

**MODIFIED INTERIM REPORT OF THE RESEARCH PROJECT ON THE TOPIC NAMELY "EFFECT OF SCHOOL AND HOME FACTORS ON THE ATTENDANCE OF CHILDREN AT PRIMARY STAGE IN KARNATAKA STATE." SUBMITTED TO SSA, KARNATAKA.**

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At the outset I thank the SSA, Govt. of Karnataka for accepting my research proposal and sanctioning Rs.1.4 lakhs to carry out the research work on the above mentioned topic. After signing the MOU and submitting the inception report, 40% of the sanctioned grants (Rs.50,232/-) was released vide cheque No.822127 dated 7.2.2009.

The investigator in the mean time has collected lot of background material along with review of related studies on need and importance of elementary education, problems in elementary education, major initiatives for the universalization of elementary education in our country, and factors hindering the universalization of elementary education. The problems of enrolment, retention and achievement were also investigated. Attendance of primary school children was the main focus of present investigation. The major factors of school and home influencing the attendance of school children are of great and vital importance. School and home factors together make the child retain in the school and achieve better in the academics. There are number of school factors responsible for the child to be retained in the school. Among them the most significant are the school location, teacher trained or not, single grade teacher or multi-grade teacher, Number of teaching days lost due to teacher absence, availability of free teaching-learning devices including free text books and school uniform to children, and mid-day meals

provided by school or not and school environment. The most crucial home factors responsible for the child to attend school are: the socio-economic status of the family, (educational level of parents, occupation of the parents, and income of the parents) family size, caste (SC/ST, non SC/ST), birth ordinal position and home environment.

### **Objectives of the Study:**

The following are the main objectives of the proposed research project.

1. To estimate the attendance status of primary school students with reference to those who are regular, irregular, long absentees and dropouts.
2. To estimate the number and percentage of male and female students who remain absent from the school.
3. To investigate the average attendance rate of students attending either rural or urban type of school.
4. To find out the effect of school (type of school -rural/urban, single-grade classroom or multi-grade classroom, teacher trained or not, number of teaching days lost due to teacher absence, availability of free teaching- learning devices, and mid-day meals provided by school or not and school environment) and home factors (socio-economic status, family size, SC/ST and Non-SC/ST, and birth ordinal position and home environment respectively) affecting learners' attendance at primary school level.
5. To offer suggestions to increase the attendance levels of pupils at primary stage by controlling the school and home level factors.
6. To work out the policy implications from school and home level factors studied in the present research, which can be

manipulated to reduce inequalities in education due to low attendance rate of primary school children from different social categories.

**Research Design:**

The present research design was based on the principles of applied case study research (Yin, 1994). The tools of qualitative research were semi-structured and conversational interviews, Observations and documentary analysis. These were used as the basis for the realization of the objectives for the present study spelt earlier. In order to elicit data from multiple sources, data were also collected using checklist of observation and questions addressed to different target groups, situations and documents. The details of research methodology employed for carrying out the present study is discussed as follows:

**The Case:** The school attendance records being maintained jointly by Government and school authorities was taken as the case for the study. Here the unit of analysis was each school selected as a sampling unit for the purposes of present investigation.

**Selecting sample within the case:** The technique of purposive sampling (Chein, 1981) or criterion based sampling (Goetz and Le Compte, 1984; Reported in Merriam, 1988) was used for the selection of research sites that is schools. This sampling technique was used for the purpose of ensuring representation of best school practices in terms of full attendance of all the children.

**Combination of Research Techniques:** The present study was very much benefited from a combination of various data gathering techniques. It is however, relied heavily upon qualitative data obtained from interview, observation and documentary analysis. The quantitative data

obtained from school records, particularly with reference to enrolment and attendance were also used to support and substantiate results obtained from qualitative data. The use of multiple methods to study the same unit contributed to building up a chain of evidence related to the research objectives. The findings of the present investigation were based from multiple sources of data.

### **Sampling Technique:**

The sample for the present study constitute of 05 districts, 69 schools and 1380 children studying in class I ,II, III and IV, respectively. For ascertaining the attendance of students attending school, physically head count of the students attending school, along with school records, that is attendance registers and field visits by field investigators and principal investigator to all the schools selected for the purposes of the present investigation was carried out with utmost most care and precaution. Attendance particulars of 1380 children from 69 schools from 05 districts were obtained with the help of observation, interview schedules, questionnaires and records as secondary source of data.

### **Tools used for Data Collection:**

In order to realize the above mentioned objectives, the investigator had to decide and finalize questionnaires to collect data for the purposes of present investigation. For data collection, school wise and household wise surveys were conducted as planned. Accordingly the information under each of the above said surveys were finalized by meeting experts in the area. The psychometric principles and other modalities were finalized by the researcher for the development of two scales, one on Schools Environment Scale and other on Home environment Scale. Besides developing an exhaustive questionnaire for collecting the required data

for the present study. The present study was very much benefited from a combination of various data gathering techniques. It is however, relied heavily upon qualitative data obtained from interview, scales, observation and documentary analysis. In order to realize the above mentioned objectives, the investigator had to decide and finalize questionnaires to collect data for the purposes of present investigation. For data collection, school wise and household wise surveys were conducted as planned. Accordingly the information under each of the above said surveys were finalized by meeting experts in the area. The psychometric principles and other modalities for these questionnaires were finalized by the researcher. As per the schedule planned from February till March 2009 end the data was collected for the final study (Table 1). For ascertaining the attendance of students attending school, physically head count of the students attending school, along with school records, that is attendance registers and field visits by field investigators and principal investigator to all the schools selected for the purposes of the present investigation was carried out with utmost most care and precaution.

The data collected from different sources was tabulated after coding. Then each of the stated objectives of the study was analysed with reference to the data collected. In order to estimate the attendance status of primary school students' class wise from class I to class IV with reference to those who were regular, irregular, long absentees and drop outs were calculated with reference to their number and percentage analysis. Besides this class wise male and female rural urban students who remain absent from the school was also calculated.

Sl. No.	Region	Scho ols	Class I		Class II		Class III		Class IV	
			N	%	N	%	N	%	N	%
1.	Bellary	14	68	19.37	62	18.45	70	19.71	72	21.30
2.	Gulbarga	14	75	21.36	72	21.42	68	19.15	55	16.27
3.	Raichur	15	80	22.79	70	20.83	86	24.23	67	19.82
4.	Mysore	12	68	19.37	64	19.04	67	18.87	76	22.49
5.	Shimoga	14	60	17.09	68	20.23	64	18.03	68	20.12
	Total	69	351	25.43	336	24.71	355	25.72	338	24.49

### **Statistical Techniques Used for Data Analysis:**

- (1) To find out the effect of school (type of school, rural/urban, single-grade classroom or multi-grade classroom, teacher trained or not, number of teaching days lost due to teacher absence, availability of free teaching- learning devices to both teacher and learner, and mid-day meals provided by school or not) Percentage analysis was carried out. Multiple correlation and regression analysis will be carried out to estimate the effect of each school factor affecting attendance of children in terms of variance accounted for by each of the predictor variable (School factors).
  
- (2) To find out the effect of home factors (socio-economic status, family size, SC/ST and Non-SC/ST, and birth ordinal position, sibling in the school or not in the school respectively) affecting learners' attendance at primary school level. Percentage analysis will be carried out by taking the number of each of the sample group. Multiple correlation and regression analysis will be carried out to

estimate the effect of each of the home factor selected for the purposes of present investigation affecting attendance of children in terms of variance accounted for by each of the predictor variable (home factors).

- (3) Content Analysis: Content Analysis was carried out to the responses given by parents, teachers and children to a question on: “If NOT attending school currently then specify the reasons for not attending school.”

### **Main Findings of the Study:**

The following were the important findings of the present study under investigation:

- (1) When attendance status percentage analysis for the total sample was calculated, it was noted that 58% of the sample had regular attendance with 18% having irregular attendance. Long absentees were about 13% and dropout was about 11% respectively. When the District wise attendance of regular status was compared (Table 2) it was found that Mysore district had the highest percentage of regular attendance status followed by Bellary, Shimoga District respectively. The lowest regular attendance status was reported from Raichur and Gulbarga districts respectively. The percentage of irregular attendance of children was highest in Raichur District. Where as the highest attendance percentage of long absentees were reported again from Raichur District followed by Gulbarga District. The highest attendance percentages of dropouts were reported from again Raichur District followed by Gulbarga and Shimoga Districts respectively.

Sl.No.	Region	Regular		Irregular		Long absentees		Drop out		Total
		No.	%	No.	%	No.	%	No.	%	
1.	Bellary	182	67.00	45	17.00	20	7.00	25	9.00	272
2.	Gulbarga	135	50.00	60	22.00	45	17.00	30	11.00	270
3.	Raichur	125	41.00	85	28.00	58	19.00	35	12.00	303
4.	Mysore	185	67.00	28	10.00	34	12.00	28	10.00	275
5.	Shimoga	168	65.00	34	13.00	28	11.00	30	12.00	260
	Total Sample	795	58.00	252	18.00	185	13.00	148	11.00	1380

Sl. No	Variable	Category	Bellary		Gulbarga		Raichur		Mysore		Shimoga	
			N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
1.	School Type	Rural	134	122.50	150	112.10	155	108.50	132	122.50	130	120.30
		Urban	138	131.05	120	122.37	148	117.24	143	125.87	130	124.31
2.	Classroom	Single-grade	189	128.52	194	114.50	260	114.22	220	125.06	185	123.48
		Multi-grade	83	123.00	76	122.19	43	104.00	55	121.00	75	119.40
3.	Teacher	Trained	220	128.1	210	117.68	273	113.48	255	133.03	195	123.87
		Not trained	52	121.50	60	113.10	30	106.30	20	122.30	65	117.60
4.	Teaching-learning materials	Available	210	128.70	218	117.89	279	113.05	232	125.04	224	122.59
		Not available	62	120.50	52	111.50	24	109.50	43	120.00	36	120.50
5.	Mid-day meals	Provided in school	222	127.90	220	117.22	270	113.47	240	124.72	218	122.84
		Not provided	50	122.1	50	114.20	33	107.00	35	121.00	42	119.50
6.	School Environment	Favourable	204	129.61	215	117.86	200	115.23	186	126.29	192	123.83
		Un-favourable	68	118.5	55	112.00	103	108.00	89	120.00	68	118.00

**Table 4 : ‘t’ Analysis of 3 Districts with High and 2 Districts with Low Mean Attendance Scores of Primary School children as per the varying levels of School factors**

Sl. No	Variable	Category	3 Districts with high Mean Attendance(Bellary, Mysore & Shimoga)			2 Districts with Low Attendance (Raichur & Gulbarga)			obtained ‘t’ Value
			N	Mean	SD	N	Mean	SD	
1.	School Type	Rural	396	121.76	13.45	305	110.3	16.42	9.96**
		Urban	411	127.07	16.81	268	119.8	13.81	6.16**
2.	Classroom	Single-grade	594	125.68	14.74	454	114.36	15.91	11.91**
		Multi-grade	213	121.33	13.11	119	113.09	14.74	5.86**
3.	Teacher	Trained	670	128.33	13.86	483	115.58	16.11	14.01**
		Not trained	137	120.05	15.11	90	109.7	14.32	5.20**
4.	Teaching-learning materials	Available	666	125.44	14.22	497	115.47	13.22	12.46**
		Not available	141	120.33	13.77	76	110.5	15.10	4.72**
5.	Mid-day meals	Provided in school	680	125.15	15.61	490	115.35	17.31	4.80**
		Not provided	127	120.86	14.18	83	110.6	14.11	5.20**
6.	School Environment	Favourable	582	126.58	13.10	415	116.55	15.30	10.90**
		Un-favourable	225	118.83	12.31	163	110.00	13.64	6.54**

(2) For the purposes of inter-district comparison the three districts with high mean attendance (Bellary, Mysore and Shimoga) and two districts with low attendance scores (Raichur and Gulbarga) were bunched and the two cluster mean and standard deviation calculated (Table 3) separately and ‘t’ analysis applied. It was revealed from ‘t’ analysis (Table 4) that there were significant mean differences in the attendance of primary school children from three districts with high attendance and two districts with low attendance with varying levels of school factors namely; rural schools of districts with high and low attendance ( $t=9.96$ ) and urban school of districts with high and low attendance ( $t=6.16$ ), single-grade schools of districts with high and low attendance ( $t=11.91$ ) and multi-grade schools of districts with high and low attendance ( $t=5.86$ ), districts with high and low attendance differed significantly when the teachers were trained ( $t=14.01$ ) and districts with high and low attendance differed significantly when the teachers were not trained ( $t=5.20$ ), also when teaching-learning

materials were made available in schools of districts with high and low attendance ( $t=12.46$ ) and teaching-learning materials not made available in schools of districts with high and low attendance ( $t=4.72$ ) the obtained values of 't' were found to be significant when mid-day meals were provided in schools of districts with high and low attendance ( $t=4.80$ ) or mid-day meals not provided schools of districts with high and low attendance ( $t=5.20$ ), and school environment in terms of favourable of districts with high and low attendance ( $t=10.90$ ) or unfavourable school environment of districts with high and low attendance ( $t=6.54$ ) respectively. The obtained values of 't' were found to statistically significant.

**Table 5: Inter-district Variations in the Mean Attendance Scores of Primary School children as per the varying levels of Home factors**

Sl. No	Variable	Category	Bellary		Gulbarga		Raichur		Mysore		Shimoga	
			N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
1.	Gender	Boys	136	129.17	160	118.98	147	115.18	138	126.49	134	124.00
		Girls	136	124.50	110	113.30	156	110.50	137	122.00	126	120.50
2.	Family Size	Large	170	125.10	145	114.40	200	111.38	160	123.70	140	120.30
		Small	102	129.74	125	119.30	103	115.47	115	125.02	120	124.65
3.	Birth ordinal Position	First Born	105	127.80	65	118.20	100	114.1	101	125.50	55	124.20
		Second Born	54	127.00	95	117.40	105	113.20	97	124.50	85	122.60
		Last Born	113	125.87	110	115.13	98	110.96	77	122.31	120	121.23
4.	Caste	SC/ST	156	124.50	168	115.50	178	110.50	151	122.00	158	120.50
		Non SC/ST	116	129.98	102	118.59	125	116.01	124	127.00	102	125.11
5.	SES	High SES	14	130.50	11	121.00	18	117.50	07	129.00	10	127.30
		Avg. SES	95	128.20	68	118.50	24	115.50	63	127.00	49	125.00
		Low SES	163	125.73	191	115.76	261	111.75	205	123.25	201	121.40
6.	Home Environment	Favourable	229	127.74	225	116.92	260	113.40	213	125.34	215	122.71
		Un-favourable	43	122.00	45	115.40	43	109.00	62	120.50	45	120.40

**Table: 6 ‘t’ Analysis of 3 Districts with High and 2 Districts with Low Mean Attendance Scores of Primary School children as per the varying levels of Home factors**

Sl. No	Variable	Category	3 Districts with high Mean Attendance(Bellary, Mysore & Shimoga)			2 Districts with Low Attendance (Raichur & Gulbarga)			obtained ‘t’ Value
			N	Mean	SD	N	Mean	SD	
1.	Gender	Boys	408	126.55	11.61	307	117.08	10.31	11.51**
		Girls	399	122.33	10.42	266	111.90	11.41	11.95**
2.	Family Size	Large	470	123.03	9.67	345	112.89	13.42	11.94**
		Small	337	126.47	10.42	228	117.391	14.31	8.22**
3.	Birth ordinal Position	First Born	261	125.83	9.86	165	116.15	11.71	8.82**
		Second Born	236	124.70	8.65	200	115.30	14.11	8.21**
		Last Born	310	123.14	10.14	208	113.04	10.43	10.93**
4.	Caste	SC/ST	465	122.33	11.42	346	113.00	12.81	10.74**
		Non SC/ST	342	127.36	10.61	227	117.30	11.61	10.46**
5.	SES	High SES	31	128.93	10.41	29	119.25	13.48	3.10**
		Avg. SES	207	126.73	11.61	92	117.00	14.11	5.80**
		Low SES	569	123.46	11.10	452	113.75	12.64	12.86**
6.	Home Environment	Favourable	657	125.26	12.63	485	115.16	10.81	14.52**
		Un-favourable	150	120.97	9.42	88	112.20	11.96	5.89**

(3) For the purposes of inter-district comparison the three districts with high mean attendance (Bellary, Mysore and Shimoga) and two districts with low attendance scores (Raichur and Gulbarga) were bunched and the two cluster mean and standard deviation calculated (Table 5) separately and ‘t’ analysis applied. It was revealed from ‘t’ analysis (Table 6) that there were significant mean differences in the attendance of primary school children from three districts with high attendance and two districts with low attendance with varying levels of home factors namely; Primary school boys of districts with high and low attendance ( $t=11.51$ ) and primary school girls of districts with high and low attendance ( $t=11.95$ ), primary school children from large families of districts with high and low attendance ( $t=11.94$ ) and primary school children of small families of districts with high and low attendance ( $t=8.22$ ), primary school children who were first, second and last born of districts with high and low attendance ( $t=8.82$ ,  $8.21$  &  $10.93$ ) and primary school SC/ST children of districts with

high and low attendance ( $t=10.74$ ) Primary school children of districts with high and low attendance of Non- SC/ST primary school children of districts with high and low attendance ( $t=10.46$ ), and school environment of Primary schools of districts with high and low attendance in terms of favourable of districts with high and low attendance ( $t=14.42$ ) or unfavourable school environment of districts with high and low attendance ( $t=5.89$ ) respectively. The obtained values of 't' were found to be highly significant statistically.

(4) Class three children were found to be more regular when compared with class two, one and four respectively. It was also revealed that more number and percentage of irregular attendance was reported in class four children followed by class one and class three respectively. Highest number and percentage of long absentees children was reported from class three followed by class two, four and one respectively. From the findings of the percentage analysis it was further revealed that dropout were highest in class four followed by class one, two and three respectively.

(5) It was revealed that more number of urban children dropout compare to rural counterparts. Long absentees and irregular number and percentage was more for rural sample than for urban. Where as more urban sample was regular to school when compared with their rural counterparts. When differences in type of classroom with reference to single grade and multi-grade was taken up for percentage analysis, it was revealed that the number and percentage of regular attendance status was more in single grade than when compared with multi-grade classrooms. Long absentees, irregular and dropout number and percentage were comparatively less in single grade than when compared with multi-

grade classrooms respectively. Further the status of regular attendance was comparatively more when the teacher was trained; teaching-learning materials were available, mid-day meal provided by school and when the school environment was found to be favourable. Long absentees, irregular attendance and dropout number and percentage were found to be more when the teacher was not trained; teaching-learning materials were not available, mid-day meals not provided and when the school environment was found to be un-favourable.

- (6) The percentage of class I primary school children from urban who were regular to school was more than their rural counterparts. But the percentage of irregular, long absentees and dropouts were found to be more in rural children than in urban class I children respectively. As far as teachers who were trained or not trained, teaching materials provided or not, mid-day meals provided or not and school environment favourable or unfavourable were concerned, it was found that the percentage of class I primary school children taught by teachers who were trained, teaching learning materials provided, mid-day meals provided and children from favourable school environment were more regular to school than their counterparts taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children of class I taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment respectively.

(7) The percentage of class II primary school children from urban who were regular to school was more than their rural counterparts. But the percentage of irregular, long absentees and dropouts were found to be more in rural children than in urban class II children respectively. As far as teachers who were trained or not trained, teaching materials provided or not, mid-day meals provided or not and school environment favourable or unfavourable were concerned, it was found that the percentage of class II primary school children taught by teachers who were trained, teaching learning materials provided, mid-day meals provided and children from favourable school environment were more regular to school than their counterparts taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children of class II taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment respectively.

(8) The percentage of class III primary school children from urban who were regular to school was more than their rural counterparts. But the percentage of irregular, long absentees and dropouts were found to be more in rural children than in urban class III children respectively. As far as teachers who were trained or not trained, teaching materials provided or not, mid-day meals provided or not and school environment favourable or unfavourable were concerned, it was found that the percentage of class III primary school children taught by teachers who were trained, teaching learning materials provided, mid-day meals provided and children from favourable school environment

were more regular to school than their counterparts taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children of class III taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment respectively.

- (9) The percentage of class IV primary school children from urban who were regular to school was more than their rural counterparts. But the percentage of irregular, long absentees and dropouts were found to be more in rural children than in urban class IV children respectively. As far as teachers who were trained or not trained, teaching materials provided or not, mid-day meals provided or not and school environment favourable or unfavourable were concerned, it was found that the percentage of class IV primary school children taught by teachers who were trained, teaching learning materials provided, mid-day meals provided and children from favourable school environment were more regular to school than their counterparts taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children of class IV taught by teachers who were not trained, teaching learning materials not provided, mid-day meals not provided by schools and children from un-favourable school environment respectively.

(10) The Attendance Status of primary School Children as per their Differences in home level factors for the Total Sample, it can be inferred that more number of girls dropout compare to their counterparts boys. Long absentees and irregular number and percentage were more for girls than for boys. Where as the number and percentage of boys was more for regular attendance status when compared with their counterpart girls. When differences in family size with small and large families was taken up for percentage analysis, it was revealed that the number and percentage of regular attendance status was more in small family size than when compared with large family size.. Long absentees, irregular and dropout number and percentage were comparatively less in children coming from small family size than when compared with large family size respectively. Further the status of regular attendance was comparatively more when with children who were first born, belonging to SC/ST category, with high socio-economic status and coming from favourable home environment respectively. Long absentees, irregular attendance and dropout number and percentage were found to be more with children who were last born, non SC/ST category, belonging to low socio-economic status and having unfavourable home environment respectively.

(11) The percentage of class I primary school boys were regular to school was more than their counterparts girls. Also the percentage of boys was found to be more for irregular attendance than girls. But the percentage of long absentees and dropouts were found to be more in girls than in boys of class I children respectively. As far as other home independent variables of family size, birth ordinal position caste, SES and home environment were concerned, it was found that

the percentage of class I primary school children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment of class I respectively.

- (12) The percentage of class II primary school girls was more regular to school than their counterparts' boys. Also the percentage of boys was found to be more for irregular attendance than girls. But the percentage of long absentees and dropouts were found to be more in girls than in boys of class II children respectively. As far as other home independent variables of family size, birth ordinal position caste, SES and home environment were concerned, it was found that the percentage of class II primary school children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size,

last born, non-SC/ST, with Low SES, belonging to un-favourable home environment of class II respectively.

(13) The percentages of class III primary school boys were regular to school were more than their counterparts girls. Also the percentage of boys was found to be more for irregular attendance than girls. But the percentage of long absentees and dropouts were found to be more in girls than in boys of class III children respectively. As far as other home independent variables of family size, birth ordinal position caste, SES and home environment were concerned, it was found that the percentage of class III primary school children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment of class II I respectively.

(14) The percentages of class IV primary school boys were regular to school were more than their counterparts girls. Also the percentage of boys was found to be more for irregular attendance than girls. But the percentage of long absentees and dropouts were found to be more in girls than in boys of class IV children respectively. As far as other home independent variables of family size, birth ordinal position caste, SES and home environment were concerned, it was found that

the percentage of class IV primary school children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment. Also the percentage of irregular, long absentees and dropouts were found to be more for children from large family size, first born, SC/ST, of high and average SES and belonging to favourable home environment were more regular to school than their counterparts from small family size, last born, non-SC/ST, with Low SES, belonging to un-favourable home environment of class IV respectively.

- (15) The obtained values of 't' for all the independent variables of schools were found to be significant beyond 0.05 level of probability, indicating that there were significant differences in the mean attendance scores of primary school children with varying levels of independent variables of school factors namely: rural/urban schools (t=13.45), single-grade/multi-grade classrooms (t=8.99), teaching-learning materials made available or not (t=18.79), mid-day meals provided by school or not (t=9.50), and school environment in terms of favourable or unfavourable (t=17.91) respectively. Further it can also be concluded mean attendance scores of primary school children from urban schools, single-grade classrooms, teaching-learning materials made available, mid-day meals provided by school, and favourable school environment had greater mean scores when compared with their counterparts from rural schools, multi-grade classrooms, teaching-learning materials not available, mid-day meals not provided by school, and unfavourable school environment respectively.

(16) There were significant differences in the mean attendance scores of primary school children with varying levels of independent variables of home factors namely: gender- boys and girls ( $t=24.29$ ), family size in terms of small and large families ( $t=25.73$ ), birth ordinal position in terms of first, second and last born ( $t=8.70$  &  $6.75$ ), caste whether SC/ST or non-SC/ST ( $t=33.75$ ), socio-economic status in terms of high & low ( $t=7.53$ ), high & average ( $t=4.78$ ) and average & low ( $t=30.02$ ) and home environment whether it is favourable or unfavourable ( $t=46.28$ ) respectively as the obtained values of 't' were found to be higher than the table value of 't' indicating that there are significant differences in the mean attendance scores of sample groups with varying levels of school factors. Further it can also be concluded mean attendance scores of primary school boys from small family, first born non-SC/ST with high SES belonging to favourable home environment had greater mean score compared with their counterparts that is, girls from large family size, last born, SC/ST with low SES belonging to unfavourable home environment respectively.

17) That there exists significant positive relationship between the attendance scores of primary school children belonging to rural and urban schools, single-grade and multi-grade classrooms, mid-day meals provided by schools and not provided by schools and favourable and unfavourable school environment respectively. Further it can also be concluded from co-relational analysis that there exists a positive significant relationship between the attendance scores of primary school children of class one, two, three and four respectively with the varying levels of school variables. Attendance levels of primary school children of these four classes increases with the increase in

school variables as per the results of the zero order correlations. It was also found that there exists no significant relationship between the attendance score of school children of class one, two, three and four respectively, when the teachers were trained or not trained, as the obtained 'r' was found to be not significant statistically.

(18) There exists significant positive relationship between the attendance scores of primary school children belonging to small and large families, SC/ST and non-SC/ST, high and low socio-economic status, favourable and unfavourable home environment respectively. Further it was concluded from co-relational analysis that there exists a positive significant relationship between the attendance scores of primary school children of class one, two, three and four respectively with the varying levels of home variables. Attendance levels of primary school children of these four classes increases with the increase in home variables as per the results of the zero order correlations.

(19) But there exists no significant relationship between the attendance score of boys and girls of class one, two, three and four respectively, as the obtained 'r' were found to be not significant statistically. It was also found that there exists no significant relationship between the attendance score of school children of class one, two, three and four respectively with the varying levels of birth ordinal positions namely those who were first and last born, as the obtained 'r' was found to be not significant statistically.

(20) School Environment, home environment, family size, socio-economic status, classroom (single grade), mid-day meals and teaching-learning materials provided by schools, school type (rural)

and caste (non-SC/ST) of the primary school children turned out to be the most significant predictors of primary school childrens' attendance respectively.

(21) As far as parents response to the reasons mentioned for their child not to attend school some shocking revelations were made. First of all the parents are of the opinion that, schools are not particularly friendly towards very poor children especially if they do not have proper clothes, are not clean, not familiar with the need and importance of sending the child to schools. Also the parents are of the opinion that, they do not know how to value schooling, as there are no immediate gains from schools to the child and family. Further the parents have expressed their inability to help the child in academics. Yet another main reason for the child not to attend school regularly as per the reason cited by their own parents' is that, the children are not motivated enough to attend school. Parents have also expressed that some of teachers were very strict in dealing with their wards. On the whole from the content analysis of parents' response for the child not to attend school, are poverty, school and teacher factors.

(22) As far as teachers response to the reasons mentioned for the children not to attend school, some interesting revelations were made: It was analyzed from the responses of teachers that the main reason for the child not to attend school is the Un-willingness of parents to send the child to school, lack of interest and motivation in studies and lack of academic support and involvement by parents in academics of the child. This was followed by three reason related with learning difficulty expressed by the learners, migration of parents, and Gender related reason, house hold work, child being first generation learner and fear of teachers also make these children to leave the school and stay at home. Research studies have also shown that children who drop out at such a young age are by and large first-generation learners

whose parents are not in a position to sustain the enthusiasm for schooling.

(23) The highest number and percentage of children have cited the reason for not attending school as the parents cannot bear the cost of education followed by teachers being very strict, difficult curriculum, teaching-learning materials not available for them to learn, their parents not being helpful and supportive, and their parents discriminating between boys and girls as far as schooling and academics were concerned. Beside this especially the girls have expressed that they are suppose to carry out household work including sibling care, which makes them not to attend school regularly. Further some of the children have also expressed that because of their poor health and schools being away make them not to attend school regularly. Migration of family and schools not having basic facilities like water and toilets makes some of the children especially in rural areas not to attend school. Lack of facilities at home and also child labour were the reasons mentioned by some of the primary school children not to attend school regularly.

Based on the findings of the present study suggestions will be offered to make children at primary school stage attend school regularly by controlling the school and home factors. The investigator will also work out the policy implications from school and home level factors studied in the context of present research, which can also be manipulated and controlled by the concerned authorities to reduce inequalities in education created due to low attendance of primary school children from different social categories. Further the national mission of quantitative expansion and qualitative improvement of universalization of elementary education in our country can be realized.