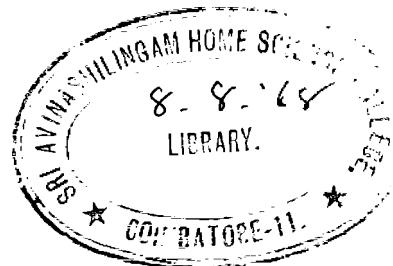


**FAMILY BACKGROUND OF DROPOUTS IN SELECTED  
ELEMENTARY SCHOOLS**

by  
**Kanchamma, M.**



**A Dissertation Submitted to the University of Madras in Partial  
Fulfilment of the Requirements for the Degree of Master  
of Science**

**April, 1968**

## ACKNOWLEDGEMENT

The author expresses her wholehearted gratitude to Dr. (Mrs.) Rajammal P. Devadas, M.A., M.Sc., Ph.D. (Ohio State), Principal, Sri Avinashilingam Home Science College, Coimbatore for her guidance and help rendered throughout the study. She expresses her sincere thanks to Miss M. Chandramani, M.Sc., M. Ed., Lecturer in Child Development and Miss A. Visalakshi, M.Sc., Child Development, Sri Avinashilingam Home Science College, Coimbatore, for their valuable guidance in designing and conducting the study. The author expresses her thanks to Miss M. Sethumadhavi, M.Sc., Lecturer in Mathematics, Sri Avinashilingam Home Science College, for helping in statistical analysis. She is grateful to the Block Development Officer Sri. Natarajan, Mukhya Sevika, Headmasters and teachers in the schools of Perur Panchayat Union in helping to carry out this study. Special thanks are due to the children and their parents for their participation.

## TABLE OF CONTENTS

		Page
	LIST OF TABLES	v
	LIST OF FIGURES	vi
	LIST OF APPENDICES	vii
I.	INTRODUCTION .. .. .	1
II.	REVIEW OF LITERATURE .. .. .	5
	Aims of Education .. .. .	5
	Growth of Enrolment in Elementary Education .. .. .	7
	Expenditure on Elementary Education .. .. .	9
	Factors which Facilitate Elementary Education .. .. .	9
	Wastage in Elementary Education .. .. .	12
	Reasons for Dropping Out .. .. .	15
III.	EXPERIMENTAL PROCEDURES .. .. .	19
	Selection of the villages and Schools .. .. .	19
	Selection of the Samples .. .. .	20
	Developing the Survey Schedule .. .. .	21
	Administering the Schedule and Collecting the Data .. .. .	22
	Analysis of the Data .. .. .	22

			Page
IV.	RESULTS AND DISCUSSION	..	.. 23
	Background of the Dropout and Nondropout and their Families ..	..	.. 23
	Details regarding the Dropouts	..	.. 27
	Parents' Views and Attitudes	..	.. 33
V.	SUMMARY AND CONCLUSION	..	.. 43
	BIBLIOGRAPHY	..	.. 45
	APPENDICES		

**LIST OF TABLES**

			Page
I.	SEX DISTRIBUTION OF D AND ND .. ..		24
II.	PARTICULARS ABOUT THE D AND ND .. ..		24
III.	FAMILY BACKGROUND OF D AND ND .. ..		26
IV.	STAGE OF LEAVING THE SCHOOL BY DROPOUTS .. ..		28
V.	AGE OF WHICH THE DROPOUTS LEFT SCHOOL .. ..		30
VI.	REASONS FOR DROPPING OUT .. ..		30
VII.	TYPES OF WORK IN WHICH D ARE ENGAGED AT PRESENT .. ..		33
VIII.	AWARENESS OF THE PARENTS REGARDING PANCHAYAT PROGRAMMES IN EDUCATION .. ..		34
IX.	PARENTS' PREFERENCE TO SEND THEIR CHILDREN TO THEIR PANCHAYAT SCHOOLS .. ..		35
X.	OPINIONS OF PARENTS ABOUT THE TEACHERS .. ..		36
XI.	PARENTS' CONCEPT OF IDEAL LEVEL OF EDUCATION .. ..		37
XII.	PARENTS' ATTITUDES TOWARDS VALUES OF EDUCATION .. ..		38
XIII.	PARENTS' ATTITUDE ON LEVEL OF EDUCATION .. ..		39
XIV.	PARENTS' ATTITUDE ON EXPENDITURE ON EDUCATION .. ..		40
XV.	PARENTS' ATTITUDE TOWARDS CO-EDUCATION .. ..		41

## LIST OF FIGURES

				Page
1.	STAGE OF LEAVING THE SCHOOL	..	..	27
2.	REASONS FOR DROPPING OUT	..	..	29

LIST OF APPENDICES

	Page
A. QUESTIONNAIRE TO FINDOUT THE FAMILY BACKGROUND OF THE DROPOUTS AT ELEMENTARY SCHOOL LEVEL. ..	50
B. $\chi^2$ TEST AND $\phi$ SQUARED TEST FOR THE COMPARISON OF FAMILY BACKGROUND OF DROPOUTS AND NON-DROPOUTS AND PARENTAL ATTITUDES ..	60

## I. INTRODUCTION

Children are the wealth of any nation. The quality of their life within the family will determine the personality and status of the nation, and influence its aspirations (Dessai, 1957)<sup>1</sup>. The progress and development of a country can be assessed by the care and attention given to its children through child welfare programmes (Kagal, 1962)<sup>2</sup>.

One of the major problems faced by India when she became independent in 1947, was the widespread prevalence of illiteracy (Yegnanathan, 1964)<sup>3</sup>. Literacy is defined by Hornby et al (1965)<sup>4</sup> as the ability to read and write. Memoria (1960)<sup>5</sup> accounts that 44 per cent of the world's population, that is 700 million persons are illiterate. In India, 80 to 85 per cent of the population are illiterate. Kaul (1965)<sup>6</sup> points out, that the overall literacy rate during the last 15 years has increased only by seven per cent from 17 per cent in 1951 to 24 per cent in 1961. Thus even today as Kaul (1965)<sup>6</sup> observes, "Ignorance and want are writ large on the brows of Indian Children". The Sapra Committee (1964)<sup>7</sup> urges that nothing is more vital for an average individual than educating his children.

Sri Sri Vivekananda (1963)<sup>8</sup> declared the purpose of education as man making. Dewey (1938)<sup>9</sup> stated that education should prepare the young for their future responsibilities and success in life.

Das (1964)<sup>7</sup> stresses that general education is the backbone of the nation. Without education a nation cannot move with sanity and calmness. Adjustment to the environment should be the goal of education according to Hodgkin (1957)<sup>10</sup>.

The urban population is much more literate than the rural. Out of every 100 men living in urban areas 54.6 are literate and of every 100 men living in rural areas 24.0 are literate and of every 100 women, 27 are literate. On the other hand in the rural areas, for every 100 men only 24.0<sup>and</sup> for every 100 women only six are literate. As against these huge dimensions of illiteracy, the enrolment targets of the Planning Commission (1966)<sup>11</sup> for elementary education in the four successive Five Year Plans are: 19.15 million in 1950 - 51, 23.17 million in 1955-'56, 34.99 million in 1960-'61 and 51.50 million in 1965-'66. In Madras State alone the Third Plan provided for an enrolment of 14 lakhs of pupils in the age group 6 - 11 and the anticipated enrolment in the current plan is well over 20 lakhs.

Even though attempts are being made to enrol such large numbers in the elementary schools, the literacy rate is low because of the wastage due to dropouts. Das (1966)<sup>12</sup> states that the lives of a large number of children are incomplete and insecure because of dropping out of school due to economic, social and emotional handicaps. Wastage is defined as, "the premature withdrawal of children from school at any stage before the completion of the primary course" (Vedaprakasam, 1964)<sup>13</sup>. The term "educational wastage" includes two

main components: (1) grade repetition, which refers to pupils who are held back in the same class and do the same work as in the previous year, and (2) dropout which means withdrawal from a school cycle before its completion (UNESCO, 1968)<sup>14</sup>. Mukherji (1960)<sup>15</sup> also points out that the highest wastage occurs in the primary schools. FORRT (1967)<sup>16</sup> reported that neglect of backward children leads to wastage of educational facilities and human resources. This situation is serious and calls for immediate measures to arrest the heavy wastage, so that full benefit might be derived from the expansion of, and investment of education. Steps should therefore be taken to diagnose the causes of under achievement and to formulate and implement remedial programmes.

Wilson (1967)<sup>17</sup> has revealed that the seeds of 'dropoutism' are sown in the home in preschool days, then nourished by the elementary schools, secondary schools, parents and our total culture and finally brought to flower in the colleges. Today's families need to fulfil the important functions of personality development of their members through affectional security, continuity of guidance and cultural interpretation (Duvall)<sup>18</sup>. It has <sup>also</sup> been pointed out that the benefits derived from education vary according to differences in family's financial circumstances, customs, beliefs, values and attitudes. Of all the factors, the socio economic status of the family and community in which children grow up appear to affect learning behaviour and school achievement (Davis, 1943<sup>19</sup>, Bapey, 1956)<sup>20</sup>.

Awakening the consciousness in rural areas for completing the education of children is closely related with the socio-economic and educational background of the families (Srivatsava, 1962)<sup>21</sup>. The purpose of this study is to find out the family background of selected dropouts at the elementary school level and the attitudes of their parents in ten villages in the Perur Panchayat Union of Coimbatore District. It is hoped that the findings of this study will serve as basis for avoiding waste in educational planning.

## II. REVIEW OF LITERATURE

The literature pertaining to this study is reviewed under the following headings:

1. Aims of education
2. Growth of Enrolment in Elementary Education
3. Expenditure on Elementary Education
4. Factors which facilitate Elementary Education
5. Wastage in Elementary Education
6. Reasons for Dropping Out.

### 1. Aims of Education

Since independence phenomenal expansion of facilities for education has taken place at all levels. The National Council of Educational Research and Training - NCERT (1961)<sup>22</sup> reports that the expansion of educational facilities began in the post war period itself but it was not until the attainment of independence that the movement gained momentum.

According to Gandhi (1931)<sup>23</sup> the principal aim of education is to impart the whole education of the body, mind and the soul through the handicraft that is taught to the child. The needs and problems of the individual, family and society have determined the goals and purposes of educational efforts, and the means, tools and opportunities available in society and life have determined the programmes and procedures of education (Bhatia 1965).<sup>24</sup>

Our aim of education should involve constant awareness of the problems of children and the movement to teach human relations directly through the school system, (Russell, 1953)<sup>25</sup>.

Dewey (1940)<sup>26</sup> points out that the educational process has two sides, psychological and sociological. The psychological definition of education is that it gives us the idea of the development of all the mental powers without giving any idea of the use to which these powers are put. Social definition is getting adjusted to civilization, makes of it a forced and external process and results in subordinating the freedom of the individual to a preconceived social and political status.

"Education is the eternal process of superior and partially controllable adjustment of physically and mentally developed, free, conscious human beings to God, as manifested in the intellectual, emotional and volitional environment of man" (Horne 1921)<sup>27</sup>.

'What is education' was started by Nakhoda (1962)<sup>28</sup> in the 19th century as the instruction which may impose knowledge on mind. This definition implies that there need not be a corresponding incorporation of the knowledge into life. According to Ghosh (1967)<sup>29</sup> the aim of education is to make a man live a successful life in four aspects - personal, social, economical and political. The United Nations Educational, Social and Cultural Organisation-(UNESCO) (1966)<sup>30</sup> indicates three main tasks of education as the spread of knowledge, collaboration in the work of advancing the mutual knowledge and understanding people.

## 2. Growth of Enrollment in Elementary Education

The MOSEY (1961)<sup>22</sup> points out that the year 1948-'49 began with 15,303 elementary schools in Madras State except Kanyakumari District. Now in 1961 the number of elementary schools in the same area is 26,166. The increase is about 11,000 elementary schools in 1948-1961 years shows the remarkable development of education in the state during this period. In 1948-'49 the number of pupils enrolled in the elementary schools in the present Madras State was 16,31,849. The number rose to 53,45,638 in 1961. The percentage of enrolment in the age group 6-11 is 38.5 for boys and 52.5 for girls and 70.5 per cent for both.

Naik (1964)<sup>31</sup> points out that in 1960-'61 the total number of elementary schools in the country rose to 38,13,59 from 20,96,71 in 1950-'51, with an enrolment of 37.2 million. According to Rajkhowra (1964)<sup>32</sup> enrolment of elementary school children in the whole country has increased as shown in Table I.

TABLE I  
ENROLMENT OF ELEMENTARY SCHOOL CHILDREN.

Year	Enrolment in classes I-V	Percentage of enrolment to the population in 6-11 age group.
1945-1947	14.11 million	35.0
1950-1951	19.15 million	42.6
1955-1956	25.17 million	52.9
1960-1961	34.34 million	61.1
1965-1966	49.64 million	76.4

In Naik (1966)<sup>35</sup> estimation out of the total population of India constitutes 553.73 lakhs of boys and 313.91 lakhs of girls in the age group 6-10, 301.16 lakhs of boys and 195.19 lakhs of girls are enrolled in the elementary schools.

The proposals for the Fourth Five Year Plan (1966)<sup>36</sup> show that between 1950-1951 and 1965-'66 the number of school going children in classes I to V has risen from 19 million to 52 million and the enrolment targets for elementary schools are as shown in Table II.

TABLE II

## ENROLMENT TARGETS FOR ELEMENTARY SCHOOLS

Age and Class	Enrolment in millions		1970-'71 Target
	1960-'61	1965-'66	
6 - 11 (I - V class)	34.39	51.50	69.50
Percentage of age group.	62.2	78.5	92.2

3. Expenditure on Elementary Education

As for the allocation of expenditure for elementary education Rajkhowa (1964)<sup>37</sup> reveals in the Third Plan out of the allocation of Rs 4,180 million for general education 2090 million; that is 50 per cent were spent on elementary education. For the Fourth Plan, Rs 5,990 million are proposed for elementary education out of an outlay of 12,600 million for general education.

Poshi (1967)<sup>35</sup> reveals that in the Second Five Year Plan, the total expenditure on education both for maintenance and development was Rs 583 crores and in the Fourth Plan the total expenditure is likely to touch more than Rs 2,000 crores.

Krishnampillai (1966)<sup>36</sup> has pointed out that expenditure on education has risen to Rs 600 crores in 1966-'67, from 144 crores in 1950-'51. We now spend Rs 12 on every school going child every year against only Rs 3.2 fifteen years ago. The Education Commission (1967)<sup>36</sup> reports that if education is to develop adequately, educational expenditure in the next 20 years should rise from Rs 12 per capita in 1965-'66 to Rs 54 in 1985-'86. This implies that the educational expenditure which increased from Rs 1,144 million in 1950-'51 to Rs 6,000 millions in 1965-'66 will further increase to Rs 40,364 millions in 1985-'86.

#### 4. Factors which Facilitate Elementary Education

##### a. The School Lunch Programme:

The United States Department of Agriculture (1943)<sup>37</sup> emphasises that the school lunch can play an important role in an overall educational programme. While Primary education is compulsory it is not likely to be operative in the rural areas for various reasons such as economic condition of the family, child labour, and parents' lack of interest in education. The School Health Committee (1961)<sup>38</sup> considered that the school meal can be an attraction to the parents of

low economic groups, particularly in rural areas who utilize the services of their children to augment their family income.

Devadas and Radharukmani (1966)<sup>39</sup> enumerate the objectives of school lunch programs as helping to increase enrollment of poor children who remain outside the school on account of poverty of their parents; improving the attendance in the schools; and giving atleast one satisfactory meal to poor children who attend the school.

Tracing the origin of the School Meal Programme, The School Health Committee (1962)<sup>40</sup> and Sundarababu (1963)<sup>41</sup> state that when the Corporation of Madras started serving lunch to needy children, 500 pupils were enrolled initially in 1925. The number of children who were fed under this scheme increased from 7,625 in 1948 to 20,750 in 1960 (School Improvement Project Report, 1965)<sup>42</sup>.

Today through the efforts of the Government of Madras, nearly 16 lakhs of children in 10,00,000 Elementary Schools are participating in the midday meals. In Coimbatore City alone 39 Municipal elementary schools, feed nearly 26,000 children through the Municipal Midday Meals Scheme. (Devadas and Radharukmani, 1966).<sup>39</sup> Devadas and Usha (1966)<sup>43</sup> state that the provision of school lunch programme assumes greater significance today since there has been a steady increase in the number of school going children in the country.

#### b. Free Education:

Education receives a high priority in all the Five Year Plans. The most important decision taken in independent India in the field of education is the free and compulsory primary education for boys and

girls in the age group 6-11 years. It is recognised that the success of free and compulsory education can be ensured only if the communities concerned accept the schools as their own and make them the centre of their social activities. Communities have started in many cases to give contributions for school buildings, equipment, midday meals and clothing for poor children (Krishnamahari 1962)<sup>44</sup>.

#### e. Supply of Free School Uniforms and Books:

As schools organised the supply of free school meals, the attendance of children at these schools showed improvement. But lack of suitable clothes still kept away children from attending the school. Therefore efforts have been made to organise free supply of two sets of clothing per year to poor children (NCERT 1961)<sup>22</sup>. Kalk (1966)<sup>33</sup> expects that the village Panchayat must make the public responsible for the free supply of books, slates and other educational equipment and clothes to poor children. For this purpose, panchayats should be required to set aside some funds from their own budget and activity, through grant in aid.

#### d. Scholarships at the Primary Stage:

The Planning Commission (1966)<sup>34</sup> stresses that steps are being taken in the Fourth Five Year Plan to ensure that at the end of the lower primary stage (Class IV or V) "no child is prevented from continuing his studies further on account of non-availability of a school or socio-economic difficulties, and to this end scholarships of adequate amounts will be provided to every needy child.

### e. School Improvement Movements:

Large numbers of elementary schools suffer for want of suitable accommodation, equipment, teaching aids and other facilities necessary for efficient instruction. The Government of Madras promoted a scheme whereby apart from the Government's help, for its resources, the local community also helps. Between 1958-'60, 150,000 projects of school improvement have been undertaken by the people themselves in Madras State.

### 5. Wastage in Elementary Education

Vedaprakasam (1964)<sup>43</sup> quoted that it was Hartog Committee which first drew attention to the wide spread prevalence of wastage in the system of elementary education which leads to illiteracy. If literacy is the objective of elementary education, a child must spend atleast four years in school. A child who leaves before reaching class IV may be treated as a case of wastage.

A study conducted by Gokhale Institute of Politics and Economics in the Satara District quoted by Chitkara (1961)<sup>45</sup> showed that out of every 10,000 students entering class I, 6,388 passed class IV and the remaining 3,612 left the school before completing the course, 1932 dropped out in class I, 706 in class II, 904 in class III and 470 in class IV. This gives a wastage percentage of 36.12 in the elementary school.

The Directorate of Education of Maharashtra State conducted the study of wastage in education in primary schools I - IV <sup>in</sup> Pune District,

starting with 1,000 students who entered class I in 1955 and followed their career during the succeeding four years in 1958. They found 414 pupils left before completing IV. Out of this 183, pupils left before I, 118 pupils before II, 88 pupils before III and 25 pupils before IV.

The Second Five Year Plan (1960)<sup>46</sup> recorded that out of every 100 pupils who joined the first class only 50 reached the IV class and the rest dropped out before completing four years at school which is regarded as the minimum period for providing permanent literacy. The wastage is greater in the case of girls, perhaps due to stagnation. The NCERT (1961)<sup>42</sup> has pointed out irregular attendance, inadequate attention and ineffective teaching in the school which are some of the well known causes of stagnation. Stagnation leads to frustration and results in premature withdrawals constituting 'wastage'.

#### 6. Reasons for Dropping Out

Naik (1941)<sup>47</sup> found that the causes of wastage in elementary education were economic, social and educational.

##### a. Economic Factors:

In the mixed study with 314 girls and 391 boys of 6 - 14 years of age the National Institute of Basic Education (1964)<sup>47</sup> reveals that 65 per cent of wastage at the elementary stage, were due to economic reasons. The total wastage was 53.6 per cent. The authors found that 59.6 per cent were boys. Out of the girls 53.9 per cent in

6 - 11 age group were doing some casual work. In total about 31.8 per cent, (20.2 per cent of boys and 47.2 per cent of girls) the dropouts were doing some domestic work or employed within the family. As quoted by UNESCO (1968)<sup>48</sup> primary school enrolment in an Indian village revealed that children had been withdrawn from school for such reasons as lack of clothing or inability to pay a small fee for extra-curricular activities. Family poverty also leads to the need for children to work at home, taking care of younger brothers or sisters or doing agricultural work. This leaves them little time to study and results in failure in school. The National Survey in the Philippines found that 95 per cent of the dropouts families had less than the average per capita income (UNESCO, 1968).<sup>48</sup>

In Naik's (1941)<sup>47</sup> study, of 10,000 wastage cases, about 65 per cent of the causes of wastages were economic in origin. The child is sent willingly to school between the ages of six and nine years. After nine he becomes an economic asset to the family, because he or she can work in the family or farm and thus assist in adding to the family purse directly or indirectly. Venkatchari (1967)<sup>49</sup> points out that in the rural areas, the cause for dropouts can be ascribed to the poor standard of living of the parents who engage their children at home to assist them for their livelihood.

#### b. Social Factors

Naik (1941)<sup>47</sup> states that social causes are important in the question of wastage among girls. Betrothal or marriage, unwillingness of

parents to send grown up girls to a mixed school, lack of appreciation for education of girls are some of the cause of wastage.

In fact girls are considered to be more useful in the home than boys. Therefore wastage among girls is greater than among boys.

e. Educational Factors:

The level of literacy in the family and the educational status of parents are relevant factors in the child's educational growth (UNESCO 1968)<sup>46</sup>.

Middle (1962)<sup>50</sup> observed that early school leaves come more often from lower class groups such as migrants and under privileged minority groups. These dropouts come from families in which parents had less education and gave less encouragement to their children's academic interests.

Other educational causes have been estimated to be responsible for 30 per cent dropouts. These include existence of incomplete schools which do not teach the full course precluding stagnation which discourages children from staying longer at school. The other contributing factors are the dull atmosphere of the schools, absence of ancillary services like school meals and school health and lack of parental education (Naik, 1941)<sup>47</sup>.

Rohatji (1966)<sup>51</sup> has investigated the factors which do not allow children to join school and also cause them dropout from the school in two localities of Delhi. In this study 30 per cent dropped out because of difficulties in schools.

UNESCO (1968)<sup>48</sup> brings out the educational causes for dropout by reviewing the following studies.

In Afghanistan, Cambodia, India, Iran and Laos it was found that incomplete primary schools contribute wastage through dropout. Since these schools are generally located in rural areas the wastage ratio for rural children particularly for girls is increased. The Philippine survey attributed that 40 per cent of the drop out left the school due to lack of interest in learning because of inadequate facilities such as lack of attractive text books, and instruction<sup>al</sup> materials, crowded classrooms, lack of facilities at home to do independent study and absence of individual attention.

Studies undertaken in Thailand and Iran showed that failure in school, leading to repetition or dropout was more likely among pupils whose parental language was different from the medium of instruction.

#### d. Age:

Forty per cent of the dropouts left school because of the age factor which developed a sense of inferiority when they saw younger ones studying along with them. (Bokatji)<sup>51</sup>

#### e. Ill health:

Havighurst and Neugarten (1957)<sup>52</sup> regard that ill health and difficulty in learning are also the reasons for dropouts.

#### f. Parental Attitudes:

According to Prasad (1964)<sup>53</sup> the attendance of the child at school depends to a considerable extent on parental attitudes to education and their economic conditions.

Havighurst and Neugarten (1957)<sup>52</sup> state that families of different social levels have different attitudes toward education and the school. Upper class and upper middle class adults are themselves better educated and so they put great value upon education of their children. So they expect their children to complete high school and college and to gain all the benefits from their school experiences.

The lower middle class and upper lower classes (the common man group, the working people, the skilled and unskilled workers) tend to regard education as important but mainly to prepare their children for vocational success. The lower classes on the other hand, tend to regard education with scepticism and view the school and its methods as being contrary to their own values.

Stendler as cited by Havighurst and Neugarten (1957)<sup>52</sup> studied the differences in attitudes of parents of first grade children and found that educational aspirations for children becomes less in lower status groups and 80 to 90 per cent of upper class, upper middle parents expected their children to finish college and none of the lower class parents expressed this expectation. Schooling for boys is favored as a means of upward social mobility, but for girls household duties are still considered more important. Because of these traditional attitudes more dropouts are found among girls (UNSWO, 1968)<sup>48</sup>

**g. Distance of Schools**

Sagunt (1964)<sup>54</sup> pointed out that a child may be expected to walk one mile from his residence to attend the school and that in exceptional circumstances, this distance may be raised to  $1\frac{1}{2}$  to 2 miles. Distance of more than two miles can be a cause for the child's irregular attendance to school or having no interest in the school.

Thus in spite of providing many facilities to increase the enrolment in the primary school level, through voluntary and special efforts wastage in education is still heavy due to lack of incentive from the family and other causes such as want of children to do the domestic work, taking care of younger children and children's dislike to go to the school.

### III. EXPERIMENTAL PROCEDURE

The experimental procedure for this study on the family background of the dropouts from selected elementary schools in a rural area consisted of the following steps:

- A. Selection of the villages and the schools
- B. Selection of the samples
- C. Developing the survey schedule
- D. Administering the schedule and collecting the data
- and E. Analysis of the data.

#### A. Selection of the Villages and the Schools

Desai (1961)<sup>53</sup> and Venkateshri (1967)<sup>49</sup> pointed out that the problems of education in rural areas offer to the substantial percentage of dropouts. Therefore the investigator selected rural schools for this study. The following villages in Perur Panchayat Union in Coimbatore District were chosen for the study on dropouts.

- |                   |                          |
|-------------------|--------------------------|
| 1. Kurichi        | 6. Poosaripalayan        |
| 2. Sandakkasuthur | 7. Seeranalakshnapalayan |
| 3. Velandipalayan | 8. Ramichettipalayan     |
| 4. Kuniasuthur    | 9. Chokkampalur          |
| 5. Pudur          | and 10. Panamarathur.    |

The reasons for the selection of these villages were that no such study had been conducted previously in Perur Panchayat Union;

cooperation and guidance of the Block Development Officer and the woman Extension Officer were available, the approach to the villages was easy and the schools were available with records on dropouts. The elementary and higher elementary schools in the ten selected villages were approached for locating the dropouts.

### 2. Selection of the Samples

The following method described by Vedaprakasam (1964)<sup>15</sup> was used to study the wastage rate.

Begin with a group of fresh entrants in class I and follow their career till the completion of elementary school or until they leave the school. Calculate the wastage rate from the proportion of the dropouts from the initial entrants in class I at the successive stages.

Among the families residing in the ten selected villages, such of the families of dropouts and non-dropouts as those who fulfil the following criteria were included in the study.

1. The pupil-dropout from the family should belong to the class who joined the particular school in 1953, freshly in the first class. The non-dropout pupils from the same set of 1953, should be studying in the Vth class in the same school at present.
2. Both parents (father and mother) should be alive
- and 3. The residence of the family should be in that particular village.

In all 50 families of dropouts and 50 of nondropouts were selected because only such sample were available in the particular panchayat selected for the study.

### G. Developing the Survey Schedule

Questionnaire has been found to be highly suitable for finding true responses, by Best (1963)<sup>56</sup> and Becker and Krug (1965)<sup>57</sup>. Check lists are recommended to direct attention to certain larger aspects of a situation or to check for the completeness<sup>e</sup> of details (Good and Scates, 1954)<sup>58</sup>. Mussen (1960)<sup>59</sup> has pointed out that an investigator can obtain a great deal of information in relatively short time by means of a check list. Based on these experiences, the questionnaire and check list were selected as the tools for this investigation.

The schedule consisted of two parts:

1. Questions dealing with the family background of the dropouts with regard to:
  - a. Information about the child such as name, sex, age, school studied, caste, and distance of home from school.
  - b. Information about the family such as type and size of family, family details and residence.
  - c. Details regarding the reasons for dropping out, stage of leaving school, dropout instances of older sisters or brothers and progress in school before dropping out;
  - and d. Parents' attitude towards the Pandwajant programme, school and their contacts with teachers and concept about the ideal level of education for children.
2. Values of education.

The schedule was pretested with five families of dropouts and five families of non-dropouts who were not included in the study. The questions which were not easily understood by the respondents and were repetitive and ambiguous were removed. The schedule finalized is given in Appendix A. There were 18 questions and 19 statements in all.

#### D. Administering the Schedule and Collecting the Data

Best (1963)<sup>55</sup> points out that interview is appropriate for gathering data because people are usually more willing to talk than to write. Furthermore as Jahoda and Cook (1959)<sup>60</sup> stress, there is possibility of repeating the questions to make sure that they are understood and for asking further questions to clarify the meaning of a response. The interview is the only quick method to obtain information with illiterate sample. Kaul (1965)<sup>6</sup> observes that the urban population is more literate than the rural. Since this study was done with the rural people the interview method was used to get reliable answers.

With the help of Block Development Officer and the Town Extension Officer the schools of the selected villages were visited. The Block Officials introduced the investigator to the teachers of the respective schools, who made available to her the admission register of 1963-1964 from which the addresses of the dropouts were found out. The addresses of an equal number of non-dropouts were ~~found out from the admission register~~ also taken from the pupils of the fifth class of 1967-1968.

The houses of the dropouts and non-dropouts were located with the help of the school pupils and teachers. Both the parents were interviewed separately in order to elicit their individual views and differences in attitudes.

#### E. Analysis of the Data

The data were statistically analysed in the following aspects:

- A. Background of the Dropout and Non-dropout and their families
- B. Details regarding the dropouts
- C. Parents' views and attitudes.

#### IV. RESULTS AND DISCUSSION

The results of this study are analysed by applying 't' test and 'chi' square test (Seetharaman 1965)<sup>61</sup> and Cohen (1963)<sup>62</sup>. The calculations are given in Appendix B. The results are discussed under the following headings:

- A. Background of the Dropout and Non-Dropout and their Families
- B. Details regarding the dropouts
- and C. Parents' views and attitudes.

For convenience, the families of the dropouts have been given the symbol-D, and those of the non-dropout - ND.

##### A. Background of the D and ND and Their Families

The background of the D and ND are discussed as follows:

1. Sex distribution
2. Age, distance of school from home and mother tongue
3. Family background: type, size and caste of families and parent's education, occupation and income.
4. Duration of residence of dropout and non-dropout in the particular village.
5. Participation in school lunch programme.

##### 1. Sex Distribution

Table I presents the distribution of the D and ND by sex.

**TABLE I**  
**SEX DISTRIBUTION OF D AND ND**

Sex	D	ND	'g' value
Boys	16	31	-3.0
Girls	34	19	3.0*

\*Significant at 0.05 ~~percent~~ level.

Table I shows that the number of D among girls was significantly higher than boys. This may be because of the traditional attitude that girls need to stay at home and help in domestic work and therefore need not be educated, whereas boys, have to learn to be able to earn.

**2. Age, Distance of School and Mother Tongue**

Table II gives the particulars of age, distance of school from home and mother tongue of the D and ND.

**TABLE II**  
**PARTICULARS ABOUT THE D AND ND**

Particulars	D	ND	$\chi^2$ value
1. Age: 10 years	28	30	6.51*
11 years	16	20	
12 years	6	-	
2. Distance of school from home (Metres)			4.17
0 - 500	24	24	
501 - 1000	22	14	
1001 - 1500	2	2	
1501 - 2000	1	-	
2000 - 2500	1	-	
3. Mother tongue: Tamil	13	17	0.76
Telugu	37	33	

\*Significant at 0.05 ~~percent~~ level.

A significantly higher number of D was from the lower age level 10 - 11 years. This may be due to the fact that 10 - 11 years <sup>old</sup> pupils were needed to help at home or that they did not find the class interesting or were home sick.

The greater the distance of home, the less was the incidence of D. Sagant (1964)<sup>54</sup> found that the distance a child could walk to attend school can be within 3855-5140 metres, whereas in this study, the range of distance was below 2500 metres.

The number of D in relation to Telugu as mother tongue was larger than those who had Tamil as mother tongue. This may be because the medium of instruction was Tamil.

### 3. Family Background: Type, Size and Caste of Families and Parents' Education, Occupation and Income

Forty-seven out of 50 families of D and 42 out of 50 ND belonged to the nuclear type. There was thus no significant difference between D and ND due to type of family.

Table XII gives the family background of D and ND in terms of size and caste of family and parents' education, occupation and income.

**TABLE III**  
**FAMILY BACKGROUND OF D AND ND**

Factors in family background	D	ND	$\chi^2$ value
<b>1. Size of family - number of members:</b>			
1 - 3	1	2	2.00
4 - 6	31	25	
7 - 9	17	21	
10 - 12	1	4	
<b>2. Caste: Forward</b>			
Backward	14	19	1.15
	36	31	
<b>3. Education of parents:</b>			
<b>a. Father - Illiterate</b>			
Elementary education	15	4	15.66*
Middle school	28	24	
High school	6	13	
High school	1	9	
<b>b. Mother - Illiterate</b>			
Elementary education	46	28	7.15
Middle school	4	17	
High school	-	4	
High school	-	1	
<b>4. Occupation:</b>			
Professional	14	12	0.99
Labourers	27	26	
Business	4	7	
Agriculturist	5	5	
<b>5. Income/month:</b>			
Rs 100 - 150	50	17	5.15
Rs 151 - 200	12	17	
Rs 201 - 250	8	5	
Rs 251 - 300	-	9	
Rs 301 - 350	-	2	

\*Significant at 0.05 ~~percent~~ level.

Among the factors, family size, caste and education, there was a significant correlation between the education of parents and the incidence of the D. The higher the father's or mother's education, the smaller was the number of D. The greater number of (92 per cent) D were from families in which mothers were illiterate.

The size of family or its caste do not appear to influence children in staying or dropping out from schools. Even occupation and income bear no relationship to the incidence of caste, but none of the D had come from labour classes as compared to other occupations and from lower income levels.

#### 4. Duration of Residence of D and ND in the Particular Village

Eighty four per cent of the D and 88 per cent of the ND were living in the particular villages without change of residence over the last 10 - 20 years. Those who had changed the place of residence had to do so due to property reasons and to live with relatives.

#### 5. Participation in the School Lunch Programme

Twenty six children out of 90 in D and 40 children out of 90 in ND participated in the school lunch programme. This difference as shown by the  $\chi^2$  value of 8.73 was significant. It reveals the beneficial influence of the school lunch on the attendance of children at school, since a majority of the ND children were participating in the school lunch.

#### B. Details Regarding the Dropouts

The details regarding the Dropouts are presented in terms of:

1. Stage of leaving the school
2. Age at which the Dropouts left the school
3. Reasons for dropping out
4. Dropout instances of older sisters and brothers.
5. Stagnation of the D
6. Types of work in which the D were engaged while studying
7. Types of work in which the Dropout are engaged at present.

### 1. Stage of Leaving the School

Table IV shows the stage at which the D left school.

**TABLE IV**  
**STAGE OF LEAVING THE SCHOOL BY**  
**DROPOUTS**

Class of leaving	Number of children leaving	Percentage
I	6	12
II	4	8
III	21	42
IV	17	34
V	2	4

Table IV shows that the highest percentage of D were from in the third class and the lowest number in the fifth class. This is perhaps due to the fact that at the stage of reaching the third class, they are in a position to be of some help in their homes. This is in contrast to the study of Gokhale Institute of Politics and Economics (1964)<sup>45</sup> who found that <sup>as</sup> the class level increased from the first class the number of D decreased.

Figure 1 indicates clearly the dropouts stage of leaving the school.

### 2. Age when D left the school

Table V shows the details regarding the age of the children when they left the school.

# STAGE OF LEAVING THE SCHOOL

Scale 1cm = 4 percent

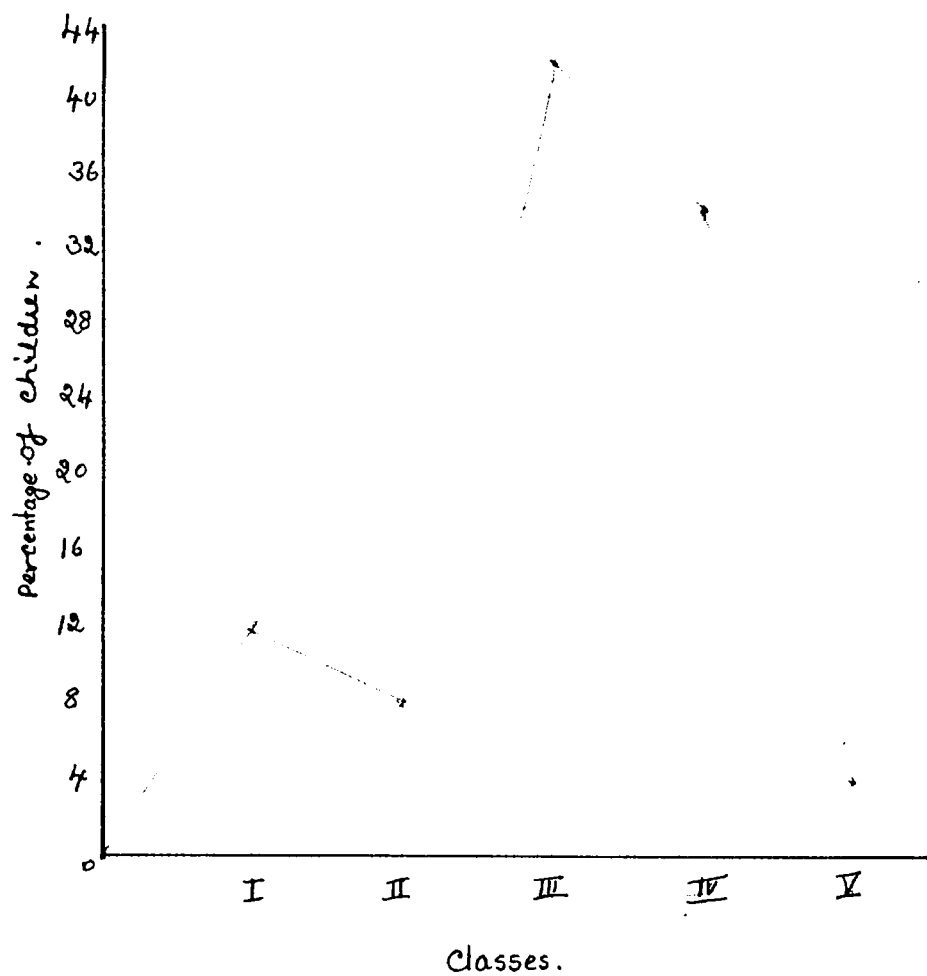


FIGURE 1

**TABLE V**  
**AGE AT WHICH THE DROPOUTS LEFT SCHOOL**

Age in years	No. of children leaving	Percentage
6 - 8	15	30
8 - 10	27	54
10 - 12	8	16

In conformity with the class from which the highest number of D was located,  
 the age level at which maximum D occurred was 8 - 10 years.

### 3. Reasons for Dropping Out

Table VI lists the reasons for dropping out.

**TABLE VI**  
**REASONS FOR DROPPING OUT**

Reasons	No. of children leaving.	Percentage
To help in domestic work	29	58
Economic conditions of family to increase family income.	14	28
Dislike for studies.	6	12
Ill health	1	2

Table VI reveals that the main reason for dropping out was the parents' need for children's help to do domestic work. The next important reason is the economic conditions of the family. This

reasons has been stated also by Naik (1941)<sup>47</sup>. Although the governments are providing scholarships, free education and other facilities, poverty stands in the way of children's education. Children's dislike towards the school has also been pointed out. This may be due to lack of attractiveness in schools, teachers and facilities and lack of encouragement on the part of parents.

Figure 2 again emphasises the reasons for dropping out.

#### 4. Dropout Instances of Older Sisters and Brothers

Among the siblings, 48 per cent of D were elder sisters and brothers in the classes II to VI. This finding stresses once more the pressure of domestic work and poor economic conditions of families.

#### 5. Stagnation of the Dropped out Child

Stagnation was encountered only to a small degree (33 per cent) which occurred in the I and II classes. But this stagnation at I and II classes may lead to Dropout situation in the III and IV classes as shown in Table IV.

#### 6. Types of Work in Which the D were Engaged while Studying

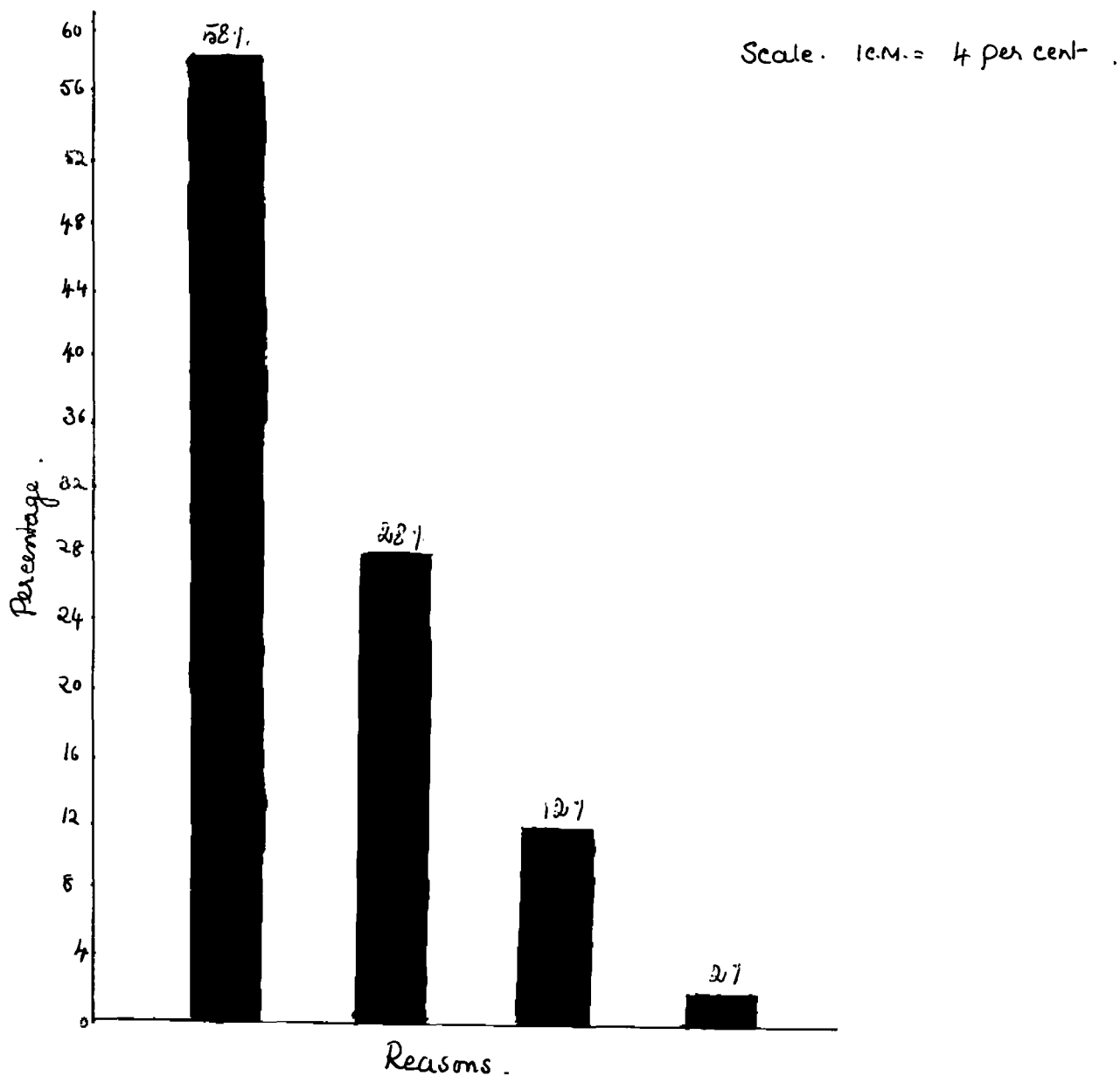
Only 16 per cent of children were engaged in domestic work and in helping in business of their parents at the age of six to nine years. This may be due to the parents' desire to give training to children for their future.

#### 7. Types of Work in Which D are Engaged at Present

The kind of work the D children were doing at the time of investigation is seen in Table VII.



## REASONS FOR DROPPING OUT



- To help in domestic work.
- Economic condition of the family.
- Dislike to study.
- Ill health.

FIGURE 2

TABLE VII

## TYPES OF WORK IN WHICH D ARE ENGAGED AT PRESENT

Work	No. of children	Percentage
1. Domestic work	35	70
2. Kooli	8	16
3. Weaving	3	6
4. Grazing	2	4
5. Nil	2	4

A large percentage of children were engaged in domestic work as desired by their parents.

C. Parents' View, and Attitudes

The parents views and attitudes of D and ID are analysed under.

1. Awareness of the parents regarding the panchayat programmes in education.
2. Parents preference to send their children to the school in their panchayat
3. Views about the facilities in the school last attended
4. Opinions about the teachers
5. Parents' contacts with teachers
6. Parents' concept of ideal level of education for children
- and 7. Parents' attitudes towards education of their children.

1. Awareness of the Parents Regarding the Panchayat Programmes in Education

Table VIII presents the awareness of the parents of D and MD about the Panchayat programmes in education.

TABLE VIII

AWAWARENESS OF PARENTS REGARDING PANCHAYAT PROGRAMMES IN EDUCATION

Parent's awareness	D	MD	'g' value
Fathers	32	41	2.00*
Mothers	13	25	2.40*

\*Significant at 0.05 ~~percent~~ level.

Parents of the D were not as aware of the Panchayat programmes as those of the MD, particularly, the mothers. This difference was statistically significant. This may be one of the reasons why the parents of D did not show concern about their children dropping out from the schools. The fathers of the MD (62 per cent) were fully aware of the opportunities available such as free education, scholarships, midday meals and the provision of instructional materials, <sup>and</sup> clothes in the schools.

2. Parents' Preference to Send Their Children to the School in Their Panchayat

Table IX reveals the parents' preferences to send their children to the school in their particular Panchayat.

TABLE IX

PARENTS' PREFERENCE TO SEND THEIR CHILDREN TO THEIR PANCHAYAT  
SCHOOL

Parents' preference - yes	D	ND	't' value
Fathers	46	45	0.33
Mothers	47	44	0.40

Table IX shows that there was no significant difference between the preferences of fathers and mothers of D and ND as a whole, or between the mothers and fathers in their desire to send children to the school in their own Panchayat. The reasons stated for their preference for the schools in their panchayats were: nearness of the school to their homes, availability as the only school, facilities for studying upto VIII standard and good teaching.

3. Views on the Facilities in the School Last Attended by the Child

There was a significant difference ( $t^p$  value - 2.2) between the views of fathers of D and ND regarding the nonavailability of facilities in the school last attended. Twenty eight per cent of the parents of ND stated that facilities such as midday meals and scholarships were available. They were satisfied with these facilities in their schools. It is surprising to note that none of the parents in D or ND mentioned about free education given by the government to all the elementary schools as a facility.

#### 4. Opinions About the Teachers

Table I reveals the opinions of the parents about the teachers.

TABLE I  
THE  
OPINIONS OF PARENTS ABOUT TEACHERS

Opinion	Father			Mother		
	D	MD	't' value	D	MD	't' value
Positive opinion	19	24	1.00	21	22	0.2
Negative opinion	16	17	0.22	11	16	1.11

Only a few fathers and mothers had expressed their opinions about the teachers. There was no significant difference between their opinions in both the groups with regard to positive or negative opinion about the teachers. The positive opinions were based on statements such as good teaching, taking care of children, sincere work and maintenance of discipline democratically. The rest of the respondents did not have any opinion about the teachers because their contacts with the teachers was negligible.

#### 5. Parent's Contacts with Teachers

There was no significant difference between the fathers ('t' value 0.1) and mothers ('t' value 0.2) of D and MD, regarding their contacts with teachers. Their contacts with the teachers were limited to certain functions and meetings held in the school. During times of admission, awarding of scholarships and withdrawal of the child from the school also they met the teachers. The reasons for not maintaining contacts with the teachers included: lack of time and lack of interest in the education of their children.

### 6. Parents' Concept of Ideal Level of Education for Children

Table XI shows the ideal level of education for children as stated by the parents.

TABIE XI

#### PARENT'S CONCEPT OF IDEAL LEVEL OF EDUCATION

Level of Education	Father			Mother		
	D	ND	't' value	D	ND	't' value
For Boys: Elementary school	N11	N11	-	N11	N11	-
Middle school	3	-	.2	2	1	.67
High school	27	18	1.8	32	26	1.2
College	20	32	2.4*	16	23	1.4
Girls: Elementary school	16	7	2.3*	24	10	3.11**
Middle school	7	2	1.67	4	5	.53
High School	17	28	2.2*	17	23	1.6
College	10	13	.75	5	10	1.43

\*Significant at 0.05 ~~percent~~ level

\*\*Significant at 0.01 ~~percent~~ level

It is interesting to note that all the parents in both the groups have indicated more than elementary education as ideal for boys, while a considerable number of mothers and fathers in both groups have given elementary education as the ideal level for girls. This difference was highly significant. In this regard, the difference between mothers of D and ND was highly significant in that 24 mothers of D against 10 of ND expressed favour only elementary education.

The differences between the fathers: that is, a greater number from ND, fixing college education as ideal for boys, as well as the difference between them in desiring high school education as ideal for girls were also significant. These answers reflect the prestige and value which are still being attached to boy's education.

Parents' reasons for educating their children were to make them stand on their own feet and to place them in a good position in society.

### 7. Parents' Attitudes Towards Education of Their Children

#### a. Parents' attitude towards values of education

Table XII presents parents' attitudes towards values of education.

TABLE XII

#### PARENTS' ATTITUDES TOWARDS VALUES OF EDUCATION

Value of education	Fathers—Number stating				Mothers—number stating			
	D		ND		D		ND	
	Agree	Dis- agree	Agree	Dis- agree	Agree	Dis- agree	Agree	Dis- agree
1. Education is important for an individual.	50	-	50	-	50	-	50	-
2. The family which has educated parents will be in better position	50	-	48	2	48	2	47	3
3. Education is important for boys and for girls.	50	-	50	-	46	4	50	-
4. Education is important for a person's all-round development.	49	1	50	-	48	2	50	-
5. Educated persons will be more useful for the society.	40	10	45	5	39	11	41	9
6. Education will be helpful in one's life.	47	3	50	-	46	4	49	1

Hundred per cent of the parents in both D and ND groups were in agreement with the view that education is important for the individual's allround development and 95 - 100 per cent were appreciative of its value to the society.

b. Parents' attitude towards level of education

Table XIII presents parents' attitude on the level of education for children.

**TABLE XIII**

**PARENTS' ATTITUDES ON LEVEL OF EDUCATION**

Level of education	Fathers-Number stating				Mothers - number stating			
	D		ND		D		ND	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1. All children should have secondary school education.	32	18	43	7	24	35	38	12
2. It should not be assumed that High school education is the final stage of their boys' education	43	7	48	2	44	6	47	3
3. It is enough if girls just learn to read and write.	18	32	10	40	27	23	16	34
4. Educational level should be equal for boys and girls.	29	21	41	9	22	28	35	15
5. It is essential that girls should have atleast high school education.	24	26	29	21	14	36	27	23
6. It is better for girls to have college education.	16	34	23	27	12	38	23	30

More than 50 per cent of parents of D and MD groups agreed that the level of education for children should be atleast upto the secondary school. They also revealed that the boys' educational level should not stop with the high school. Larger percentage of parents of D group wanted that girls should be educated just to read and write, while the parents of MD groups agreed that the girls should have high school education. A majority of the parents of the dropouts expressed that they did not want the girls to attain college education. A large number of mothers of D group disagreed with the idea of giving equal level of education to boys and girls.

c. Parents' attitude towards expenditure on education

Table XIV gives the parents' attitude on expenditure on education.

TABIE XIV

PARENTS ATTITUDE ON EXPENDITURE ON EDUCATION

Expenditure on Education.	Fathers-Number stating				Mothers-Number stating			
	D		MD		D		MD	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1. Equal expenditure should be spent on boys as well as on girls' education.	23	27	28	22	13	37	26	24
2. Girls' education should not receive equal expenditure as that of boys.	27	23	23	27	37	13	25	23
3. The family should be prepared to give education for the boys whatever be the family conditions.	24	26	32	18	23	27	26	24
4. The family should not be prepared to give education for girls whatever be the family conditions.	37	13	37	13	44	6	39	11

Lesser percentage of disagreements was found with the parents of MD group in regard to equal expenditure on education of girls and boys. In general, the consensus of opinion was that equal expenditure should not be incurred. Almost an equal percentage of agreement and disagreement was found in both D and MD, regarding educating girls, irrespective of family conditions.

Regarding boys' education, more fathers of MD group agreed that they *family conditions, than fathers of D. There was not much* should be given education, at any cost irrespective of *(difference between* the views of mothers in both the groups.

#### 4. Parents' attitude towards the educational system

Table XV gives parents' attitude towards the educational system.

TABLE XV

#### PARENTS' ATTITUDES TOWARDS CO-EDUCATION

Co-education	Fathers-Number stating				Mothers-number stating			
	D		MD		D		MD	
	Agr- ee	dis- agree	Agr- ee	Dis- agree	Agr- ee	Dis- agree	Agr- ee	Dis- agree
1. There should be coeducation at all levels of schooling.	27	23	36	12	17	33	27	23
2. Coeducation should be discouraged after the elementary school level.	23	27	10	40	33	17	21	29

A large percentage of parents in D and ND agreed <sup>for</sup> coeducation.

e. Appreciation on the present educational system

Higher percentage of agreement was found among the parents of both D and ND groups in regard to appreciation for the present educational system.

In spite of knowing the uses of education for an individual and agreeing with the present educational system, the parents of group D were not in favour of girls' education and hesitated to spend equally on girls and boys education. Because of these attitudes of parents, more dropouts were found among girls than boys.

In conclusion, there were more dropouts among girls in the age level of 8 - 10 years than among boys due to the main reason that they had to help in domestic work. The higher the educational level of parents, the lesser was the number of dropouts.

## V. SUMMARY AND CONCLUSION

It was the purpose of this investigation to find out the family background of selected dropouts at the elementary school level in ten villages of Perur Panchayat Union in Coimbatore District and the attitudes of their parents. Fifty families each of the dropouts, and non-dropouts were interviewed by the investigator to elicit their background and attitudes through a questionnaire. The results of the study revealed the following:

1. The number of Dropouts among girls was significantly higher than that of boys and a significant higher number of Dropouts was located in the age group 10 - 11 years. They had dropped out from the third class when they were 8 - 10 years old. The main reason for dropping out was the parents' need for children's help to do domestic work. A large number of children was found engaged in domestic work after dropping out. Stagnation among the Dropouts was encountered only to a small degree.

2. The higher the parents' education, the smaller was the number of Dropouts.

3. The number of Non-Dropout children who were participating in the school lunch programme was significantly higher than that of the Dropouts.

4. The awareness of the parents about the educational programmes of the Panchayat and the availability of facilities in the school last attended was significantly higher than that of the parents of the dropouts.

5. All the parents in both D and ND were in agreement with the view that education is important for the individual's allround development.

More than 50 per cent of the parents<sup>a</sup> D and ND agreed that the level of education for children should be atleast upto the secondary school, and that the boy's educational level should not stop with the high school. College education for boys and elementary education for girls were considered as ideal levels of education by the parents of the nondropouts, while the corresponding levels.<sup>b</sup> Parents of dropouts were expressed that girls should be educated just to read and write and a majority of the parents of both groups indicated that girls need not attend college. A significantly higher number of mothers of D disagreed with the idea of giving equal level of education to boys and girls.

6. More fathers of ND group agreed that boys should be given education at any cost, irrespective of family conditions.

7. A large percentage of D and ND were in favour of continuation at the high school level. A higher percentage of agreement was found among the parents of both D and ND regarding their appreciation for the present system of education.

These findings indicate that by providing more amenities in the school, developing cordial relationship between the teachers and parents, making the school more attractive, and creative teaching, the number of dropouts can be decreased.

**BIBLIOGRAPHY**

1. Desai, H.M. "Child in the Indian Family", Social Welfare, VI, No.3, 1957, p.16.
2. Kagal, M.S. "Child Care in U.S.S.R.", Social Welfare, IX, No.3, 1962, p.31.
3. Yegnarajan, Y.S. "Progress of Literacy in India During a Decade of Planning 1951-61", The Education Quarterly, New Delhi: Ministry of Education, XVI, No.4, 1964, p.209.
4. Hornby, A.S., Gatenby, R.V. and Wakefield, R. The Advanced Learner's Dictionary of Current English. London: Oxford University Press, 1963, p.573.
5. Memoria, G.M. Social Problems and Social Disorganisation in India. Allahabad: Law Printing Press, 1960, pp.111 and 164.
6. Kaul, Shankaranath. "Children and Youth Welfare", Kurukshetra, New Delhi: Government of India Press, 1965, p.20.
7. Das, S.K. "Quest for Real Education", The Education Quarterly, New Delhi: Ministry of Education, 1964, pp.222 and 225.
8. Majumdar, R.G. Swami Vivekananda Centenary Memorial Volume. Calcutta: Swami Vivekananda Centenary, 1963, p.489.
9. Dewey, John. Experience and Education. New York: The Macmillan Company, 1938, pp.3-4.
10. Hodgkin, R.A. Education and Change. London: Oxford University Press, 1957, pp. 2 and 3.
11. Ministry of Education. Report of Education Commission 1964-66. New Delhi: Education and National Development, 1966, p.4
12. Dasu, Sita. "Children in Need of Special Care", Social Welfare, XIII, No.9, 1966, pp.6 and 11.

13. Vedaprakas., "Stagnation and Wastage". NCHRT. The India Year Book of Education - 1964. New Delhi: The National Council of Educational Research and Training, 1964, p.132.
14. US3320, "Educational Wastage". Development Digest. VI, No.1 1968, pp.74-76.
15. Mukerji, S.N. Education in India Today and Tomorrow. Narada Acharya Book Depot, 1960, p.80.
16. National Council of Educational Research and Training. Report of the Education Commission, 1964-66 Summary of Recommendations, New Delhi: NCHRT, 1967, pp. 84 and 135.
17. Wilson, S. "How to prepare students for College Dropouts," The Education Digest. XXXIII, No.2, 1967, p.27.
18. Duvall, E.M. Family Development. New York: J.B. Lippincott Company, 1957, pp.27 and 77.
19. Davis, A. "Child Training and Social Class". cited by Barker, K.S., Kounin, T.S. and Wright H.F." (Ed.) in Child Behaviour and Development, New York: McGraw-Hill, 1945, pp.637 and 649.
20. Mapey, L.F. "Social Class and Occupational Aspiration - A Comparison of Absolute and Relative Measurement", Am. Socio. Rev. V, No.2, 1956, pp.703 and 709.
21. Srivastava, K.N. "Awakening Consciousness for Education in Rural Areas", cited by Parank, G.K. (Ed) in Rural India. Bombay: Iwardas Mansion, 1962, p.90.
22. National Council of Educational Research and Training. A Review of Education in India 1947-1967. New Delhi: Ministry of Education, 1967, p.393.
23. Gandhi, M.K. Basic Education. Ahmedabad: Navajivan Publishing House, 1951, p.13.

24. Bhatia, Hans Raj. A Text Book of Educational Psychology. New York: Asia Publishing House, 1965, p.5.
25. Hallfish, Gordon, H. Educational Freedom in an Age of Anxiety. New York: Harper and Brothers, 1953, p.80.
26. Dewey, John. Education Today. New York: G.P.Putnam's Sons, 1940, p.5.
27. Horns, Herman Harrell. "Twenty Three Years Later" cited by Part J. (Ed). Selected Readings in the Philosophy of Education. New York: The Macmillan Company, 1958, p.1.
28. Bakhooda, Soelis., "Social Education for Women", Social Welfare. IX, No.7, 1962, p.11.
29. Ghosh, Rekha. "Estimating the Mentally Handicapped", Social Welfare. XIV, No.2, 1967, p.8.
30. United Nations Educational Social Cultural Organisation Information Manuals. That is UNESCO Paris: United Nations Educational Scientific and Cultural Organisation, 1966, p.18.
31. Naik, J.P., "Elementary Teachers in India - A Historical Survey 1800-1961" NCERT. The Indian Year Book of Education 1921-1961, New Delhi: The National Council of Educational Research and Training, 1964, p.231.
32. Rajkhouva, S.C., "Towards Universal Elementary Education", NCERT The Indian Year Book of Education 1921-61. New Delhi: The National Council of Educational Research and Training, 1964, p.46.
33. Naik, J.P. Elementary Education in India. Madras: Asia Publishing House, 1966, p.20.
34. Planning Commission. Fourth Five Year Plan - A Draft Outline. Delhi: Government of India 1966, p.55.
35. Poshi, A.G., "The Education of the Able Students", Science and Culture. XXXIII, No.7, 1967, p.299.
36. Krishna Pillai. Rosscote. "Towards Free Education", Yojana, X, No.29, 1966, p.2.

37. USDA. Handbook for Workers in School Lunch Programs.  
Washington: United States Department of Agriculture,  
1943, p.5.
38. Ministry of Health. Report of the School Health Committee.  
New Delhi: Government of India, 1961, p.33.
39. Devadas, R.P. and Madharamani, A. The School Lunch Programme -  
Organisation and Outcome. Faridabad : Government of  
India Press, 1966, p.4.
40. Ministry of Health. The School Health Committee Report Part II.  
New Delhi: Government of India, 1962, pp.23 and 37.
41. Sundarabau, B.V. "Free Midday Meals in Madras Corporation Schools",  
Social Welfare. II, No.2, 1963, p.15.
42. Planning Commission. School Improvement Projects and Community  
Support in Madras State. New Delhi: Government of  
India, 1965, p.10.
43. Devadas, R.P., and Usha, T.M., "Effects of School Lunch Programme  
on Elementary School Pupils", The Indian Journal of  
Home Science, I, No.1, 1966, p.15.
44. Krishnaswami, V.T. Fundamentals of Planning in India, New  
Delhi: Orient Longmans, 1962, pp.141-147.
45. Chitkara, H.S. Wastage and Neglect in Education. New Delhi:  
Ministry of Education. 1961, p.1.
46. Planning Commission. Second Five Year Plan. Delhi: Govern-  
ment of India, 1960, p.139.
47. Naik, J.P. Report on Stagnation and Wastage in Primary Schools.  
Bombay: Provincial Board of Primary Education, 1941,  
p.10.
48. UNESCO, "Educational Wastage". Development Digest. Washington:  
VI, No.1, 1968, pp.74-86.
49. Venkatesh, K., "Facing Facts". Indian Express. 22nd March,  
1967, p.2.
50. Middle, P., "Psychological Factors and the Dropouts", Education  
Digest. XVII, No.1, 1962, p.15.

51. Rohatji, K.C. "The Non-School going Youths", Social Welfare.  
XIII, No.12, 1966, pp.20-22.
52. Navighurat, J. and Neugarten, L. Society and Education, Boston:  
Allyn and Bacon, Inc, 1957, p.99.
53. Nagesvan, Praasad. "Universality of Enrolment", NCERT. The  
Indian Year Book of Education, 1921-61. New Delhi:  
National Council of Educational Research and Training,  
1964, p.196.
54. Sargent, H.D. "Universal Provision of School". NCERT. The Indian  
Year Book of Education 1921-61. New Delhi: National  
Council of Educational Research and Training, 1964, p.106.
55. Desai, A.R. Rural Sociology in India, Bombay: The Indian  
Society of Agricultural Economics, Vora and Co, 1961,  
p.104.
56. Best, W. Research in Education: New Delhi: Prentice Hall of  
India Ltd, 1963, p.143.
57. Becker, G. and Krug, S. "The Parent Attitude Research Instru-  
ment - A Research Review", Child Develop. XXVI, No.10,  
1965, p.329.
58. Good, V. and Scates, R. Methods of Research. New York:  
Appleton-Century Crofts, Inc, 1954, p.81.
59. Musjen, H. Handbook of Research Methods in Child Development.  
New York: John Wiley and Sons, 1960, p.744.
60. Jahoda, M. and Cook, S. Research Methods in Social Relations.  
U.S.A., Holt, Rinehart and Winston Inc, 1953, p.980.
61. Seetharaman, V. A Text Book of Statistics. Madurai:  
M.Nadamasundaram Bros, 1965, p.206.
62. Cohen, Edlian. Essential Statistical Methods for Social Scientists.  
New Delhi: Prentice-Hall of India, Ltd, 1963, p.125.

**APPENDICES**



### III. Family Residence

#### 1. Nativity in this village:

Yes	How many generations	No	Duration of living in this migrated village
-----	----------------------	----	---

#### 2. Reasons for choosing this village:

Reasons	Satisfactions	Dissatisfactions
---------	---------------	------------------

3. Has he/she been a participant in the school lunch program?

**IV. Details Regarding the Dropouts**

**1. Stage of leaving school**

Age	Class at which left	Academic year in which the child left.

**2. Reasons for dropping out**

Reasons

3. Dropout instances of older sisters or brothers:

The person who dropped out	Stage at which dropped out	Reasons
-------------------------------	-------------------------------	---------

4. Progress in school before dropping out:

Standards	Admitted month/year	Passed month/year	Stagnation if any
I			
II			
III			
IV			
V			

5. Was he or she engaged in any kind of work before leaving the school?

Yes	No	Type of work	Age at which the work started
-----	----	--------------	-------------------------------

6. If engaged in any kind of work at present:

Type of work	Reasons
--------------	---------

2. The facilities provided by the school last attended by the child:

Facilities	Satisfaction		
	Satisfactory	Not satisfactory	Reasons
a.			
b.			
c.			
d.			

3. Opinion about the teachers in the school in the village:

Opinion	Reasons

**4. Contacts with teachers:**

Yes	No	Type of contacts	Reasons
-----	----	------------------	---------

.....

**VI. Ideal Level of Education:**

**1. Parents concept about ideal level of education for children:**

For boys	Reasons	For girls	Reasons
----------	---------	-----------	---------

.....

**VII. Attitude Scale on Value of Education**

Give your ideas in the correct place by a (✓) mark.

The columns represent:

A - Agree

D.A - Disagree

S.No.	Values	A	D.A
1.	Education is important for an individual.		
2.	The family which had educated parents will be in better position.		
3.	Education is important for boys and girls.		
4.	All children should have secondary education.		
5.	Equal expenditure should be spent on boys' as well as girls' education.		
6.	The family should be prepared to give education for the boys whatever the family conditions.		
7.	There should be coeducation at all levels for schooling.		
8.	It should not be assumed by most parents that high school education is the final stage of their boys education.		
9.	It is enough if girls just learn to read and write.		

contd. . .

S.No.	Values	S.A.	D.A.
10.	Education is important for a person's all round development.		
11.	Educated person will be more useful for the society.		
12.	Educational level should be equal for boys and girls.		
13.	It is essential that girls should have high school education.		
14.	Girls education should not receive equal expenditure as that of boys.		
15.	The family should not be prepared to give education for girls whatever be the family conditions.		
16.	Coeducation should be discouraged after the elementary school level.		
17.	It is better for girls to attain college education.		
18.	The work of the educational system at present is appreciable.		
19.	Education will be helpful in one's life.		

## APPENDIX B

**'z' TEST AND 'chi' SQUARE TEST FOR THE COMPARISON OF FAMILY BACKGROUND OF DROPOUTS AND NON-DROPOUTS AND PARENTAL ATTITUDES.****1. 'z' Test:**

Formula:

$$z = \frac{(P_1 - P_2)}{\sqrt{\frac{Pq}{n_1} + \frac{Pq}{n_2}}}$$

Where:  $P_1$  = Proportion of frequencies in the first sample. $P_2$  = Proportion of frequencies in the second sample. $n_1$  = The number of respondents in the first sample. $n_2$  = The number of respondents in the second sample.

$$P = \frac{n_1 P_1 + n_2 P_2}{n_1 + n_2}$$

$$q = 1 - p$$

**2. 'chi' <sup>square</sup> test:**

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where  $\sum$  = The sum of $fo$  = observed frequencies $fe$  = expected frequencies

## SEX DISTRIBUTION

Sex distribution	D	ND			$t = \frac{(p_1 - p_2)}{\sqrt{\frac{pq}{n_1} + \frac{pq}{n_2}}}$	't' value
	$p_1$	$p_2$	p	q		
Girls	$\frac{34}{50}$	$\frac{19}{50}$	$\frac{53}{100}$	$\frac{47}{100}$	$\frac{(\frac{34}{50} - \frac{19}{50})}{\sqrt{\frac{.53 \times .47 \times 2}{50}}}$	3.0*
Boys	$\frac{16}{50}$	$\frac{31}{50}$	$\frac{47}{100}$	$\frac{53}{100}$	$\frac{(\frac{16}{50} - \frac{31}{50})}{\sqrt{\frac{.47 \times .53 \times 2}{50}}}$	-3.0

## DISTRIBUTION OF AGE

Age	D	ND	Total
10 years	29 (28)	30 (29)	58
11 years	16 (18)	20 (18)	36
12 years	6 (3)	5 (5)	11
Total	50	50	100

(Figures in bracket indicate expected frequencies)

$$\chi^2 = \frac{(29 - 28)^2}{28} + \frac{(30 - 29)^2}{29} + \frac{(16 - 18)^2}{18} + \frac{(20 - 18)^2}{18} + \frac{(6 - 3)^2}{3} + \frac{(5 - 5)^2}{5}$$

$$(0 - 3)^2 = \frac{36 + 232 + 3132}{522} = \frac{3400}{522} = 6.51$$

$$\chi^2 \text{ value} = 6.51^*$$

$$D.F. = 2$$

\*Significant at 5 per cent level.

## DISTANCE OF SCHOOL FROM HOME

Distance (Meters)	D	ND	Total
0 - 500	24 (29)	34 (29)	58
501 - 1000	22 (18)	14 (18)	36
1001 - 2500	4 (3)	2 (3)	6
Total	50	50	100

$$\begin{aligned} x^2 &= \frac{(64-29)^2}{29} + \frac{(34-29)^2}{29} + \frac{(22-18)^2}{18} + \frac{(14-18)^2}{18} + \frac{(4-3)^2}{3} + \frac{(2-3)^2}{3} \\ &= \frac{2176}{522} = 4.17 \\ x^2 \text{ value} &= 4.17 \\ \text{df} &= 2 \end{aligned}$$

## MOTHER TONGUE

Mother tongue	D	ND	Total
Tamil	13 (15)	17 (15)	30
Telugu	37 (35)	33 (35)	70
Total	50	50	100

$$\begin{aligned} x^2 &= \frac{(13-15)^2}{15} + \frac{(17-15)^2}{15} + \frac{(37-35)^2}{35} + \frac{(33-35)^2}{35} \\ &= \frac{56 + 24}{105} = \frac{80}{105} = 0.76 \\ x^2 \text{ value} &= 0.76 \\ \text{d.f.} &= 1 \end{aligned}$$

## FAMILY TYPE

Family type	p	ND	f	q	$z = \frac{(p_1 - p_2)}{\sqrt{\frac{pq}{n_1} + \frac{pq}{n_2}}}$	% value
Joint family	$\frac{3}{50}$	$\frac{8}{50}$	$\frac{11}{150}$	$\frac{89}{100}$	$\frac{(3-8)}{\sqrt{.11 \times .89} \times .2}$	0.07

## FAMILY SIZE

Family size	D	ND	Total
1 - 6	32 (28.5)	25 (28.5)	57
7 - 12	18 (21.5)	25 (21.5)	43
Total	50	50	100

(Fig. res in brackets are expected frequencies)

$$\chi^2 = \frac{(32 - 28.5)^2}{28.5} + \frac{(25 - 28.5)^2}{28.5} + \frac{(18 - 21.5)^2}{21.5} + \frac{(25 - 21.5)^2}{21.5} =$$

$$= \frac{21.07 + 37.23}{24.51} = \frac{49.00}{24.51} = 2.00$$

$$\chi^2 \text{ value} = 2$$

$$\text{d.f.} = 1$$

## RELATIONSHIP CASTE

Caste	D	ND	Total
Forward	14 (16.5)	19 (16.5)	33
Backward & Schedule	36 (33.5)	31 (33.5)	67
Total	50	50	100

(Figures in brackets are expected frequencies)

$$\chi^2 = \frac{(14 - 16.5)^2}{16.5} + \frac{(19 - 16.5)^2}{16.5} + \frac{(36 - 33.5)^2}{33.5} + \frac{(31 - 33.5)^2}{33.5}$$

$$= \frac{16.75 + 18.25}{22.11} = \frac{25}{22.11} = 1.13$$

$$\chi^2 = 1.13$$

$$d.f. = 1$$

## EDUCATION OF FATHER

Educational level	D	ND	Total
Illiterate	15 (9.5)	4 (9.5)	19
Elementary education	28 (26)	24 (26)	52
Middle school	6 (9.5)	13 (9.5)	19
High school	1 (5)	9 (5)	10
Total	50	50	100

$$\chi^2 = \frac{(15-9.5)^2}{9.5} + \frac{(4-9.5)^2}{9.5} + \frac{(28-26)^2}{26} + \frac{(24-26)^2}{26} + \frac{(6-9.5)^2}{9.5} + \frac{(13-9.5)^2}{9.5} + \frac{(1-5)^2}{5} + \frac{(9-5)^2}{5}$$

$$= \frac{157.2 + 76 + 637 + 1540.8}{247} = \frac{3466.8}{247} = 15.66^*$$

$$\chi^2 \text{ value} = 15.66^* \quad d.f. = 3$$

Significant at 5 per cent level.

## MOTHER'S EDUCATION

Educational level	D	ND	Total
Illiterate	46 (37)	28 (37)	74
Educated	4 (13)	22 (13)	26
Total	50	50	100

(Figures given in brackets are expected frequencies).

$$\chi^2 = \frac{(46-37)^2}{37} + \frac{(28-37)^2}{37} + \frac{(4-13)^2}{13} + \frac{(22-13)^2}{13} = \frac{162}{37} + \frac{36}{13}$$

$$\text{with } \chi = 4.38 + 2.77 = 7.15^*$$

Significant at 5 per cent level.

## FATHER'S OCCUPATION

Occupation	D	ND	Total
Professional	14 (13)	12 (13)	26
Labourer	27 (26.5)	26 (26.5)	53
Business	4 (5.5)	7 (5.5)	11
Agriculturist	5 (5)	5 (5)	10
Total	50	50	100

$$\chi^2 = \frac{(14-13)^2}{13} + \frac{(12-13)^2}{13} + \frac{(27-26.5)^2}{26.5} + \frac{(26-26.5)^2}{26.5} + \frac{(4-5.5)^2}{5.5} + \frac{(7-5.5)^2}{5.5} + \frac{(5-5)^2}{5} + \frac{(5-5)^2}{5} = \frac{11.66 + 1.43 + 62.01}{75.79} = \frac{75.10}{75.79} = .99$$

$$\chi^2 \text{ value} = .99$$

$$d.f. = 3$$

## THE IMPACT OF INCOME

Income level	D	ND	Total
100 - 150	30 (23.5)	17 (23.5)	47
151 - 200	12 (14.5)	17 (14.5)	29
201 - 250	8 (6.5)	5 (6.5)	13
Above 251	0 (5.5)	11 (5.5)	11
Total	50	50	100

$$\begin{aligned} \chi^2 &= \frac{(30 - 23.5)^2}{23.5} + \frac{(17 - 23.5)^2}{23.5} + \frac{(12 - 14.5)^2}{14.5} + \frac{(17 - 14.5)^2}{14.5} \\ &+ \frac{(8 - 6.5)^2}{6.5} + \frac{(5 - 6.5)^2}{6.5} + \frac{(0 - 5.5)^2}{5.5} + \frac{(11 - 5.5)^2}{5.5} \\ &= 3.60 + .86 + .69 = 5.15 \\ \chi^2 &= \text{value} = 5.15 \\ \text{d.f.} &= 3 \end{aligned}$$

## CHILDREN'S PARTICIPATION IN SCHOOL LUNCH PROGRAM

School lunch	D	ND	Total
Participating	26 (33)	40 (33)	66
Not participating	24 (17)	10 (17)	34
Total	50	50	100

$$\begin{aligned} \chi^2 &= \frac{(26 - 33)^2}{33} + \frac{(40 - 33)^2}{33} + \frac{(24 - 17)^2}{17} + \frac{(10 - 17)^2}{17} \\ &= \frac{38 \times 50}{561} = \frac{4200}{561} = 8.75 \\ \chi^2 &= \text{value} = 8.75 \\ \text{d.f.} &= 1 \end{aligned}$$

Significant at 5 per cent level.

**'g'** VALUES FOR PARENTS' VIEWS AND ATTITUDES

Parents Views and attitudes	D P <sub>1</sub>	ND P <sub>2</sub>	D	N	$\frac{(P_1 - P_2)}{\sqrt{\frac{D \times N}{N_1} + \frac{D \times N}{N_2}}}$	'g' value
<b>1. Parents' awareness of parents at programs:</b>						
- Fathers	$\frac{32}{50}$	$\frac{41}{50}$	$\frac{73}{100}$	$\frac{27}{100}$	$\frac{(32 - 41)}{\sqrt{\frac{.73 \times .27 \times 2}{50}}}$	2.0*
- Mothers	$\frac{13}{50}$	$\frac{25}{50}$	$\frac{38}{100}$	$\frac{62}{100}$	$\frac{(13 - 25)}{\sqrt{\frac{.38 \times .62 \times 2}{50}}}$	2.4*
<b>2. Parents preference to send their children to their Pan chayat schools:</b>						
- Fathers	$\frac{46}{50}$	$\frac{45}{50}$	$\frac{91}{100}$	$\frac{9}{100}$	$\frac{(46 - 45)}{\sqrt{\frac{.91 \times .09 \times 2}{50}}}$	0.93
- Mothers	$\frac{47}{50}$	$\frac{44}{50}$	$\frac{93}{100}$	$\frac{7}{100}$	$\frac{(47 - 44)}{\sqrt{\frac{.93 \times .07 \times 2}{50}}}$	0.4
<b>3. Views on the facilities in the school last attended by the child -</b>						
Fathers	$\frac{25}{50}$	$\frac{36}{50}$	$\frac{61}{100}$	$\frac{39}{100}$	$\frac{(25 - 36)}{\sqrt{\frac{.61 \times .39 \times 2}{50}}}$	2.2*

\*Significant at 0.05 per cent level.

contd..

Parents views and attitudes	D P <sub>1</sub>	ND P <sub>2</sub>	p	q	$t = \frac{(p_1 - p_2)}{\sqrt{\frac{pq}{n_1} + \frac{pq}{n_2}}}$	t-value
Mothers	28	33	61	39	$\frac{(28 - 33)}{\sqrt{\frac{.61 \times .39 \times 2}{50}}}$	1
<b>4. Opinions about the teachers</b>						
<b>(a) Positive opinion</b>						
Fathers.	$\frac{19}{50}$	$\frac{24}{50}$	$\frac{43}{100}$	$\frac{57}{100}$	$\frac{(19 - 24)}{\sqrt{\frac{.43 \times .57 \times 2}{8}}}$	1
Mothers	$\frac{21}{50}$	$\frac{22}{50}$	$\frac{43}{100}$	$\frac{57}{100}$	$\frac{(21 - 22)}{\sqrt{\frac{.43 \times .57 \times 2}{50}}}$	0.20
<b>(b) Negative opinion</b>						
Fathers	$\frac{16}{50}$	$\frac{17}{50}$	$\frac{33}{100}$	$\frac{67}{100}$	$\frac{(16 - 17)}{\sqrt{\frac{.33 \times .67 \times 2}{.99^2 \times 0.11}}}$	± 0.22
Mothers	$\frac{11}{50}$	$\frac{16}{50}$	$\frac{27}{100}$	$\frac{73}{100}$	$\frac{(11 - 16)}{\sqrt{\frac{.27 \times .73 \times 2}{50}}}$	1.11
<b>Contacts with teachers:</b>						
Fathers.	$\frac{15}{50}$	$\frac{20}{50}$	$\frac{35}{100}$	$\frac{65}{100}$	$\frac{(15 - 20)}{\sqrt{\frac{.35 \times .65 \times 2}{50}}}$	1
Mothers	$\frac{20}{50}$	$\frac{21}{50}$	$\frac{41}{100}$	$\frac{59}{100}$	$\frac{(20 - 21)}{\sqrt{\frac{.41 \times .59 \times 2}{50}}}$	0.2

Parents' views and attitudes	D p1	ND p2	p	q	$t = \frac{(p1 - p2)}{\sqrt{\frac{p1 + p2}{n1 + n2}}}$	t <sub>table</sub>
<b>6. Ideal level of education: Mothers</b>						
None - Middle school	$\frac{3}{50}$	$\frac{0}{50}$	$\frac{3}{100}$	$\frac{97}{100}$	$\frac{(3 - 0)}{\sqrt{\frac{.03 \times .97 \times 2}{50}}}$	0.2
High school	$\frac{27}{50}$	$\frac{19}{50}$	$\frac{45}{100}$	$\frac{55}{100}$	$\frac{(27 - 19)}{\sqrt{\frac{.45 \times .55 \times 2}{50}}}$	1.8
College	$\frac{20}{50}$	$\frac{32}{50}$	$\frac{52}{100}$	$\frac{48}{100}$	$\frac{(20 - 32)}{\sqrt{\frac{.52 \times .48 \times 2}{50}}}$	2.4
<b>Mothers</b>						
Middle school	$\frac{2}{50}$	$\frac{1}{50}$	$\frac{3}{100}$	$\frac{97}{100}$	$\frac{(2 - 1)}{\sqrt{\frac{.03 \times .97 \times 2}{50}}}$	0.67
High school	$\frac{32}{50}$	$\frac{26}{50}$	$\frac{58}{100}$	$\frac{42}{100}$	$\frac{(32 - 26)}{\sqrt{\frac{.58 \times .42 \times 2}{50}}}$	1.2
College	$\frac{16}{50}$	$\frac{23}{50}$	$\frac{39}{100}$	$\frac{61}{100}$	$\frac{(16 - 23)}{\sqrt{\frac{.39 \times .61 \times 2}{50}}}$	1.4
<b>Fathers</b>						
Elementary school	$\frac{16}{50}$	$\frac{72}{50}$	$\frac{29}{100}$	$\frac{77}{100}$	$\frac{(16 - 72)}{\sqrt{\frac{.29 \times .77 \times 2}{50}}}$	2.3*
Middle school	$\frac{7}{50}$	$\frac{2}{50}$	$\frac{9}{100}$	$\frac{91}{100}$	$\frac{(7 - 2)}{\sqrt{\frac{.09 \times .91 \times 2}{50}}}$	

\*Significant at 0.05 per cent level.

Parents' views and attitudes	D P <sub>1</sub>	ND P <sub>2</sub>	P	Q	$z = \frac{(P_1 - P_2)}{\sqrt{\frac{P_1 \times P_2}{n_1} + \frac{P_2 \times P_2}{n_2}}}$	'z' value
High school	$\frac{17}{50}$	$\frac{33}{50}$	$\frac{45}{100}$	$\frac{55}{100}$	$\frac{(17 - 33)}{\sqrt{\frac{.45 \times .55 \times 2}{50}}}$	2.2*
College	$\frac{10}{50}$	$\frac{13}{50}$	$\frac{23}{100}$	$\frac{77}{100}$	$\frac{(10 - 13)}{\sqrt{\frac{.23 \times .77 \times 2}{50}}}$	0.75
<u>Mothers</u>						
Elementary school	$\frac{24}{50}$	$\frac{10}{50}$	$\frac{34}{100}$	$\frac{66}{100}$	$\frac{(24 - 10)}{\sqrt{\frac{.34 \times .66 \times 2}{50}}}$	3.11**
Middle school	$\frac{4}{50}$	$\frac{5}{50}$	$\frac{9}{100}$	$\frac{91}{100}$	$\frac{(4 - 5)}{\sqrt{\frac{.09 \times .91 \times 2}{50}}}$	0.33
High school	$\frac{17}{50}$	$\frac{25}{50}$	$\frac{42}{100}$	$\frac{58}{100}$	$\frac{(17 - 25)}{\sqrt{\frac{.42 \times .58 \times 2}{50}}}$	1.6
College	$\frac{5}{50}$	$\frac{10}{50}$	$\frac{15}{100}$	$\frac{85}{100}$	$\frac{(5 - 10)}{\sqrt{\frac{.15 \times .85 \times 2}{50}}}$	1.43

\*Significant at 0.05 per cent level

\*\*Significant at 0.01 per cent level