Chapter 5
DISCUSSION

As per the design of the study, the required data was collected using standardized tools and then it was tabulated and subjected to statistical treatment for achieving the results in the present investigation. The results from the previous chapter are interpreted with rational explanations and it has been discussed and interpreted in light of earlier works on the related issue. The present research work was undertaken on 400 children in the selected blocks of Aligarh city. It was conducted on dropout from schools. The analyses and the discussion in the present chapter are divided in the following heads:

5.1 Demographic profile of dropouts
5.2 Characteristics of the dropouts
5.3 Factors of being dropout among boys and girls
5.4 Teacher’s attitude and its relationship in becoming dropouts
5.5 Parental attitude and its relationship in becoming dropouts
5.6 Case studies

5.1 Demographic profile of dropouts:

The information on the demographic profile and socio-economic status of dropout from the study locale was tabulated in previous chapter. In the present chapter the findings are discussed as personal profile, social profile, family profile and work profile of dropouts.
5.1.1 Personal Profile:

Investigator revealed that the girls (63.75%) are more dropout than boys (36.25%) as revealed from table no. 1. A large number of girls are kept at home because of responsibilities pertaining to housework. Some national studies have revealed similar findings (Khokhar et al 2005, Pandey 1998) but earlier studies as Gogate 1984, Pillai 1980, and Khandekar 1974 have found that boys dropout more than girls. It happened because at that time girls were not enrolled in school. Since the enrollment was less in number, hence the dropout percentage was also low. Goksen et al (2010) also depicted that females were more dropout than boys in their international study. Further researcher also found that majority of dropouts belonged to age group 12-14 years (67.5%) and majority of dropout were first and second in ordinal position (66.75%). Actually 12-14 years age is the puberty age. At this time sexual development of child begins. Similarly Khan et al (2012) found the girls are more dropouts at age group 12-14 years. As the Indians parents very much concern about sexual security of girls. So they don’t allow them to go outside. In case of boys’ dropouts, they have the capability to go for doing work at fields, shops etc at this age of 12-14 years so parents send them for earning instead of studying. Pratinidhi et al (1992) found that more dropouts were above the age of 11 years and they were working with their parents. Present study also indicated that majority of children (87.25%) were dropouts at primary level of education. Khan et al (2012) also found that majority of girls were dropouts from school at primary education due to parental lack of awareness about the importance of education. Pandey (1998) also

5.1.2 Social Profile:

The findings of the present study indicated that the majority of dropouts were from the Hindu religion (77%). The reason behind this is that the Muslim community enrolls their children in less numbers in schools. Their awareness about importance of child education is poor. These findings are supported by Pandey R. (1998) who found non Hindus (60%) were more dropout than Hindu community (40%) in their study. Non Hindus includes Muslims and Chirsten both in his study. Further findings also indicated that the majority of dropouts were from SC (45.25%) followed by OBC caste (29.25 %) and minimum dropouts were from General Caste (25.5%). This result has been sustained by Khan et al (2012) as they found mostly girls dropout belonged to SC (60%) followed by (21.43%) OBC and minimum (18.57%) dropout found from general caste. SIE, UP (1986) and Pillai C. V. et al (1980) also revealed that the majority dropouts belonged to the SC and OBC. This shows special efforts and provisions for education are required for this group.

5.1.3 Family Profile:

Researcher depicted in table 3 that the majority of dropouts (92.75%) belonged nuclear family and remaining (10.89%) belonged to joint family. It means that
responsibility sharing is better in joint families giving more opportunities to children to study. These findings are supported by Raj N. K. (1979) who observed that the percentage of dropouts were higher in nuclear families than joint families. Sharma et al (2010) where as contrary to this as they established that the majority (52.66%) of dropouts belonged to the joint family in their study. The result of the present study also indicated the majority (78.25%) of dropout from large families (6-8 members). These finding are also accorded by Pandey R. (1998) as the established that mostly dropouts’ family had 6-7 members. Researcher also observed that majority of dropouts (67%) had 1-5 numbers of siblings and remaining (19.75%) dropouts had 9 or above siblings. The present study also found that the father of dropouts 52.75% were illiterate, 35.25% had primary education and 12% were educated at Junior and above level. This study also found that majority of dropouts’ mothers (52.75%) were illiterate and 35.25% were educated till primary education. Parental lack of education was established as the significant reason for being dropout. If parents are not aware about importance of education, their words will follow them. Illiterate parents usually fail to motivate their children to study. This leads to dropout problem. Khan et al (2012) supports the findings that majority of parents mother (65%) and fathers (60%) were illiterate and Sharma et al (2007) also found that majority of mother (54%) were illiterate followed by 32% at primary level and minimum (13.33) educated at middle and above. They also found that majority of father (29%) educated at primary level followed by illiterate (28%). There was not so much difference between primary educated and illiterate parents. Some
earlier research work by also cooperated these finding as Desetty (1998) observed that mostly dropouts belonged to the illiterate family, Raj N.K. (1979) observed that the percentage of dropout was higher in those families with low female literacy and Khandekar (1974) also concluded that the father of dropouts were ill educated. A foreign researcher Goks en F. et al (2010) indicated the dropout had illiterate mothers.

5.1.4 Work profile of family:

Findings of the present study of sample (table-4) indicated that the majority of fathers (83.75%) were labourer, 11.75% were business man and minimum (4.5%) were in service. Majority of dropouts were from low income group. Lack of money is hence a significant cause of being dropouts. Further result of the study sample depicted that the majority of mother (57.75%) were working as labourer and (42.25%) were housewife. If mother is working than elder girl child have to take care of household responsibilities. They have to leave school in middle. Present research revealed that majority of dropouts (56.25%) were belonged to low income group and remaining (43.75%) belonged to middle income group. A foreign researcher Goksen F. et al (2010) also observed that the dropout’s family had no stable income. Above findings are supported by Sharma et al (2007) who found that mostly parents of dropouts (48.67%) were primarily labourer. Shivali et al (2010) revealed that the 41% girls were not attending school because of financial problems as they were from low family income group. Goindaraju R. et al (2010) also found that poverty as important factor for being dropout. Mondal I.N. et al (2009) observed that the economic factor and profession of head of the
family were significant factor for school dropouts. Above findings are also agreed with Unni J. (2009) who found that lack of funds and need to supplement incomes act as barrier to acquiring education. Kotwal N. et al (2007) also indicated that poverty was a root cause of girl’s dropouts. Further researcher also found that majority of male (60.6%) and female (71.37%) dropouts in the age group of 6-14 years. These findings supported by Pratinidhi et al (1992).

5.2 Characteristics of Dropouts:

Investigator revealed specific characteristics of dropout in the present study as the majority of boys (88.96%) and girls (86.27%) were dropping out from primary education where as 11.03% male (boys) and 13.72% female (girls) were dropping out from elementary education (Table -5). Above findings were sustained by Khan et al (2012) and Khoker A. et al (2005) also observed maximum female had dropped out after finishing primary schools. Desetty R.V.et al (1998) revealed that the 69% dropouts were from primary schools. Other studies as Gogate S.B. (1984), Dutt N. et al (1982), Seetharanue (1980), and Das (1969) also found more dropout at primary level. It was observed that there was a significant difference regarding the dropout stage between male and female dropouts ($\chi^2=0.603$, df =1, P>0.05). Government need to put in some special efforts at primary education level for reducing dropouts. Further findings also depicted that the majority of dropouts (48.25%) were not doing any fruitful activity. Dropouts (11.5%) were working in factories -female dropouts (2.74%), male (26.89%). Only 3.5% dropouts were working at shops and 21.5% dropouts were doing work at home. As compare to male dropouts (2.76%), more female
dropouts (32.89%) involved in household activities (table -6). These findings are supported by studies of Desetty V. R. et al (1998) as revealed that the above 75% slum dropouts were found engaged in helping their family members in household chores followed by care of younger siblings and outside employment (boys-17%, girls -21%). Pratinidhi A. K. et al (1992) indicated that 43% dropouts were working and the proportion of boys (50%) is higher than girls (35.7%). Majority (85%) of the children of both sexes were working with their parents. Boys (41%) and girls (20.5%) spent their time in playing, since they did not have meaningful work to perform. It proves that dropouts don’t get a optimum opportunities for jobs. Statistically, significant difference regarding present work of dropouts was observed between male and female dropouts ($\chi^2=119.673$, df =4, $P<0.05$). Parents also agreed on majority of dropouts (55.5%) doing nothing. Majority of male dropouts (22.76%) were busy with working on agricultural field work and female dropouts (23.53%) busy with household responsibilities (table-7). Statistically, significant difference regarding to the present work of dropouts was indicated in opinion of parents between male and female dropouts ($\chi^2= 85.050$, df =4, $P<0.05$). The study revealed that the majority of dropouts (56.75%) had no fix place to study. Some dropouts (35%) had a room to study and other (8.25%) study at lobby or Verandah (table -8). Unfavorable home environment was also found responsible for dropouts. Many students don’t go to school because they can’t complete home work due to lack of proper study place. This condition had no significant difference between male and female dropouts ($\chi^2 = 0.662$, df=2, $P>0.05$). It indicates that there was no difference regarding study place between
male (boys) and female dropouts (girls). Further findings also revealed that the majority of dropouts (35%) had no specific study hours at home followed by 30.5% dropouts studied one hour per day for study at home. Others dropouts (24%) never studied at home at all (table-9). It shows dropouts were not sincere about the study or they had no time for study and their family was not so much concern about their education. It had no significant difference between male and female dropouts ($\chi^2 = 5.433$, df=3, P>0.05). Findings from table 10 depicted that the majority of dropout (29.75%) felt hesitation in speaking in front of teacher where as 31.75% dropouts never felt any hesitation in speaking. Hesitation could be always (16.75%) or mostly (21.75%). That means mostly dropouts were not compatible in communication with their teachers in class. The role of teacher is of high value in education. It was observed that it had no significant difference between female and male dropouts ($\chi^2 = 2.930$, df =3, P>0.05). Results of this study also revealed that while majority of dropouts (69.5%) never participated in games and only 8.25% dropouts always participated in games (Table-11). It shows a significant difference between male and female dropouts ($\chi^2 = 7.166$, df=2, P<0.05). Investigator also depicted that the 4% dropouts didn’t have any book and few dropouts (13.5%) had few books of syllabus (table-12). Statistically, significant difference regarding availability of books was observed between male and female dropouts ($\chi^2 = 7.873$, df=2, P<0.05). Finding of the present study also concluded that majority of female dropouts (44.31%) had Hindi as a favorite subject where as majority of male dropouts (55.86%) had Maths as a favorite subject. Only 13.5% of total dropouts (male- 6.89% and
female- 13.5%) liked English and very few 1.18% girls liked Urdu (Table -13). Majority of dropouts (54.5%) disliked English followed by 33.25% dropouts disliked Math and only 10.5% dropout didn’t like Hindi (Table-14). It means there is a need to make some subject more interesting. Teacher also should improve her way of teaching. Investigator also revealed that the majority of female dropouts (43.53%) were ashamed after dropping out on other hand majority of male dropouts (38.62%) were sad after dropping out. It means mostly dropouts felt that it was wrong to dropout from school. After being dropout they understood the importance of education. Some dropouts (male-15.17%, female -10.59%) were satisfied after dropping out and some dropouts (male-15.86% and female-10.59%) were happy after dropping out. Desetty V. R. et al (1998) also observed that 56% female (girls) felt happy and 88% male (boys) happy after dropping out and 44% female and 12% male felt unhappy. It showed statistically, significant difference regarding feeling after leaving school in middle was observed between male (boys) and female dropouts ($\chi^2$=23.901, df=4, P<0.05). It indicated that there was a difference between both genders. Present study also revealed that the majority of male dropouts (44.83%) were very happy for joining school again, 41.38% male dropout were not interested in joining school again on other hand majority of female dropouts (24.31%) were not interested in joining of school again followed by 9.4% female who felt it was too late to rejoin school as now they are married and they have responsibilities of home and children. Kotwal N., et al (2007) also found that majority (86%) of the parents were not interested in re-admission of their daughters. They were
satisfied with their daughter’s performance in the household activities and were now waiting to get them married off. Only 14% of parents were interested for the continuation of their daughter’s studies but could not do so because of poverty. Further analysis of data shows the value of chi square test 15.779. Statistically, significant difference regarding feeling after getting a chance to join school again was observed between male and female dropouts ($\chi^2=15.779$, df=3, $P<0.05$). Finding of this study also depicted that majority of male dropouts (40%) gave importance to improved behavior of teacher after rejoining of school and 24.83% male dropouts gave importance to good school environment after rejoining of school again. On other hand majority of female dropouts (40.39%) gave the importance to good school environment and 23.92% female dropouts gave importance to the economic help after rejoining school in table 7. That means female students were more concern about school environment than male students. Female students and their parents were very much worried about physical and emotional security of their girls. It was observed that there was significant difference between male and female dropouts ($\chi^2 =31.238$, df=5, $P<0.05$). Further result also showed that 10.75% dropouts were always on leave and 41.5% dropouts’ took leave mostly. It shows dropouts had problem of absenteeism before dropping out from school. Insignificant difference was observed between male and female dropouts ($\chi^2=1.647$, df=3, $P>0.05$). This indicated that there is little difference between male and female regarding taking leave. Finding also depicted that the majority of female dropouts (67.86%) took leave due to domestic chores, 19.44% female dropout took leave because of
disease but majority of male dropouts (50.35%) took leave due to disease followed by 21.98% male dropouts took leave because of social functions (table-19). This indicated that females have insignificant reasons for being absent. Only they gave more importance to house hold activities than education. It indicated that they and their parents are not aware about importance of education. Their parents thought that instead of wasting time on study, it was fruitful for girls to stay at home and engage in some vocational activities. There is need for some efforts to make them aware about the importance of education. Here significant difference was observed between male and female dropouts ($\chi^2=104.463$, df=3, $P<0.05$). Investigator also concluded only 20% dropout paid fees on proper time and 18.75% dropouts never paid fees on proper time (table-20). It indicated that the dropouts belonged to poor family so they couldn’t able to pay fees at proper time. Other earlier studies found that dropouts were dropping out due to low family income as Shivali et al (2010), Goinaraju R et al (2010) Unni J.(2009) and Kotwal N.et al (2007) found poverty as the main factors behind the dropouts. It is same for male and female dropouts. There was a no significant difference between male and female dropouts ($\chi^2=5.450$, df=3, $P>0.05$).

5.3 Factors of being dropouts:

Investigator depicted various factors that are responsible for being dropouts in this study locale. These results of these factors are discussed and analyzed as personal factor, familial factor, school factor and socio-economic factor.
5.3.1 Personal factor:

The findings of the present study revealed that many personal factors or reasons were responsible for being dropouts in table 29. Researcher found that majority of dropouts (56.20%) was not interested in study. Majority of parents (79.91%) also agree with this point that dropouts were not interested in study. It means dropouts were not aware about the importance of education. They found it boring. So the teacher should make some changes in method of teaching. They should make it more interesting. These findings are sustained by the study of Sharma et al (2007) who revealed that the 60% female dropouts left school because of disinterest in study. Khokhar et al (2005) found that disinterest in studies as the most important reason cited by male 33.8% as against 18.5% female dropouts. Shivali et al (2010) also reported the 6% girls left school because they were not interested in study. Goindaraju R. et al (2010) also found disinterest in study as a child centered reason for being dropouts. Unni J. (2009) also revealed that the 36% boys and 21% girls were not interested in study so they left school. Husain Z. (2005) also reported 29% dropouts were not interested in study. Some earlier studies also found same findings as Pandey R. (1998) concluded 37% dropouts were not interested in study. Desetty V. R. et al (1998) and Pratnidihi et al (1992) also reported similar findings. Result also revealed that the some dropout (9.49) left school due self ill health. Due to lack of knowledge and money, parents are unable to take proper care of the health of their children. They don’t have sufficient health facilities in their villages. If they were ill, were to go to nearby city for treatment. A numbers of dropouts
were also because of physical inability (6.20%) and retard mind (8.39%). Above findings are supported by Goindaraju R. et al (2010) who also reported that the prolonged illness, accidents, disabilities or handicaps as reasons for being dropouts. Pratinidhi A. K. et al (1992) also concluded that the 9.8% dropouts were handicapped with speech defects and 7.5% with vision and hearing defect. Findings of this study also reported that few dropouts left school due to lack of sufficient time (2.92%), books (1.46%) and some found study difficult (15.33%). Parents of female dropouts (12.88%) also said that their children found study difficult. Desetty V.R. et al (1998) also found that some dropouts left school because they didn’t have sufficient books and stationery. Pratinidhi et al (1992) also indicated that the boys (27%) and girls (25%) were unable to understand the subject matter.

5.3.2 **Familial factors:**

Researcher found that the some familial factor has a significant role of being dropouts. Investigator found that the majority of female dropouts (55.70%) left school due to domestic chores as compare to only 25.26% male dropout left school because of it. Domestic chores were one of the major reasons for female dropouts but not for male dropouts. After domestic chores, 28.1% girls were dropping out from school for looking after siblings. Result also concluded that looking after sibling was also an important cause for boys (25.26%) to leave school in middle. Parents of dropouts (71.15%) also agreed with care for siblings as one of major reason for dropouts especially in girls cases. Some parents had negative attitude towards education that was also a cause of dropping out from
school, 25% boys and 5.77% girls were dropping out because of it. Some parents think education is useless, there is no practical use of education. Present study also revealed that the 35% male dropouts were due to ill health of their parents and 18.27% female also dropout because of it as perceived by parents of dropouts. Further analysis of this study also indicated that majority of male dropouts (47.37%) left school because there was no one to help them in studies. Investigator also found that death of the father of dropouts is also a reason of dropping out from school as perceived by parents of dropouts. Above findings are sustained by the recent study of Goindaraju R. et al (2010) as they concluded some parent centered reasons for school dropouts obtained in this study are: poor interest or neglect by parents taking on parenting jobs and responsibilities, death of parents, denial of school for female girls, takes care for relatives etc. Peter S. et al (2007) also indicated that the familial factors were also important for school dropouts. Roul K. et al (2005) also reported that the home condition was playing a significant role in the dropouts of girls. Shivali R. et al (2010) also found that the majority of girls (53%) were not attending 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 siblings. They also found that 13% parents not interested in continuation of girls’ study in their study. Unni J. (2009) also revealed that the young girls were engaged in helping their households with domestic duties and care of sibling, they left school in middle. Boys were also required for work on family farm or enterprise. A foreign study of Kirazglu C. (2009) also reported some family and family related issues also responsible for being dropouts.
Sharma et al (2007) also found majority of girls (58%) dropouts were because of households chores, conflicts at home (27.3%), prolonged illness in family (10%). Kotwal N. et al (2007) also concluded that the 72% parents need the girls for performing domestic activities and some dropouts left their studies because of illness of parents and death in the family. This study also showed that the many of the parents (62%) directly questioned the objective of educating their girl child. Das et al (2006) also observed that the girls were more involved in household works for longer period of time. Khokhar A. et al (2005) also found that parents wish to discontinue the child’s education as significant cause of being dropout. High proportion of females (42.85%) were pulled out of schools by their parents’ was as compared to males (15.10%). This was mainly done so that girls could look after their siblings 53.33%. 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%. Participation in the household activities by girls is almost a universal phenomenon, particularly in rural India. Probably an attitudinal change towards education of the girls might result in almost equal proportion of boys and girls participating in educational activities. Some old studies also have similar findings as Sudhakar C. et al (1999) showed that 56.6% respondents did not provide any guidance to their children, Desetty V. R. et al (1998) also revealed that the domestic care (54-57%) and sibling care (42-43%) were important reasons of dropping out, Pandya R. (1998) also indicated that the reasons 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 of study (25%) and ill health of family members (17%) and Rush S. et al (1994) reported parenting and familial is important factor of being dropout.


5.3.3 School and teacher factors:

Findings of the present study indicated that the school and teacher had a significant role for dropping out from school. It includes school’s environment, attitude of teacher, lack of facilities, way of teaching, way of punishment etc. Investigator was found that 71.76% females (girls) and 85.46% male dropouts (boys) liked school environment. On other hand 45.17% male dropout and 28.24% female disliked school environment. It was observed that liking for school environment is significant ($\chi^2=12.217$, df=1, $P<0.05$). Dropouts liked school environment because of good teaching (70.63%) and friends (26.02%). Statistically, no significant difference regarding liking of school environment was observed between male and female dropouts ($\chi^2= 0.073$, df=1, $P>0.05$). Dropouts who disliked school environment also had reasons as more physical punishment given by teacher (50.72%), partiality (33.33%), no proper sitting arrangement (9.42%) and boring teaching (6.52%). Statistically, no significant difference regarding disliking of environment was observed between male and
female dropouts ($\chi^2 = 5.780, df=3, P>0.05$). Physical punishment is main cause for disliking school environment. Instead of giving corporal punishment, teachers should try to understand the cause of indiscipline and disturbances and try to find out real solution of the problem. Seating arrangement should be improved so that may feel easy and enjoy learning. Further results indicated that the majority of male (57.24%) and female dropouts (67.45%) had their school at half km school from their houses, 17.24% male dropouts and 18.43% female dropouts had one km distance of school and male (9.66%) and female dropouts (6.67%) had two-three km distance of school from their houses. It was significant between male (boys) and female dropouts (girls). Majority of dropouts (84.75%) went to school on foot followed by 6% went to school by horse cart and minimum (3.75%) went to school by bullock cart. Statistically, significant difference regarding the use of mode of transport was observed between male and female dropouts ($\chi^2= 7.548$, df=3, $P<0.05$). It shows most of the students walk on foot to reach the school. It creates problems for those students who have to travel two kilometers or more to reach the school. Dropouts couldn’t afford the transportation charges. This problem sometimes becomes contributory for leaving the school especially for physically weak students. Further findings revealed that the majority of dropouts said that games facility was not available in their schools, 25% dropouts said that games facility was good in their schools and (3.25%) dropout said that games facility was very good in their school. It was insignificant between male and female dropouts ($\chi^2 =1.605$, df=3, $P>0.05$). Majority of dropout’s parents (male-93.79%, female-98.82%) said that their children never learned anything wrong
from school and only some parents (boys-6.21%, girls-1.18%) said that their children learned wrong thing in schools. Statistically, significant difference regarding any wrong learning in school was observed between male and female dropouts ($\chi^2 = 8.038$, df=1, $P<0.05$). Investigator also indicated that the majority of dropouts (78%) were never insulted by any one in class and remaining 22% dropout felt insult in class. Here was a significant difference between male and female dropouts. Majority of dropouts (43.18%) were insulted by teacher, 31.81% dropouts were insulted by intelligent students and some dropouts were insulted by rich students (18.18%) and physically strong students (6.81%). It indicates mostly dropouts were insulted by teacher. It creates unfavorable environment for student and student don’t want to face this again. It leads to the problem of dropping out. Teacher should not use any hard word on students in front of class. Majority of female dropouts (34.15%) left school due to fear of teacher followed by 21.95% female dropouts left school because of physical punishment and minimum female dropouts (7.32%) left school due to lack of toilets faculties in schools. Parents of dropouts (20%) also agree that the fear of teacher was a reason for female dropouts but majority of parents (40%) said that school environment was not good so females were dropping out. Some females also were dropping out because of long distance of school (17.07%) and lack of toilets (7.32%) but no one males were dropping out because of long distance of school and lack of toilets. Parents also agreed with this fact. Some females dropouts said that the their teacher didn’t teach properly so they were dropping out and boring teaching (9.76%) also a important reason for being dropouts. On
the other hand majority of males dropout (39.13%) left school due to physical punishment followed by 23.91% male dropout left school due to boring teaching and minimum (13.91%) male dropouts left school due to fear of teacher. Parents also said that majority of male dropout left school due to fear of exam (39.39%), boring teaching (33.33%), bad school environment (21.21%) and fear of teacher (6.06%). Above findings are sustained by as other studies Sharma R. et al (2007) indicated that the some school factors responsible for girls dropout were such as discriminating behavior of teacher (27.33%), insecure school environment (24.33%), unsuitable school curriculum (24.0%), rude behavior of teacher (22.0%), absence of female teachers (6.6%). Kotwal N. et al (2007) found that 4% of the girls blamed the unfair behavior of the teachers as a reason for leaving their school and the study also showed 4% parents criticized the prevailing condition of schools. Stearns E. et al (2006) found that academic failure, disciplinary problems and attendance as reason for being dropouts. Roul K. et al (2005) also indicated that the school condition (61%) also play important role in girl student’s dropout specially distance of school from home, lack of teaching aids, teacher not understanding the needs and difficulties of students, punishment given by teacher etc. Bhagyalakshmi (2001) also found improper physical availability of school, access and facilities are less than satisfactory, tangible and intangible costs of education etc in his study. Jimmerson S. et al (2000) also revealed the accumulation of school-related factors such as achievement and student behavior contributing to augment the risk of school dropout in their study. Battin Pearson et al (2000) also analyzed low bonding to school, bonding
to deviant peers and parents’ educational practices can lead to an increased dropout risk. Another foreign researcher Janosz M. et al (2000) also indicated the warm relationship with teacher decreased the dropout risk of students whereas conflict relationship affected all students negatively. Other old studies also cooperated above findings as Desetty V. R. et al (1998) also revealed 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. Pandey R. (1998) also reported that the boring teaching style (44%) which was followed by physical punishment (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 inability to follow classroom instruction (35%) were reasons in his study. Pratindhi A. K. et al (1992) revealed that boys 13% and girls 12% left school because of harassment in school by teacher or classmates and boys (9%) and girls (12%) left school because of long distance. Garnier et al (1997), Rumberger R.W. (1995), SIE UP (1986) and Pandey K. P. (1966) accepted the importance of school and teacher’s factor for being dropout.

5.3.4 Socio Economic Factors:

Presents study also concluded that the social and economic factors plays crucial role in being dropouts. Socio–economic factors includes peer group profile of dropouts, thoughts of community in which dropouts lived, family income etc. Researcher found majority of male (95.17%) and female (96.08%) dropouts had friends in school and 4.83% male (boys) and 3.92% female (girls) dropouts had
no friends. Statistically, no significant difference regarding friendship was observed between male and female dropouts ($\chi^2=0.188$, df=1, $P>0.05$). Finding also revealed that majority of male (67.39%) and female (63.27%) dropouts had only 2-3 friends and male (32.61%) and female (36.73%) dropouts had 4-6 friends. It is also insignificant between male and female dropouts ($\chi^2=0.658$, df=1, $P>0.05$). Majority of male (42.3%) had friends who are average in study and 31.88% male dropouts had friends who were weak in study. Majority of female dropouts (41.63%) had friends who were average in study and 18.37% female dropouts were weak in study. Academic records of dropouts’ friends were not good. They are mostly average or weak studies. It was significant between male and female dropouts ($\chi^2 = 16.326$, df =3, $P<0.05$). Further present study also revealed that the male (31.03%) and female (30.196%) dropouts had no type of relationship with other students expect their friends. Statistically, no significant difference regarding relationship with other students was observed between male and female dropouts ($\chi^2=0.582$, df=2, $P>0.05$). Further study also revealed that majority of male (67.39%) and female (35.51%) dropouts had friendship on basis of playing games followed by 18.12% male and 35.10% female dropouts had friendship on basis of academic records. and some dropouts had social contacts (male -12.32%, female -11.02% ) and talk (male-2.17, female-18.37%) as basis of friendship. It had significant difference between male and female dropouts ($\chi^2 =46.481$, df=3, $P<0.05$). The all above findings show many dropouts had no friends in schools and some dropouts had no relationship with their classmates expect their friends. It means dropouts had adjustment
problems in school environment. Further researcher also revealed that the in the perceptions of the parents, majority of male dropouts (68.72%) left school due to lack of family income followed by 26.72% male dropouts left school because they were eldest one and they had to support family income and some male dropouts also left school because of negative attitude of society (1.72%) and due to early marriage (2.59%). On the other hand majority of female dropouts (77.32%) left school due to lack of money followed by 8.76% female dropouts left school because of negative attitude of society and some female dropouts also left school because they were eldest and they have to support family income (6.19%) and early marriage as perceived by parents of dropouts. Majority of dropouts (91.25%) also agreed that they left school due to lack of money, 5.83% dropouts left school due to negative attitude of society and 2.92% dropouts left school because of early marriage. Above findings were sustained by some national studies as Shivali et al (2010) concluded 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. Goindarau R. et al (2010) also reported that some socio-economic reasons as caste factor, poverty, tradition etc were responsible for being dropouts. Mondal I. N. et al (2009) reported that economic factor was most important factors for dropouts. Unni J. (2009) found lack of funds or need to supplement income or just perception that it did not improve job prospects also acts as barrier to getting education. Kotwal N. et al (2007) also observed that poverty (68%) was another cause of girls’ dropouts and the attitude regarding
education of girl was negative. Their social environment is such where education is considered meaningless for girls. Some of the parents (35%) believed that instead of wasting time on education, it is fruitful for girls to stay at home and engage in some household activities. Sharma R. et al (2007) also revealed that economic features financial strain (78.6%), support from child’s earning (8.6%), problem of adjustment (41.3%), training in household work (24.0%), trend of not educating girls in community (20%) in their study. Peter et al (2007) observed that financial reasons were of more concern for the dropouts. Roul K. et al (2005) also indicated that social condition (61%) is still contributing to the dropouts among girls. It includes harassment of school going girls by local unsocial elements, inadequate encouragement from peer groups, marriage of girls at lower stage etc. They also found that economic conditions (68%) also play pivotal in dropout of girl students and it includes tendency of parents to not waste money on education of their daughters. Khokhar et al (2005) also indicated that 57.14% dropouts were pulled out of school to help the head of house with family occupation and their perception (42.85%) that education would not be helpful in future. Husain Z. (2005) also found that 61% dropouts had some financial problems and 10% were doing job so they had no time for study. Bhagyalakshmi (2001) observed that dropouts mostly belong to families with low socio-economic status, minimal family education and economic necessity for wage earning to support the family etc. Rao Mohan et al (2000) 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. Above findings are cooperated by also some foreign researcher as Ananga D.E. (2011) reported that dropout were more due to economic factors. Goksen F.et al (2010) concluded that the dropouts had no stable house income and suggested that social capital factors are critical in the educational attainment. Some old studies also supported these findings as Sudhakar C. et al (1999) indicated that the 60% parents wanted their child to learn other occupation. Rao S. et al (1999) observed that financial reasons are main and common in girl’s school dropouts. Desetty V. R. et al (1998) revealed that 61-86% slum children discontinued studies due to unaffordable school fees. Pandey R. (1998) found 5% children dropout from school because they were unable to buy school uniform. Pal S.P (1995) reported that cultural factors were also important for female education. Pratinidhi A.K. et al (1992) showed that mostly dropouts belonged to low socio-economic status.

Present research concluded that personal factor is the more important reason for male dropouts (32.47%) than for female dropouts (24.92%) and family factors had more significant role in female dropouts’ cases (46.13%) than male dropouts (24.74%). Since many parents have negative attitude towards girls’ education. Some interesting field observations of study locale revealed that rural parents are not aware about significance of education. Many of them said that “padh likh ke ka karegi, karna to ghar ka kaam hi hai. Agar ladki padh likh gayi to shadi me jyada pasia kharch hoga.” (What is the use of her education, at last she has to do domestic work only. If girl becomes literate, her marriage also becomes expensive). These findings are supported by Khokhar A. et al (2005)
who concluded that It was perception of the parents too much of education could lead to problems at the time of marriage and completion of education was not thought to be essential by parents. It is sustained by study of Shivali R. et al (2010) who found that majority of girls were not attending school because they had to share mother’s burden of work and look after siblings. Unni J. (2009) also found that mostly girls were engaged with households work and care for siblings so they left school in middle. Sharma et al (2007) also found family factors important in dropping out of girls from school. Kotwal N. et al (2007) also found that family factors behind girls dropouts. Further findings of the present study also revealed that the socio-economic factor also had importance in both male (27.01%) and female (22.60%) dropouts with little difference but it was more important for male dropouts. Rural parents are illiterate so they can’t understand importance of education, some of the parents who were educated but they had a very bad experience, related to employment so from the very beginning, they engaged their children in farming, according to them “Padh likh kar ka top maar lega, naukari to wase bhi na lagni, accha hai kuch kaam karna sikh jayega to do paise kama ke layega to peth bhi bherga, bahaan ji kai karne jayega to kam se kam ghar mein 50 rupeeya to kamma ke layega school mai ka milega”. (there is no use of education because employment is not available. Child will get Rs 50 per day if he goes in field for wheat cutting while in school he will get nothing). Ananga D. E. (2011) reported that dropout were more due to economic factors. Goksen F. et al (2010) concluded that the dropouts had no stable house income and suggested that social capital factors are critical in the
educational attainment. School factors also had crucial role in both cases male (13.23%) and female (6.35%) dropouts. Shivali et al (2010) concluded that girls were not attending school because of financial problems and for earning money, as they were from low income families. Goindara R. et al (2010) also reported that some socio-economic reasons as caste factor, poverty, tradition etc were responsible for being dropouts. Mondal I. N. et al (2009) reported that economic factor was most important factors for dropouts. Unni J. (2009) found lack of funds or need to supplement income or just perception that it did not improve job prospects also acts as barrier to getting education. Kotwal N. et al (2007) also observed that poverty was another cause of girls dropouts and the attitude regarding education of girl was negative. Above findings showed a difference in both gender as statistically, significant difference regarding factors for leaving school was observed between male and female dropouts ($\chi^2=38.9825$, df=2, $P<0.05$). On the other hand parents of dropouts gave more importance to socio-economic factor in both male (44.44%) and female (41.72%) dropouts after that they gave the significance to personal factors for male (37.16%) and female (28.39%) dropouts. Parents also agreed that family factors had more essential role in female (22.37%) dropouts than male (7.66%) dropouts. They also said that school was also a important factor for being dropout in both cases (male-12.64%, female (6.45%). Statistically, significant difference regarding factors of leaving school was observed between male and female dropouts ($\chi^2 =32.504$, df=3,$P<0.05$). The above findings of the present study it can be concluded that
the there were different factors which were responsible for being school dropouts as personal, familial, school and socio-economic.

5.4 Teacher’s attitude and its relationship in becoming dropout:

Teachers have a very significant role in whole learning process. Present study revealed the teacher’s role and its relation in being dropouts. It was revealed that the majority of male (46.21%) liked their teacher too much, 25.52% male dropout didn’t like teachers and 11.72% male dropouts liked their teachers very much. On the other hand majority of female (37.65%) dropouts liked their teacher not too much, 30.59% female dropouts liked their teacher very much and 12.4% female dropouts didn’t like their teachers. It was observed that there was significant difference found between male and female dropouts ($\chi^2 = 24.131$, df=3, $P<0.05$). Further majority of male dropouts (41.38%) were obedient towards their teachers followed by 37.24% male dropouts were scare of their teachers and minimum 2.76% male dropouts were disobedient. Majority of female dropouts (39.61%) were obedient followed by 38.82% were respectful for their teacher and minimum (10.59%) female dropouts were disobedient towards their teacher. Investigator also found that the majority of male dropouts (50.34%) said that their teacher had irritating behavior followed by 22.76% dropouts said that the their teacher’s behaviour was very good and majority of female dropout (39.61%) said that their teacher’s behaviour was very good towards students followed by 25.09% dropouts who felt that their teacher had irritating behavior. It was observed that there was significant difference between male and female dropouts ($\chi^2 = 27.293$, df=3, $P<0.05$). Results of present study also showed that
the majority of male (40%) and female (56.86%) had no problem of communication with teachers, 31.03% male dropouts and 30.98% female dropouts didn’t understand what was being taught by the teacher. It was observed that there was significant difference between male and female dropout regarding communication problem with their teacher ($\chi^2 = 19.497$, df=2, P<0.05). Majority of male dropouts (47.59%) didn’t understand the reply of teacher after asking any question, 42.07% male dropouts found teacher’s reply was enough and 10.34% male dropouts said that the reply was useful for their questions. Statistically, significant differences regarding reply of teacher was observed between male and female dropouts ($\chi^2 = 23.840$, df=2, P<0.05). Majority of male (64.83%) and female (51.76%) dropouts said that their teacher used teaching aids and male (35.17%) and female (48.24%) dropouts said that their teacher didn’t use any teaching aids. It was observed that the there was significant difference between male and female dropouts regarding use of teaching aids ($\chi^2 = 6.422$, df=1, P<0.05). Further researcher also found that the majority of dropouts said that their teacher used blackboard as a teaching aids and remaining (9.73%) dropouts said that their teachers used some posters as teaching aids. Findings also revealed that majority of male dropouts said that their teachers were sincere for their work followed by 20.69% male dropouts said that teachers were coming to class but doing some other work instead of teaching and minimum (4.14%) male dropouts said that their teachers were not coming to class for teaching them. Some male dropouts also said that the teachers were punctual (20.69%), late comer (15.86%) and fighting with other teachers (6.896%). On the other
hand majority of female dropouts said that the teacher were punctual, 27.06% female dropouts said that the teacher were sincere for their work and minimum female dropouts (3.14%) said that their teacher had fight with staff. Some female dropouts also said that their teachers were coming late (16.86%), coming to class but doing other work (11.37%) and 8.63% female dropouts said that teacher were not coming in class for teaching. Statistically, significant difference regarding teacher’s attitude towards work was observed between male and female dropouts ($\chi^2 = 19.948$, df=3, $P<0.05$). Findings also revealed that the majority of dropouts had no complaints against their teachers as perceived by parents of dropouts and male (33.10%) and female (20.78%) had complaints against their teachers as perceived by parents of dropouts. Statistically, significant difference regarding complaint against teacher was observed between male and female dropouts ($\chi^2 = 7.436$, df=1, $P<0.05$). Majority of dropouts had complaints about partiality against their teachers, 26.73% dropouts had complaints about abusive language and (26.73%) dropouts had complaint about insulting behavior in front of class against the teacher. This finding was insignificant between male and female dropouts ($\chi^2 = 4.503$, df=2, $P>0.05$). Result of present research also revealed that the majority of male dropouts (57.93%) and female (53.33%) dropouts were punished by teacher sometimes and 26.21% male dropouts (26.21%) were punished by teachers always but only 14.51% female dropouts were always punished by teachers. It was observed that there was significant difference between male and female dropouts ($\chi^2 = 16.445$, df=2, $P<0.05$). Majority of male dropouts (60.66%) and female dropouts (69.36%) were punished because of not
doing home work, 26.23% male dropouts and 25.73% female dropouts were punished due to indiscipline and minimum male (13.11%) and female (16.76%) dropouts were punished because they were not obedient for teachers. It was observed that there was significant difference between male and female dropouts regarding cause of punishment given by teachers ($\chi^2 = 7.203$, df=2, $P<0.05$). Majority of male dropouts (81.15%) and female dropouts (57.23%) got physical punishment. That data shows the teachers mostly give physical punishment to dropouts. Physical punishment always rises dropout rate. Statistically, significant difference regarding type of punishment was observed between male and female dropouts ($\chi^2 = 21.548$, df=2, $P>0.05$). Majority of male (44.68%) and female (55.56%) dropouts said that their teacher asked reasons whenever they took leave without any information, 41.13% male and 16.68% female dropouts were physically punished for this and 14.18% male and 27.78% female dropouts said that their teacher had indifferent attitude. Statistically, significant difference regarding reaction of teacher after taking leave was observed between male and female dropouts ($\chi^2 = 30.632$, df=2, $P<0.05$). Goindaraju R. et al (2010) also revealed that some reasons regarding teacher and school as neglect, poor or lack of interest in teachers, fear of teachers, misbehavior of teacher, poor teaching, strict discipline, punishment, enriched school, distance between home to school absence of toilets at school etc also reasons of school dropouts in their study. Lessard A. et al (2010) analyzed the relationship between the students’ commitment satisfaction, perceived achievement level, attitudes towards teachers, the perceived support and structure provided by teacher and dropout
risk in their study “Student-Teacher relationship: A protective factor against school dropout?” Other authors as Sharma et al (2007), Kotwal N. et al (2007) and Pratindhi et al (1992) also concluded similar findings.

5.5 Parental attitude and its relationship in becoming dropouts:

Researcher found that parental attitude is playing a significant role in dropping out of a child from school. Investigator revealed that the majority of parents (boys-47.58%, girls-58.04%) sent their children only for education. After education more boys (42.76%) were sent school for employment than girls (14.509%). Some parents sent their children for manners (boys-2.76%, girls -11.76%) and improvement in social status (boys-6.89 %, girls-15.69%). This showed difference between male and female dropouts. Parents more concerned about the boy’s professional life but not for girls. Significant difference between male and female was observed ($\chi^2 =146.184$, df=3, P<0.05). Findings of this study also concluded that the majority of female (39.60%) were encouraged regularly by parents. Majority of male dropout (36.55%) were encouraged sometimes by parents. Some male dropouts (33.10%) and female dropout (28.25%) were never encouraged by parents for study. Insignificant difference was observed between male and female dropouts ($\chi^2=3.431$,df=2,P>0.05). Investigator also concluded that the majority of parents (72.5%) never helped their parents in home work perceived by dropouts. Majority of parents (73.75%) also agreed with this fact. Only 0.75% dropouts said their parents helped them in home work. Only 4% parents also accepted that they helped their children in home work. Few parents said that they helped their children in home work
sometimes. It was observed that there is no any significant differences between male and female dropouts ($\chi^2 = 0.503$, $df=2$, $P>0.05$). Results also indicated that the majority of parents (52.75%) asked reason whenever dropouts did not go to school on working days, 41.25% parents had no any reaction and minimum parents (6%) gave punishment whenever dropouts did not go to school on a working day. Parents also agreed with this point as majority of parents (48.25%) said they asked reason whenever their child did not attend school on a regular day, 30.5% parents said that they didn’t say anything to them and minimum 4.75% parents send them back school. It was observed that there is no significant difference between male and female dropouts ($\chi^2 = 0.913$, $df=3$, $P>0.05$).

Majority of parents (60.5%) thought male should be educated at status of professional education, 28.75% parents thought male should be educated at elementary education and 4% parents thought boys should be educated at primary level. Some parents (6.75%) also thought education was useless (table 67). On other hand majority of parents (51.25%) thought girls should be educated at the primary education, 30.25% parents thought that education is useless for girls and only 7.25% parents thought that girls should be educated for professional education. Some parents (11.25%) also thought that girls should be educated till elementary education level. This negative attitude of parents plays a significant role in dropping out of a child from school. These findings were also supported by Kotwal N. et al (2007) found that many of the parents (62%) directly questioned the objective of educating their girls and Roul K. et al (2005) also support these findings. Majority of parents (94.5%) said that their child never
had any complaints against other students but some parents (5.5%) said their
cchild had complaint against other students. It was observed that there was a
significant difference between male and female dropout ($\chi^2 = 7.570$, df=1,
P<0.05). Dropouts had complaints like beating (54.54%), abusing (27.27%),
teasing (18.18%). Majority of parents (45.5%) were not happy after dropping out
of their child, 27% parents said they didn’t know anything about it and some
parents were ashamed (13.75%) and satisfied (13.76). It was observed that there
was a significant difference between male and female dropouts ($\chi^2 = 6.311$, df=3,
P<0.05). Majority of parents (31%) were happy if their child gets second chance
to study, 28% parents had indifferent attitude and 6% parents said that they don’t
know about this. Some parents (19%) also said that they encourage their child for
this and some parents thought it useless at this stage. There was insignificant
difference between male and female dropouts ($\chi^2 = 1.174$, df=4, P>0.05). Majority
of parents (33%) gave importance to economic help after rejoining school
followed by 25.5% parents who gave importance to good school environment,
17% parents gave importance to mid day meal, and improved behavior of teacher
(13.75%). It was observed that there was significant difference between male and
female dropouts ($\chi^2 = 20.070$, df=5, P<0.05). In rural area, most of the parents
are not conscious of the value of education. Since majority of the parents were
illiterate, they are unable to understand the importance of education, and fail to
motivate their children to study. This condition leads to dropout problem. These
findings were supported by Goindarau R. et al (2010) who found that poor
interest and neglect by parents as one of the reasons of dropping out from school.
Shivali R. et al (2010) also concluded that parents were not interested in continuation of girls’ education. Kirazoglu C. (2009) indicated that the poor communication of parents with school and parents high expectations were one of a cause of being dropouts. Khokhar A. et al (2005), Rush S. et al (1994) etc are concluded that parental attitude has a significant role and strong relation in being dropouts.

5.6 Case studies:

The above discussion of the results of the present research is well supported by the following case studies. These case studies not only gave the in depth understanding of the research problem in study locale but also draw and paint a clear picture of the dropouts’ problem at national platform.

Case study I:

Ratan is a boy of seven years. He belongs to nuclear family. His father is Shyam Bihari and his mother is Santa Devi. His parents are illiterate. His father is a daily wage worker and earns Rs 60 per day. Her mother is also doing agricultural work and earns Rs 50 per day.
He has four brothers and two sisters. He is on fourth ordinal position. His relationship with his family is pleasant. He has studied till class two. He dropped out from school because of corporal punishment given by his teacher. His teacher beats him with a stick because of indiscipline. After this he never went to school again. His parents forced him to go school but he denied. He was weak in studies. The behaviour of his teacher was aggressive towards him and he didn’t like his teacher. He hesitates in speaking. He has many friends in class. He is happy as a dropout child. He never wants to go back to school.
Case Study II:

Sheela is eight years old. She belongs to nuclear family. Her father is Satish and her mother is Shanti. Her parents are illiterate. His father is a daily wage worker and earns Rs 70 per day. She has three brothers and one sister. She is on first ordinal position. His relationship with his family is pleasant. She was a good student. Her favorite subject was Hindi. She had to leave study because of illness of her mother. Now she is assisting her mother in household work and looking after for her siblings. She had no communication problem with teacher. Her teacher was affectionate towards her and she has also respectful attitude. She had many friends in school. Her friends were average in study. She was sad as a dropout child. She was willing for taking admission in school again. Her parents also want to send her school back but because of her mother’s illness they can’t send her school again.
Case study III:

Fig. 5.3: Researcher with Pankaj Verma “A dropout boy”

Pankaj Verma is a boy of ten years old. He belongs to nuclear family. His father is Devesh Verma. He is a daily wage worker and his mother's name is Preeti Verma. She is a house wife. His father earns Rs 80 per day. His parents are illiterate. He has eight brothers and sisters. He was youngest. His relation with his family was pleasant. He has studied till class third. His father sent him school for adopting better employment opportunities. But he had to withdraw his child from school because of lack of money. Pankaj liked his teacher. He had no communication problem in the class. He said that the behavior of teacher was affectionate towards him. He respects his teacher. He was punished sometimes due to incomplete home work. His teacher used corporal punishment. He is ashamed as a dropout child. He was willing to admission again in school.
Case study IV:

Asha is a girl of eleven year old. She belongs to nuclear family. Her father is Satish Verma. He is a peon in a private school. His salary is 2000/- Rs per month. Her mother is Sarswati. She is doing agricultural labour work. Her mother is illiterate but father has studied till 8th class. She has two brothers and five sisters. She is eldest one in her family. Her relationship with his family is pleasant. His father insisted her on schooling for improvement of social status of child. But she had to leave school in middle because there is no one to help her mother for domestic chores and look after siblings. Her interest in study has not been much developed. Now she is doing domestic work and looking after her younger siblings. She had respectful attitude for her teachers and her teacher was also affectionate. But sometimes she got punishment because of indiscipline. She hesitated to talk with her teacher. She had friendship with weak students in
school. Her favorite subject is Hindi. She is educated till 5th standard. She is not interested to join school again. She says “It is too late. It is useless.” Now her parents are searching a guy for her marriage. Now Asha is satisfy with her condition of becoming dropouts.

Case study V:

Hariom is a boy of thirteen years old. He belongs to nuclear family. His father is dead and he is looking after by his mother Nirmala devi. His mother is illiterate but his father was educated at primary level. Hariom is a motor rikshadriver and earns Rs 2500/- Rs per month. He has four brothers and two sisters. He is on second ordinal position in his family. His relationship with his family is pleasant.

He has studied till ivth standard. He had to leave study due to lack of money.

Fig. 5.5: Researcher with Hariom and his motor rikshaw “A dropout boy”

He was a good student and his favorite subject was Drawing. He wanted to be a teacher in future but his mother told him that she did not have not sufficient
money to send him to school and she wanted him to provide economic support to the family. So he started work for earning money. When he was a student he said that his teacher’s behavior was affectionate towards him and he has also respectful attitude towards teachers. Whenever he didn’t complete his home work then the teacher gave him corporal punishment. He said that he do not faced any kind of communication problem in his student life. He has friendship with average students in school. He feels very ashamed as dropout child. He was willing for taking admission in school again. Her mother also said that if government will give economic support then she will enroll him again to school so that her son gets better employment opportunities.

Case study VI:

Pinky is thirteen years old girl. She belongs to nuclear to nuclear family. Her father’s name Sonu. Her mother’s name is Susma. Her father is daily wage worker. Her father and mother both are illiterate. She has six brothers and one sister. Her ordinal position at third. She studied till 4th class. Her relationship with his family is pleasant. Her father sent her school for adapting better manner and etiquettes. She dropped out from school because she entered in the age of puberty. So her father forced her to leave school. Their neighbour also forced their parents to do this. She said her teacher was affectionate. He had no communication problem with teacher. Her favorite subject is Hindi. She had many friends in school. Now she is assisting her mother in household work. She was punished by teacher sometimes because of indiscipline. She is willing to take admission in school again.
Above case studies add not only more strength to results of the present study but also give a clear picture of dropouts. Majority of case studies of dropouts belonged to nuclear families and low income group. Further these case studies showed that majority of children are dropping out from the primary level of education. Above case studies indicated that familial factors are more important for girls than boys. They also depicted that teacher and parental attitude had a significant relationship in becoming a dropouts.