

# Identification of Underlying Factors of Students' Dropout After Primary Education: A Case Study

<sup>1</sup>Dr. Amit Kumar Chakrabarty

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## Abstract

*This paper deals with 7 dropout problem of students after primary education. The focus of this study is on identification of underlying factors of students' dropout after primary education in Katwa Municipal area West Bengal. A sample of 21 dropout students has been taken at random from 4 boys and 3 girls schools situated at the studied area. Concerned school-teachers, parents, neighbours, political leaders, officers and members of the voluntary organization have been selected to take their opinion about the dropout problem of the students, after primary education. The data has been collected visiting door to door by the investigator himself and scored & tabulated keeping in mind the Likert scoring technique. To analysis the data rank correlation, t-test of rank correlation and chi-square test has been used. The study reveals that there are so many socio-economic factors are responsible for students' dropout after primary education though the degree of influence is unequal. The author recommended some policy to arrest the growth of these factors.*

**Keywords:** After primary education, Students' dropout, Teacher, Neighbour, Parent, Political leader, Officers and Members of the voluntary organizations.

## Introduction

School dropout is widely recognized as a negative life event which is often followed by further problems. Dropping out of high school has the negative long-term effects of creating social, economic, and personal challenges for the individual and the surrounding community. Mostly dropping out students are those unable to completing their high school study. As a result the individually and the society are highly affected by the issue. It has to be put more efforts and strength to reduce

the dropout rate in the particular area because only through education that the life can be better and the society also can be improved. A dropout is a considered a student who for any reason other than death leaves school without transferring to another school. Dropout is a social problem and is also associated with delinquency and low school achievement.

This article deals with a socio-economic problem, which is students' dropout after primary education in Katwa Municipal area of Purba Bardhaman District, West Bengal, India. 'Dropout' means here the students' leaving from school during the transition from Class-V to Class-VIII (i.e. left out from school). Dropout is a dangerous problem relating to our education system, not only in primary education but also in upper primary level. Numerous factors are responsible for this problem. If the major factors of the problem are detected, the necessary steps can be taken to solve the problem gradually and in consequence of that effort, dropout after primary education may be checked.

This type of thinking creates the interest of the investigator to take up the study. In the present study, attempts have been taken to find-out the underlying the factors responsible for the problem in the studied area.

## Review of Existing Literature:

Few early researches, national and international level in this field are being highlighted below:

In a study, Chimombo (1999) observes that though the enrolment in school is almost same for girls and boys, boys have a higher likelihood of continuing school compared to girls.

To find out the causes of daughters' dropout, Fuller and Laing (1999) and Grant and Hallman (2006) found an association between a family's financial strength and the likelihood of the daughter's dropout in South Africa.

Distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls school safety, are common causes for school dropout (Colclough, et al. 2000).

Holmes (2003) also found that girls overall attain less education and tend to dropout earlier as compared to boys.

Leung and Zhang (2008) found that parents' preference for sons encourage more of them to invest for in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resource, causing girls to leave school earlier than boys.

From the families' perspective, Ghosh, Susmita & Sengupta (2012) observe that in poor households in India, the costs of schooling for girls are likely to be higher while the benefits more tenuous for them than the boys.

A growing body of literature shows that girls' dropout rates are higher compared to boys' in most parts of the world. For instance, according to UNESCO (2012), the dropout rate is higher for girls in 49 countries compared to boys

Biswarupa Dash (2014) identified that major reason for school dropouts among tribal communities has been non-availability of books and teachers in their own language. Girls are more interested in going to schools if female

teachers are there in the schools. They feel more comfortable with female teacher.

Dr. Md. Afsar Ali (2014) revealed that parental decision to dropout their wards from primary education does not depend upon gender, but depend upon their economic status. Poverty influences the parents to withdraw their wards from school.

The results of Mrityunjoy Jana et.al (2014) study revealed that drop out of pupils from school in rural backward area were reluctance of parents and participation in domestic activities. Another major reason was problem of financial constraints. The parent's educational status was poor and they did not give much importance to the education of girls as they did to their sons. They perceived that sons support them in their old age.

Sateesh Gouda M & T. V. Sekher (2014), observed that the dropout was high among the children belonging to Muslim, Scheduled Caste and Scheduled Tribe families. Parental characteristics also play a significant role in determining school education. The dropouts among the children belonging to illiterate parents were four times higher than that of the literate parents. It was also observed that if parents were not working, the possibility of dropout among their children was relatively high. The study suggests that unless and until there is considerable improvement in the economic status of households and change in the social attitudes of parents, achieving the goal of universalisation of school education will remain a major challenge for India.

Chinmayee Mohanty (2018), studied the three region of Odisha such as Southern region, Northern Region and Coastal Region, the dropout rate has lowered in coastal region and highest in Northern region. The reason may be the backwardness of northern region, distance of

school due to hilly areas and so on. In the trends of dropout in the two districts of Odisha such as Koraput and Sonpur it has been seen that although both the district belong to the same region that is southern region, Koraput has highest dropout rate in compare to Sonpur.

Anwar Hussain et. al (2020), showed that the major causes of dropouts in the research area were crowded and large schools; uncaring, untrained and irresponsible teachers; usage of passive teaching methods; inappropriate curriculum design; inappropriate evaluation procedure; lack of parents' involvement; lack of checks and bureaucratic system and long distance and lack of extra co curricular activities.

In the present study attempt has been made to investigate the causes of drop outs in Katwa Muinicialpal area under the district of Purba Bardhaman, WB, because no such work has been undertaken in this area.

#### **Statement of the Problem:**

The statement of the problems of the study is "Identification of underlying factors of students' dropout after primary education in Katwa Municipal area of Purba Bardhaman District, West Bengal, India".

#### **Objective of the Study:**

The main objective of the study is to determine the underlying factors of dropout after primary education in the studied area. In order to determine the factors, the following studies have been taken:

(a) To find out the relationship between students' dropout and economic condition, consciousness, educational standard, cultural standard, frustration, negligence of the neighbors etc. of the students' family. The significance of the relationships has been tested.

(b) To find-out the relationship between students'

dropout and administrative initiative, activities of the voluntary organizations, political parties initiative, teachers' negligence etc. The significance of the relationships has also been tested.

Moreover, attempts are taken to judge the influence of the students' sexual status and residential status on students' dropout after primary education.

Apart from these, economic condition, cultural standard, consciousness, educational standard, neighbours' negligence, frustration of the students' parents and administrative initiative, voluntary organisations' activities, political parties' activities, teachers' negligence has been assessed.

#### **Hypotheses:**

In order to realize the objectives of the study the following null hypotheses are proposed to be formulated.

- 1)  $H_0$ : There exists no significant relationship between students' dropout and
  - (a) economics condition.
  - (b) cultural standard.
  - (c) consciousness.
  - (d) educational standard
  - (e) neighbours' negligence.
  - (f) parents' frustration.
  - (g) administrative initiative.
  - (h) voluntary organizations activities.
  - (i) teachers' negligence.
  - (j) political activities.

An alternative hypothesis formulated is:

- $H_a$ : There exists significant relationship between students' dropout and
- (a) economic condition.
  - (b) cultural standard
  - (c) consciousness
  - (d) neighbours' negligence

- (e) parents' frustration
- (f) administrative initiative
- (g) voluntary organization activities
- (h) educational standard
- (i) political activities
- (j) teachers' negligence

2)  $H_0$ : Sexual status of the students and students' dropout is independent to each other.

An alternative hypothesis formulated is:

$H_a$ : Sexual status of the students and students' dropout is dependent to each other.

3)  $H_0$ : Residential status of the students and students' dropout is independent to each other.

An alternative hypothesis formulated is:

$H_a$ : Residential status of the students and students' dropout is dependent to each other.

#### **Delimitation:**

The study is confined to the jurisdiction of Katwa Municipal area under the district of Purba Bardhaman, West Bengal, India. The present study is based on 21 sample students of that area. Conclusions drawn on the basis of the above small sample may not be beyond criticism.

#### **Descriptions of Attributes:**

1) Students' Dropout (S.D): In the present study it has been taken as an important attribute. Here drop-out means here students' leaving from school during the transition from class V to Class VIII (i.e. left out from school). Students' dropout at the upper primary level is a severe problem not only at the primary stage of education but also at the upper primary level.

A relationship between students' dropout and families' economic condition, cultural standard, consciousness,

educational standard, 'neighbours' negligence', 'parents', 'frustration', 'administrative initiative', 'voluntary organizations activities', 'political parties activities', 'teachers' negligence' may therefore be expected.

**2) Economics Condition:** In the present study it has been selected as an attribute. It means economic condition of the families of the studied students. Economic condition of a family is measured in terms of real income earned by the family per year. More specifically, it can be said that how strong is their families economics position. It is obvious that strong economic position of a family may not be the cause of students' dropout conversely may be the cause of this problem.

A relationship between students' dropout and families' economic condition may, therefore, be expected.

**3) Cultural Standard:** In the present study it has been selected as an attribute. It means cultural standard of the dropout students' families. It includes families' consciousness about child's education, health, co-curricular activities, parents' education, progressive thinking and awareness etc.

A relationship between students' dropout and families' cultural standard may, therefore, be expected

**4) Consciousness:** In the present study. It has been selected as an attribute. It means consciousness of the studied students' families. Consciousness includes sincerity, seriousness and careful attitude of the parents towards the education of their child.

A relationship between students' dropout and families' consciousness may, therefore, be expected.

**5) Educational Standard:** In the present study it has

been selected as an attribute. It means educational standard of the families of the studied students. Families' educational standard is determined by the parents and forefathers' academic knowledge. This knowledge makes the parents conscious about their children's educational property.

A relationship between students' dropout and families' educational standard' may, therefore, be expected.

**6) Neighbours' Negligence:** In the present study it has been selected as an attribute. Here 'neighbour' means educated neighbours of the families of the studied students. Neighbours have a responsibility to convince and make the parents conscious about their children's proper education, co curricular activities, health and potentiality. When the neighbours are deviated from these duties, it is called neighbours' negligence.

A relationship between students' dropout and 'neighbours' negligence' may, therefore, be expected.

**7) Parents' Frustration:** In the present study it has been selected as an attribute. Dropout students at maximum belong to the family of the lower income group of the society. Parents of those poor students cannot think that education of those students may give financial support to their family. Because, on behalf of them it is very troublesome to meet the minimum expenditure for elementary education. Considering the fact, parents of the studied students became frustrated and they do not think about their children's education.

A relationship between students' dropout and 'parents' frustration' may, therefore, be expected.

**8) Administrative Initiative:** In the present study it has been selected as an attribute. Administration of the studied area should have not macro level plan for children education, health, fooding, co-curricular

activities and also for the children who have already become dropouts.

A relationship between students' dropout and 'administrative initiative' may, therefore, be expected.

**9) Voluntary Organisations' Activities:** In the present study it has been selected as an attribute. Registered clubs, N.G.Os, Charitable institutions etc are fallen under the voluntary organizations. In the studied area these organizations have a vital role regarding the child education of the area. If the organizations are inactive in this regard, the society is deprived of this service. Responsible members of these organizations can take a responsibility about the development of child education, child health, child culture, child-co-curricular activities etc.

A relationship between students' dropout and 'voluntary organization activity' may, therefore, be expected.

**10) Political Initiative:** In the present study it has been selected as an attribute. Political initiative means activities of the political workers of the different political parties regarding children education in the studied area. Political parties have a social responsibility to remove the different social curses like dropout problem'. They should have a macro level plan for child's elementary education and continuation of that education, health, food and co-curricular activities. The steps taken by the different political parties to get rid of the trap from students' dropout problem are known as political initiative.

A relationship between students' dropout and families' 'voluntary organization activity' may, therefore, be expected.

**11) Teachers' Negligence:** In the present study it has

been selected as an attribute. If any teacher avoids or does not take special care for education of the backward students, it is called teachers' negligence. It is a vital cause of students' dropout problem.

A relationship between students' dropout and 'teachers' negligence'

#### **Design and Methodology:**

**Selection of Sample:** The study has been conducted within the Jurisdiction of Katwa Municipal area under the district of Purba Bardhaman, West Bengal, India. There exist 4 boys high schools and 3 girls high schools. Out of each boys school 3 dropouts (male) and each girls schools 3 dropouts (female) has been selected at random. The sample size of the students is 21. On the other hand, out of the 21 sample students, 9 (i.e 3x3) students of the total sample students are female. Concerned school-teachers, neighbours, parents, political leaders, officers and members of the voluntary organizations have been selected to take their opinion about the dropout problem of the students, after primary education.

#### **Selection and Description of Tools:**

Primarily data have been collected by the investigator, in person, visiting door to door of the students, parents, teachers, neighbours, officers, members of the voluntary organizations and political leaders using 7 type of questionnaire. Data have also been collected likewise from the above mentioned persons by direct interview. These are discussed below:

**A) Questionnaire for Students:** Questionnaire for dropout students is prepared emphasizing their cause of dropout and non enrolment after completing primary education. They are asked about their family's economic condition and how far it is responsible for their irony. Apart from that, sexual status and residential status are also included in the questionnaire. It is short sized

structured, close ended questionnaire. There are three scales of opinion (very much, moderate, not at all) having different scores for each of them. The medium of the questionnaire is Bengali for easy comprehension and communication.

**B) Questionnaire for Parents:** Questionnaire for parents is prepared emphasizing the aspects, viz. economic condition, cultural standard, educational standard, consciousness of the parents. It is a moderate sized, structured, close-ended questionnaire. There are three scales of opinion (enough/moderate/not at all) having different scores for each of them. The medium of questionnaire is Bengali for easy comprehension and communication.

**C) Questionnaire for Teachers:** Questionnaire for teachers is prepared to get their opinion about the cause and acuteness of the students' dropout problem. Apart from these, teachers' sexual status and residential status are also included in the questionnaire. There are three scales of opinion (enough/moderate/ not at all) having different scores for each of them. The medium of questionnaire is Bengali for easy comprehension and communication.

**D) Questionnaire for Neighbours:** Questionnaire for neighbours (students) is prepared to know the initiative taken by them to remove the dropout of the students and the acuteness of the problem. They are asked about the steps taken by them spontaneously to get rid of the trap of students' dropout. It is a very short sized, structured, close-ended questionnaire. There are three scales of opinion (enough/moderate /not at all) having different scores for each of them. The medium of questionnaire is Bengali for easy comprehension and communication.

**E) Questionnaire for Officers:** Questionnaire for officers is prepared emphasizing the aspects, viz.

administrative initiative regarding students' dropout problem, general standard of the studied area and the acuteness of the problem. The officers, sexual and residential status are also included in the questionnaire. It is a short size, structured, close-ended Questionnaire. There are three scales of opinion (good/moderate/bad) having different scores for each of them. The medium of questionnaire is Bengali for easy comprehension and communication.

**F) Questionnaire for Members:** Questionnaire for the members of the voluntary organizations is prepared to know the initiative taken by them to remove the students' dropout problem and the acuteness of the problem. It is a very short sized, structure close-ended questionnaire. There are three scales of opinion (good/moderate/not at all) having different scores for each of them. The medium of questionnaire is Bengali for easy comprehension and communication.

**G) Questionnaire for Political Leaders:** Questionnaire for political leaders is prepared to know their initiative to solve the students' dropout problem' and the acuteness of the problem. They are asked about the steps taken by them spontaneously to get rid of the trap of students' dropout problem. It is a very short sized, structured, close-ended questionnaire. There are three scales of opinion (enough/moderate/not at all) having different scores for each of them. The medium of questionnaire is Bengali for easy comprehension and communication.

**H) Direct Interview:** Direct interview has been made by the investigator to the sample students, parents, teachers, neighbours, officers, members, and leaders to collect more information about the said problem. Students and their parents are asked about the causes of such irony. Both are also asked about the unwillingness to take the upper primary education. Teachers, leaders, neighbours, officers, members are asked about the causes, acuteness

of the said problem and also their venture taken for this purpose. They are also asked about whether the Govt. expenditure for meeting, seminar, conference, convention, workshop etc for this purpose is necessary or not. They are asked—Is the daily stipend to each such students by the Govt. be more effective to solve the students' dropout problem'? The opinion of these persons about the impact of sexual status and residential status of the sample students' on 'dropout problem' after primary education is sought for.

#### **Collection of Data:**

The data have been collected from students, parents, teachers, neighbours, officers, members of the voluntary organizations and political leaders through door to door investigation by the investigator himself. They are requested to give their natural, free and frank responses to the queries. They are taken into confidence and told that the information is required only for research purpose and will be strictly kept secret.

#### **Tabulation and Scoring of Data:**

The data which have been collected through 7 type of questionnaire are compiled on suitable tabulation sheets which are also prepared for the purpose.

The data obtained are scored, keeping in mind the 'Likert Scoring System' as follows:

**(A) Students' Questionnaire:** In this questionnaire students are subjected to answer one of the three options—very much, moderate, not at all. Score 10 is allotted to very much opinion. Score 6 is allotted to 'moderate' opinion and score 4 is allotted to 'not at all' opinion.

**(B) Questionnaire for Parents:** In the parents' questionnaire there are as many as six questions relating to their economic condition, cultural standard, educational standard, consciousness etc. These questions are subjected to answer one of the three options

-enough, moderate, not at all. Score 10 is allotted to each 'enough' opinion. Score 6 is allotted to each 'moderate' opinion and score 4 is allotted to each 'not at all' opinion.

**(C) Questionnaire for Teachers:** In the teachers questionnaire there are three scales of opinion-enough, moderate and not at all. Score 10 is allotted to 'not at all' response, score 6 is allotted to 'moderate' response and score 4 is allotted to 'enough' response.

**(D) Questionnaire for Neighbours:** In the neighbours' questionnaire there are three scales of opinion – enough, moderate and not at all. Score 10 is allotted to 'enough' response, score 6 is allotted to 'moderate' response and score 4 is allotted to 'not at all' response.

**(E) Questionnaire for Officers:** In the officers' questionnaire there are three scales of opinion-good, moderate and bad. Most of the cases score 10 is allotted to 'good' response, score 6 is allotted to 'moderate' response and score 4 is allotted to 'bad' response. In one case only the score has been changed' 4 instead of 10 and 10 instead of 4.

**(F) Questionnaire for Members:** In the questionnaire for members of the voluntary organizations, there are three scales of opinion- good, moderate and not at all. In most of the cases score 10 is allotted to 'good' opinion, score 6 is allotted to 'moderate' opinion and score 4 is allotted to 'not at all' opinion. In one case only the score has been changed-4 instead of 10 and 10 instead of 4.

**(G) Questionnaire for Political Leaders:** Questionnaire for political leaders is subjected to answer

three scales of opinion- enough, moderate and not at all. Except one case, score 10 is allotted to each 'enough' response score 6 is allotted to each 'moderate' response and score 4 is allotted to each 'not at all' response. In only one case the score has been changed 4 instead of 10 and 10 instead of 4.

#### **Statistical Technique used:**

The data are tabulated and analysed keeping in view the objective spelt out and hypotheses formulated. Rank correlation coefficients (p) are calculated to study the relationship between “Students' Dropout Problem” and

- (1) economic condition,
- (2) cultural standard.
- (3) educational standard.
- (4) consciousness
- (5) neighbours' negligence
- (6) parents' frustration
- (7) administrative initiative
- (8) members' initiative
- (9) political initiative.

In order to judge the significance of these relationship 't-value' of rank correlation coefficient (p) have been computed. Test has been made at 1% significance level in general. Chi-square (X<sup>2</sup>) tests has been used to test the dependence of the attributes-'Students' Dropout Problem' and (i) sexual status of the students. (ii) residential status of the students. The test has been made at 1% significance level. Corrected value of chi-squares (x<sup>2</sup>) [Yates correction] has also been calculated for these case.



Findings:

Table 1  
Results of Statistical Tests

Attributes	Rank co- coeff (p)	Calculated value of 't' of 'p'	Table value of 't' at 1% sig lev	Calculated value of (x <sup>2</sup> )	Corrected x <sup>2</sup> value	T.V of x <sup>2</sup> at 1% sig level	Degree of freedom	Hypothesis accepted H <sub>0</sub> /H <sub>a</sub>
a) Students' Dropout (S.D) Problem vs. Economic	0.69	3.79	2.86	-	-	-	19	H <sub>a</sub>
b) S.D. vs. Cultural Std.	0.79	4.65	2.86	-	-	-	19	H <sub>a</sub>
c) S.D vs. Consciousness	0.59	3.55	2.86	-	-	-		H <sub>a</sub>
d) S.D. vs Edu. Std.	0.71	4.89	2.86	-	-	-		H <sub>a</sub>
e) S.D. vs. Neigs. Negl.	0.07	1.79	2.86	-	-	-		H <sub>0</sub>
f) S.D. vs. Parents' Frustration	0.61	3.59	2.86	-	-	-		H <sub>a</sub>
g) S.D. vs. Adm. Inite.	0.41	2.03	2.86	-	-	-		H <sub>0</sub>
h) S.D. vs. Vol.Org.Inite.	0.43	1.83	2.86	-	-	-		H <sub>0</sub>
i) S.D. vs. Pol.Par. Act.	0.27	0.97	2.86	-	-	-		H <sub>0</sub>
j) S.D. vs. Tea.Negli.	0.63	3.29	2.86	-	-	-		H <sub>a</sub>
k) S.D. vs. Students' Sexual Status	-	-	-	1.07	0.56	9.21	2	H <sub>0</sub>
S.D. & vs. Students' Res. Status (Dev. Area and Under Dev. Area)	-	-	-	1.01	0.51	9.21	2	H <sub>0</sub>

Source: Compiled by Author

**Conclusions:**

**Factors related to students' family responsible for students' dropout:**

(i) There exists a notable relationship between students' dropout problem' after primary education and their families' economic condition. The relationship is significant also.

(ii) There exists a significant relationship between 'students' dropout problem' and their families' cultural standard.

(iii) Consciousness of the students' family and

'students' dropout problem' is closely related. The relationship is significant.

(iv) The correlation between educational standard of the students' families and 'students' dropout problem' after primary education is significantly strong.

(v) There exists a relationship between the frustrations of the students' parents and 'students' dropout problem'. It is significant also.

(vi) There exists a strong relationship between students' dropout after primary education and teachers' negligence. The relationship is very significant.

**Other factors responsible for students' dropout:**

(vii) There exists a light relationship between negligence of the students' neighbours and 'students' dropout problem'. It is not at all significant.

(viii) Though 'students' dropout problem' and lack of administrative initiative is to some extent related but the relationship is not strong at all.

(ix) There exists no significant relationship between 'students' dropout problem' and activities of the members of the voluntary organizations. There exists a negligible relationship between both attributes, though.

(x) The relationship between 'students' dropout problem' and political leaders' activities is not significant but there activities are not significant but there exists a light relationship between both the attributes.

(xi) The students' sexual status (male/female) is independent to 'students' dropout problem'. That means male/female ratio of the students is about the same in the studied area.

(xii) The students' residential status (developed/underdeveloped area) is independent to 'students' dropout problem'. It indicates that such type of students is coming at the same rate from the developed and under developed areas of the studied area.

The study also reveals that the minor underlying factors of students' dropout problem are: negligence of the students' neighbours, lack of administrative initiative, activities of the members of the voluntary organizations and political leaders' activities.

That means the underlying factors of the problem are mainly related to the students' family. More specifically and briefly it is directly related to the poverty of the students' family. Teachers also directly related to the problem. Apart from these other factors (discussed earlier) are indirectly related to such a socio-economic problem.

**Implications of the study:**

The study reveals a number of drawbacks of the parents, neighbours, administrations, voluntary organizations and political parties of the studied area. The state of affairs lead investigator to several implications for the concerned authorities. Suitable steps should, therefore, be taken by the respective authorities to remove the existing drawbacks. The following recommendations are made in this regard.

1. Parents should be conscious about their children's education and also their children's future.
2. Administration of the studied area has a great responsibility to remove this problem. The poverty of students' family is the major cause of this problem. Administration should take a macro level plan to get rid of the trap from the problem. It may be very effective to solve the problem if the Govt. provides daily stipend to each student at the upper primary level, cutting the government expenditure on meeting, convention, orientation programme, workshop etc for this purpose. It seems to the investigator that the 'daily stipend system' is the best way to solve the problem.
3. Neighbours should play their proper role to solve the burning problem. They should try to make the parents conscious of their children's education.
4. Teachers' should always try to find out the backward students whose attendance is irregular. They should apply interesting teaching technique for ensuring these students' attendance. "Joyful Learning" technique is very convenient in this purpose.
5. Voluntary organizations should take a continuous plan to solve the problem. They should also try to make parents conscious of their children's educations and of the future of their children.
6. Political parties should involve their workers to remove the problem. It seems to the investigator that as the 'dropout students' are not the vote bank of the political parties, naturally they neglect their duties to

this problem. They should understand the depth and future of the problem and try to remove the problem.

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