CHAPTER 6

MAJOR FINDINGS,

CONCLUSIONS AND SUGGESTIONS
An attempt is made in this chapter to present the major findings of the study followed by conclusions and suggestions. Chapter-wise major findings are presented below.

Chapter – II

- Number of primary schools is found to be highest followed by high schools and Upper primary schools. It is endowed with more number of junior colleges, Degree colleges. The district is blessed with both technical and general education.

- In terms of number of schools Nellore Mandal stands first followed by Kavali Mandal. With reference to number of teachers Nellore and Kavali Mandal stand in the first order followed by Tada, Manubolu and S.R.Puram. In terms of enrolment it is further found that Nellore and Gudur stand in first and second and Dakkali, S.R.Puram and Tada stand in the lower order.

- Local body and govt. owned primary schools stand first in terms of number of primary schools followed by privately owned schools and govt. aided schools in the order.

- Gender wise comparison indicates that number of boys are more in the schools. In terms of total number of children who are in the schools, the same has come down in 2007-2008 in comparison to that of 2002-2003.

- More number of girls are out of the schools in relation to that of boys in Potti Sriramulu Nellore District. It is further observed that the number of out of children has come down over the period.

- The class wise enrollment from first class to fifth class has been subjected to high degree of variations and decreased over time during 2001-2002 to 2007-2008. The same trend of enrollment is observed in total enrollment also.

- At primary education level GER and NER have increased but showed a declining trend in the last two years. Both dropout rates and repetition rates have declined over time. The same trend of GER, NER, Dropout rates and Repetition rates are replicated at upper primary level also.
Numbers of primary graduates have increased over a period of time. Transition rate from primary to upper primary level of education has increased during 2001-2002 to 2007-2008.

Chapter – III

Primary education level dropout rates of both boys and girls are on the decline but subjected to some degree of variations. The dropout rate of boys is subjected to relatively high degree of variations in relation to that of girls.

The percentage of Scheduled caste girls who are out of school is more than that of boys in Scheduled Caste communities. Mandal wise analyze indicates that interns of SC boys who are out of school are found the highest in Konadapuram Mandal and girls highest in Sangam Mandal and the same is the least for boys in Doravarisatram and for girls in Kondapuram. It is further indicated that ST boys outweigh ST girls in terms of percentage of children who are out of schools.

In S.R.Puram Mandal, grail enrollment in primary education is more uneven is comparison to that of boy enrollment.

In Varikutapady Mandal, the distribution of boys enrollment in PE more uneven that of girls.

In Kondapuram Mandal, enrollment in PE of both boys and girl, it subjected to the same degree of inequality.

In Jaladanki Mandal, boys enrollment is subjected to higher degree of inequality when compared to that of girls.

In Kavali Mandal, the distribution of enrollment of boys in PE is highly uneven in relation with that of girls.

In Bogole Mandal, the enrollment of girls in PE is with high degree of inequality in relation to that of boys.

In Kaligiri Mandal, it is analyzed that the enrollment of both boys and girls in PE is subjected to equal degree of inequalities.

In Vinjamur Mandal, the enrollment of both boys and girls in PE is subjected to the same degree of inequality.

In Duttaluru Mandal, The enrollment of both boys and girls in PE is subjected to the same amount of inequality.
♦ In Udayagiri Mandal, the enrollment of boys in PE is highly uneven in comparison with that of girls.
♦ In Mrripadu Mandal, the distribution of enrollment of boys in PE is highly uneven when compound to that of girls.
♦ In Atmakumr Mandal, the distribution of enrollment of girls in PE is highly uneven in relation to that of boys.
♦ In A.S. Peta Mandal, the enrollment of both boys and girls is subjected to the same degree of inequality.
♦ In Dagadarthi Mandal, the degree of inequality is more in case of the enrollment of boys than that of girls.
♦ In Alluru Mandal, the enrollment of boys in PE is more unequal than that of girls.
♦ In Vidiavaluru Mandal, the same amount of inequality is annunciated with both boys and girls enrollment in PE.
♦ In Kodavaluru Mandal, the degree of inequality if the same for both boys and girls in term of their enrollment in PE.
♦ In Buchireddipalem Mandal, the distribution of enrollment in PE of both boys and girls is subject to the same degree of inequality.
♦ In Sangam Mandal, the distribution of enrollment in PE of both boys and girls is with the same degree of inequality.
♦ In Cherala Mandal, the enrollment of boys in PE is subjected to a high degree of inequality in relation to that of girls.
♦ In Sangarm Mandal, the enrollment of boys is subject to higher degree of inequality when compared to that of girls.
♦ In Kaluvai Mandal, the enrollment of boys in PE is subject to higher degree of inequalities in comparison with that of girls.
♦ The distribution of the enrollment of both boys and girls and subjected to the same degree of inequality.
♦ In Podalakur Mandal, the degree of inequality is more with girl enrollment and relatively less with that of boys.
♦ In Nellore Mandal, the enrollment of girls in PE is subject to a very high degree of inequality in relation to that of boys.
♦ In Kovvuru Mandal, the distribution of enrollment of both boys and girls in PE an subjected to the same degree of inequality.
In Indukurpet Mandal, the distribution of enrollment of boys in PE is highly uneven in relation to that of girls.

In T.P. Gudur Mandal, the enrollment of both boys and girls is subjected to the same degree of inequality.

In Muthukur Mandal, the enrollment of both boys and girls is subjected to the same degree of inequality.

In Venkatachalam Mandal, the enrollment of both boys and girls in PE is associated with the same degree of inequality.

In Manubolu Mandal, the enrollment of both boys and girls in PE is subject to the same degree of inequality.

In Gudur Mandal, the enrollment of both boys and girls in PE is subject to the same degree of inequality.

In Sydapuram Mandal, the enrollment of both boys and girls is associated with the same degree of inequality.

In Dakkili Mandal, the enrollment of both boys and girls is found to be with same degree of inequality.

In Venkatagiri Mandal, the enrollment of both and girls is found to be with same degree of inequality.

In Balayapalle Mandal, the degree of inequality of the enrollment is the same for both boys and girls.

In Ozilli Mandal, the enrollment of both boys and girls is found to be with the same degree of inequality.

In Chilakur Mandal, the distribution of enrollment of boys is associated with a high degree of inequality in relation with that of girls.

In Kota Mandal, the degree of inequality is the same for both boys and girls enrollment in PE.

In Vakadu Mandal, a high degree of inequality is announced with the enrollment of boys is higher than that of girls.

In Chittanur Mandal, the degree of inequality is the same for the enrollment of both boys and girls.

In Naidupet Mandal, the enrollment of both boys and girls in PE is subject to the same degree of inequality.

In Pellakur Mandal, the enrollment of boys in PE is subject to a high degree of inequality in relation to that of girls.
In Doravasatrum Mandal, the enrollment of boys in PE is found to be announced with a high degree of inequality in comparison an with that of girls.

In Surlupet Mandal, the distribution of the enrollment of boys is more uneven when compared to that of girls.

In Tada Mandal, the distribution of enrollment of boys is announced with a high degree of inequality in relation to that of girls.

Chapter-IV

In S.R. Puram Mandal, the average enrolment of Boys is less than that of Girls in both Primary and Upper Primary education. But, the enrolment of girls is subjected to high degree of fluctuations.

In Varikuntapadu Mandal, the average enrolment of Boys is less than that of Girls in both Primary and Upper Primary education. But, the enrolment of boys is subjected to high degree of fluctuations.

In Kondapuram Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education. But, the enrolment of girls is subjected to high degree of fluctuations.

In Jaladanki Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Kavali Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Bogole Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Kaligiri Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Vinjamur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.
In Duttalur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Udayagiri Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Marripadu Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Atmakur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In A.S.Peta Mandal, the average enrolment of both Boys & Girls is the same in both Primary and Upper Primary education, and the enrolment of girls is subjected to high degree of fluctuations.

In Dagadurthi Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Alluru Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Vidavalur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Kodavalur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Buchireddipalem Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Sangam Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.
In Chajerta Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In A. Sagaram Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Kaluvoya Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Rapur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Podalakur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Nellore Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Kovur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Indukurpet Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In T.P. Gudur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Muthukur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Venkatachalam Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.
In Manubolu Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Gudur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Sydapuram Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Dakkili Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Venkatagiri Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Balayapalle Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Ozillli Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Chillakur Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Kota Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Vakadu Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Chittamur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.
In Naidupet Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Peliakur Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations.

In Doravarisathram Mandal, the average enrolment of Girls is greater than that of Boys in both Primary and Upper Primary education, and also the enrolment of girls is subjected to high degree of fluctuations.

In Sullurupeta Mandal, the average enrolment of Boys is greater than that of Girls in both Primary and Upper Primary education, and also the enrolment of Boys is subjected to high degree of fluctuations. Girl education is found to be more inefficient both in Govt, and private schools in relation with that of boys in primary education.

Chapter –V

Sample respondents are very young.
Sample is predominant with male respondents.
Sample respondents are endowed with low level of education.
Sample respondents are with tradition bound occupation structure.
Sample respondents are drawn from poor and marginalized sections of the society.
Sample units from backward classes consists of a major portion followed by SCs and STs.
Majority of the respondents (62.5 percent) have attributed their children drop out from the primary education due to poverty.
Majority of the respondents have attributed their drop out from primary education due to their indebtedness.

259
72.6 percent of the respondents have agreed that, it is due to additional earnings required they were to drop out their children from primary education.

67.6 percent of the respondents have attribution their children drop out from primary education due to support of dairy and other activities.

29.4 percent of the respondents did not subscribe to the view that in support of the on farm activities they have dropped out their children from primary education and rest of the sample respondents did not endorse to this view.

43.2 percent of respondents have agreed to drop out their children because of the lack of conducive school environment.

60.6 percent of the respondents did not agree to this proposition that it is partiality of the teachers as a reason to drop out.

52.6 percent of the respondents did not endorse this proposition and rest of the people have agreed that lack of guidance is the reason for drop out of their children from primary education.

56.3 percent did not agree to the proposition that absence of standards in teaching is the reason for drop out of their children from primary education.

55 percent of the sample respondents have agreed that it is because of their failure in examination their forced to drop out from primary education with a varying intensity.

52.5 percent of the sample respondents did not attribute their children drop out from primary education to lack of interest.

2/5th of sample respondents did not attribute their drop out from their primary education due to difficulty in study.

33.2 percent of the respondents have denied that due to physical illness they did not continue in primary education and as a result of which they were drop out from primary education.

The relationship between the age of the respondents and their perception of poverty as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of indebtedness as a reason to dropout from primary education is found to be statistically independent.
The relationship between the age of the respondents and their perception of additional earnings required as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of to support dairy and other activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of to support on farm activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of unconducive school environment as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of the teachers as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of lack of guidance as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of absence of standards in teaching as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of absence of proper motivation as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of distance of the school as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of failure in examinations as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of lack of interest as a reason to dropout from primary education is found to be statistically independent.
The relationship between the age of the respondents and their perception of difficult in study as a reason to dropout from primary education is found to be statistically independent.

The relationship between the age of the respondents and their perception of physical illness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of poverty as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of indebtedness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of additional earnings required as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of to support dairy and other activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of to support on farm activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of conducive school environment as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of partiality of the teachers as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of partiality of lack of guidance as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of absence of standards in teaching as a reason to dropout from primary education is found to be statistically independent.
The relationship between the education of the respondents and their perception of absence of proper motivation as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of distance of the school as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of failure in examinations as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of lack of interest as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of difficult in study as a reason to dropout from primary education is found to be statistically independent.

The relationship between the education of the respondents and their perception of physical illness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of poverty as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of indebtedness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of additional earnings required as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of to support dairy and other activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of to support on farm activities as a reason to dropout from primary education is found to be statistically independent.
The relationship between the gender of the respondents and their perception of conducive school environment as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of partiality of the teachers as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of lack of guidance as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of absence of standards in teaching as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of absence of proper motivation as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of distance of the school as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of failure in examinations as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of difficult in study as a reason to dropout from primary education is found to be statistically independent.

The relationship between the gender of the respondents and their perception of physical illness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of poverty as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of to support dairy and other activities as a reason to dropout from primary education is found to be statistically independent.
The relationship between the occupation of the respondents and their perception of to support on farm activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of unconducive school environment as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of partiality of the teachers as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of lack of guidance as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of absence of standards in teaching as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of absence of proper motivation as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of distance of the school as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of failure in examinations as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of lack of interest as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of difficult in study as a reason to dropout from primary education is found to be statistically independent.

The relationship between the occupation of the respondents and their perception of physical illness as a reason to dropout from primary education is found to be statistically independent.
The relationship between the income of the respondents and their perception of poverty as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of indebtedness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of additional earnings required as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of to support dairy and other activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of to support on farm activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of unconducive school environment as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of partiality of the teachers as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of lack of guidance as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of absence of standards in teaching as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of absence of proper motivation as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of distance of the school as a reason to dropout from primary education is found to be statistically independent.
The relationship between the income of the respondents and their perception of failure in examinations as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of lack of interest as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of difficult in study as a reason to dropout from primary education is found to be statistically independent.

The relationship between the income of the respondents and their perception of physical illness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of poverty as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of indebtedness as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of additional earnings required as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of to support dairy and other activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of to support on farm activities as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of conducive school environment as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of partiality of the teachers as a reason to dropout from primary education is found to be statistically independent.
The relationship between the social status of the respondents and their perception of lack of guidance as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of absence of standards in teaching as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of absence of proper motivation as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of distance of the school as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of failure in examinations as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of lack of interest as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of difficult in study as a reason to dropout from primary education is found to be statistically independent.

The relationship between the social status of the respondents and their perception of physical illness as a reason to dropout from primary education is found to be statistically independent.