

# Family Environment As A Predictor Of Schooling: A Case Study Of “Out Of School” Children

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## Abstract

*The family is the most powerful agent among the several social elements that greatly influences the growth and development of any child. Family is a powerful socializing agent and researches have confirmed that the quality of the attachment and bonding processes between parents and their child is very important (Basson, 2008). Creating a conducive environment for excellent education is a moral responsibility of families and society, since it is an important factor. Unfortunately, in India and many other developing nations, a huge number of students drop out before finishing their primary education. The present study is descriptive study which aims to study the different factors of family environment that contributes to the dropping of the children from school in the age group of 6-14 of Jammu district of UT- J&K. 300 samples were taken for the study which include children in the age group 6-14 years. Family environment scale by Dr. Harpreet Bhatia and Dr. N. K. Chadha was used to study the family environment of the sample. Results of the study showed that majority of the “Out of School” children have low cohesion, acceptance and caring, active and recreational, organization and control in their family and also a contributory factor for children to be “Out of School”.*

**Keywords:** Family Environment, “Out of School” Children, low cohesion, acceptance and caring, active and recreational, organization and control.

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## 1.1 INTRODUCTION

Most developing and under-developed countries, including India, continue to experience educational backwardness. Education also has an impact on other development aspects and can lead to major societal transformation, particularly in countries such as India, where educational backwardness is one of the most important indices of underdevelopment. The family, society, and state all have responsibility for ensuring a conducive atmosphere for equity, quality accessibility as well as the affordability of education (Rattan, 2022). This is necessary for the development of long-term human resources and, consequently, to fulfill the goals of the sustainable development. Unfortunately, in India and many other developing countries, a large proportion of children abandon school before finishing their education. Despite promises of an increase in school gross enrolment ratio as a result of government efforts over the last six decades through various educational systems, it has failed to match gross completion. It is commonly attributed to the large number of out-of-school children. Regional & demographic as well as technological disparities (Rattan 2012) and imbalances continue to exist in education which affect its educational growth. According to Chug, Sunita (2011), 20-40% of school dropouts at the elementary and primary levels in India occur annually. There are numerous reasons why students drop “Out of School”, including financial restrictions, distance from school, atmosphere at school, home environment, and so on. According to Frances Hunt, (2008) children from better households are more likely to remain in school, whilst poorer are more likely never to have attended, or to drop out once they have enrolled.

Education is a significant driving factor in the socialization and personality development of a developing youngster. The child's development is directly influenced by his or her family's socio-demographic traits. Family is seen and recognized as essential to the formation and development of any human entity. The family has the greatest influence on a child's education and academic performance. Positive family environments

may help to mitigate other negative influences. However, research shows that the prevalence of Out-of-school children is significantly linked to the family situation. Mishra Partibha and Abdul Azeez (2014) presented a variety of studies to investigate the relationship between school dropouts and household conditions. Studies conducted by Jayachandran (2006), Ghuman, S. and Lloyd, C.B. (2007, Chug (2011) and Rupon Basumatary (2012) which depict that the poverty, low educational level of parents the weak family structure, pattern of schooling of sibling and preschool experiences, family background and domestic problems create an environment which negatively affects the value of education and responsible for children dropping out. In contrast to this, observations of a number of other scholars: Rumberger (1995); Liu (2004); Ainsworth et al. (2005) points out that healthy family environment marked by high parental income makes it convenient to provide more resources to support children's education, including access to better quality schools, private tuitions and more support for learning within home prevents children dropping "Out of School". Silkdar and Mukhargee (2012) listed 20 factors for school dropouts and categorized them into eight groups. The most general explanations are divided into two categories: school-centric and parent-centric reasons. Both of these variables contribute significantly to school dropout rates.

As a psychosocial and economic problem, the remedial approach to "Out of School" children should focus on the underlying reasons. The low results of the government's implemented preventive and promotional measures have shown a significant lack of involvement in addressing such underlying causes, with family complexity and complications being a major cause that has not been addressed in policy level interventions. The family is the most influential agent among the several social elements that influence a child's growth and development. The family environment, economic condition, and socio-educational status of parents all have an impact on child development milestones. Both statistical data and empirical research suggest that children from better households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled (Frances Hunt, 2008).

When students drop "Out of School", it is clear that society, and educational institutions in particular, are not meeting all of their students' aspirations. According to Foxworth (2000), when schools collaborate with families to assist learning, children succeed not only in school, but also in life. Actually, the best indicator of a student's academic success is not their social standing or income, but rather how well their family can foster a learning environment at home, set high but reasonable expectations for their kids' success and future careers, and get involved in their education both at school and in the community.

## **1.2 Key- concepts**

The following key-concepts are at the focal point of our analysis: Family environment and "Out of School" children.

A family is a fundamental social unit typically consisting of individuals who are related by blood, marriage, or adoption. It is a dynamic and evolving entity that serves as the primary context for socialization, emotional support, and the transmission of cultural values and traditions. Families come in various forms, and their structures may include parents, children, siblings, grandparents, aunts, uncles, and other extended relatives. The family environment is the sum of physical and psychological conditions, which carries the development of individual personality and behavior, among which family relations and parent-child interaction are its important components, affecting children's academic achievement, character quality, and the expression of psychological modeling functions (Wilder, 2014; Krauss et al., 2020).

"Out of School" children are children who are of school age but have not enrolled in any official education system. Poverty, a lack of infrastructure, societal hurdles, and other factors may have prevented them from obtaining an education. "Out of School" children can include individuals who have never attended school or who have dropped out. Dropout children, on the other hand, are individuals who were previously enrolled in school but departed without completing their education.

School dropout refers to the premature departure of a student from the formal education system before fulfilling the requirements for completing a specific grade level, course, or educational program. This can occur at various stages, including primary, secondary, or higher education. School dropout is a critical issue with significant implications for individuals and society, as it can limit opportunities for personal and professional development and contribute to broader social and economic challenges. Various risk factors contribute to the likelihood of school dropout. These may include academic challenges, socio-economic disadvantages, family issues, health concerns, lack of motivation, and negative school experiences. School

dropout can have far-reaching consequences for individuals and society. It may limit future employment opportunities, hinder access to higher education, and contribute to a cycle of poverty and social inequality. Over the past three decades, the UT of Jammu and Kashmir has made remarkable strides in educational infrastructure development. The state now has one primary school within a three-kilometer radius and one middle school within a five-kilometer radius. It also increases enrollment in the state's primary schools. Efforts to retain children in school are supported by a variety of promotional schemes, including midday meals, free books and uniforms for needy children, scholarships, and so on. However, school dropouts continue to occur. The primary aims of this work were based on the observations and outcomes of empirical studies. Based on the observations and findings of empirical studies, the fundamental aims of this paper were: first, to understand the family environment of “Out of School” children. Second, to study the role of family environment as a predictor of “Out of School” children from the age group 6-14 years; third, to study the relationship between various aspects of the family environment on the likelihood of “Out of School” children from the age group 6-14 years; fourth, to examine the influence of various aspects of the family environment on the likelihood of “Out of School” children from the age group 6-14 years; fifth, to suggest educational implications based on the findings of the study to help curb the menace of “Out of School” children caused by factors related to the family environment.

## **2. FAMILY ENVIRONMENT AND “Out of School” CHILDREN**

The family environment is the most significant in improving an individual's education. Many factors influence a child's education, including family background, poverty level, and responsibility. Croft, (2002) said that, Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out. It is believed that household income is a significant element in deciding access to education because learning can involve a variety of upfront and hidden expenditures. Family is one place where children's basic physical and mental requirements are met by their families in order for the kids to do better in school.

Along with other aspects, familial considerations have the greatest influence on child schooling and educational quality. The other factors can be overcome if there is a positive home environment. Existing literature and empirical evidence indicate that school dropouts have a significant negative correlation with the family environment. Akhter (1996) and Brown and Park, (2002) found that the type of the family, monthly income, parental education, education of mother, large family size, caste affiliations, place of residence and educational infrastructure as determinants of enrolment and primary school dropouts. Jayachandran (2006) indicates that the major factor of dropout are child and parents are not interested in studies, unable to cope, work for wages, salary, participation in other economic activities, attend to domestic duties and financial constraints. Rupon Basumatary (2012) points that family's social and demographic circumstances are an important determinant of school dropout; the members who make up a family of the child, health of the family members, education attained by parents, the activities family members are engaged in, whether the family is single-parent or otherwise etc, also influence dropout decision of children. Number of children in the family is important determinant of school dropout( .

The educational level of the parents is an important aspect that influences the child's schooling and successful completion. Parents who are well-educated or aware of the importance and needs of education are more likely to create an environment conducive to their children receiving a high-quality education. Lloyd, Mete, and Grant (2009) , Jafri et al (2024) discovered that a mother's education level frequently affects the length of access for girls' education; girls whose mothers have some form of formal education are less likely to drop “Out of School”. Samarraï and Peasgood (1998) indicate that the father's education has a greater influence on boy's primary schooling; and the mother's on girls. Their research also demonstrates that upgrading a father's education improves the schooling of both sons and daughters, whereas improving a mother's education has a substantial impact primarily on the daughter's schooling. Motivation and emotional support from family members, particularly parents, are crucial factors that encourage children to continue their studies. Different elements, such as the school atmosphere, teacher attitude, distance to school, and so on, influence a child's interest in school and academics. In the current situation, many of the aforementioned qualities are favorable, despite the fact that the youngster does not wish to attend school. This dimension is strongly associated with the family support and motivation system. Aston and Melanahan (1991); Rumberger

et al. (1990); Rumberger (1995); Liu (2004); Ainsworth et al. (2005) reported that the parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally involved in their schooling are less likely to drop “Out of School”.

Another element that influences school dropout is the socioeconomic position of the family. In the current environment, when a lot of policies and programs are in place, families do not need to spend financial resources on their children's education, and a lack of these resources never leads to school dropout. However, children are required to help with household chores, earn extra money, or care for younger siblings. This is due to the family's poor economic situation. Boyle et al. (2002) Brown and Park (2002), Dachi and Garrett (2003), Hunter and May (2003), Birdsoll et al. (2005), Bruneforth (2006), Cardoso and Verner (2007), Ojuolape and Mohd (2024) showed that the high parental income makes it convenient to provide more resources to support children's education, including access to better quality schools, private tuitions and more support for learning within home are the significance causes of children dropping “Out of School”.

Chug (2011) found that risk factor being to add up even before students enroll in school that is poverty, low educational level of parents the weak family structure, pattern of schooling of sibling and preschool experiences, family background and domestic problems create an environment which negatively affects the value of education and responsible for children dropping out. Children from a dysfunctional family environment are more likely to drop “Out of School”; some of the negative causes include parental drunkenness and family split.

Despite the multiple efforts made by national and international institutions to promote the retention of children within the educational system, it is clear that the phenomenon of school dropout continues to persist (Flavier & Méard, 2016 ; Doll et al., 2013 ; Roman et al., 2022 ; Ozdemir et al., 2024 ; Desai et al., 2024; Reese, 2007 ; Muchenje & Goronga, 2020). While many children leave primary school prematurely, with few skills necessary for successful integration into society, others drop “Out of School” before completing the cycle in which they are enrolled (Gbahoui, 2014). Datoo et al (2023) revealed that the push-out factors enforced by the schools included the teachers' unprofessional behaviors, Pull-out factors enforced from home included poverty and heavy responsibilities at very early ages to be an earning member for the family promote “Out of School” children.

Lagana (2004) found that low family cohesion was more characteristic of students at medium to high risk of school dropout than those at low risk. Family structure and culture relate closely to school dropout as well (De Witte et al., 2013).

### **3. OBJECTIVES OF THE STUDY:**

1. To study the family environment of “Out of School” children.
2. To study the role of family environment as a cause of “Out of School” children from the age group 6-14 years.
3. To study the relationship between various aspects of the family environment- specifically cohesion, expressiveness, conflict, acceptance and caring, independence, active/recreational orientation, organization, and control- on the likelihood of “Out of School” children from the age group 6-14 years.
4. To examine the influence of various aspects of the family environment- specifically cohesion, expressiveness, conflict, acceptance and caring, independence, active/recreational orientation, organization, and control- on the likelihood of “Out of School” children from the age group 6-14 years.

### **4. RESEARCH QUESTIONS:**

1. What are the common characteristics of the family environment among “Out of School” children?
2. To what extent does the family environment is a cause of the “Out of School” children among aged 6–14 years?
3. What is the relationship between specific aspects of the family environment (cohesion, expressiveness, conflict, acceptance and caring, independence, active/recreational orientation, organization, and control) and the likelihood among “Out of School” children aged 6–14?
4. How do different aspects of the family environment influence the likelihood among “Out of School” children aged 6–14 years?

5. What educational strategies can be recommended based on study findings, to reduce “Out of School” children caused by family environment-related factors?

## **5. METHODOLOGY USED**

### **5.1. Research Design**

This study employs a quantitative research design using a survey-based approach to investigate the impact of family environment for children to out from schools. The descriptive nature of the study helps in identifying the impact of family related factors as cause for children to be out from schools.

### **5.2. Population and Sampling**

The target population for this study includes school-aged children in the age group of 6-14 years who have dropped “Out of School” and have never gone to school in one of the district of Jammu and Kashmir i.e., District Jammu.

- Sampling Technique: A random sampling technique was used to select “Out of School” children.
- Sample Size: A total of 300 respondents were selected for the survey, ensuring a diverse representation of socio-economic backgrounds.

### **5.3. Data Collection Method**

Data was collected through a structured questionnaire, which was administered to “Out of School” children. The questionnaire include Likert-scale questions, covering key dimensions of family environment such as: (i) cohesion, (ii) expressiveness, (iii) conflict, (iv) acceptance and caring, (v) independence, (vi) active recreational orientation, (vii) organization; and (viii) control

### **5.4. Research Instrument**

The primary instrument used in this study is standardized questionnaire, validated by education and social science experts including a demographic sheet.

The questionnaire consists of two main sections:

- Consent Form
- Demographic Sheet

#### **Description of the Tools Used**

Family Environment Scale employed by Harpreet Bhatia and N.K. Chadha (1993) is based on the family environment scale by Moos (1974). It was prepared and standardized by Harpreet Bhatia and N.K. Chadha in 1993. It refers to the quality and quantity of the cognitive, emotional and social support that has been available to the child with in the family and connotes the psychological environment of family as perceived by adolescents to be measured by Bhatia and Chadha (2004). It has eight components namely (i) cohesion, (ii) expressiveness, (iii) conflict, (iv) acceptance and caring, (v) independence, (vi) active recreational orientation, (vii) organization; and (viii) control. This scale is in English and Hindi language and includes 69 items.

**Procedure for Data collection:** The study was carried out after consent forms were obtained from the parents of out-of-school children who were personally contacted and first explained the purpose of the study, after which their consent forms were obtained. All participants were informed about the nature of the study, confidentiality was assured, and those who gave their consent were given a demographic detail sheet along with the questionnaire. After collecting all demographic information from the participants, family environment questionnaire were given to them individually. In the instance of children who were unable to read and write, the interviewer read each tool question aloud and recorded their responses.

#### **Data Analysis**

Data collected from the questionnaires was analyzed using descriptive statistics i.e., Percentage.

#### **Ethical Considerations**

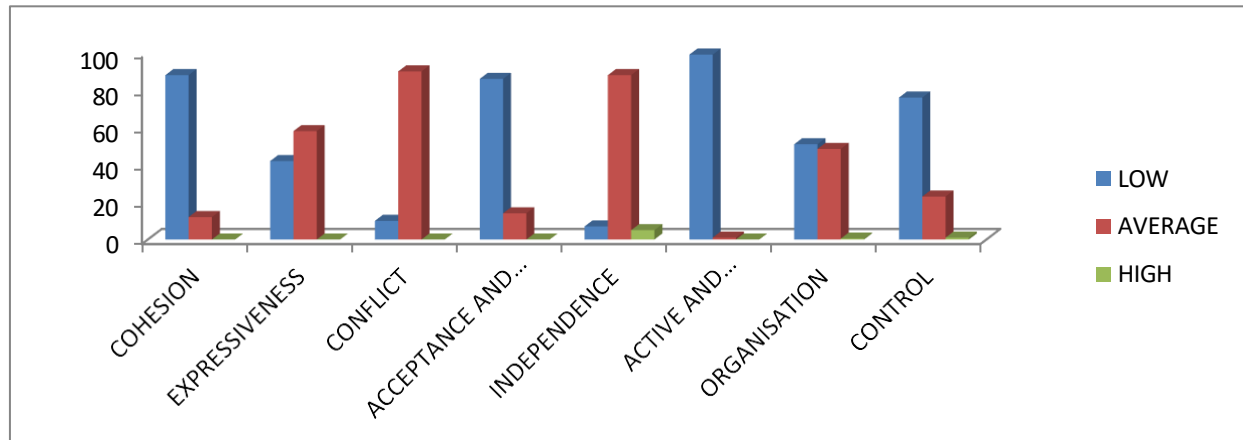
- Consent form was obtained from all participants.
- Participants' anonymity and confidentiality was strictly maintained during the whole survey.

#### **Limitations**

- The study was limited to a specific group of children.
- Data was self-reported and may be subject to response bias.
- Only certain aspects of the family environment were considered; external factors (e.g., socio economic aspects) are beyond the scope of this research.

## 6. RESULTS

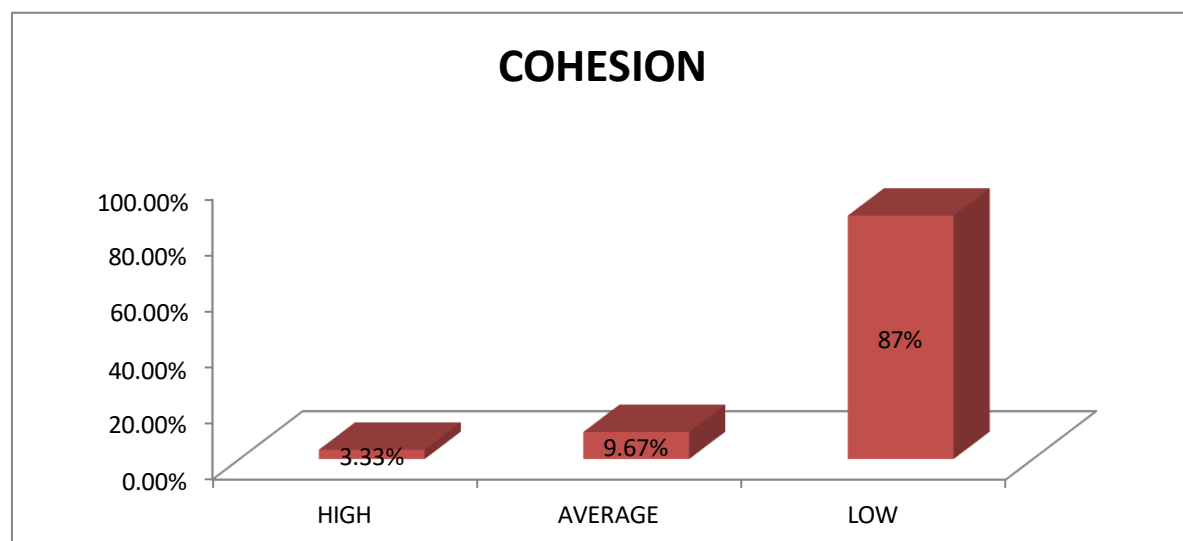
The study sought to identify the causes for “Out of School” children in Jammu and Kashmir. The factor analysis produced low cohesion, low acceptance and caring, low active and recreational, low Organization, low control and average expressiveness, average conflict, average independence in some way influences the “Out of School” children. The following figures highlight some of the family environment factors responsible for children to be “Out of School”:



**Figure 1: Showing the Family environment factor's for children to be “Out of School”.**

Figure 1 shows that majority (87%, 81%, 96%, 49% and 72%) of the “Out of School” children's have low cohesion, low acceptance and caring, low active and recreational, low organization and low control in their family respectively where as others (66%, 82%, 88%) have average expressiveness, conflict and independence in their family respectively. So, it can be interpreted that the family environment factors i.e., low cohesion, low acceptance and caring, low active and recreational, low organization, low control and average expressiveness, average conflict, average independence in some way influences the children and become the cause to be “Out of School”.

### The study of the Different Causes in the family Environment amongst the children to be “out of school” Cohesion in the family as a Cause of the Out of the school

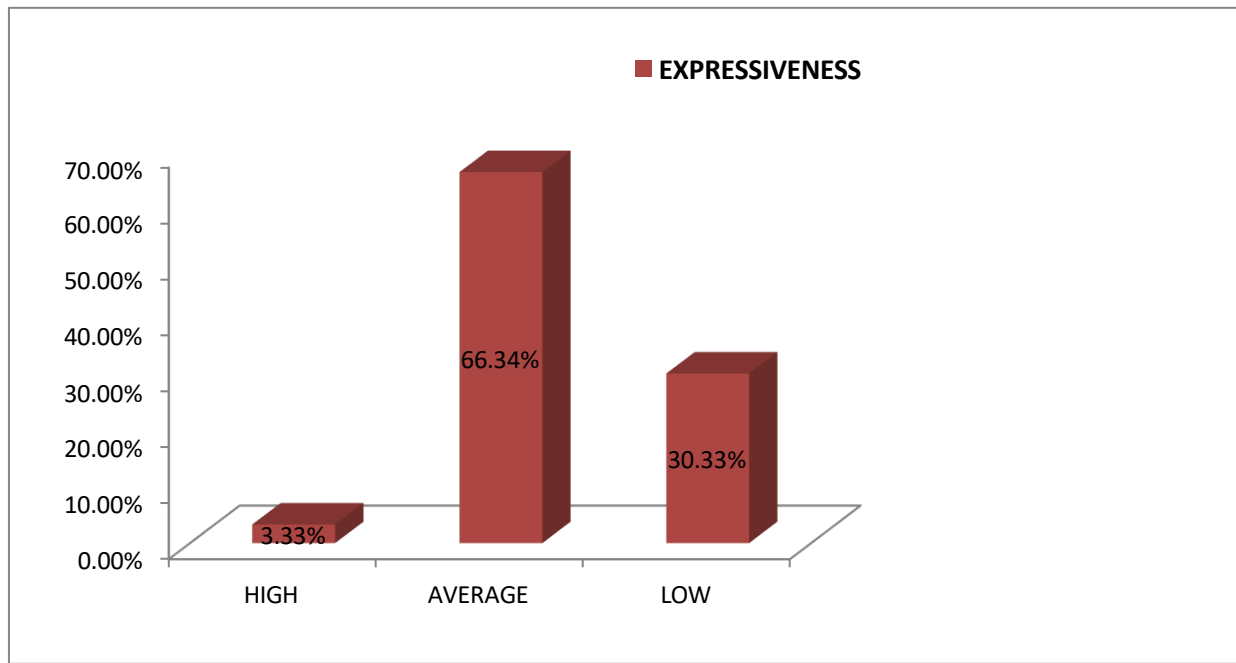


**Figure 2: Showing cohesion as a factor in the family of the “Out of School” children.**

### Expressiveness in the family as a Cause of the Out of School

Figure shows that majority i.e. 87% of the “Out of School” s have low cohesion in their family where as 9.67% of the “Out of School” s have average cohesion in their family and a menial of 3.33% of the “Out of School”

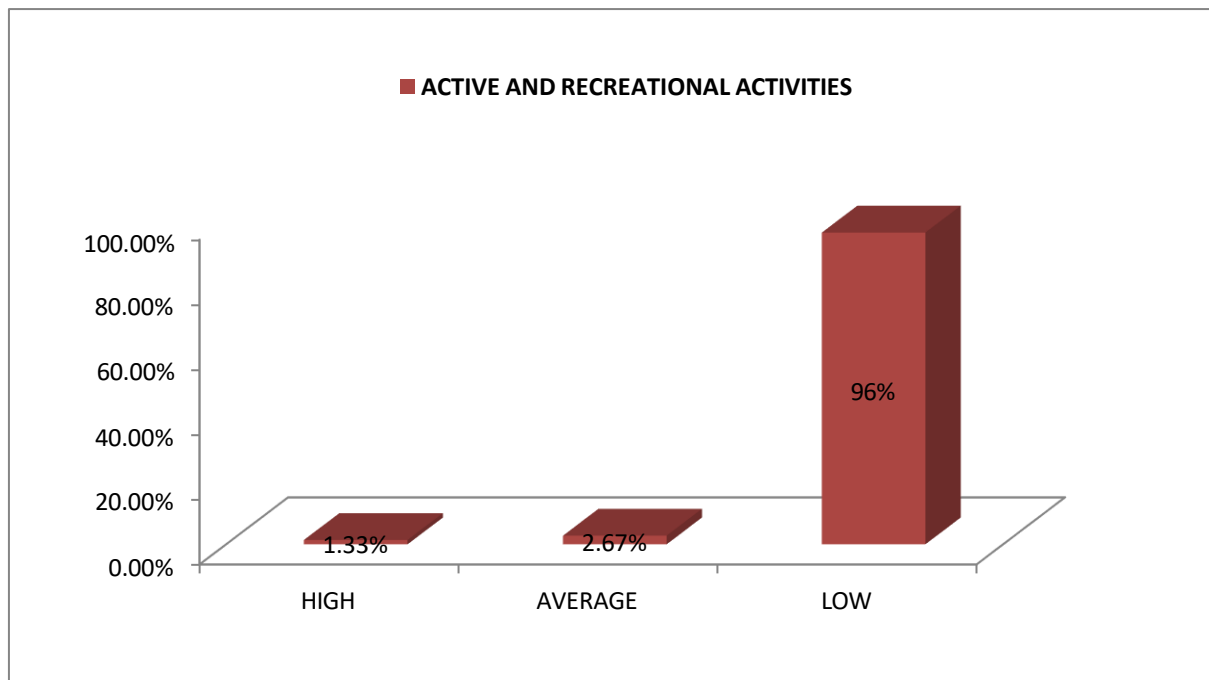
children have high cohesion in their family. So, it can be interpreted that low cohesion in the family may be a contributing factor for children to be out from the schools.



**Figure 3: Showing expressiveness as a factor in the family of the “Out of School” children.**

Figure 3 shows that majority i.e. 66.34% of the “Out of School” children have an average expressiveness respectively in their family where as 30.33% of the have low expressiveness in their family. So, it can be interpreted that lack of high expressiveness in the families of the “Out of School” children may be a contributing factor in children to be out from schools.

#### Active & Recreational Activities as a Cause of the Out of School

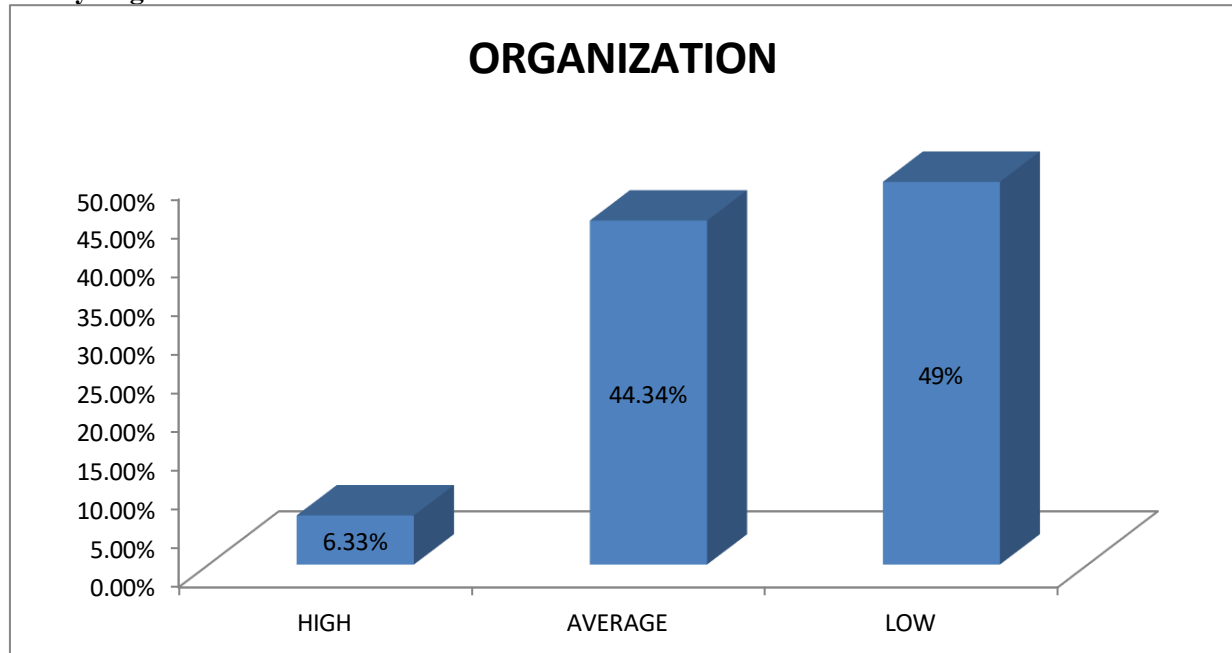


**Figure 4: Showing active and recreational activities as a factor in the family of the “Out of School” children.**

Figure 4 shows that majority i.e. 96% of “Out of School” children have low active and recreational activities in their family where as menial i.e. 2.67% and 1.33% of the “Out of School” children have average and high

active and recreational activities in the family. So, it can be interpreted that low active and recreational activities in the family may be a factor in the children to be “Out of School”.

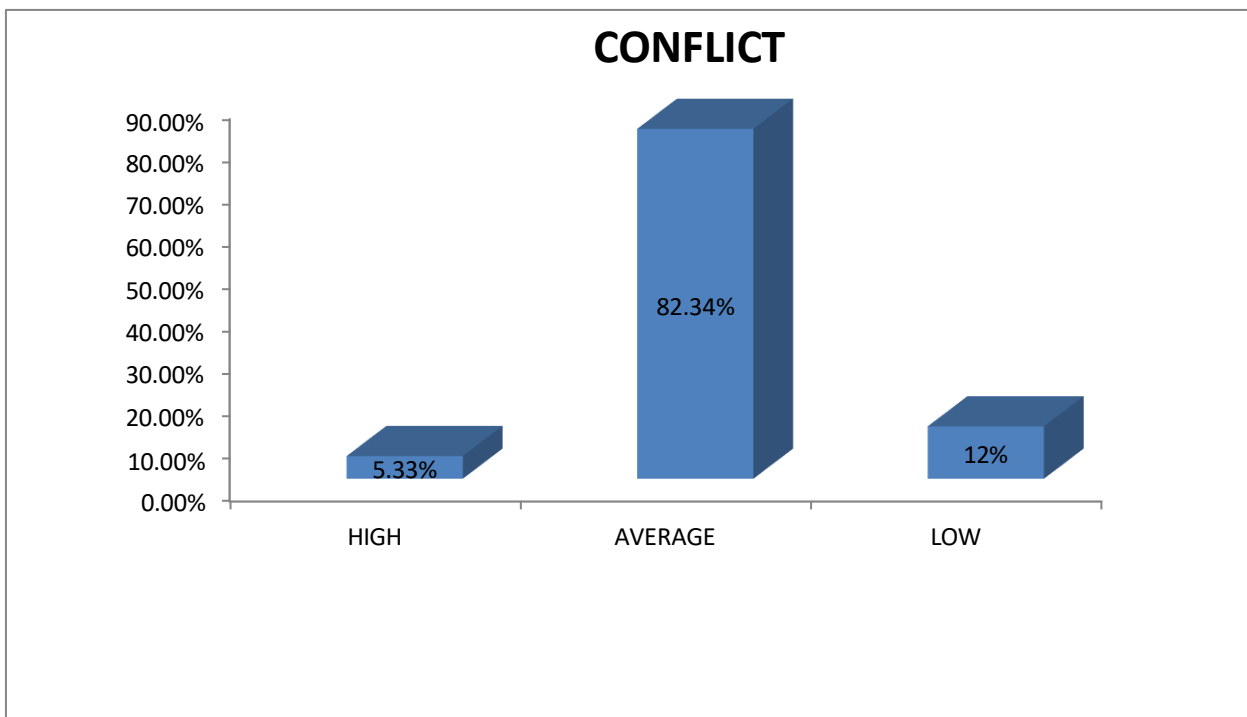
#### Family Organization as a cause of the Out of School



**Figure 5: Showing organization as a factor in the family of the “Out of School” children.**

Figure 5 shows that majority i.e. 49% of the “Out of School” children have low organization in their family, whereas 44.34% children among “Out of School” s have average organization in their family where as menial i.e. 6.33% of the “Out of School” children have high organization in their family. So, it can be interpreted that a poor organization in the family could be a contributing factor in children to be out from schools.

#### Conflict as a Cause of the Out of School

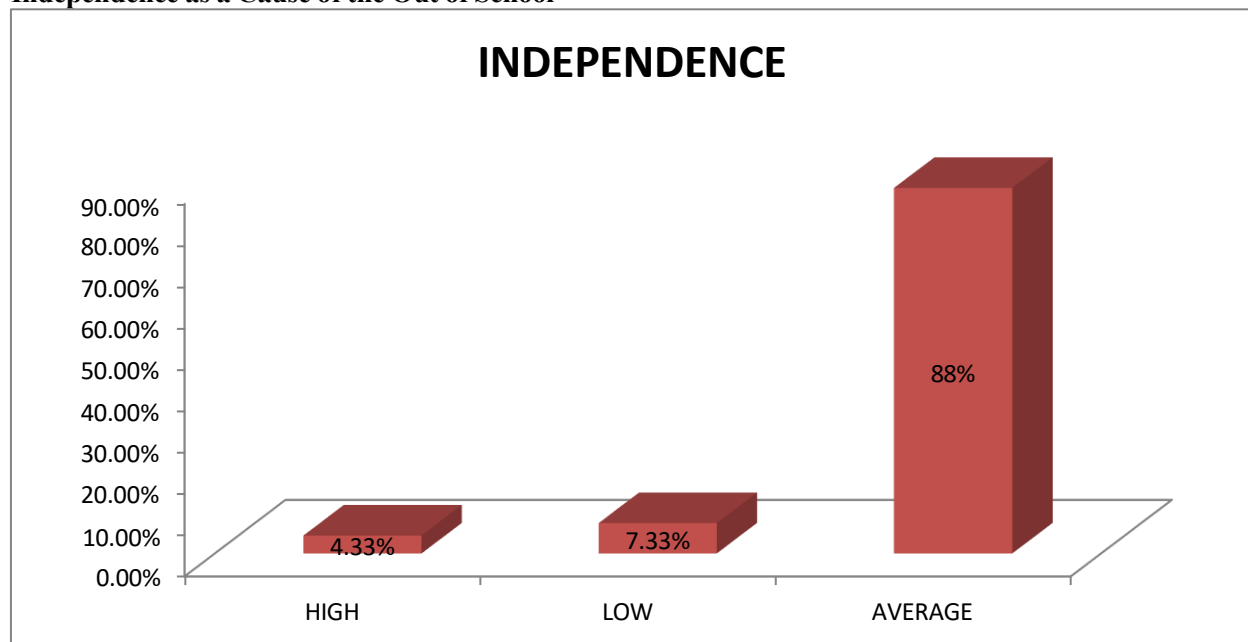


**Figure 6: Showing conflict as a factor in the family of the “Out of School” children.**



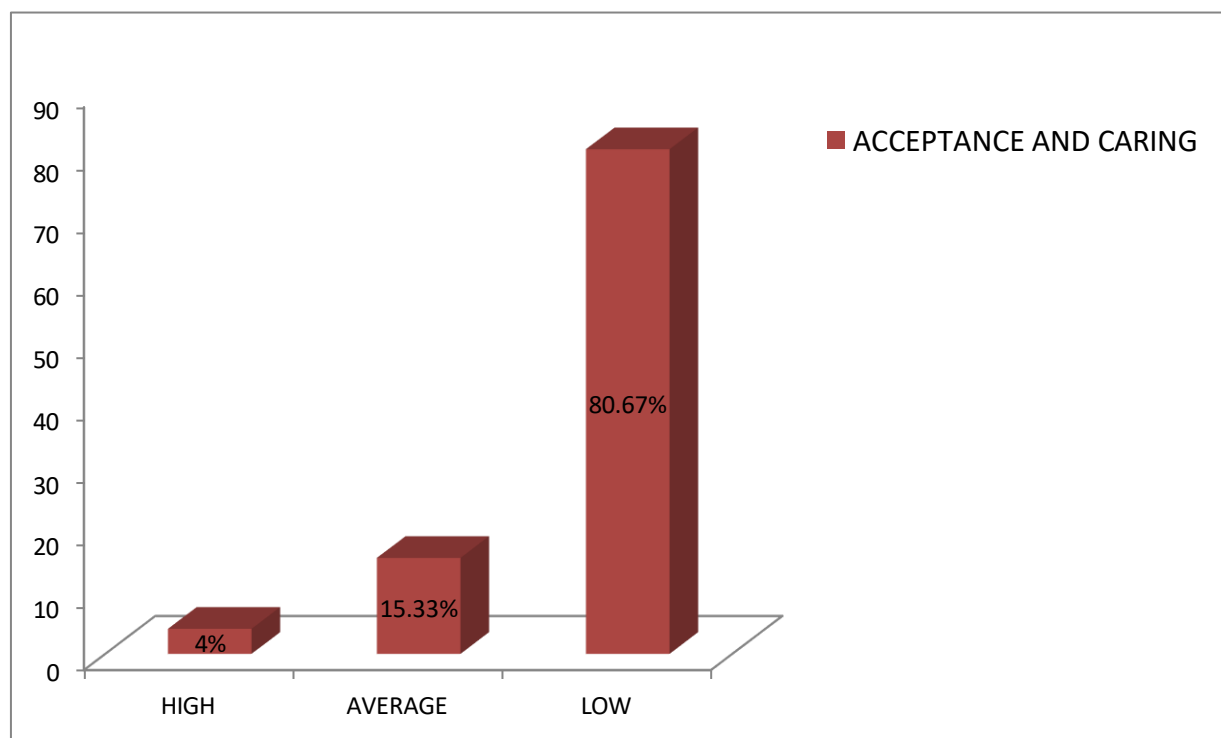
Figure 6 shows that majority i.e. 82.34% of “Out of School” children have average conflict in their family whereas 12% of the “Out of School” children have low conflict in their family and a menial of 5.33% have high conflict in their family. So, it can be interpreted that average conflicts in the family may be a contributing factor in children to be out from schools.

#### Independence as a Cause of the Out of School



**Figure 7: Showing independence as a factor in the family of the “Out of School” children.**

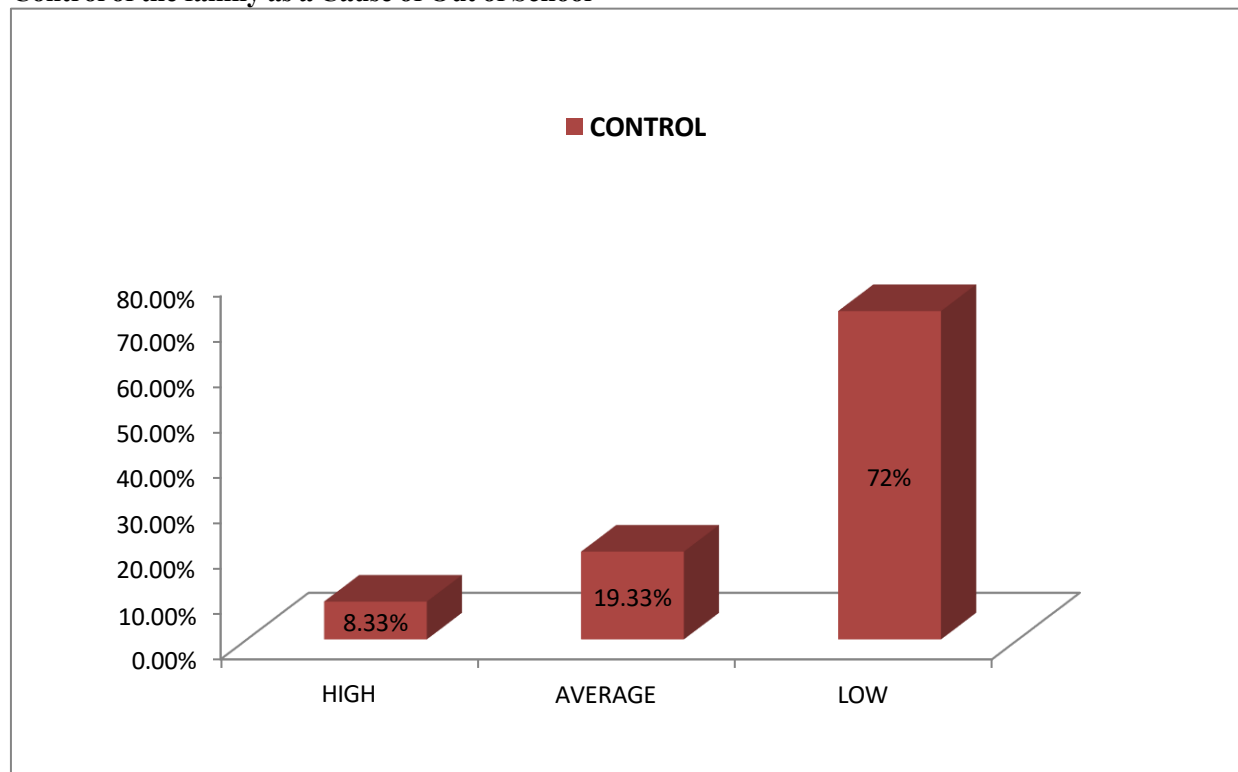
Figure 7 clearly shows that majority i.e. 88% of the “Out of School” children have average independence in their family, whereas a menial i.e. 7.33% and 4.33% of the “Out of School” children have low and high independence in their family. So, it can be interpreted that average independence in the family may be a contributing factor in the children to be out from schools.



**Figure 8: Showing acceptance and caring as a factor in the family of the “Out of School” children.**

Figure 8 clearly shows that majority i.e. 80.67% of the “Out of School” children have low acceptance and caring in their family, 15.33% of the “Out of School” children have average acceptance and caring in their family whereas minority i.e. 4% of the “Out of School” s have an average acceptance and caring in their family. So, it can be interpreted that a lack of high or average acceptance and caring in the family of the children may be a contributing factor in the children to be out from schools.

#### Control of the family as a Cause of Out of School



**Figure 9: Showing control as a factor in the family of the “Out of School” children.**

Figure 9 clearly shows that majority i.e. 72% of “Out of School” children have low control in their family, whereas 19.33% of “Out of School” children have average control in their family and menial i.e. 8.33 % of drop out children have high control in their family. So, it can be interpreted that low control in the family could be a major contributing factor in the children to be out from schools.

#### 7. RECOMMENDATIONS / SUGGESTIONS

The study established that poor family environment was a major challenge that requires to be addressed urgently. To curb the impact of a poor family environment on “Out of School” children, a multi-faceted approach is necessary. First, parental awareness programs should be implemented to educate families about the importance of education and parental involvement in learning. Community outreach and home visits by teachers or social workers can help identify at-risk families and provide targeted support. Government and NGOs - led financial assistance, such as scholarships, school meal programs, and free learning materials, can ease the economic burden that forces many children “Out of School”. Additionally, counseling services should be made available for both children and parents dealing with domestic conflict, abuse, or trauma. Finally, empowering parents through adult education and skills training can improve their socio-economic status and positively influence their attitudes toward their children's education. Together, these strategies can help create a more stable and supportive family environment, reducing “Out of School” children rates significantly. Furthermore, need-based changes should be incorporated into the curriculum and instructional methods. Children from agricultural backgrounds and environments should be provided hands-on gardening and farming experiences at school. The government should develop an activity-based curriculum and discourage rote memorizing. The development of an inquiring mind, as well as a preference for physical and

technical work, should be made compulsory through the activity approach. Finally, policymakers and government agencies should launch advocacy programs to raise awareness of the factors associated with school dropout among key stakeholders such as parents, teachers, school administrators, educational officials, and community leaders, and pursue them in all areas with high out-of-school rates. Such understanding should prompt the development of coordinated and suitable measures that particularly address the concerns impacting potential dropouts.

## 8. DISCUSSIONS:

The out of the schools is a major headache in the developing economies and the country like India despite of the best efforts like Education for All, Universalisation of Elementary Education as well as the Mid Day Meals scheme has not been able to completely get rid of this menace particularly among the vulnerable of the society like those belonging to the low Socio Economic status families as has been reported and there are many such studies (Boyle et al. (2002) Brown and Park (2002), Dachi and Garrett (2003), Hunter and May (2003), Birdsoll et al. (2005), Bruneforth (2006), Cardoso and Verner (2007), Ojuolape and Mohd (2024). Since the Low Socio Economic families are not only weak and low in the Income and resources whose children go out of the school but it also causes a cascading effect on the factors in the environment of the family (Peasgood (1998) Lloyd, Mete, and Grant (2009), Jafri et al (2024) like low cohesion, low acceptance and caring of the kids in the families, low active and recreational activities in the family, which can disengage the kids from the thoughts of the dropping out of the school Peasgood (1998) Lloyd, Mete, and Grant (2009), Jafri et al (2024). Since these families as pointed out by the present study has a low organization in the family as well as low control and average expressiveness in the environment of the family, so these factors also become major bottlenecks in not permitting the children in these families to continue with the studies Aston and Melanahan (1991); Rumberger et al. (1990); Rumberger (1995); Liu (2004); Ainsworth et al. (2005). Likewise the sample of the students in the families suffers with average conflict, average independence Low Independence in the families which further delimits the expressiveness and making them to be introvert and shying away from the studies (Chug (2011).

## 9. CONCLUSION

Out-of-school children have become a very complex issue with many explainable and implacable causes since they occur far too frequently and easily. It is not enough for one of the aforementioned conditions to exist for children to enroll and finally leave school; there may be a chain of events. Children who are "Out of School" are more likely to be from low-income homes who face poverty and discrimination. In the current study, the family environment was investigated to determine plausible reasons, however even after filtering out the explicable reasons, many implicit reasons may not have been identified. Currently, due to a lack of time and resources, only the implicit reasons for out-of-school children were investigated. But the researchers believe that it is not a single reason for children to be "Out of School" but a numerous factors are responsible towards this grave concern. Besides the family environment, school plays a crucial role in a child's socialization because it provides structured learning, social development, and life skills that the family alone may not fully offer. In this context, family environment plays a crucial role in shaping a child's educational journey. A supportive and nurturing home, where parents are involved in their child's learning, encourages academic achievement and school retention. Factors such as parental education, economic stability, and emotional support contribute positively to a child's motivation, confidence, and ability to succeed in school. In contrast, a negative family environment- marked by poverty, neglect, domestic conflict, or lack of interest in education- can hinder a child's academic progress and increase the risk of "Out of School". Thus, the family acts as the first and most influential learning environment, deeply affecting a child's attitude toward school and long-term educational outcomes.

It is also critical that in the event of a need, whether in the social or economic context, teachers should step forward to offer assistance by appealing to society as a whole and to various NGOs to meet any demand for such dropouts who are likely to drop out by arranging counseling sessions for both students and parents. Aside from teaching, the primary task will be to retain pupils in school for their studies. The teaching can only be successful if the teachers can teach to the needy while also being a valuable asset. The school's involvement is also partially responsible for dropout owing to instructors' lack of professionalism and non-

vocational education, a lack of useful skills in the curriculum, a lack of basic facilities, and co-curricular activities at school. However, in response to all of these challenges, the National Policy on Education (2020) has introduced vocational as well as skill-oriented courses beginning in the sixth grade. However, researchers believe that the sixth grade is too late a stage for dropouts because dropouts occur most frequently in early childhood, so policymakers and planners should try to enact some scholarships for vulnerable students who are likely to drop out or “Out of School”. student's poor performance, a growth in the unemployment of educated people, and traditional curriculum may be the implicit explanations floating among such pupils, proving to be an implicit cause of their absence from school. As a result, the government should endeavor to bring about substantial improvements in the job situation that would meet the needs of society. It has also been observed that no follow-up by educational authorities was ever conducted to determine the cause of the out-of-school children, nor were parents contacted and persuaded to send out-of-school children to the school portals.

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