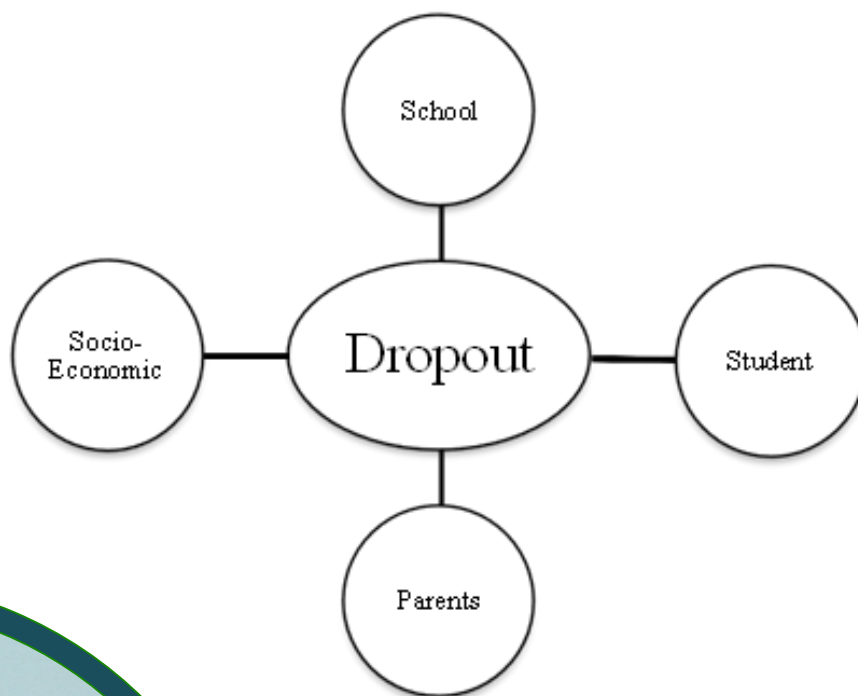


A STUDY ON SCHOOL DROPOUTS IN KOSIGI MANDAL OF KURNOOL DISTRICT IN ANDHRA PRADESH STATE

eISBN: 978-81-686924-8-0



By:

**SANJEEVAGANI
RAMANJANEYULU**

ORCID 0000-0001-6071-9162

<https://doi.org/10.66483/ess.ed.2026.0005>

[SCOPUS AUTHOR ID: 60344372700](#)

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Title:

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Kosigi mandal of Kurnool district in Andhra Pradesh state**



Sanjeevagani Ramanjaneyulu

ORCID Id: <https://orcid.org/0000-0001-6071-9162>

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Scopus Author ID: 60344372700

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First Published in 2026 by JNANASETU PRESS

eISBN: 978-81-686924-8-0

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This book is based on a revised version of the dissertation submitted in partial fulfilment of the MA Education, completed in May 2020, offered by the Department of Education and Education Technology, School of Social Sciences, University of Hyderabad, Hyderabad

Publisher Website: <https://jnanasetupress.com>

ACKNOWLEDGEMENTS

I extended my heartfelt thanks and gratitude to my supervisor Dr.A.S.Jalandharachari Assistant Professor, Department of Education and Education Technology, School of Social Sciences, University of Hyderabad, Hyderabad for his continuous and constant support, valuable advice and suggestions in completing my dissertation work.

I express my special thanks to the Head masters, teaching and non-teaching staff of secondary schools in Kosigi Mandal of Kurnool District in Andhra Pradesh State, without whose kind cooperation the data base for the study would not have been constructed.

I also express my special appreciations to all the respondents who have responded to schedule of information sought for the study.

I express my special acknowledgement to all the authors, co-authors, publishers, whose publications and writings had been utilised in carrying out this dissertation work.

I owe my thanks to my beloved father, mother, brother and other members of the family for their continuous support , inspiration, praises , backing and encouragement in carrying out my academics successfully and completing this dissertation.

I also thank my beloved friends for extending their support in my field survey and in various ways which enabled me to accomplish my task.

Lastly I thank all the persons who have extended their cordial cooperation and support directly or indirectly in completing my Dissertation work.

S.RAMANJANEYULU

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ABSTRACT

In India, one in three students doesn't complete schooling due to various reasons though the students have the right to a free and compulsory education. In the study area this crisis has been an academic nightmare for the past few decades. The present study examines the factors that cause students to depart before schooling. A sample of seventy two respondents was selected randomly from six secondary schools in Kosigi Mandal of Kurnool District in Andhra Pradesh State. The study used the both qualitative and quantitative data. The required primary data was collected through a schedule and secondary data was collected from various journals, reports and websites. The objectives of the present study were to find the association of personal, family, socio-economic and school factors and school dropouts in the study area and also to find the influence of these factors on school dropouts. The study found that personal factors, family factors and socio-economic factors were associated with school dropouts in the study area while as family factors and socio-economic factors influence the school dropouts statistically. Though personal factors had an association with school dropouts but don't influence the school dropouts statistically in the study area.

CHAPTER – 1

CHAPTER-1

INTRODUCTION

1.1 Introduction

Education is the principle instrument in arousing the child to social qualities in setting him up for later expert preparing and in helping him to modify regularly to his environment (Pandya and Bora, 1997). It is the fundamental prerequisite for human improvement. Education helps in business openings and to increase salary levels of individuals besides improvement of an individual personally, socially, financially thereby helps in advancement of a country.

Secondary education plays a significant role to make child into a complete man. it enhances the chances of an individual in getting into higher education thereby fetching an employment. While as the grounded scenario in India has different face. As per World Conference on Education (2001), all children, especially girls, must approach and complete quality education by the year 2015. It is very clear that the both boys and girls have equivalent option to be educated and in developing country like India it is provide education for all. The improvement of a general public can be judge by estimating the issues that broaden instructive disparity predominant in the public arena. The pervasiveness of inconsistent dispersion of instruction in male and female understudies upsets the advancement at each phase of a country.

The education is the powerful weapon for development of children in setting him /her up to be an independent and competent citizen. In spite of the various schemes, activities and

plans implemented by the government to offer free and necessary instruction to all the students, still the rate of school dropout keeps on increasing substantially across the nation. This will be a serious concern for responsible citizens, academicians, NGOs, policy makers, elected governments and administrators.

The literacy rate is the percentage of people who have the ability to read and write in a given sample of population or country. Kosigi Mandal literacy rates were 39.02 per cent, compared to 67.02 per cent of Andhra Pradesh, according to the 2011 census. In Kosigi Mandal, male literacy is 48.27 per cent whereas female literacy is 29.86 per cent.

School dropout is broadly perceived a negative life occasion which is regularly followed by further issues. Dropping out of secondary school has an adverse and long haul impact on social, financial domains of an individual. Dropping outs from secondary schools are those who failed to finish their secondary schooling namely class 6 to class 10 successfully. School dropout is a phenomenon or symptoms which could be explained based on a variety of 'reasons', none of which are watertight compartments (Arun N. R. Kishore and K. S. Shaji (2012)). The various reasons for dropouts of secondary education may be grouped under personal, family, socio-economic, institutional, administrative reasons etc., However the gravity of the reasons may not be the same across the nation for dropouts.

The scenario in Kurnool District of Andhra Pradesh State is not phenomenally different from the other parts of the country while as the issues of school dropouts in the Kosigi Mandal of Kurnool District are comparatively very high in contrasting with other mandals of the district.

Although the nation targets to bring down the school dropouts to zero level, the percentage of students in the sample schools in the study area have the chances either to dropout or retain in the same classes during the study period is comparatively very high and is evident from the Table-1.

Table-1.1: Number of students having less than fifty per cent attendance during the academic year 2019-2020 in the study area.

Classes	Boys			Girls			Total		
	Number	Total	Per cent	Number	Total	Per cent	Number	Total	Per cent
IX	32	330	9.69	72	213	33.80	104	543	26.33
X	15	305	4.91	60	173	34.68	75	478	15.69
Total	47	635	7.40	132	386	34.19	179	1021	17.53

Source: Primary data.

Though the elected governments have taken up various educational programs to curb this menace in order to promote and strengthen the academics of students for their career and employability. The drop out issues in Kosigi Mandal couldn't reach level zero due to inexplicable reasons. This shows the necessities of educational development in the villages of Kosigi Mandal for further level.

Hence the investigator is intended to study the factors influencing drop outs in secondary school of Kosigi Mandal of Kurnool District. Hence it is entitled as 'A study on factors influencing secondary schools drop outs of Kosigi Mandal in Kurnool District'.

1.2 Conceptual framework

This study was conceptualized inside a structure that determines factors of a school system as performing specific factor roles (independent variable) that are important if the school needs to accomplish its ideal objectives (dependent variables). These factors are the

parents, students, the school condition and the community and should assume their roles adequately to guarantee the students take part in tutoring and complete their secondary education effectively.

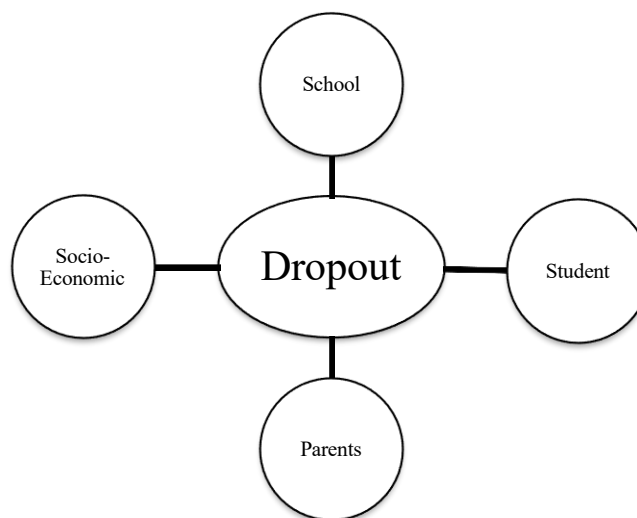


Fig 1.1(a): Factors that lead to secondary school dropout

The roles performed by the four parts are complimentary to each other. In the occasion of one of them breaking down, the entire framework in all likelihood not accomplishes its proposed objectives. The final product is wastage and passing up the chance to accomplish the educational objectives. Figure 1.1 shows how factors inside the school and the community collaborate and influence the students and making them to leave school as dropouts.

1.3 Rational of the study

India has been experiencing the stigma of drop outs of secondary schools is indigestible and creates dishonourable society in the eyes of international community. School dropout in India is high in which the vast majority of the children don't finish their basic education.

The issue of being out of school is a significant issue. That makes issues of an uneducated group of people yet to come, yet in addition adds to the expansion of standoffish components in the nation.

The investigator blended the information from the available literature pertaining to the factors that influence secondary school dropouts. The researchers across the globe reported in their studies that personal factors, socio-economic factors, institutional factors and financial factors broadly influence the secondary school drop outs.

The investigator identified that secondary school dropout in Kosigi Mandal of Kurnool District in Andhra Pradesh State is the major concern. The majority of the student dropouts from secondary schools in this mandal have been reported when they reach either class IX or class X, which fundamentally prompts different issues and those issues are likely migration of family, parental discouragement, poverty, lower level of education of their parents, work on the field etc. The school and district authorities and the elected governments have been put forth their efforts unconditionally to root out this problem since independence. Though they have achieved to bring down the number but not in the expected level i.e., level zero. Therefore researcher had the option to conduct the study to address the problem which has been associated with numerous issues as mentioned above.

1.4 Statement of the problem

School dropouts are one of the social issues which are disturbing. A portion of the explanation which the students dropout is because of poverty, parents are preventing their children from going to class as they can help them in their work or they can gain cash rather than going to school. Another issue is that parents can't bolster because of budgetary emergency, so they need to send their children for work and help the family. The guardians

can't give their need of going to class like books, assessment expenses, travel expenses, uniform and so on so the best and simpler approach to ask them not to proceed with their education. Another problem is that more than 50 per cent of population in Kosigi Mandal migrate their families to the places where they get seasonal employment. This act stimulate the parents to take children with them instead of keeping children in government run hostels which are rigid in terms of rules and regulations and obstruct indirectly their livelihood.

Peer pressure where one doesn't show any enthusiasm for the examinations and when they failed in tests, they will in general drop their studies and begin working. While then again there are students who are powerless in contemplates and were bad at it, they include the mediocrity inside them when they score less, so they lean toward not to concentrate any longer as they continue contrasting themselves and other students.

In this way, the current study plans to comprehend the current situation of school dropout what's more, to comprehend the degree of issue, as additionally the different causal factor which leads to it.

1.5 Objectives of the study

1. General objective

To study the association of personal, family, socio-economic and school factors and school dropouts in the study area. Further to study the influence of these factors on school dropouts in the study area.

2. Specific objectives

- a) To investigate the association of personal, family, socio-economic and school factors and school dropouts.
- b) To study the influence of personal, family, socio-economic and school factors that led to school dropouts.
- c) To suggest the measures that may be adopted to reduce the school dropouts based on the study.

1.6 Hypothesis of the study

To study the stated objectives the following hypotheses are formulated.

To study the first objective the following hypotheses are formulated

H₀₁: There is no association between Personal factors and School dropouts.

H₁₁: There is an association between Personal factors and School dropouts.

H₀₂: There is no association between Family factors and School dropouts.

H₁₂: There is an association between Family factors and School dropouts.

H₀₃: There is no association between Socio-economic factors and School dropouts.

H₁₃: There is an association between Socio-economic factors and School dropouts.

H₀₄: There is no association between School factors and School dropouts.

H₁₄: There is an association between School factors and School dropouts.

To study the second objective the following hypotheses are formulated

H₀₅: Personal factors do not influence the School dropouts.

H₁₅: Personal factors influence the School dropouts.

H₀₆: Family factors do not influence the School dropouts.

H₁₆: Family factors influence the School dropouts.

H₀₇: Socio-economic factors do not influence the School dropouts.

H₁₇: Socio-economic factors influence the School dropouts.

H₀₈: School factors do not influence the School dropouts.

H₁₈: School factors influence the School dropouts.

1.7 Operational Definition of the key terms

School dropout: School dropout refers to a student who is enrolled at secondary school level in an academic year and not going to any school due to different reasons.

School factor: under this study school factors refer to the institutional conditions and environment which affect the school dropout.

Socio economic factors: under this study socio-economic factors refer to social and economic problems of students which affect the school dropout.

Family factors: under this study family factors refer to family conditions and problems of students which affect the school dropout.

Personal factors: Under this study personal factor refers to students' attitude, personal beliefs, age, gender etc. which affect the school dropout.

1.8 Variables in the study

The variables used in the study are presented in Table-1.2.

Table 1.2: Variables of the study

Personal factors	Felt no need for education Ill health Friend advice Not allowing mobile
------------------	---

	Fear of exams City craze Age Sex
Family factors	Migration of family House hold works Occupation of parents Number of siblings Work on the field Parents discouragement
Socio-economic factors	Drought Poverty Distance of the school Annual income of family Sexual harassment Lack of transport Disputes in villages Cost of education
School factors	Lack of teachers Lack of infrastructure Teachers odd behavior Water facilities in school

	Toilet facilities Mid-day meal School timings Unhygienic school environment Academic pressure Not allowing mobile
--	--

1.9 Delimitation of the study

‘Delimitations are deliberate limits set by the analyst on the reason also, extent of the investigation’ (Lunenburg & Irby, 2008, p. 134).

The delimitations for this study were:

- i) The study analysed the influence of factors on school dropout at macro level only and
- ii) Time and financial resources of the investigator couldn’t allow him to carry out in a larger scale.

CHAPTER-2

CHAPTER – 2

REVIEW OF LITERATURE

2.1 Introduction

A thorough examination of the concerned literature will assist the researcher to locate the gaps in his/her area of research. This workout obviously made the researcher to understand the past and the current trends in that area of research for additional exploration. It helps the researcher to finalize the topic and core components of research Viz., the topic of research, selection of objectives of research study, methodology of research , selection of dependent and independent variables, need of primary and secondary data required for the study, the methods of collecting data, the selection of the tools and statistical techniques for analysing data.

In this chapter the investigator made an attempt to review the literature on secondary school drop outs and the reasons for these drop outs.

2.2 Factors of Dropout

According to Wehlage and Rutter (1986) (cited in W Shangpliang 2017) ‘pull factor and factor Push lead to drop out of the pupil. Push-out factors can be characterized as forces found within the school atmosphere itself, such as experiences with teachers and classmates in the classroom, administration, curriculum in school, extracurricular activities etc. Factors that push out are related to the curriculum of the high school’. They opined that ‘pulling out factors can be defined as influences found outside of the school setting. They involve, but are not limited to, peer, family, community, media interactions and so on.’

Patrick Ajaja (2012) reported in his study that ‘four factors influence the school drop outs viz., school, job, family and community related factors’.

2.2.1 Personal factors

Wehlage and Rutter (1986) (cited in Manjeel Rai (2015)) concluded in their study that ‘Dropouts happen to those students whose self-esteem is lower and less control of their lives than the other students do. They have weak attitudes toward college and low expectations for college and jobs.’

Rumberger (1983) (cited in Manjeel Rai (2015)) reported his investigation that ‘several dropouts are leaving school to get married or are pregnant’.

2.2.2 Family-related factors

Frederickson and Ruglles (2007) (cited in W Shangpliang 2017) identified ‘family-related factors that include low socio-economic status of the family, no support for education, no education for the parent, felt that education is unimportant, students have to work and go to school, work to support the family and pregnancy lead to school dropouts’.

Barsaga (1995) (cited in Shadreck, 2013) found in his study that ‘factors for dropping out due to poverty, distance from home to school, lack of motivation, teacher aspect and poor health’. He stated that ‘dropouts come from low-income families whose parents seemed to have no education and those who were unemployed or had jobs which gave them little or no income’.

2.2.3 Socio-economic-related factors

Ajaja (2012) reported in his study that ‘students belonging to low-income neighbourhood, having peers with low educational aspirations and having dropout friends or siblings may lead an individual to leave school’.

Rani (2011) in her research ‘teenagers cited reasons for school drop outs were financial difficulty, children not interested in studies, parents not interested in studies, lack of educational facilities in the surrounding village, lack of standard education, restriction of parents' preferences on teenagers, lack of anonymity, girls' toilet facilities in school and safety reasons.’

2.2.4 School-related factors

Bryk and Thum (1989) (cited in Manjeel Rai (2015)) identified that ‘schools with higher incidences of discipline concerns, schools where the administration records employee conflicts, schools with students from varied social groups and schools with varied learning experiences had proportionately greater drop outs.’

Chirtes (2010) (cited in Shadreck (2013)) in his study found that ‘low socio-economic status of the school population , high levels of racial or ethnic discrimination among students in a school , students in conflict with teachers or fellow students stimulate school drop outs’.

2.3 Studies Conducted in India on School Dropouts

Ravindra Kosari (2018) reported in his study that ‘dropout problem in India's primary education arena is a dazzling concern. The deprived sections schedule tribes; Scheduled Caste and Muslims students are more likely to dropout and thus need to improve the remedial steps for the vulnerable groups’. Further claimed that ‘Schools are toxic to student learning, students are either suspended for minor offenses or placed in ‘remedial classes’ were also instigating drop outs. He concluded in his investigation that ‘the higher the school dropout rate would be expected to be the higher the SC and ST ratios. There is also a strong role for Muslim minorities in raising dropout in many parts of our country.

Minorities favor Maktab religious teaching which elevates the students out of school or dropout.’

Agarwal and Meena (2010) in their study reported that ‘rural to urban school-age migration (5-15 years) increases child chances above and beyond other significant structural risk factors such as child labor, having an illiterate mother and no stable household income, dropping out of compulsory education by about 103% compared to when the child is not migrated and noticed more dropout females than men. They found that ‘dropouts came mostly from households that had more family members and low family income; families of the dropouts were more likely to be illiterate’.

Jaychandaran (2001) conducted her study in Marathwada district slum colonies of the town of Parbhani and reported that ‘most dropouts belonged to nuclear families and were illiterates, more than 69% dropouts coming from primary schools due to parents' lack of awareness of the importance of education for children’.

Sateesh Gouda M and Dr.T.V.Sekher (2014) conveyed in their study that ‘the family and parental attributes that may have affected the dropouts in school’. They concluded in their study that ‘the dropout was high among the Muslim, Scheduled Caste and Scheduled Tribe family’s children; the dropouts of children belonging to parents who were illiterate were four times higher than those of the parents who had become literate; if parents did not work there was fairly high probability of dropout among their children and the most important predictors of school dropouts in India were the size of the household, number of living children and parental education’.

According to Ananga (2011) ‘the experiences of children dropping out of schools in two rural areas in Ghana's central region that dropouts were more due to financial reasons than to social reasons such as school or teacher’.

Deepa Amgoth *et al.* (2019) found in their investigation that ‘the number of dropouts from school was linked to their families. 53.3 per cent of students were dropped out of school due to family financial constraints; 50 per cent due to early marriage and lack of parental interest in education; 38.3 per cent due to a lack of father support; parental focus on household duties was 33.3 per cent; a lack of support from the mother for schooling of 26.7 per cent and parental focus on farm activities of 28.3 per cent’.

Anaga (2011) claimed in her study that ‘gender socialization within our schools ensures that girls were made realize that boys are not equal. Schools perpetuate girls' socialization as inferior was through a permissive approach towards sexual harassment. School environment prompts girls to drop out when schools neglect students' sexist, racial, homophobic and violent experiences and to offer implicit acceptance to these behaviors.’

Roul and Sahoo (2005) conducted study on girls’ dropout in an elementary education. They reported that ‘social status (61per cent) leads to dropouts. The social condition includes harassment by local unsocial elements of school going girls, inadequate peer group encouragement, marriage of girls at lower age etc’. They also found that ‘economic status (68 per cent) also played a crucial role in dropout of girl students. The economic condition involves parents' propensity not to spend money on educating their daughters, school uniform and scholarship anomalies, mid-day meal, poverty etc’.

Sharma et al. (2007) revealed in their study that ‘some economic and social factors were behind the dropout of girls’. They found that ‘economic characteristics involve financial strain (78.6 per cent), child earnings support (8.6 per cent) and societal characteristics involve the early marriage system (42 per cent), adjustment problem (41.3 per cent), household work training (24 per cent) and non-education trend for girls in the community (20 per cent). The parental pressure for dropouts to leave school was 30 per cent’.

Rao (2000) analyzed the trends of enrollment and dropout in schools in his investigation. ‘Fifty-one percent of traditional weavers felt that five years of schooling was enough for a girl, while as 50 percent of non-traditional weavers wanted their girl child to be in school for more than five years’.

Satadru, Sikdar and Mukharjee (2012) indicated in their investigation that ‘higher student support for expenditure per pupil could help to reduce the dropout rate for the school’. They concluded that ‘school violence is a major concern and leads to schools withdrawing numbers of students besides high-risk behaviors of students, including drug use, are likely to be concerned with other drop-out issues such as lack attendance, low ambitions and low participation in school activities’.

Surender Singh and Suman Rani (2012) investigated on the causes of girl’s dropout in Haryana and found that ‘greatest dropouts reported were among the Muslim and Rajput communities’. They claimed that ‘traditional thinking, failure, helps demanded from them in household works and in earning money are the main causes of girls' dropouts. Disinterest in subjects and teacher dissatisfaction is also a source of dropouts’. The other reasons reported were ‘lack of education of many parents and poverty tends to cause them to

engage their wards with different ways of earning, inferiority among poor and backward families’.

Arun N. R. Kishore and K. S. Shaji (2012) opined that ‘school dropout is a phenomenon or symptoms which could be explained based on a variety of ‘reasons’, none of which are watertight compartments. There is relatively little research into determining the reasons why so many children drop out of schools in India’. They reported that ‘lack of interest was cited as the most common reason for dropping out of school (36 per cent boys and 21 per cent girls). Physical disorders of various types accounted for the largest amongst the ‘reasons’ for dropout’.

Mrityunjoy Jana *et.al* (2014) in their research article reported that ‘the high percentage of dropout rate was mainly because of tedious outside of buildings, shortage of facilities and poor physical environment in Gopiballavpur Circle (West), Paschim Medinipu of West Bengal’. They also reported that ‘poverty not only influence the demand for schooling decreases the claim for education, but also influences the incapability of family, tuition fees and other charges necessary for nourishment of children, distance to schools, bad quality of the education, insufficient arrangements, overloaded Grade rooms, unfit languages of the of instruction, irregularity of teacher and security problem in girls school, are common causes which increase school dropout’. Further claimed that ‘orphan, migratory kids, lower boxes/planned tribe children and minority group children of different languages, not every individual, circumstance have access distressed, poor health, starvation and scarcity, reduces valuable learning opportunities for students and are more compelling to dropout’.

2.4 Global Studies on School Dropouts

N. Rutakinikwa (2016) in his research concluded that ‘absence of fundamental instructive prerequisites like course books, practice books, other school hardware, low income of guardians and absence of food, material and sanctuary have been related with monetary components that lead to girls drop out from secondary school education in Bagamoyo region’. ‘Early pregnancies, young relationships and increment of vagrants are among the financial impacts, Inception rituals 'ngoma' or 'kucheza watoto' are the fundamental social practices, prostitution as one of the social elements that cause girls to drop out from secondary schools’. Besides these reasons ‘disappointment by parents and guardians to pay school charges and different commitments as required by school specialists, along with parents/guardians propensity to permit their little girls to get hitched before finishing secondary school education were referred as different reasons for female students to drop out from school’.

Waleed Mohammed Alabdulrazaq *et al.*(2019), in their research reported that ‘four factors that determine dropout rates in Saudi Arabia viz., educational target, the value attached to education, self-esteem and educational achievement while as Lack of self-motivation is the one of the major reasons for dropout’. Further reported that ‘educational targets and value have significant relationships with school completion’.

Baluch and Shahid (2008) analyzed the constraints resulting in secondary dropout and found that ‘the main reasons for dropout were the distance between home and school pupils, the overloading of syllables and curriculum design, the lack of skilled teachers and the misperceptions of parents about the need to educate children, especially girls’.

Simon Njogu Njagi and Jonathan (2017) concluded in their study that ‘Parenting patterns play a critical role in forecasting dropout rates for high school graduates while other influences play a minor role in predetermining when a pupil would drop out of school. Parenting styles provide the child with a microclimate that allows the child to understand, or frustrate such perception, the future eye of academic successes. Furthermore, the study suggests that ‘the management board of the school and the association of parents / teachers should include other stakeholders in the educational system, such as community-based organizations, in carrying out follow-up services for school dropouts that aim to return them back to school.’

S. M. Shahidul and A. H. M. Zehadul (2015) reveal that ‘many interrelated financial, environmental, school and cultural factors influence school dropouts regardless of the gender’. They concluded that ‘the financial factors, parents with a lower socio-economic status and cultural factors often play a major role in the high rate of early female dropouts’.

Mandina Shadreck (2013) concludes that ‘a low socio-economic status in the family was found to be a significant cause of dropping out because of hardship and financial restrictions’. The research has also shown that ‘certain school circumstances will lead to premature dropout of school’ and schools appear to be affecting the drop-out actions of their organization, structure and school environment, practices, and likely forcing students to slowly leave or avoid school’. Further stated that ‘travel to education, insufficient infrastructure and services are correlated with drop outs of rural secondary school students’. The study has also been shown that ‘teacher-centric factors such as a caring behavior, cruelty, negative comments and poor teaching act as push-out factors for most rural high

school students. Students may also be forced out of school due to reasons correlated with their education.’

Alika and Egbochuku (2009) explored reasons for school dropout among girls in Edo State. The inference taken from the study is that ‘among girls in Edo State, poverty and low academic performance account heavily for causes of dropout from education. In other words, the family's economic level or status greatly impacts the girl child's continued stay at school. Poverty, low academic performance, opposite sex harassment, Unfriendly school environment, school distance from home, pregnancy / early marriage, poor health, inadequate teaching, parental death are the main reasons for dropout.’

Valerie E. Lee and David T. Burkam (2000) found in their investigation that ‘sex did not contribute directly to falling out. Race / ethnicity have been associated with dropping out’. They concluded in their study that ‘socio-economic status, academic background has been closely linked to falling out. Children are less likely to drop out of high school for a more limited and rigorous math program, above and above their own course actions and success in the classroom’. In continuation claims that ‘student-teacher relationships do not affect dropout activity in large and very large schools may be because the large numbers negate the personalizing aspect of successful student-teacher relationships and at the overall level of student-teacher partnerships, there are higher dropout levels in large and very large schools than in small schools’.

2.5 Synthesis and Research Gap

Although the review of literature has focused on contemporary research studies at global national and state levels on dropouts from schooling. Resources were also having been provided to identify gaps in the literature where further study may be conducted.

The studies portrayed that there are several factors that play significant role for school dropout. Student dropout causes vary according to the geographic area. The dropout factors may be classified into personal, family, socio-economic, cultural and school factors.

The studies recognized that lack of interest in academics among poor household may not be taken as the main cause for dropout of their children. The lack of interest in studies may be caused by multiple underlying causes or by a combination of many of the factors that cannot be disentangled.

Some of the studies highlighted the pushing factors for child labor and the pressure on school expenses. Although labor refers to household work and sibling care for girls, it was essential for boys to aid in farm work and other income generating activities. In addition, school-related, teacher-related and family-related factors also contribute to children dropout. Nevertheless, there is no clear data to prove that this occurrence is only triggered by a few causes and that those causes are not only region-specific but also time-specific.

The investigator has seen that there is hardly any significant amount of research in Kosigi Mandal of Kurnool District in Andhra Pradesh state in the domain of school dropouts. It is a fairly new area of concern in the state of newly formed Andhra Pradesh. The problems of school dropouts have increased in the last few years in Kosigi Mandal, which may have a broad effect on children's educational future too. Therefore, investigator has taken up the present study to fill the research gap in order to find out the factors ie., personal, family, socio-economic and school factors that influence school dropouts.

CHAPTER-3

CHAPTER – 3

METHODOLOGY

3.1 Introduction

According to Kothari (2004), ‘research methodology is an approach to systematically solve the research problem. It might be comprehended as a study of concentrating how research is done methodically. It involves the different steps that are commonly embraced by a researcher in examining the research problem’.

Ahuja (2015) states that the ‘methodology entails the study of techniques. It is the rationale of logical investigation. It's a research model utilized in a specific undertaking that involves hypothetical standards just as a framework, gives rules about how the study is to be done in setting of a specific paradigm. It also contains the norms and standards utilized to accomplish the decision, structure, procedure and utilization of method as coordinated by the basic paradigm.

This chapter deals with portrayal of the technique that was utilized to complete the study. It was separated into the accompanying subsections viz., approach, research design, area of the study, target population, sample size and sampling procedure, research instruments, data collection tools and data analysis techniques.

3.2 Research Approach

The study used both of qualitative and quantitative data. The quantitative data involves the generation of data in quantitative form which can be subjected to quantitative analysis in a formal and a rigid fashion. Both quantitative and qualitative data used to find the reasons for school dropout which is function of researcher’s insights and impressions. Therefore

researcher looks at the discoveries and checks if the outcomes approve one another or are in logical inconsistency.

3.3 Research Design

A research design is the blueprint of conditions for collection and analysis of data in a way that the plan to join significance to the research purpose with economy in strategy. In fact, the research design is the conceptual framework inside which research is directed; it comprises the plan for the collection, measurement and analysis of data (Kothari and Garg, 2014).

This study adopted a descriptive survey design to know the factors that influence the student dropout from secondary school. Creswell (2002) sees that a descriptive survey method will be utilized at the point when data is gathered to portray people, organizations, settings, or phenomenon.

The study planned for observing and portraying the factors that cause drop out of the students. Descriptive survey method was seen in most of the research studies pertaining to school dropouts, which was the most fitting for this study. This method was suitable for this study since it helps the researcher to create statistical data and to find out the factors influencing school dropouts.

3.4 Area of the study

This study was conducted in Kosigi mandal of Kurnool district in Andhra Pradesh. Kosigi Mandal has 14 secondary schools, offer education to the students from class 6 to class 10. Kosigi mandal has very low literacy rate and greater number of school dropouts as compared to the other mandals of the district. This reason has driven the investigator to take up the present study in Kosigi mandal of Kurnool district in Andhra Pradesh.

3.5 Target Population

According to Kombo and Tromp (2006), 'Target population is a group of people, objects or things from which samples are taken for measurement'. The population of the study was all the students who were on the rolls of classes IX and X having less than fifty percent attendance in government schools which offers education for classes 6 to 10 in the academic year 2019 -2020.

3.6 Sample and Sampling Procedure

Sample is a bit of total population. It refers to the quantity of things to be chosen from the population to build a sample (Ahuja, 2015: p161). The chose part which is utilized to discover the attributes of the large population is called sample. Elective, sample is a sub section or cross area of the large population. It might be properly called as a delegate of the larger whole (Pathak, 2008: p41).

The investigator drew a sample of six schools from the twelve secondary schools in Kosigi mandal which is fifty per cent portrayal of all secondary schools in the study area. The schools were selected through random sampling. Total number of students having less than fifty per cent attendance in class IX and X was One hundred seventy nine. Out of which ninety students were selected as sample for the present study which constitute fifty per cent. Respondents were selected through simple random method. Seventy two students were responded to the schedule in all respects which constitute eighty per cent. Hence the present study considered seventy two students as sample.

3.7 Data collection tools

The principle research instrument utilized in this study was a schedule. The questions used in this schedule were closed-ended to elicit certain responses that were sought and open-ended to include more data that were of significance to the study.

The questions in schedule tried to elicit data from the respondents on the instances of school dropouts, the measures to be taken to check the pattern to capture the school dropout phenomenon. The researcher got records of attendance and progression from the school administration in the study area.

The reliability of the schedule was tested by Cronbach's alpha, calculated using SPSS. The reliability of the survey instrument was 0.846 which is above 0.7 (Nunnally, 1978). The item-wise analysis of the reasons for school dropouts was also carried out and portrayed in 3(b).

Table-3.1

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	33

Source: SPSS output.

Table-3.2: Item wise analysis -Total Statistics

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Migration of Family	109.55	333.096	.296	.843
Drought	107.33	350.457	-.034	.848
City Craze	107.90	340.744	.166	.846
Poverty	109.08	343.994	.069	.850
House Hold Works	109.59	348.707	-.011	.852
Distance of The School	107.98	340.295	.223	.845
School Timings	108.52	332.567	.318	.842
Lack of Transport Facilities	108.98	323.949	.454	.838
Cost of Education	108.25	341.959	.132	.847
Ill Health	107.98	342.939	.127	.847

Unhygienic School Environment	107.86	347.416	.048	.848
Felt No Need of Education	108.27	344.588	.066	.850
Work on The Firm/Field	108.91	318.330	.464	.838
Teachers Odd Behavior	108.50	337.823	.190	.846
Lack of Teachers/Staff	108.32	340.320	.158	.847
Parents Discouragement	109.90	342.076	.135	.847
Friends Advice	108.11	334.061	.314	.843
Disputes In Village	108.13	341.865	.158	.846
Child Marriage	107.82	352.462	-.093	.850
Not Allowing Electronic Gadgets	107.72	353.702	-.135	.851
Lack of Infrastructure	107.83	350.192	-.029	.849
Fear of Exams	108.94	296.982	.832	.824
Academic Pressure	108.47	312.570	.588	.834
Toilet facility	109.02	319.706	.462	.838

Gender reason	109.02	319.706	.462	.838
Age reason	109.02	319.706	.462	.838
Occupation of Parent	108.94	296.982	.832	.824
Number of Siblings	109.02	319.706	.462	.838
Cost of Education	108.94	296.982	.832	.824
Midday meal scheme	108.94	296.982	.832	.824
Unhygienic School Envir	108.47	312.570	.588	.834
Academic Pressure	108.40	331.394	.788	.837
Sexual Harassment	108.37	330.017	.796	.837

Source: SPSS output.

3.8 Procedure of Data collection

Primary data was collected through structured schedule. Secondary data was collected through different sources namely government reports and school reports. Structured schedule used to collect the data to study the influence of personal, family, socio-economic and school factors for school dropouts. The investigator posed numerous questions thorough the schedule with respect to the reasons behind the occurrence of school dropouts and.

3.9 Data analysis techniques

Orodho (2004) sees that data analysis is the existence line of a research and that the method of analysis is the back bone and conduct wire. The data gathered was analysed by using statistical package for social sciences (SPSS) program. The study created both qualitative and quantitative information. Descriptive statistics and regression analysis was used to analyse the data.

3.10 Summary

This chapter explained about the research methodologies applied in the study. The research design is expressed in a short record of the target population, sample, sample size, sampling techniques, tools, method of collecting data and statistical techniques for analysis.

CHAPTER-4

CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

This chapter provides an overview and understanding of school dropout data collected. Data analysis in research work is seen as an important phase and heart of study. The next logical step, after data collection with the help of relevant tools and techniques, is to analyse and interpret data with a view to arriving at an empirical solution to the problem.

4.1 Gender of the Respondents

Table-4.1 shows that out of the total seventy two respondents, there were about sixty eight per cent of respondents were girls and thirty two per cent were boys. The same information has been depicted in the figure - 4.1.

Table-4.1: Distribution of Respondents by their Gender

Gender	No of respondents	Percentage
Boys	23	31.94
Girls	49	68.06
Total	72	100.00

Source: Primary data.

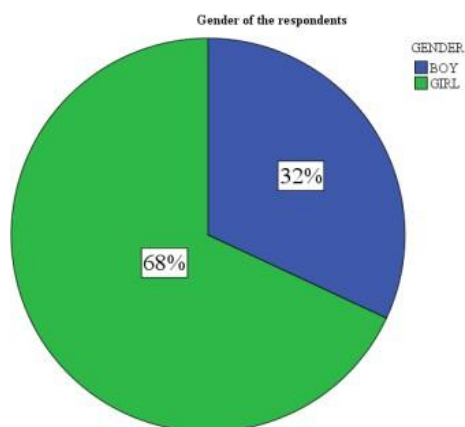


Figure 4.1(a): Gender of the Respondents

4.2 Age of the respondents

Table - 4.2 shows the age of respondents. 40.28 per cent of respondents fall in the age of 14 years followed by 29.17, 22.22, 6.94 and 1.39 respectively in the ages of 15, 16, 13 and 18 years. The same has been depicted in the figure - 4.2.

Table-4.2: Distribution of Respondents by their Age

Age (in years)	No of respondents	Percentage
13	5	6.94
14	29	40.28
15	21	29.17
16	16	22.22
18	1	1.39

Total	72	100.00
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Source: Primary data.

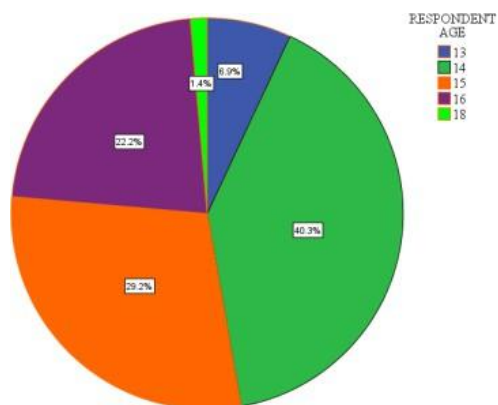


Figure 4.2(a): Age of the respondent

4.3 Respondents' Gender and Class of study

Table - 4.3 shows the distribution of respondents by their gender and class of study. Majority of the respondents were from class 9 with 57 per cent followed by 43 per cent in class 10. Girl respondents were more in number in both classes.

Table-4.3: Distribution of Respondents by their gender and class of study.

Gender	Class 9	Class 10	Total
Boy	15 (65.22)	8(34.78)	23(100.00)
Girl	26(53.06)	23(46.94)	49(100.00)
Total	41(57.00)	31(43.00)	72(100.00)

Source: Primary data.

Figures in brackets refer per cents to the total.

4.4 Distribution of income level of the respondents 'families.

Table - 4.4 shows the distribution of income level of the respondents' families. Highest per cent of families of respondents fall below the income level of Rs.20000 per annum, followed by 37.50 per cent with an income of Rs.40001 to Rs.60,000. About only seven per cent of families of respondents have an annual income more than Rs.60,000.

Table - 4.4: Annual Income Levels of the Respondents' families.

Income range (In rupees)	Frequency	Per cent
Below 20,000	32	44.44
20,001 - 40,000	8	11.11
40,001 - 60,000	27	37.50
Above 60,000	5	6.95
Total	72	100.00

Source: Primary data.

Figures in brackets refer per cents to the total.

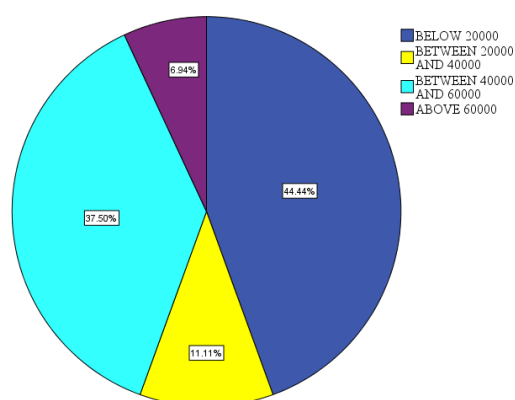


Figure 4.4(a): Annual Income Levels of the Respondent Families

4.5 Main source of family Income of the Respondents

Table-4.5 shows that out of the total number of the seventy two respondents, there were seventy five per cent of respondents whose primary source for their family income is Agriculture. Rest of the respondents' families depends on daily wage works and migration equally.

Table-4.5: Distribution of Respondents by their main source of family income.

Main Source of Income	Frequency	Per cent
Agriculture	54	75.00
Daily wage work	9	12.5
Through Migration	9	12.5
Total	72	100.00

Source: Primary data.

The information pertaining in the Table - 4.5 is represented in the Figure – 4.5(a).

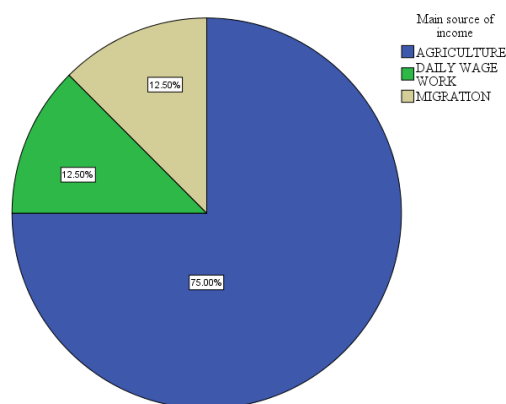


Figure – 4.5(a): Main source of family income of the respondents

4.6 Number of Siblings of Respondents

Table-4.6 shows number of siblings of the respondents in the study. All the respondents have at least one sibling and maximum of eight. About sixty per cent of respondents have either three or four siblings. About ninety seven per cent of the families of respondents had more than two siblings.

Table-4.6: Distribution of number of siblings of the Respondents.

Number of siblings	Frequency	Per cent
1	2	2.8
2	9	12.5
3	27	37.5
4	19	26.4
5	8	11.1
6	6	8.3
8	1	1.4
Total	72	100.00

Source: Primary data.

The information pertaining in the Table - 4.6 is represented in the Figure-4.6(a).

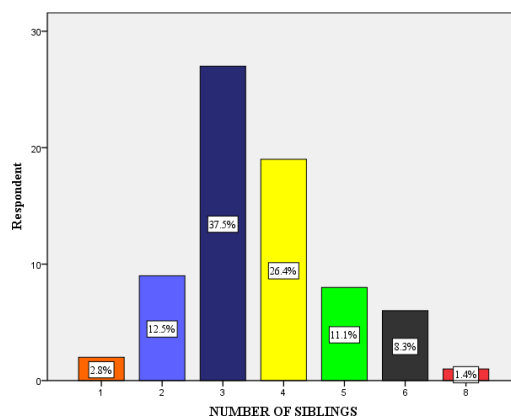


Figure – 4.6(a): Number of siblings of the respondents

4.7 Personal Factors

4.7.1 Association between personal factors and school dropout

To test the association between Personal factors and school dropout, Chi-square test is used.

Table - 4.7(a)

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Personal Factors ^b	.	Enter
a. Dependent Variable: Dropout			
b. All requested variables entered.			

Source: SPSS output based on Primary data.

In Tables - 4.7(a), personal factors was computed from the independent variables as defined in the study namely Felt no need for education, Ill health, Friend's advice, Not allowing mobile, Fear of exams, City craze, Age reason and Gender reason and entered as a variable.

Table - 4.7(b)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.479	20	.010
Likelihood Ratio	48.302	20	.000
Linear-by-Linear Association	.085	1	.771
N of Valid Cases	72		

Source: SPSS output based on Primary data.

In Tables - 4.7(b), the chi-square value is 0.010 which is less than 0.05 (Significance level of 5 per cent). Hence the null hypothesis (H_{01}) is rejected and inferred that there is an association between personal factors and school dropout. This is further tested with regression analysis to find out the influence of personal factors on school dropouts.

4.7.2 Influence of Personal factors on school dropout

The regression analysis is carried out to test the influence of personal factors on school dropouts.

Table-4.7(c)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.035 ^a	.001	-.013	.505

a. Predictors: (Constant), Personal Factors

Source: SPSS output based on Primary data.

Table-4.7(d)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.021	1	.021	.084	.773 ^b
	Residual	17.854	70	.255		
	Total	17.875	71			
a. Dependent Variable: Dropout						
b. Predictors: (Constant), Personal Factors						

Source: SPSS output based on Primary data.

The 'p'-value in Table-4.7(c) is 0.773 which is higher than 0.05 at 5 per cent significance level. Hence this study accepts null hypothesis (H_{05}) and conclude that explanatory variable viz., personal factors do not influence the explained variable i.e., school dropout. Therefore respondents reasons of Felt no need for education , Ill health, Friend's advice, Not allowing mobile, Fear of exams, City craze , Age and Gender do not influence school dropout in the study area.

4.8 Family Factors

4.8.1 Association between family factors and school dropout

To test the association between family factors and school dropout, Chi-square test is used.

Table-4.8(a)

Variables Entered/Removed^a			
Model	Variables Entered	Variables Removed	Method
1	Family Factors ^b	.	Enter
a. Dependent Variable: Dropout			
b. All requested variables entered.			

Source: SPSS output based on Primary data.

In Tables - 4.8(a), the variable family factors was computed from the explanatory variables as defined in the study namely Migration of family, House hold works, Occupation of parents, Number of siblings, Work on the field, Parents discouragement and entered as a variable.

Table-4.8(b)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.875	8	.000
Likelihood Ratio	59.546	8	.000
Linear-by-Linear Association	38.445	1	.000
N of Valid Cases	72		

Source: SPSS output based on Primary data.

In Tables - 4.8(b), the chi-square value is 0.000 which is less than 0.05 (Significance level of 5 per cent). Hence the null hypothesis (H_{02}) is rejected and inferred that there is an association between family factors and school dropout. This is further tested with regression analysis to find out the influence of family factors on school dropouts.

4.8.2 Influence of Family factors on school dropout

The regression analysis is carried out to test the influence of family factors on school dropouts.

In Table - 4.8(c), the 'R'- value is 0.736 and R square value is 0.541 which is more than 0.5, which indicates that the proposed model is fit and significant.

Table-4.8(c)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.541	.535	.342
a. Predictors: (Constant), Family Factors				

Source: SPSS output based on Primary data.

Table-4.8(d)

ANOVA^a					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	9.679	1	9.679	82.665	.000 ^b
	Residual	8.196	70	.117		
	Total	17.875	71			
a. Dependent Variable: Dropout						
b. Predictors: (Constant), Family Factors						

Source: SPSS output based on Primary data.

The 'p'-value in Table-4.8(d) is 0.000 which is less than 0.01 at 1 per cent significance level. Hence we reject the null hypothesis (H_{06}) and conclude that explanatory variable viz., Family factors influence the explained variable i.e., school dropout. Therefore respondents' reasons which influence school dropouts were Migration of family, House hold works, Occupation of parents, Number of siblings, Work on the field and Parents discouragement.

Table-4.8(e)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.856	.078		11.035	.000
	Family Factor	.210	.023	.736	9.092	.000

a. Dependent Variable: School dropout

Source: SPSS output based on Primary data.

Table-4.8(e) explains the linear relation between the school dropout and family factors.

$$\text{School Dropout} = 0.856 + (0.210) * f_1$$

Where f_1 = family factors

The said relation in the model suggests that family factor promotes the school dropouts by twenty one per cent. Therefore Migration of family, House hold works, Occupation of parents, Number of siblings, Work on the field, Parents discouragement influences the school dropout.

4.9 Socio-Economic Factors

4.9.1 Association between socio-economic factors and school dropout

To test the association between socio-economic factors and school dropout, Chi-square test is used.

In Tables - 4.9(a), socio-economic factors was computed from the independent variables as defined in the study namely Drought, Poverty, Distance of the school, Annual income of family, Sexual harassment, Lack of transport, Disputes in villages and Cost of education and entered as a variable.

Table-4.9(a)

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Socio-economic Factors ^b	.	Enter

a. Dependent Variable: Dropout
b. All requested variables entered.

Source: SPSS output based on Primary data.

Table-4.9(b)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.863 ^a	9	.000
Likelihood Ratio	66.039	9	.000
Linear-by-Linear Association	45.765	1	.000
N of Valid Cases	72		

Source: SPSS output based on Primary data.

In Tables - 4.9(b), the chi-square value is 0.000 which is less than 0.05 (Significance level of 5 per cent). Hence the null hypothesis (H_{03}) is rejected and inferred that there is an association between socio-economic factors and school dropout. This is further tested with regression analysis to find out the influence of socio-economic on school dropouts.

4.9.2 Influence of Family factors on school dropout

The regression analysis is carried out to test the influence of family factors on school dropouts.

In Table - 4.9(c), the 'R'- value is 0.803 and R square value is 0.645, which indicates that the proposed model is fit and significant.

Table-4.9(c)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.645	.639	.301
a. Predictors: (Constant), Socio-economic factors				

Source: SPSS output based on Primary data.

The 'p'-value in Table-4.9(d) is 0.000 which is less than 0.01 at 1 per cent significance level. Hence the study rejects the null hypothesis (H_{07}) and accepts the alternate hypothesis (H_{08}). Hence the study conclude that explanatory variable viz., Socio-economic factors influence the explained variable i.e., school dropout. Therefore respondents' reasons which influence school dropouts were Drought, Poverty, Distance of the school, Annual income of family, Sexual harassment, Lack of transport, Disputes in villages and Cost of education.

Table-4.9(d)

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.522	1	11.522	126.947	.000 ^b

	Residual	6.353	70	.091		
	Total	17.875	71			
a. Dependent Variable: Dropout						
b. Predictors: (Constant), Socio-economic Factors						

Source: SPSS output based on Primary data.

Table-4.9(e)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.871	.063		13.800	.000
	Socio-economic Factors	.217	.019	.803	11.267	.000
a. Dependent Variable: Dropout						

Source: SPSS output based on Primary data.

Table-4.9(d) explains the linear relation between the school dropout and Socio-economic factors.

$$\text{School Dropout} = 0.871 + (0.217) * f_2$$

Where f_2 = Socio-economic factors

The said relation in the model suggests that Socio-economic factors influence and stimulate the school dropouts by about twenty two per cent. Therefore Drought, Poverty, Distance of the school, Annual income of family, Sexual harassment, Lack of transport, Disputes in villages and Cost of education influence the school dropout.

4.10 School Factors

4.10.1 Association between school factors and school dropout

To test the association between socio-economic factors and school dropout, Chi-square test is used.

Table-4.10(a)

Variables Entered/Removed^a			
Model	Variables Entered	Variables Removed	Method
1	School Factors ^b	.	Enter
a. Dependent Variable: Dropout			
b. All requested variables entered.			

Source: SPSS output based on Primary data.

In Tables - 4.10(a), school factors was computed from the independent variables as defined in the study namely Lack of teachers, Lack of infrastructure, Teachers odd behaviour, Water facilities in school, Toilet facilities, Mid-day meal, School timings, Unhygienic school environment, Academic pressure and Not allowing mobile in the school and entered as a variable.

Table-4.10(b)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	72.000	68	.347
Likelihood Ratio	99.313	68	.008
Linear-by-Linear Association	.003	1	.959
N of Valid Cases	72		

Source: SPSS output based on Primary data.

In Tables - 4.10(b), the chi-square value is 0.347 which is more than 0.05 (Significance level of 5 per cent). Hence the null hypothesis (H_{08}) is accepted and inferred that there is no association between school factors and school dropout. It is further inferred that school factors do not influence school dropout.

4.11 Influence of Socio-economic and Family factors on school dropout

The investigator employed multiple regression to construct the model which could explain the linear relation between school dropout and Socio-economic factors and family factors.

Table-4.11(a)

Variables Entered/Removed^a			
Model	Variables Entered	Variables Removed	Method
1	Socio-economic Factors, Family Factors ^b	.	Enter

a. Dependent Variable: Dropout
b. All requested variables entered.

Source: SPSS output based on Primary data.

In Tables - 4.11(a), Socio-economic factors and School factors were entered as explanatory variable and school dropout as an explained variable.

In Table - 4.11(b), the 'R' - value is 0.856 and R square value is 0.733, which indicates that the proposed model is a good fit and significant.

Table-4.11(b)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	.733	.726	.263
a. Predictors: (Constant), Socio-economic Factors , Family Factors				

Source: SPSS output based on Primary data.

Table-4.11(c)

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.108	2	6.554	94.857	.000 ^b

	Residual	4.767	69	.069		
	Total	17.875	71			
a. Dependent Variable: Dropout						
b. Predictors: (Constant), Socio-economic Factors, Family Factors						

Source: SPSS output based on Primary data.

The 'p'-value in Table-4.11(c) is 0.000 which is less than 0.01 at 1 per cent significance level. Hence the study rejects the null hypothesis and accepts the alternate hypothesis. Hence the study conclude that explanatory variables viz., Socio-economic factors and Family factors influence the explained variable i.e., school dropout.

Table-4.11(d)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.733	.062		11.812	.000
	Socio-economic Factors	.152	.022	.563	7.045	.000
	Family Factors	.109	.023	.383	4.791	.000

a. Dependent Variable: Dropout

Source: SPSS output based on Primary data.

Table-4.11(d) explains the linear relation between the school dropout and Socio-economic factors and Family factors.

$$\text{School Dropout} = 0.871 + (0.152) * f_{m1} + (0.109) * f_{m2}$$

Where f_{m1} = Socio-economic factors

f_{m2} = Family factors

The said relation in the model suggests that Socio-economic factors and Family factors influence the school dropouts by about fifteen per cent and ten per cent respectively.

CHAPTER-5

Chapter-5

FINDINGS AND CONCLUSIONS

5.1 Findings and Conclusions

The purpose of the present study is to find out the association of personal, family, socio-economic and school factors and school dropouts and also to study the influence of these factors on school dropouts in Kosigi Mandal of Kurnool District in Andhra Pradesh State.

In the study, out of seventy two respondents, highest proportion i.e., sixty eight per cent of them was girls and only thirty two per cent were boys. The investigator found from the study area that majority of school drop outs were girls.

About 40 per cent of respondents fall in the age of 14years followed by 29, 22, 6 and 2 per cents respectively in the ages of 15, 16, 13 and 18 years. From the study, it is very clear that about 69 per cent of the respondents fall in the age group of 14-15 years and about 91

Per cent of the respondents fall in the age group of 14-16 years. This shows that the respondents in study area are also at par with the students in terms of age to reach classes IX and X.

The study found that about sixty four per cent of respondents were girls in class IX and seventy four per cent in class X while as their opposite gender in both classes were in less percentage representation i.e., thirty six percent in class IX and twenty six per cent in class X. This shows that the same trend has been continued from the class IX to class X among girl respondents. The prevailing situation in the study area, chances of girl respondents had no option either to school dropout or detention in study because of their poor attendance.

The trend remains same for the boys but their representation is less in school dropout or detention.

Highest per cent (44.44 per cent) of families of respondents fall below the income level of Rs.20000 per annum, followed by 37.50 per cent with an income of Rs.40001 to Rs.60,000. About only seven per cent of families of respondents have an annual income more than Rs.60,000. This shows that about ninety three percent of respondents had a family income of less than Rs.5000 per month which compel the respondents to support their families to meet their families expenditure, thereby they lead to register low attendance and for school dropouts.

There were seventy five per cent of respondents whose primary source for their family income is Agriculture. Rest of the respondents' families depends on daily wage works and migration equally for their source of income. This means that all families of the respondents in the study do not have assured income. This scenario triggers the respondents of the age above 14 to support their families in order meet their daily expenses. The investigator found that respondents registered low attendance that causes for school dropout as the respondents engaged themselves in various means to support their families.

All the respondents have at least one sibling and maximum of eight. About sixty percent of respondents have either 3 or 4 siblings. About ninety seven percent of the families of respondents had more than two siblings. This show that the family size is comparatively higher and do not follow the government norms for the small family. The investigator observed that the higher the numbers of siblings in the respondents' family lower their attendance in schools there by paves a way for school dropout.

The study found that there is an association between personal factors and school dropouts where Personal factors for school dropouts was computed from the independent variables Felt no need for education, Ill health, Friend's advice, Not allowing mobile, Fear of exams, City craze, Age reason and Gender reason.

Further the study found that personal factors do not influence the explained variable i.e., school dropouts.

For association of family factors with school dropouts, the study found that there is an association between family factors and school dropouts where family factors was computed from the explanatory variables viz., Migration of family, House hold works, Occupation of parents, Number of siblings, Work on the field, Parents discouragement.

The investigator found from the study that family factors influence the school dropouts.

Study made an attempt to find out association of socio-economic factors with school dropouts. The study found that there is an association between socio-economic factors and school dropouts where socio-economic factors was computed from the independent variables namely Drought, Poverty, Distance of the school, Annual income of family, Sexual harassment, Lack of transport, Disputes in villages and Cost of education. The study also found that socio-economic factors influence the school dropouts.

This study didn't find an association between school factors and school dropouts where school factors was computed from the independent variables namely Lack of teachers, Lack of infrastructure, Teachers odd behaviour, Water facilities in school, Toilet facilities, Mid-day meal, School timings, Unhygienic school environment, Academic pressure and Not allowing mobile in the school and entered as a variable.

5.2 Recommendations

The study found that there is an association between personal factors, family factors and socio-economic factors with school dropouts. Further the study found that that family factors and socio-economic factors influence the school dropouts.

Seventy five per cent of families of respondents depend on agriculture and rest of them depends on daily wages and migrate their families for livelihood. The study also reported that none of the families of respondents have regular and assured income. Further the present study identified that girls are more prone to school dropouts.

Therefore the present study recommends the following recommendations to reduce the school dropouts substantially.

Seasonal hostels may be made available to the students for both boys and girls who are in need i.e., their families had no regular and assured income and involve in agriculture and migrate their families for livelihood. This opportunity made the respondents to increase their attendance and to attend the school regularly. Hence investigator recommends that Seasonal hostels may be made available for all the students who are prone to dropout and to nullify this vulnerability.

Andhra Pradesh government introduced good number of programs viz., Ammavodi which offer Rs.15000 per family per year and other kind of scholarships for promoting regular schooling. These schemes must be linked with minimum of 75 percent of attendance to that academic year which will substantially bring down the school dropouts.

Awareness programs on importance of education, ill effects of school dropouts, health, advantages of small families, opportunities for higher education, employability etc., must

be conducted in regular intervals in large scale to bring down the school dropouts to zero level.

The students, who do not have a secondary school within the reach of 1.5 km, must be given bicycles and special incentives to increase their regularity to the academics. Further the local administration must ensure that the girl students must be safe and secured, free from ragging and sexual assaults.

The secondary schools must be strengthened in terms of providing basic amenities like potable water, hygienic washrooms with running water besides library, computer lab, exposed to ICT, virtual games, playground etc. The students of these schools must also exposed to various cultural activities, NCC,NSS programs, sports activities and other kind of activities to stimulate the students to be regular to the school to drop out from list of school dropouts.

5.3 Educational Implications

If school dropouts are decreased substantially or nullify the school dropouts then their chances of getting into higher education increases substantially. It creates a platform for self-sustenance and expands the opportunities for their employability which may lead to sustainable growth and development of the balanced society.

5.4 Scope for further research

The researcher recommends the following for further research.

The similar study may be conducted in other mandals of Kurnool district and other districts of Andhra Pradesh state to find out the factors that influence school dropouts in order to arrive at comprehensive understanding of the factors that influences school dropouts.

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APPENDIX

ANNEXURE -1

Schedule for Students

Dear student,

This schedule is to collect data for purely academic purpose. The study seeks to investigate the factors that influence school dropouts in secondary schools in Kosigi Mandal of Kurnool district of Andhra Pradesh.

I humbly request you to respond to the following questions judiciously. Your responses will be used only for research purpose and kept confidential.

Yours faithfully
(S.Ramanjaneyulu)

-
1. Name of the student : _____
 2. School name : _____
 3. Age (in years) : _____
 4. Gender : Boy / Girl
 5. Number of siblings do you have : _____
 6. Your Order of birth : _____
 7. Annual income of family : _____
 8. Main source of family income : _____
 9. Distance of the school from home : _____ (in Km)
 10. Do you use mobile : Yes /No
 11. Toilet facilities available at school : Yes/ No
 12. Water facilities available at school : Yes/ No
 13. Is Mid-Day meal scheme working well in your school? Yes / No

14. Reasons for school dropouts (Please put a tick against one of the responses)

S.No	Reason	Strongly agree	Agree	Can't say	Disagree	Strongly disagree
i.	Migration of family					
ii.	Drought					
iii.	City craze					
iv.	Poverty					
v.	House hold work					
vi.	Distance of the school					
vii.	School timings					
viii.	Lack of transport facilities					
ix.	Cost of education					
x.	Ill – health					
xi.	Un hygienic school environment					
xii.	Felt no need for education					
xiii.	Work on the firm/field					
xiv.	Teacher's odd behavior					

xv.	Lack of teachers/staff in the school					
xvi.	Parents' discouragement					
xvii.	Friend(s) advice					
xviii.	Disputes in village					
xix.	Child marriage					
xx.	Not allowing electronic gadgets					
xxi.	Lack of infrastructure in the school					
xxii.	Fear of exams					
xxiii.	Academic pressure					

(a) Any other (please state) : _____

15. Are you employed in any work now? : Yes/ No

If yes, name the domain in which you spend your time now-a-days?

(a) House hold works : Yes /No

(b) Agriculture : Yes /No

(c) Daily wage work : Yes /No

(d) Working in a firm : Yes /No

(e) Migrated place : Yes /No

(f) Other (please state) : _____

16. Do you wish to continue your studies if opportunity comes? Yes/No

17. Can you give any suggestion to decrease dropouts :

A study on school dropouts in Kosigi mandal of Kurnool district in Andhra Pradesh state

BOOK SUMMARY

This book investigates the factors contributing to secondary school dropout among students in Kosigi Mandal of Kurnool District, Andhra Pradesh. Based on data collected from 72 respondents, the study reveals that family and socio-economic factors significantly influence school dropout, while personal factors show association but limited influence, and school factors have no significant effect.

By:

SANJEEVAGANI RAMANJANEYULU

<https://orcid.org/0000-0001-6071-9162>

[Book DOI: https://doi.org/10.66483/ess.ed.2026.0005](https://doi.org/10.66483/ess.ed.2026.0005)

eISBN: 978-81-686924-8-0



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