drop-outs in rural settings” in rural areas of Chamrajanagar in Karnataka.

**Mondal I. N. et al (2009)** found that economic factor and profession of head of the family are most important factor for school dropouts at Panchari and Dighinala thanas in Khagrachari district of Bangladesh in their study on “Family structure, economic security and educational status of rural Chakma in CHT of Bangladesh.”

**Unni J. (2009)** found that economic compulsion in terms of either lack of funds or the need to supplement incomes or just the perception that it did not improve job prospects also act as barrier to acquiring education in his study “Gender differentials in education: exploring the capabilities approach.”
A study on “Adolescent’s educational status and reasons for dropouts from school” Conducted by Maithly B. et al (2008). This study was carried out in the three districts of the Uttaranchal Viz Dehradun, Nainital and Udham Singh Nagar. Two blocks in each district were selected for study. Total 3,980 adolescents were covered in six blocks of three districts of Uttaranchal. They found main reason for dropping out was financial difficulties for both (40%) girls and boys.

Kotwal N. et al (2007) conducted a study on “Causes of school dropouts among girls in Kathua District.” This study was conducted in Kathua District of Jammu & Kashmir. They found that poverty (68%) was a root cause of girl’s dropouts. They revealed that the attitude regarding education of girl child was negative. Their social environment is such where education is considered meaningless for the girls. Some of the parents (35%) believed that instead of wasting time on education, it was fruitful for girls to stay at home and engage in some vocational activities.

Sharma R. et al (2007) revealed some economic and social factors at behind of girls dropout. Economic features involves financial strain (78.6%), support from child’s earning (8.6%) and societal features involves as system of early marriages (42%), problem of adjustment (41.3%), training in Household work (24.0%), trend of not educating girls in community (20.0%) in their study on “Extent of female school drop outs in Kangra District of Himachal Pradesh.” They also revealed that dropout have parental pressure (30%) for leaving school. Some other girl’s dropout said that they had a lot of house hold work (12%) so they leave school in middle.
Peter S. et al (2007) conducted a study on “School dropouts of SC and ST students in Chennai corporation school”. This study covers 10 zones of Chennai Corporation Schools, involving all high/higher secondary schools. A total of 64 schools - 38 high schools and 26 higher secondary schools were included in the study. They revealed that financial reasons were of much concern for the dropouts irrespective of the gender.

Roul K. et al (2005) conducted a study on “Dropout among girls at elementary level a study of casual factors”. The sample comprised 100 teachers and 100 girl dropouts from the Rsagobindpur block of Mayubhanj district of Orissa. He revealed that social condition (61%) is contributing to the dropouts among girl students. The social condition includes harassment of school going girls by local unsocial elements, inadequate encouragement from peer groups, marriage of girls at lower stage etc. He also found that economic condition (68%) was also play pivotal in dropout of girl students. The economic condition includes tendency among parents not to waste money on the education of their daughters who would leave after marriage, irregularity in free supply of school uniform and scholarship, mid day meal, poverty, etc.

Khokhar A. et al (2005) revealed that reasons given by males for being pulled out of school were to help the head of the house hold with the family occupation 57.1 4% and perception that education would not be helpful in future 42.85% in their study on “Determinants of reasons of school dropouts amongst dwellers of an urban slum of Delhi”.

Husain Z. (2005) conducted a study on “Analysing demand for primary education: Slum dwellers of Kolkata”. He revealed in his study that 61% dropouts had financial problems and 10% were doing job so they had no time to study.

Bhagyalakshmi J. (2001) revealed that the dropouts mostly belong to families with low socio-economic status, minimal family education and economic necessity for wage earning to support the family etc in the study “Presenting educational science: What next?”

A study on “Migration of labour and school dropouts” conducted by Rao Mohan et al (2000). They indicated that poverty, inadequate earning and poor living conditions of parents force them not only to withdraw their children from school but also put them in various types of jobs for contribution to the family income.

Sudhakar C. et al (1999) analysed the enrolment and dropout trends in schools, family members’ interest in their children’s education, weavers’ views regarding education, and their perception towards child earning and work-orientation. The study was conducted in Somandepalli village of Anantpur district, Andhra Pradesh. Fifty one percentage traditional weavers felt that 5 years of schooling was sufficient for a girls’ education, whereas 50% non traditional weavers wanted their girl child to attain more than 5 years of schooling. The respondents were of the view that their children’s earning would certainly reduce their financial difficulties. More than 60% parents wanted their child to learn either occupation or some other vocation.
Saroja K. (1999) conducted a study on “School related factors affecting the female school dropout phenomenon in rural areas-case study”. This study analysed the structure of school education and the factors influencing female school dropouts in schools in Ron Taluka of Gadag district Karnataka. He found that 4 schools were located on the outskirts of the village. Far location of schools was also a reason of girl’s dropout.

A more extensive work on “A study of socio-economic factors and interrelationships among the out of school children” was conducted by Rao S. et al (1999) in Andhra Pradesh. Major findings of this study revealed that economic reasons were main and the common reasons for the girl’s dropouts in the three districts and socio/cultural and domestic reasons are high towards the dropout of girls from school in Sikakulam.

Another study conducted by Rao. K. Satyanarayana (1999). He showed that 74% female dropouts were due to early marriage.

Desetty V. R. et al (1998) revealed in their study “Slum school dropouts” those 61%-86 % slum children discontinued studies due to unaffordable school fees. He also revealed that some children were dropping out because they were forced to take up a job to supplement family income (21%-17%).

Pandya R. (1998) conducted a study on “Why do kids dropout of school” in primary Municipal school of Baroda city. He found 5 % children dropout from school because they were unable to buy school uniform.
Another study on “Strategies to improve school enrolment rate in India” was conducted by Pal S. P. et al (1995). They revealed that obstacles to female education stemmed up from cultural factors.

A study on “Analysis for determining factors that place elementary students at risk” by Rush S. et al (1994). A checklist survey was completed by all the elementary school teachers in an urban school district in Iowa for a total of 5,270 students in Grades I through 5. The purpose of the study was to determine a profile of the most significant factors that caused elementary school students to be at risk. A factors analysis of this study revealed that eight interpretable factors accounting for 52% of the variance. They found family income and socially withdrawn were factors out of eight factors.

Pratinidhi A. K. et al (1992) conducted a study on “Epidemiological Aspects of school dropouts in Children between 7-15 years in rural Maharasthra.” They found that the occupation of the majority of parents were either farmers (43.4%) or daily wage earners (37.2%). Investigators also revealed that financial problems were stated as the most important reason by (40.6%) children as well as parents (42.4%). As per teachers perception, (36.6%) left school due to economic reasons.

SIE UP (1986) revealed that illiteracy of parents also a important reason of school dropouts in their study on “A study of dropouts and failures in Primary classes” with the purpose to study the causes of drop-outs and failures among 6-14 age group students.
Rather A. R. (1985) carried out a study on “Incidence of dropout and maladjustment among student in relation to creativity and social structure of the school”. Sample of the study comprised 887 students ranging from 11-14 years. Statistical techniques applied were t-test, chi square test and product moment correlation. He found that dropout incidence was significantly related to socio-economic condition of children.

Aikara J. (1979) conducted a study on “Educating out of school children”. A 20% random sample of the out of school children and 5% random sample on the in school children was drawn for the purpose of interviewing parents/guardians. The major findings were that poverty and poor educational background stood out as the main reasons for dropout.

A study on “A study of dropouts” was conducted by Khandekar M. (1974). This study revealed that financial reasons were the main cause of dropout and more girls drops out to non-economic reasons.

Punalkar S. P. (1975) conducted a study “School dropout among harijan children, causes and cure”. One hundred ninety eight dropouts and their parents were interviewed as the sample of the study. The main reason for dropping out was the economic hardship of the family.

Pandey K. P. (1966) conducted a study “Factors effecting continuance of girls education in Meerut”. Samples of 792 students of 22 different girls’ institutions of Meerut were taken. He reported reasons like poverty, customs and traditions of family, lack of people educational facility at home, transfer of parents,
attitude of parents towards girls’ education, early marriage and conservative outlook of parents for dropping out of school.

*Majority of the earlier studies revealed that poverty or lack of money is most significant factor for becoming dropouts. They have also found that attitude of society is another important factor that effects the dropouts especially in cases of girls dropouts.*

The review of the above studies about the demographic profile, personal factors, familial factors, school factors and socio-economic factors focuses the strong data base for the analysis of the information collected from the field in the research that proceeds.