

The Study about the Factors and Agencies that Creates the Reason for School Dropouts with Special Reference to Modara and Mattakkuliya Areas of Sri Lanka.

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ABSTRACT: This sociological study is done based on Children who are considered to be the School Dropouts of Adolescents in Urban area of Colombo, Sri Lanka. These Children live under the care of their Parents, grandparents, and with other care givers. The school dropouts in the Urban area of Colombo are found to be the victims of a society which is corrupted strongly due to Socio-Economic factors. The main objective of this Research article is to look into the main causes for students to dropout halfway of their schooling. The primary and secondary data were collected by providing questionnaires, interviews, and observations using accepted data collecting methods. The collected data are presented using most suited methods to analyze data by charts, tables and descriptive methods. The Parents, Teachers and Key Informants are being questioned as to why the percentage of School dropouts in this area is high and vulnerable. In order to achieve this objective, the questionnaires have been used particularly with School Dropouts and with their Parents further conduct interviews with Teachers and Key-Informants.

Keywords: Adolescent, Dropout, Factors, Agencies, Poverty.

I. Introduction

Education fosters personal development and self-fulfillment. It encourages the individual to develop his mental, physical, emotional and spiritual talents to the full. Understandably, the word Education derives from the Latin word e-ducere, which means to lead out. In advance industrial societies Education is provided by the state as a matter of right for all its citizens. Formal institutions, schools, Colleges and universities are organized for this purpose. (M. Haralambos with R. M. Heald, 2011, P.172). The technical understanding in other words is to transmit the stored knowledge, values and skill from one generation to another. The Global publication of human rights and the act of child rights state that the education is a universal human need. This is also a very powerful human right including freedom and democracy. They are staffed by fulltime professional practitioners, Teachers and Lecturers. Attendance at schools is compulsory; it is upheld by legal sanctions. Education is provided free of charge, though ultimately it is paid for by the tax payer. Although free compulsory state Education is largely taken for granted today and regarded as a perfectly normal and natural state of affairs, it is important to remember that it is a very recent development in the history of man.

The word education has a complex meaning in a broader sense. Further, Education is always on the development process with new adoptions in any country. (Reddy, 1979). Education for human beings and animals has a different meaning. That means, the human beings could be educated always while animals are being trained. French sociologist Emile Durkheim saw the major function of education as the transmission of Society's norms and values. He maintained that "Society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands". Durkheim argues that in complex industrial societies, the school serves a function which cannot be provided either by the family or peer groups. Further he says that Education teaches the individual specific skills necessary for his future occupation. (M. Haralambos with R. M. Heald, 2011, p. 175).

According to the "Sustainable Development" introduced in Brunt Land Report – 1972 of United Nations and Millennium development goals suggested to start in 2000 up to the end of 2015 and its annexure, the younger generation should be provided with a meritocratic education because many issues faced by the

present society can be solved through it. Researches done by many of the recognized international organizations including UNESCO, state that most of the children who are in the schooling age, have not received their primary Education. Education is the basic foundation of a person's life. Therefore, not providing proper education causes to bring bad results to children as well as to the whole society where they live. American sociologist Talcott Parsons argues that after primary socialization within the family, the school takes over as the focal socialization agency. School acts as a bridge between the family and society as a whole, preparing the child for his adult role. Parsons sees the Educational system as an important mechanism for the selection of individuals for their future role in society.

According to the UNESCO report in 2016, 52% of the world population is urban population (8 billion). One billion of the world population belongs to the urban community who receive low income according to the same report and they live in slums. This slum population has a very low economy and their poverty has become their culture. Therefore, this community is the source of many social issues that are directly affected to the co-existence and the development of the human society. socialist states that many deviant and delinquent behaviors such as prostitution, suicides, drug addiction, begging as a profession, underworld criminality, family problems, child abuse etc. have been created by its community.

Use of alcohol and other drugs among school children is a current global problem giving rise to many health hazards, psychosocial problems and reduced school performances, both in academic work and in sports. These problems are also seen in Sri Lanka and very few studies have been done to estimate their prevalence. Furthermore, no not worthy actions have been taken to improve this situation. (National Dangerous drugs control Board, RESEARCH MONOGRAPH, 2006, p. 146).

In the first place, need to discuss the vast amount of resources provided on Education. The highlighted fact is that in Sri Lanka, it is free Education and not only that even government provides free provision of textbooks, uniforms and mid-day meals. It records that the literacy rate of Sri Lanka stands as 92% for adults and 97% for youths. (Perera, 2012). This is a major drawback in schools located specially in the urban areas of Colombo. Thus, the literal meaning of School dropouts can be noted as "A student who leaves the school before completing the education for any reason other than death or without transferring to another school". (Perera, 2012).

It has been revealed that the highest numbers of school dropouts are from low-income families in urban areas and them quitting education halfway through has a disastrous effect on society. (Ministry of Education, 2017). Even among them, school dropout is frequent among adolescent children (11-18 years of age).

II. Methodology

Research refers to a search for new knowledge. It is a scientific and systematic search for pertinent information on a specific topic. To Redman and Mory, "Research is a systematized effort to gain new knowledge". (Sminatharatnam and Chandra, 2004). Methods are methods of data gathering and interpretation, whereas methodology is concerned with the theoretical assumptions about methods. (Uyangoda, 2011). This research followed a mixed method design including both qualitative and quantitative research designs. Quantitative research analysis will be utilized to gather ground data of the school dropouts where qualitative research design will be employed to follow the narratives of the other entities related to the subject. The quantitative research design will allow the researcher to understand the family structure, economic structure and their societal relationship towards the community through their relationship among various community organizations of their social setting. Qualitative research design permitted the researcher to identify the unique stories of each and every school dropout regarding the real-life situations that they live.

The School dropouts and their families in Modara and Mattakkuliya of Sri Lanka are taken as the study population of the study. There are 50 families with students who do not attend schools and they are considered as school dropouts. (Field Survey, 2020). It will be non-random methods in selecting the sample of the study. Particularly 5 "Gramasevaka Areas" will be monitored. It is observed that Modara has 3 "Gramasevaka Areas" while Mattakkuliya has 2 "Gramasevaka Areas". The key informant such as School Teachers, Principals, and Gramasevakas (Headman of the Village) will be selected purposively.

The researcher employed a structured questionnaire which will be followed by interview. The first interview will be done with children and second interview will be with their parents and Guardians. Thirdly, the Teachers will be interviewed and the key-informants as well. The questions of the questionnaire were ninety percent designed with close ended questions whereas researcher will interview each and every dropout selected from purposive sample in filling the answers to all the questions.

III. Major Findings and Discussion

According to Functionalism, the society is studied as a system that is as a set of interconnected parts which together form a whole. The basic unit of analysis is society and its various parts are understood primarily in terms of their relationship to the whole. The early functionalists often drew an analogy between society and an

organism such as the human body. They argued that an understanding of any organ in the body, such as the heart or lungs, involves an understanding of its relationship to other organs and in particular, of its contribution towards the maintenance of the organism. In the same way, an understanding of any part of society requires an analysis of its relationship to other parts and most importantly, of its contribution to the maintenance of society. In order for these essential services to be maintained, individuals must be sufficiently motivated to perform their roles. If they were totally apathetic, the social system would collapse through lack of effort. These socio-economic variables are an ideal descriptive cross-cutting which illustrate the realistic and profound circumstances of students who are living in a specific area. This phenomenon is studied under the topic of "School Dropouts of Adolescents in the Urban Area of Colombo, Sri Lanka and possible Strategies towards Continuous Education" and for this Colombo Divisional Secretariat of Sri Lanka is selected because in which it is visible that in the urban areas which exists the large number of school dropouts.

Table 01: Number of sample selected for the study

Police Division	GS Division	Sample Size			
		Students	Parents	Teachers	Key Informants
Modara	Modara	10	5	5	2
	AluthMawathe	10	5	5	2
	LunuPokuna	10	5	5	2
Mattakkuliya	Mattakkuliya	10	5	5	2
	Samithpura	10	5	5	2
Total		110			

In aiming and focusing the objectives of the study, five GS divisions namely Modara, AluthMawatha, LunuPokuna, Mattakkuliya and Samithpura in Colombo Divisional Secretariat division of Sri Lanka were selected. During the background analysis the researcher observed that the urban area of Colombo recorded the highest number of school dropouts (Perera, 2012).

3.1 Family Related Factors.

Many sociologists have regarded the family as the cornerstone of society. It forms basic unit of social organization and it is difficult to imagine how human society could function without it. Although the composition of the family varies, for example in many societies two or more wives are regarded as the ideal arrangement, such differences can be seen as minor variations on a basic theme. In general, therefore, the family has been seen as a universal social institution, as an inevitable part of human society.

In a study "Social Structure", George Peter Murdock Examined the institution of the family in a wider range of societies. Murdock took a sample of 250 societies ranging from small hunting and gathering bands to large-scale industrial societies. He claimed that some form of family existed in every society and concluded, on the evidence of his sample, that the family is Universal. Murdock defines the family as follows, 'the family is a social group characterized by common residence, economic co-operation and reproduction. It includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, own or adopted, of the sexually co-habiting adults. Thus, the family lives together, pools its resources and works together and produces offspring. At least two of the adult members conduct a sexual relationship according to the norms of their particular society.

The smallest family unit is known as the nuclear family and consists of a husband and wife and their immature offspring. Units larger than the nuclear family are usually known as extended families. Such families can be seen as extensions of the basic nuclear unit, either vertical extensions or horizontal extension.

The primary socialization probably, the most important aspect of the socialization process, take place during infancy, usually within the family. By responding to the approval and disapproval of its Parents and copying their example, the child learns the language and many of the basic behavior patterns of its society. The young child, by interacting with other and playing childhood games, learns to conform to the accepted ways of a social group and appreciate the fact that social life is based on rules. Socialization is not however, confined to childhood. It is a lifelong process. Without socialization, an individual would bear little resemblance to any human being defined as normal by the standards of his society. Thus, after the Primary socialization the school take over the secondary socialization. (Haralambos with R. M. Heald, 2011).

3.1.1 Age of the Student when Admitting to the School.

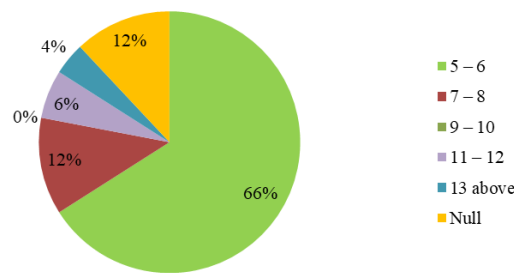


Figure 01: age of the student when admitting to the school

Source: Field Survey Data, 2021

In every society there is a recommended age for a child to be admitted to a school for primary education. Thus, in Sri Lanka it stands as age 5 and 6. The researcher finds that in this area of study, children are admitted to the school at different ages due to many reasons. (66%) of children age between 5-6 have been admitted to schools, (12%) of children age between 7-8, (0%) of children age between 9-10, (6%) of children age between 11-12, (4%) of children age 13 and above and (12%) children are not aware of their age when admitted to the school. Understandably, the admittance of children to schools has proceeded at different ages.

3.1.2 The Person who is Interested in Educating the Child.

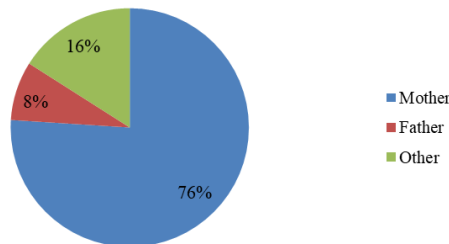


Figure 02: person who is interested in educating the child

Source: Field Survey Data, 2021

The researcher identifies that Mother of these children most of the time have been interested in schooling the child. The field data highlights that (76%) of Mothers have tried to school the child anyhow. It is pathetic that (8%) of Fathers have tried to school the child while (16%) by someone else.

3.1.3 By whom the Student is admitted to the School?

The most important aspect of a child is the beginning of the school life after completing the life in the family and in the nursery.

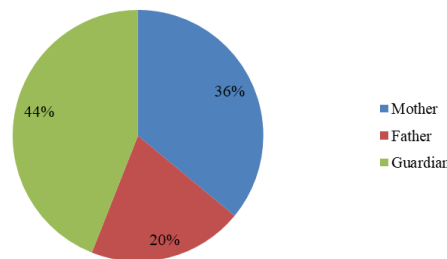


Figure 03: person who is admit the child to school

Source: Field Survey Data, 2021

The students confess that during the field survey that (36%) of Mothers have admitted their child to the school, (20%) of children have been admitted to schools by their Father while (44%) of children were being admitted to the schools by their Guardians or by someone else in the family. What is highlighted here is, majority of children have been admitted to schools not by their parents but by someone else.

3.1.4 Education Status of the Parents and Guardian.

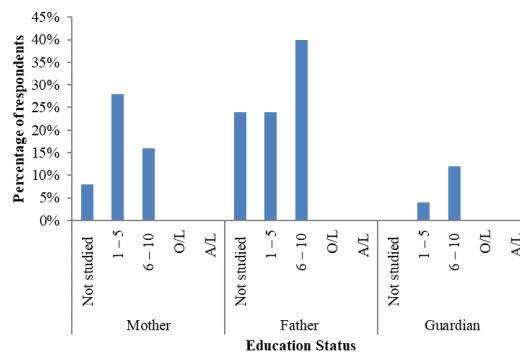


Figure 04: education level of the parents / guardian

Source: Field Survey Data, 2021

The researcher interviewed the Parents of these children during his field survey and found the education level of them as noted in the above chart. (8%) of Mothers of these children are not gone to any school and (24%) of Fathers of these children are not gone to schools anyhow. (28%) of Mothers have studied only between grade 1-5, (24%) Fathers have studied between grade 1-5 while (4%) of Guardians have studied between 1-5. Then about (16%) of Mothers have studied between grade 6-10, (40%) of Fathers have schooled between grade 6-10 while (12%) of Guardians have schooled between 6-10. What is highlighted here in this interview was the researcher found that none of them have studied up to O/L and A/L. there is no any single parent who has studied up to O/L.

3.1.5 Nature of the Occupation of the Parents or the Guardian and the Nature of the Income.

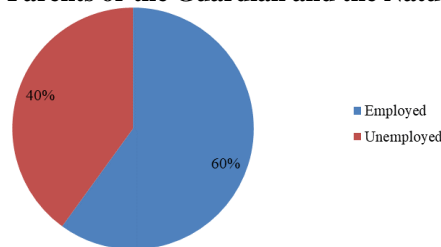


Figure 05: employment status of the parents

Source: Field Survey Data, 2021

When it comes to the occupation of the parents and guardians the researcher finds that (60%) of them are doing something to earn for the living and (40%) of them are not at all doing anything.

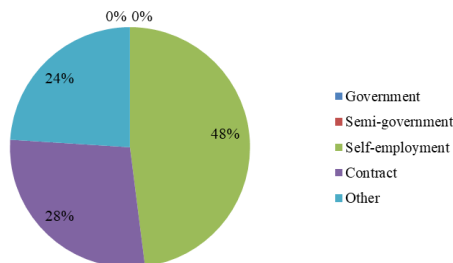


Figure 06: nature of the occupation of the parents

Source: Field Survey Data, 2021

The researcher finds that there is no anyone working in the government sector and in the semi-government sector. (48%) of parents and Guardians are engaged in self-employments and (28%) of them are on contract while (24%) of them are engaged in quick jobs that they find in and around them.

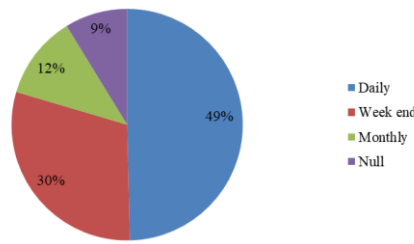


Figure 07: nature of the salary of the parents

Source: Field Survey Data, 2021

The salaries of these parents and Guardians vary and (68%) of them are daily wages, (41%) them receive their salary on weekends. There is (16%) who receive their salary on monthly basis and (12%) of them receive nothing.

3.1.6 Poverty, Low level of Income, Economic instability and Job insecurity.

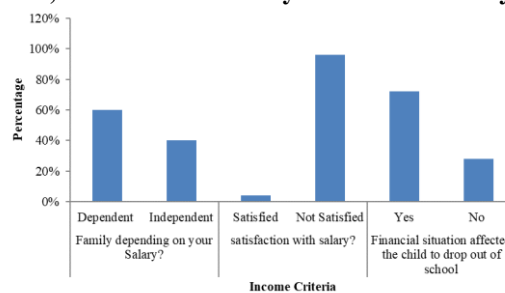


Figure 08: poverty status

Source: Field Survey Data, 2021

The researcher finds that (60%) of families depend on the salary of their own and (40%) of them confess that not on their salary only. The question raised by the researcher about the satisfaction of their salary, (96%) of them said that these parents are not satisfied with what they receive and only (4%) of them are satisfied with the salary they receive.

Thereafter, the question raised by the researcher was the affection of their financial situation to their child to dropout of school. It is highlighted that (72%) of them say that their financial situation has affected the child to terminate his or her schooling.

3.1.7 Family Relationship.

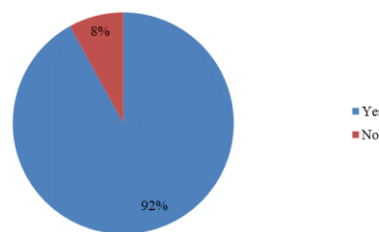


Figure 09: relationship status of the family

Source: Field Survey Data, 2021

The researcher interviewed the school Teachers (25) of this study area and other ten (10) key informants for his study. The Teachers were interviewed basically on few questions and one of them is to find whether the family of the child has affected the child to dropout of school. (92%) teachers’ response is “yes” and (8%) says “No”. likewise, the key informants answered the same question and from them (100%) say that family has affected the child to terminate from schooling.

3.1.8 Contribution of the Parents and Guardians.

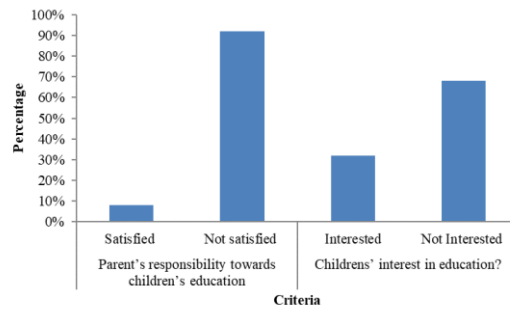


Figure 10: parent’s contribution to the children’s education
Source: Field Survey Data, 2021

The school teachers who were interviewed by the researcher expressed themselves about the Parents interest towards their children. (92%) not satisfied with the interest of the parents towards the education of their children and only (8%) of them are satisfied. Accordingly, for the question whether children are interested on education, responded (32%) positively and (68%) negatively. The researcher understands this a serious issue to the society of the future.

3.1.9 Parents Responsibility and Children’s Interest

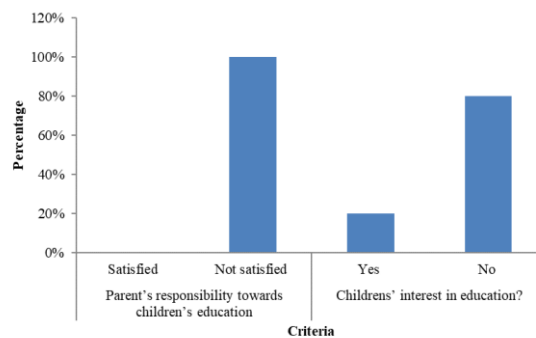


Figure 11: parent’s responsibility and children’s interest
Source: Field Survey Data, 2021

Likewise, the key informants whom the researcher interviewed (100%) not happy with the parent’s interest and dedication towards the education of their children. The specialty is that only (20%) of children are interested on education according to the teachers interview and (80%) of children are not interested on education. This is once again another extra burden to the society in the near future.

3.2 School Related Factors.

When searching the reasons for the children to dropout of school, the school related factors are very impotent to reflect upon. The grassroot level interviews with students could certainly provide valuable and concrete factors as to how they have caused the children to terminate their studies at schools.

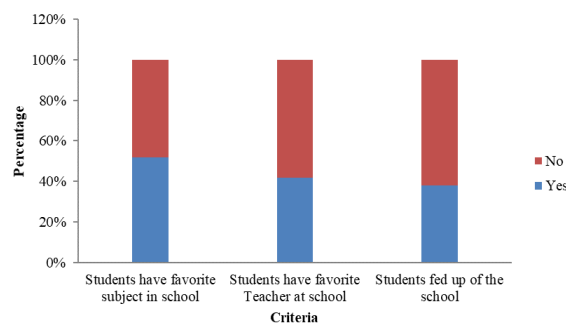


Figure 12: subject and teacher preferences
Source: Field Survey Data, 2021

The ground level interview with students direct the researcher to identify that (52%) of children have had a favorite subject at school and (48%) of children have been without any favorite subject. For Children also there have been a favorite teacher during their schooling and (42%) children have had a favorite teacher at school while (58%) of children have been without a favorite teacher. The researcher also searched whether the child is fed up of education provides. Field data highlights that (62%) of them confessed that they are not fed up of their schooling while (38%) of them say yes.

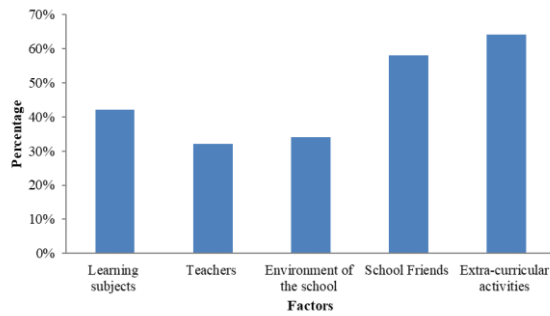


Figure 13: factors prefers by the children to go to school

Source: Field Survey Data, 2021

The researcher also wants to discover the happiest factors of children during their schooling and accordingly (42%) of children liked the subjects, (32%) of children liked the Teachers, (34%) of children liked the school environment, (58%) of children liked the school friends and (64%) of children liked the school extra-curricular activities.

3.2.1 Facility issues Caused for Students to Drop out of School.

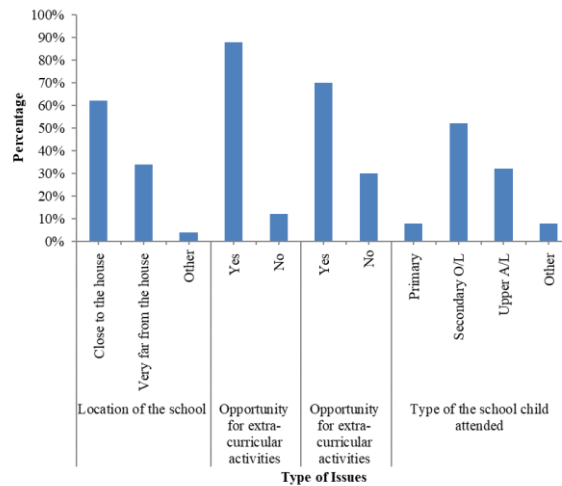


Figure 14: facility issues caused for students to drop out of school

Source: Field Survey Data, 2021

It is observed that (62%) of children say that their school has been very close to them and about (34%) children say that their school is very far while (4%) has been neutral.

According to teachers (88%) say that there are facilities for extra-curricular activities and at the same time according to the key informants, (70%) say that there are enough facilities in schools.

There (8%) of primary schools, (52%) of schools are up to grade 11 and (32%) of schools are up to advance level.

3.2.2 Issues in the Government Education System.

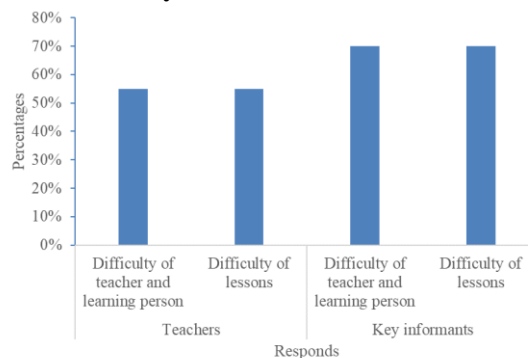


Figure 15: issues in the government education system

Source: Field Survey Data, 2021

It is much identified that during the interview with students (68%) comment about the difficulty of Teaching and Learning process available in their school secondly, these children have the problem of the difficulty of understanding the lessons (68%). This fact is much obvious and proved by the teachers who are in school in this area. Evidently, (60%) teachers noted about the difficulty of understanding the lessons and another (60%) claims the difficulty of teaching and Learning Process of the Government Education system. This fact is much clarified by the key informants too. Convincingly, (70%) of them note the difficulty of understanding the lessons and (70%) of them highlight the difficulty of Teaching and Learning Process for these students in Modara and Mattakkuliya. Therefore, this evaluation is a serious fact for the children in school in this area.

3.2.3 The Stages where the Greatest Number of School Dropouts are Found.

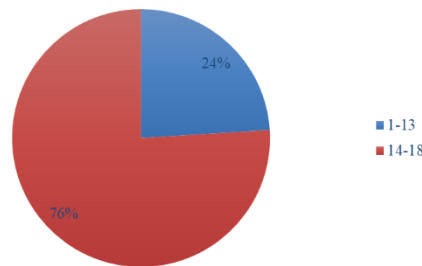


Figure 16: the number of school dropouts by age
Source: Field Survey Data, 2021

The field data clearly proves and approves that the age 14 is found to be the vulnerable age. This is the age much discovered by the researcher that many students begin to experiment certain things and habits available in their vicinity. It is observed that (76%) of students age 14 and above have been dropped out.

An age 14 student, according to the Government Education system of Sri Lanka, should be in Grade 09 and which means he or she has not yet sat for the O/L examination. For the Primary Education the children are anyhow connected but the crisis begins from Grade 09 and upward. Hence, it is clearly manifesting the children are dropped out without the O/L.

3.2.4 Closest Reasons for Students to Drop out of School.

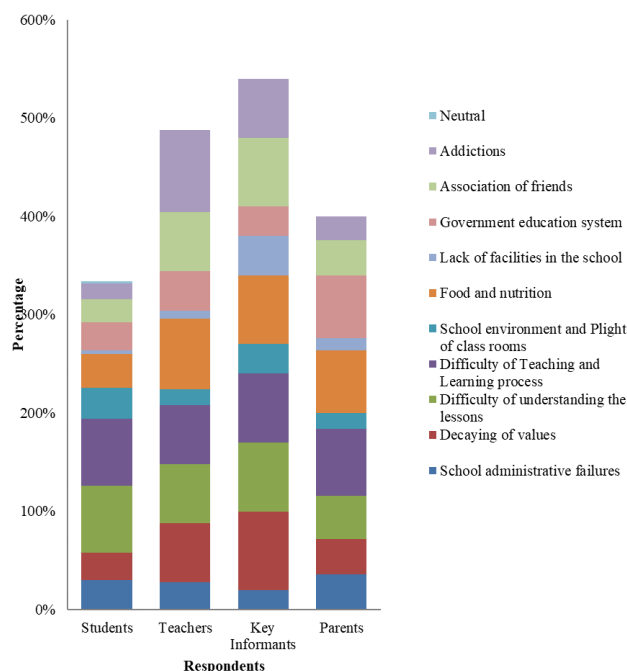


Figure 17: reasons for dropout school
Source: Field Survey Data, 2021

According to the students there are number of reasons for them to dropout of school. First, the difficulty of understanding the lessons and (68%) of children have this problem. The second reason is the existing teaching and learning process that is available in Sri Lanka and again (68%) of children have given this reason. Next the

closest reason is the food and nutrition and (34%) of children have this problem. Then the school administrative failures, (30%) children have confessed this. Next the decaying of values and (28%) of children have highlighted this fact. Then the school environment and plight of class rooms and this has caused (32%) of children. (28%) of government education system has caused. Association of friends also have come up as a reason and (24%) of children have observed this fact. The lack of facilities in the school stands as (4%). Involvement of addictions contains (16%) while (2%) has been neutral.

According to the Teachers the very reason is the addictions of children to various unwanted and unhealthy habits available in the society. According to them this fact contains the highest percentage of (84%). Secondly, teachers highlight the food and nutrition as (72%). Thirdly, teachers highlight four factors which contain the same percentage of (60%) such as decaying of values, difficulty of understanding the lessons, difficulty of teaching and learning process and association of friends. Fourthly, teachers note the government education system and it stands as (40%). The fifth fact is the school administrative failures, (28%) of teachers have highlighted this fact. The (16%) of school environment and plight of class rooms while 8% of teachers have said that lack of facilities have caused the children to dropout of school.

According to the key informants, (80%) of them have highlighted decaying of values and secondly four factors which contains the (70%) such as difficulty of understanding the lessons, difficulty of teaching and learning process, food and nutrition and association of friends. Thirdly, (60%) of key informants have observed the addictions. Fourthly, the (40%) as lack of facilities. Fourthly, again two factors which have (30%) and they are school environment and plight of class rooms and government education system. Finally, key informants highlight (20%) of school administrative failures.

According to the parents, the first reason is the difficulty of teaching and learning process and (68%) of parents have expressed this fact. Secondly there are two reasons which contains the same percentage of (64%) such food and nutrition and government education system. Thirdly, (44%) of parents have highlighted difficulty of understanding the lessons. Fourthly, once again there are three reasons of the same percentage of (36%) such as school administrative failures, decaying of values and association of friends. The fifth reason, (24%) of parents have said it is because of various addictions. The sixth reason is the school environment and plight of class rooms and (16%) of parents have this fact as one of the reasons. Finally, (12%) says the lack of facilities in the school.

3.2.5 Reasons to Dislike Schools

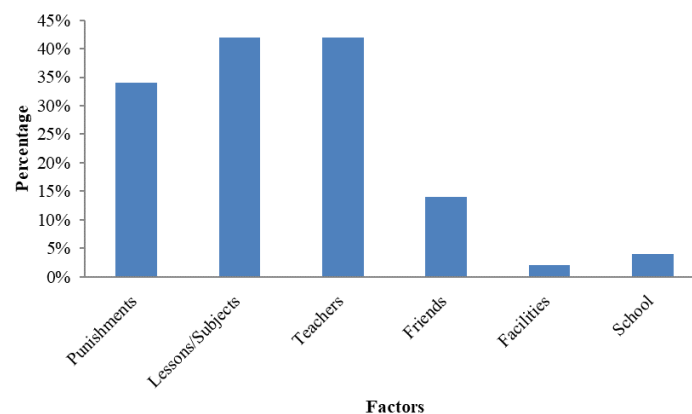


Figure 18: reasons to dislike schools

Source: Field Survey Data, 2021

The researcher also interviewed the bitter experience of the children during their schooling. First of all, two factors came across as main reasons for children to drop out of school, they are subjects and Teachers. (42%) of children stated these two reasons. Secondly about (34%) of children have stopped going to school due to punishments. (14%) of children have stopped schooling due to bad friends. (4%) of children highlight the school as the reason. Finally (2%) due to the facilities.

3.3 Key Findings of the Study.

3.3.1 Family Related Factors.

It is discovered that the school admittance has taken place at the age of 5-6 (66%), between the age of 7-8 (12%), age 11-12 (6%) and age 13 and above (4%). The admittance of children to school has proceeded at different ages.

As in many families, here in this context Mothers (76%) have taken initiatives to educate the child. Father's attention (8%) in this regard is very poor.

The Mother has studied up to Grade 1-5 (28%) up to Grade 6-10 (16%) and when it comes to Fathers, they have learnt up to Grade 1-5 (24%) up to Grade 6-10 (24%). There is no any single parent who has studies up to O/L and this is same with the Guardians as well.

The Parents or the Guardians only (60%) are employed while (40%) are not engaged in any employment.

The researcher finds that there are no parents working in the Government sector jobs. Considerable portion (48%) of parents are self-employed and (28%) of them are on contract basis while (12%) engage in other means. Almost half percentage (68%) of parents are daily wagers, (41%) of them receive a salary at weekends. Considerable portion of (16%) parents receive a salary at the end of the month.

Majority responded (60%) depend on his or her family and (40%) is not and (96%) of them are not satisfied with the salary they receive. The financial situation (72%) has affected the child to drop out of the school.

The existing family conditions (92%) has affected the child to terminate his or her schooling. The key informants (100%) vow for it.

The researcher discovers that the responsibility of Parents towards the education of the children is not satisfactory (92%) and thus children does not show any interest towards education (68%).

3.3.2 School Related Factors.

The school dropouts even though they have terminated from school, they have had favorite subjects during schools (52%). It is observed they have had a favorite Teacher (42%) too.

Many students confess that their favorite item that has made them happy during school is the extra-curricular activities (64%) and school friends (58%). The difficulty of understanding the lessons (68%) and difficulty of Teaching and Learning process (68%) are highlighted from the students to stop their schooling.

The Teachers comment that as major reasons, the addictions (84%) and food and nutrition (72%). The researcher further discovers, decaying of values (80%) and association of friends (70%).

Majority of Parents highlight the Government Education system (64%) as one of the Maine reasons for their children to terminate their schooling. By and large further discovers by the researcher that Punishments (34%) and Teachers (42%) have caused the children to stop schooling.

IV. Recommendations

Based on the findings of the study, recommendations to reduce issues related to school dropouts and possible strategies for continuous education are defined as follows. First of all, the researcher would note the school related factors.

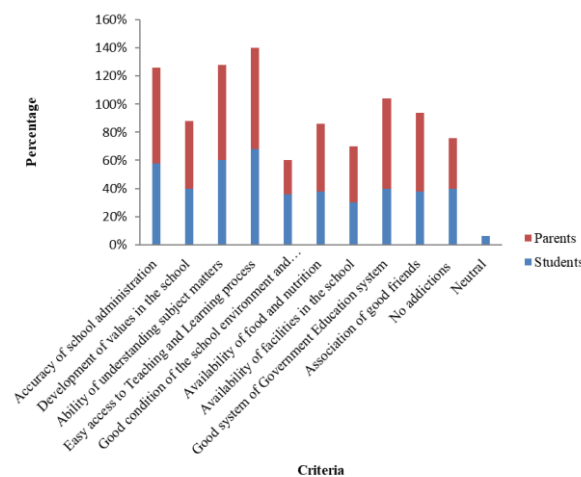


Figure 19: school related factors

Source: Field Survey Data, 2021

Easy access to teaching and Learning Process and with the existing system the children of this area finds it difficult to learn. Therefore, it is important to introduce a simple and understandable access to the teaching and Learning Process. Difficulty of understanding the subject matters; this has to be simplified considering the IQ level of the children in this area. Accuracy of school administration; the existing Government should refine the school administration of the schools in the urban area of Colombo. The Government Education system; has to be refreshed and refined so that every student could be able to get into the track. The association of good friends; the student must be formed in a well cultured format at schools. This help the student to respect each one equally at school. Development of Values in the school; this should be included in the school curriculum as a subject. The values cannot be expected from families in this study area and thus, school should be influenced by the Government or by the Ministry of Education to introduce this as a subject. Food and nutrition; students should be looked after in this regard and Government or the Private sector should be taken the responsibility.

Before the education these children and families should be in good health. No addictions; these people should be used for the economy of the country. It is the responsibility of the Government to stop drugs, reaching people. Availability of facilities in the school and good condition of the school; every student should have equal facilities in every school. If not, it is the responsibility of the Government to facilitate the schools. The cooperation of the Parents with the school teachers should be strong and thus both entities should be able to keep the child at school.

V. Conclusion

It is discovered that there are family related factors and school related factors that cause students to dropout of school's half way of their lives. When it comes to family related factors, the researcher discovered the school admittance had not taken place on time, the attention of the parents in this regard had been very poor, the education of parents not satisfactory, most of the parents are self-employed, larger portion of parents are daily wagers, the family condition of parents has caused the children to dropout of school and parents are not interested on the education of their children.

When it comes to the school related factors, the researcher discovered that there had been favorite subjects and teachers for these students, children have been much interested on extra-curricular activities and friends. The teachers highlight addictions, food and nutrition as major reasons for children to terminate their school. The parents highlight the Government education system as one of the main reasons for their children to terminate their school.

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