

CERTIFICATE

This is to certify that the dissertation “**Family Environment and School Dropouts among Youth in Aizawl, Mizoram**” submitted by Lallawmkimi for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student bonafide research and this has not been submitted for award of any degree in this or any other university or institution of learning.

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DECEMBER, 2019

DECLARATION

I, Lallawmkimi, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form bias of the award of any previous degree to me or to the best of my knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/ Institution.

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LIST OF ABBREVIATIONS

- 1. AAY** :Antyodaya Anna Yojana
- 2. APL** :Above Poverty Line
- 3. BPL** :Below Poverty Line
- 4. FES** : Family Environment Scale
- 5. SPSS** : Statistical Package for Social Sciences
- 6. Y.M.A** : Young Mizo Association
- 7. KTP** : Kristian Thalai Pawl
- 8. FGD** : Focused Group Discussion
- 9. FES** : Family Environment Scale

CHAPTER-1

INTRODUCTION

The present study is an attempt to understand the family environment and school dropouts among youth in Aizawl, Mizoram.

Family is one of the most important institutions in a society. A place where there is comfort and security. It is the strongest and most influential factor in determining the child personality and the association with his parents. It plays a vital role in the dissemination of education, as education is the overall development for every individual. In today's world, education is a must for every student. Without education, one cannot survive in a technological period, which is building around us. Education for a child begins from his family and its environment which a child is surrounded by it.

Mong et al., (2015) pointed out in their study that for a child positive home enable and inspire children to obtain more knowledge, as it give the zeal to achieve better, the family whose parents have little or no knowledge will acquire less education. The findings reveal that themajor reason for school dropout is that the students shows less interest in their studies, others reason including absence of parents attention to the child, and socio- economic status are also found to have a great impact.

In a study conducted by Njagi & Mwanja (2017) revealed that careless parents who do not nurture their children, has a higher chance of school dropout due to the absence of nurturing behaviour from the parents, children are likely to involved in unwanted behaviour. It can be concluded that parent play an important role in predicting of school dropout. Responsible parenting style can only be achieved when stringent law are enforced.

Kashyap, L.D (1993) pointed out the importance of parents in Indian family, they revealed from the study that young people do not make an individual choice alone. Infact, parents always have a final word be it in the field of education, choosing life partner and the work that they should engaged. The parent's consent is very crucial; they follow the family decision stringently.

Youth

Youth is an important section of our society, The term youth is often mean to represent a vibrant, energetic, lively, strong and yet a problematic and difficult stage of life. It

may have many characteristics that include and refer to psychological and biological state of any personality. But there are no exact definitions to define the concept of youth.

The United Nations, for statistical purpose defines 'youth', as those persons between the ages of 15-24 years. The International Labour Organization (ILO) defined youth in the age group of 15-24 years as Youth.

In India, The National Youth Policy, 2014, defined youth as the age group between 15-29 years. The policy focuses various priority areas for the development of the youth. It consist of 11 important point mainly on the field of education, employment and skill development, entrepreneurship, health and healthy lifestyle, sports, promotion of social values , community engagement, participation in politics and governance.

In Mizoram youth is define by the biggest and the largest religious organization i,e Presbyterian denomination between 18-40 years as youth.

School Dropout

A student who withdraws before completing a course of his curriculum is considered as a dropout. Dropout rate is the percentage of students who drop out from a given grade or cycle or level of education in a given school year (GOI, 2014).

According to the Oxford Advanced Learner's Dictionary dropout refers to a person who leaves school or college before they have finished their studies.

Ahir (2015) revealed that dropout are considered as a serious matter, in India the tribal population are having a high percentage of dropout, they are still not aware of the real importance about education and its contribution to society, and how it can impact the lives of an individual.

The most common factors that leads children to leave school is that the students are not interested in their studies, they find it difficult to cope with their studies, and parents are also not supportive enough of their children education, poverty is also another factor the cause students to dropout from school other reason including, lack of facility for student and the participation of children in other activities (Rani, 2011)

Statement of the problem

In the present context, there is a huge influence of education for the overall development of human being. Education has shaped and moulded the lives of many people, helping individual to grow and achieve better in every aspect, without which one is incomplete. School dropouts are having a tougher time finding permanent and secure jobs than individuals who possess higher levels of education. The family environment plays a vital role in the academic performance of the youth. A school dropout may arise due to many issues when the child is not interested in his studies which result in securing poor grades, leading to dropout, poverty and economic crisis or other social factors which are considered a challenging social issue that needs to be addressed. Often society fails to realize the importance of out the factors contributing to school dropouts among youth in Aizawl.

Objectives

1. To study the socio-economic characteristics of school dropouts among youth in Aizawl.
2. To assess the family environment of school dropouts among youth in Aizawl.
3. To find out the factors contributing to school dropouts among youth in Aizawl.
4. To assess the relationship between family environment and socio-economic characteristics of school dropouts in Aizawl.

CHAPTER SCHEME

The present study consist of the following chapters

Chapter 1: Introduction

Chapter II: Review of Literature

Chapter III: Methodology

Chapter IV: Results and Discussion

Chapter V: Conclusions

CHAPTER –II

REVIEW OF LITERATURE

Literature review is essential in conducting research; it helps the researcher to understand the theoretical background and the findings of different scholars in various aspects. Theoretical knowledge is essential for a deep understanding of the concept. It widens the perspective of the researcher and helps in carrying out the core important of the research to have a systematic study. However, the secondary data is usually accessible and sometimes the only source to get the information as well as to analyse the present situation of the problem. The purpose of the review is to identify the gap for further study on family environment and school dropout among the youth. The present section includes various literatures available on the subject related to the study.

Studies related to family environment and school dropout

Sharma et al., (2015) emphasize the importance of family environment on adolescent wellbeing. The sample size was 160 school students between the age of 16-21. The tools used were Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N.K. Chadha an PGI General Well Being Measure developed by Dr. Santosh K. Verma. Family members including mother and father play the main role in educating a child. Children performance depends on strong support. Without any of the gentleness, a child cannot concentrate on studies and indulge himself/herself in activities which are not suitable in him in the future. As a child reaches an age of adolescent, it is required for a parent to guide him/her in the right direction to be a success in future rather than scolding and shouting for his poor performance or lack of good progress in grades in school, the home environment can be difficult when parents are indulged in unconstructive behaviour like smoking and intake is present. It can be concluded from the findings that there exist a positive relation between family environment and wellbeing, where male respondent score more on subjective well-being.

Kaneez S (2015) studied on family environment and psychological well-being among adolescents. The tools used were Family Environment Scale (FES) developed by Bhatia and Chaddha (1993) and Psychological Well-being (PWB) by Bhogle and Prakash (1995). The study had a sample of 60 adolescents out of which 30 are male and 30 female. The study shows that there exist relationship between psychological well-being and several factor of family environment such as cohesion, expressiveness, acceptance and caring and active

recreational dimensions. The study concluded that child-parent and educator's relationship is very important for the development of adolescents.

Kumar S (2014) conducted a study on career maturity in relation to family environment, study habits & academic achievement. The study was descriptive in design. Random sample method 20 school were selected in which 320 students represent the sample, and the population consist of male and female from senior secondary school. The study revealed that there is a positive relation between career maturity and family environment. Students who have a better family environment are more careers oriented as compared to students brought up in a dysfunctional family environment. There is a significant variation with regards to gender, female have higher goals than male.

Prasad (2004) revealed in his study that without the strong support from the family a child cannot attain much especially in the field of education as it has a great impact. Children who grow up in a healthy environment are more responsible and productive, as they take up the behaviour of their parents they try to build a better relation with others, in same the way as the family does, but when they grow up in an unhealthy environment where they are stagnant and rebellious behaviour are likely to occur. As they take up the behaviour of other's which surround them parenting styles, and the behaviour has a great impact on the lives of the child.

Shangpliang.W (2017) conducted a study on different villages on the causes of school dropout, in which a total of 93 samples were selected, purposive sampling technique was employed. The study concluded that the causes for high school dropout among young adults was because most of them are uninterested in studying or weak in the subject, while other reason reasons are engaged in early marriage or early pregnancy, they also face financial problems, health issues and family related problem. From the study the consequences of the young adults high school dropout was no employment opportunity, no access to schemes or government job, financial problem, low reading and writing skills and problem in coping life ahead as well as social participation. The study reveals that the main reason for dropout was lack of interest in studies.

Pappattu & Vanitha (2017) on their study concluded that there are no significant relations between family environment and academic accomplishment in science subject among secondary students. Stratified random sampling was utilized in the study. It reveals

from the study that family environment does not impact the academic achievement of the students.

Bagi & Kumar (2014) conducted a study on relationship between family environment and wellbeing on adolescent. The sample size was 100 college students, 65 females and 35 males, the tool used in this study were family environment scale (FES) by Dr.Harpreet Bhatia & Dr.N.k. Chadha (1998) and PGI general wellbeing measure and developed by Dr.Santosh k. verma & Amita verma. The study revealed that family play a key role in developing of a child rather than pushing him into depression and other wrong activities. It can be concluded from the result that all the dimension of family environment are positive and there are no problems associated with their well-being.

Studies related to family environment and socio-economic status

Memon et al., (2010) conducted a descriptive study among male and female secondary students in Karachi, from 16 government and private school. The sample size for the study was 240 in which Purposive sampling were utilized. Students whose parents achieved higher level of education are expected to accomplish their course better as compared to students whose parents have lower qualification. The study reveals that there is a significant relationship between the parent's professional status and their performance in school, Parents who have better income and occupation children are more knowledgeable and capable than those with lesser income parents. In the same way, higher income families provide quality education and perform better; lower income families encounter many challenges to keep their children in giving access to education to their children.

Mali S et al., (2012) conducted a comparative study, where the study was descriptive in design and cross sectional in nature, using multistage random sampling. The study concluded that the biggest reason to contribute student dropout from school was found to be poverty, majority of the dropout hails from downtrodden family, with little income the interesting finding about the study is considered where male and female dropout rate are not significant, the disparity between gender has narrow down where girl child are marching toward education.

Latif et al.,(2015) on their study pointed out several reasons for dropout it was found that lack of money as a major reason, children who attend less class are more prone to leave school early, parents do not encouraged them to study further in fact their contribution to the

family are more important. Other reasons including the quality of education, weak facility and expensive cost. Girl child are more prone than male.

William et al., (2015) studied the effect of dropout among youth. Poverty remains the root cause of dropout, due to their low level of schooling they cannot be working in a high paid job and there are less work opportunities which again become the reason for being poor, due to lack of moral education they are likely to involve in anti- social activities, which gradually have a bleak future among the youth. It depicts that Qualified, experienced teacher and parents have a crucial role for in reducing the rate of school dropout.

Okioga (2013) conducted a study to understand the relations in impacting of socio-economic background and academic performance among college student. The study was conducted among 186 respondent using questionnaires. The result shows that economic background of the respondent have influenced their performance, parental involvement have a significant effect, lower income family are less likely to succeed as compared to middle income family as their children constrain themselves and are not much organized, as students who have a better amount of income are more prepared, and have a better sense of power and are able to speak for themselves and their confidence boost up more as they aspire for greater height in life.

Dey (2016) studied the socio-demographic characteristics of school dropout in Telangana state. The total number of the sample is 401 in which respondents were between the age group of 6-18 years were selected. The research was carried out in 18 villages of six rural Mandals, the sample is carefully taken by circular systematic random sampling technique. It can be concluded from the findings that Majority of respondent went to Government school, and those student's hailing from lower socio-economic position had a negative impact on their education with a poorer performance than their classmate with better economic status, they are not able to deliver their children essential knowledge and result in deteriorating them to acquire better education as they prevent access to vital resources creating stress at their own house.

Studies related to school Dropout:

Gouda & Sekher (2014) stated that parental education is very important role as students with illiterate parent's shows higher rate of dropout. The study made an assessment based on the data from National Family Health Survey-3, where 75 percent of children

belonging to 6-16 years attend school. Whereas, 14 percent never attend school, out of which 11 percent drop out due to numerous factors, female students have a higher rate of dropout as compared to male student. Children whose parents are illiterate and unemployed are more prone to leave school early as compared to students whose parents who have a higher degree. From the analysis it can be concluded that dropout rate are higher when the class increase. Students who hail from a higher economic background are able to continue their studies more, as they have a better environment, lack of interest in studies and cost of education were also some of the causes. The study suggested the need for improvement in socioeconomic status and attitude of parents towards education.

Shahidul & Karim, (2015) stated that unequal distribution of resources is one big factor for school dropout among the girls. The rural girls had a higher rate of dropout compared to the urban girls and the study suggest the need for improvement and equal distribution of school resources among urban and rural school and urged the government to adopt special policies to reduce early dropout among girls.

Rai. (2015) conducted a study on school dropouts and its impact on society. The study reveals that financial constrains is the biggest which causes for school dropouts. There are other social factor which contributes to school dropout such as friends circle, early marriage, drugs and lack of attention in schooling. Male students show a higher number of dropouts than female. The findings suggest that Government to take necessary action in providing and creating more opportunity.

Basumatary (2017) examined the reasons of school dropout in Baganpara circle of Baksa, Assam. Among 6-9 standard that does not complete their schooling, the study utilized simple random sampling with a total sample size of 50. The findings revealed that students have a low level of interest in their studies, inadequate attending of school, disinterest of their family especially the mother and father, too much of pressure from their friends, early marriage and financial constrain were the key failure leading to dropout rate.

According to Rumberger (1983), revealed in his study that contribute students to dropout from school, among female respondent leave institution prematurely due to pregnancy or marriage while on the other hand men has to go for work and support their families. A survey was conducted among young men and women, the respondent of the study were high school passed or dropout at high school level. Inability to study diligently and lack of aspirations are considered to be other factors in determining to drop out of school.

Chenge et al., (2017) stated in their study that family factor largely contribute to failure in the school, certain reasons including poverty, low level of education of their mother and father's, marital conflict of parents, lack of inspiration from the teachers. From the study the researcher recommended the parents to actively participate in the school activities so that they may acquire knowledge about the importance of education, which will inspire them in motivating their children to perform better and decrease the rate of dropout.

Aja Okorie (2017) in her study focused on secondary male dropout's causes and its implications, the study was descriptive in design. The sample sizes were 200 students out of which 150 respondents were female and 50 respondents were males and 13 principles. Self-construct questionnaire was employed. Mean and standard deviation was used to examine the data. It can be concluded from the result that lack of encouragement and the failure to handle their studies resulting in low performance and lack of money are the determining cause. Partnership with different leaders in the community can create link in decreasing high rate of school failure particularly for the male.

Joy & Srihari (2014) conducted case study on school dropout among Tribal student of Wayanand District in Kerela. The study reveals that majority of the dropout parents have acquired low level of education, and some of the individual reasons for school dropout include not giving interest in their studies as they consider learning as something unimportant, they do not find it productive to study and acquire knowledge. They are influenced by their friends to leave the institution early as they do not have a sound environment in their own home to study. Since, they do not receive enough parental care and support, barriers in their health are also found as some of the reason. We can conclude that they lack the knowledge on the importance of education.

Frutos &Cabello (2019) conducted a study in which it was found that family and social environment play a important role for educational progress among secondary school student. Children who have good result belong to stable family where there is less conflict though conflict may arise but are not specific. The findings reveal that rather than study hours, factors like enthusiasm, level of concentration and family environment are more important for obtaining good grade.

Kumar (2014) conducted a study on career maturity in relation to family environment, study habits & academic achievement. The study was descriptive in design. Random sample method 20 school were selected in which 320 students represent the sample, and the

population consist of male and female from senior secondary school. The study stated that there is a positive relation between career maturity and family environment. Students who have a better family environment are more careers oriented as compared to students brought up in a dysfunctional family environment. There is a significant variation with regards to gender, female have higher goals than male.

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Adam et.,al (2016) conducted a study on factors effecting school dropout, the population of the study were among students, parents, teachers, school officials and District Education Directorate. The total sample size consists of 176 respondents, 130 school dropout and 31 parents. Findings reveal that the key factors that influenced students to dropout from school is said to be classified into two reasons out of school factor and school related. Poverty is one aspect, where the family who reside has a lower income; their families tend to neglect educations for the children, and does not have supportive environment to study, they leave the school and involved into work to contribute to their family or helping them doing household chores, as for girls early marriage is also a barrier, others including illness and death of parents are also some of the reason. Whereas in school related low performance and poor result were the major reason, the distance of school, the setting of school and punishment from the teachers and frequent absent are mentioned.

The literature review focus on different aspect including family environment and school dropout, socio-economic status and the factor contributing to school dropout. Literatures are found mostly focusing on the study related to primary school dropout in international and national level. Dropout studies related to youth has been made rarely. There are very few studies available on family environment and school dropout especially in the context of northeast India and Mizoram. Further, research conducted on cultural and socio

economic structural factors affecting the family environment and school dropout in Mizoram studies are not available. Thus, the present study tries to fill these research gaps and attempt to study family environment and school dropouts among youth in Aizawl, Mizoram.

CHAPTER III METHODOLOGY

In this chapter, the methodology of the study is presented. The earlier chapter presented a critical review of literature and major gaps therein. The present chapter describes the setting of the study and methodology, description of the study process and the techniques used. The chapter deals with the profile of the study area, methodological aspects such as research design, sampling, tools of data collection, source of data analysis, operational definitions and limitations.

The State of Mizoram

The study is conducted in Mizoram, covering a about 21,089 square kilometers. Mizoram was under the Assam till the year 1972 and later curved as the Union territory.

Mizoram is the second least populous state in the country. It comprises eight districts namely, Aizawl district, Kolosib district, Serchhip district, Mamit district, Lunglei district, Champhai district, Siaha district, and Lawngtlai district. In, India, Mizoram is one of three states with a Christian majority which constitutes 87 percent of the total State population.

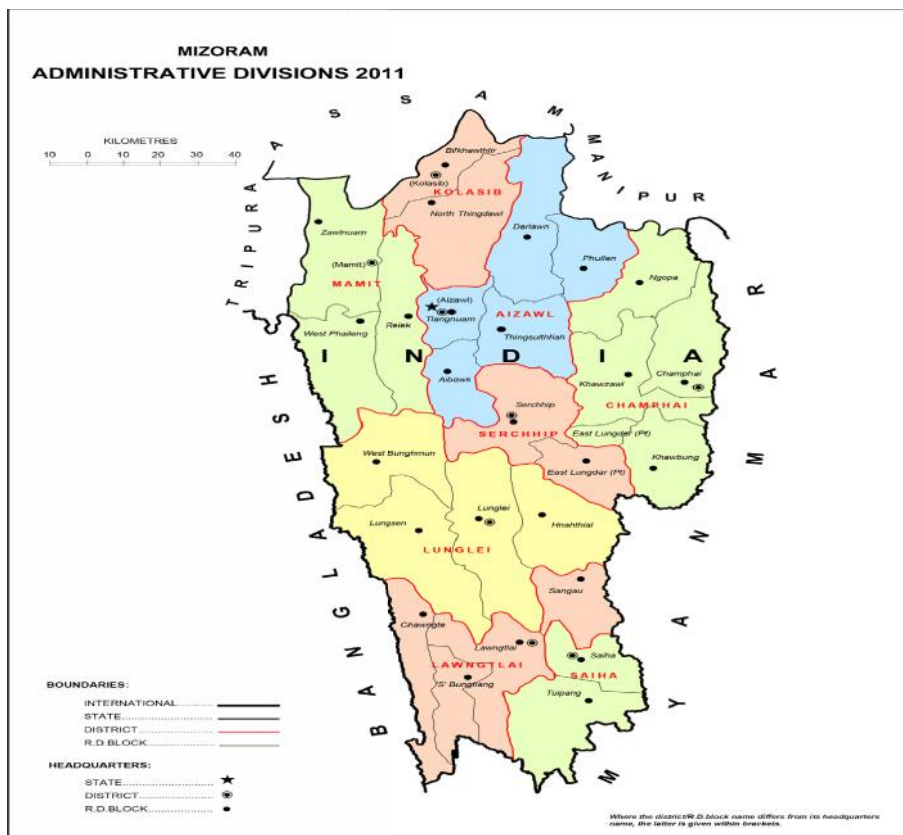


Fig 1 Map of Mizoram

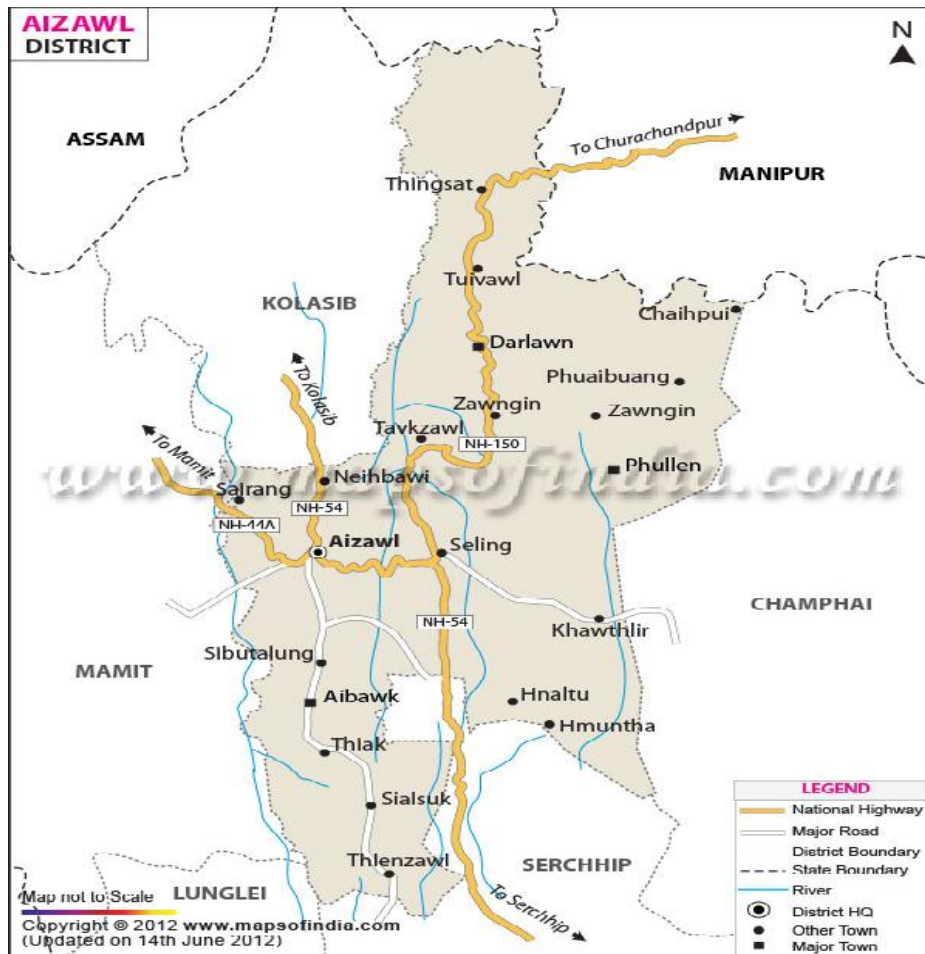


Fig 2 Map of Aizawl District

Aizawl is the capital district of Mizoram state in India, the district has a population of 404,054, it is ranked 557th in India out of total of 640. The district has a population density of 113 occupants per square kilometre (290/sq.km). Its population growth rate over the decade 2001-2011 was 24.0 percent. Aizawl has a sex ratio of 1009 females for every 1000 males, and a literacy rate of 98.5 percent. (Census, 2011)

Profile of the Study Area

The present study was conducted in four communities on the core and peripheral community of Aizawl, Mizoram. Two communities Khatla and Chanmari. are selected representing core area and two communities Sihphir and Sairang community as a peripheral area. The communities are selected based on the population and location.

Pilot study

The pilot study was conducted in four community, the researcher explained the purpose of the study, the objectives and the scope for the student among the school dropout youth. The pilot study ascertained the feasibility to carry out research in the locality of both the area. The youth were very supportive and willing to provide authentic information therefore the community representing core and periphery are selected.

Research Design

The research was cross-sectional in nature and descriptive in design. The study adopted a mixed-method. Quantitative data were collected with the help of interview schedule. Case studies for qualitative data were conducted by using a semi-structured interview guide. For more qualitative information, Focus Group Discussion (FGD) and observation techniques were also used among the school dropout youths and their parents. Further, the PRA techniques like Daily activity schedule and cause-effect diagram were also used in the present study.

Sampling

The unit of the study was individual school dropouts youth. The respondents for the study were school dropouts Youth from the core and peripheral communities of Aizawl. Snowball sampling was used to select a sample from both the communities. The sample size consists of 80 respondents of school dropout Youth in Aizawl, Mizoram.

Tools of data collection

The structured interview schedule was used as a tool for quantitative data collection. The qualitative methods such as case study, focus group discussion and Participatory Rural Appraisal techniques like daily activity schedule, cause and effect diagram was also utilized. The Family Environment Scale (FES) by Moos and Moos (2009) was used to measure the dimensions of the family environment of school dropouts Youth. The interview schedule consists of five parts. The first part was the profile of the respondents, which includes demographic characteristics etc. The part of the tool consists of the family details and the third part includes the socio-economic characteristics of the respondents. The fourth part describes the Family Environment Scale covering the dimensions. The fifth and the final part of the schedule was regarding the factors contributing to school dropouts.

Pretesting

The finalized tool was pretested with a school dropout Youth in Aizawl, ten respondents who dropout school from the core area were interviewed to find out the feasibility

of the tool. They could answer the schedule and found it reliable. The administered scale that is Family Environment Scale developed by Moos and Moos (2009) was tested for its reliability by conducting the statistical tests of Cranach's alpha and Split half. The values are .79 and .75. Since the alpha value is almost 8 and split-half value is .75. Hence, the administered tool is found reliable and accepted for further data collection.

Source of Data

There were two sources of data used by the researcher. They were primary and secondary sources. The primary data were collected from the respondents of the selected community from both core and peripheral areas with the help of a structured interview schedule. Qualitative techniques i.e.case study, focus group discussion were included. Participatory method like daily activity schedule and Cause and effect diagram was also utilized. The secondary data was collected from books, journals and article

Data Collection

Data collection was done by the researcher. The data were collected from the core and peripheral communities of Aizawl during September and October 2019. The interview schedule was conducted with the respondent within the specified period.

Data Analysis

The raw data are analysed with the help of a computer package know as Statistical Package for Social Sciences (SPSS). The data were interpreted based on the objectives of the present study. The data were analysed in the form of descriptive statistics like cross tabulations, percentage, mean and other inferential statistics such as Spearman's coefficient of correlation were also applied in the study.

Definition and Concepts

Family Environment: the Family environment is an important aspect that is used to measure the dimensions of cohesion, expressiveness, conflict, independence, achievement orientation, intellectual –cultural orientation, active recreational orientation, moral religious emphasis, organization, and Control.

Youth: According to the National Youth Policy 2014 youth refers to the population between the ages of 15-29 years.

Operational Definition: A school dropout is one who does not complete his/her education without joining any other school and one who does not re-enter any educational

institution again. It refers to an individual who dropped out from school during the past five years

Limitations

The study only covers Aizawl which the result may not be able to generalize the entire population of school dropout in Mizoram.

The study focused only on school dropout Youth it was difficult to identify the respondent within a limited time frame.

The present chapter presented details about the methods applied and the process of conducting the present study. The next chapter discusses the results and discussion and the inferences drawn from the collected data by using statistical applications.

CHAPTER IV
RESULTS AND DISCUSSION

This chapter discusses the findings of the study based on the objectives.

Profile of the respondents

The profile of the respondents helps to know and give us in-depth information about the respondents. The table sub-divided the profile of the respondents into demographic characteristics, including gender, denomination and the area. **Table 1** shows the Demographic Characteristic of Respondents by type of age.

Table 1 Profile of the Respondents by Age

Sl.No.	Characteristics	Age		Total N = 80
		15- 19 Years n =35	20- 24 Years n = 45	
1	Gender			
	Male	19 (54.30)	28 (62.20)	47 (58.80)
	Female	16 (45.70)	17 (37.80)	33 (41.20)
	Mean Age	19.30		
	Mean ± SD	15.83 ± .74	17.51 ± .86	16.78 ± 1.16
2	Area			
	Core	16 (45.70)	21 (46.70)	37 (46.20)
	Periphery	19 (54.30)	24 (53.30)	43 (53.80)
3	Denomination			
	Presbyterian	13 (37.10)	15 (33.30)	28 (35.00)
	Baptist	4 (11.40)	5 (11.10)	9 (11.20)
	United Pentecost NE	5 (14.30)	11 (24.40)	16 (20.00)
	Seventh Day	3 (8.60)	1 (2.20)	4 (5.00)
	The Salvation Army	3 (8.60)	8 (17.80)	11 (13.80)
	Catholic	6 (17.10)	3 (6.70)	9 (11.20)
	Isua Krista Kohhran	1 (2.90)	2 (4.40)	3 (3.80)

Source: Compute

Figures in parentheses are percentages

Gender is an important variable it is considered important because they tend to have different view, feelings and reaction. The youth belonging to 15-19 years, more than half (54.30%) are male and two fifths (45.70%) are female. Similarly among the youth belonging to 20-24 years, two-third (62.20%) is male and one third (37.80%) are female. From both category of the above table showsthat majority more than half (54.30%) of the respondent are male belonging to the age group of 15-19 years and the mean age is 19.30

Area is a division based on the distance of the locality. The environment of the locality can have a tremendous impact on an individual. Among the youth belonging to 15-19 years, two fifths (45.70%) live in the core area, more than half (54.30%) live in the peripheral area. Similarly among the youth belonging to 20-24 years, two fifths (46.70%) live in the core and more than half (53.80%) live in the peripheral area. From both category of the above table shows that majority more than half (54.30%) belonging to the age group of 15-19 years living in the peripheral area.

Denomination is a separation of Christian faith, which has specific way of worship. Among the youth belonging to the age group of 15-19 years, one third (37.10%) belong to Presbyterian, one-ninth (11.40%) belong to Baptist, one-seventh (14.30%) belong to United Pentecost NEI, less than one-tenth (8.60%) each belong to Seventh Day and the Salvation Army, one-sixth (17.10%) belong to Catholic and less than one-tenth (2.90%) belong to Isua Krista Kohhran. Similarly, Among the youth belonging to the age group 20-24 years, (33.30%) belong to Presbyterian, one-ninth (11.10%) belong to Baptist, one fourth (24.40%) belong to United Pentecost NE, less than one-tenth (2.20%) belong to Seventh Day, less than one fifth (17.80%) belong to Salvation army, less than one-tenth (6.70%) belong to Catholic and less than one-tenth (4.40%) belong to Isua Krista Kohhran. From both categories of the above table, it is observed that the majority of the respondents almost two-third (35%) belong to Presbyterian denomination.

Table 2 Respondents' Educational and Occupational Characteristics by Age

Sl. No.	Characteristics	Age		Total N = 80
		15- 19 Years n =35	20- 24 Years n = 45	
1	Type of school			
	Govt.	23	29	52
		(65.70)	(64.40)	(65.00)
	Private	12	16	28
		(34.30)	(35.60)	(35.00)
2	Medium of Education			
	Mizo	23	29	52
		(65.70)	(64.40)	(65.00)
	English	12	16	28
		(34.30)	(35.60)	(35.00)
3	Educational status			
	CL 10	26	13	39
		(74.30)	(28.90)	(48.80)
	CL 11	2	8	10
		(5.70)	(17.80)	(12.50)
	CL 12	7	24	31
		(20.00)	(53.30)	(38.80)
4	Employment status			
	Employed	8	34	42
		(22.90)	(75.60)	(52.50)
	Unemployed	27	11	38
		(77.10)	(24.40)	(47.50)
5	Occupation			
	Beautician	0	5	5
		(0.00)	(11.10)	(6.20)
	Business	1	7	8
		(2.90)	(15.60)	(10.00)
	Daily Labor	7	12	19
		(20.00)	(26.70)	(23.80)
	Driver	0	10	10
		0.00	(22.20)	(12.50)
	Not Applicable (NA)	27	11	38
		(77.10)	(24.40)	(47.50)

Source: Compute

Figures in parentheses are percentages

The above table 2 shows Respondent education and occupation characteristics by area. Among the respondents, two-thirds (65.70%) between the age group of 15-19 years went to a government school, while one third (34.30%) of the respondent went to private school. Similarly, two-third (64.40%) of the youth belonging to the age group 20-24 years, went to a

government school and one third (35%) went to private school. From both categories of the above table, the majority of two-thirds (65%) went to the government school.

Among the youth belonging to the age group 15-19 years, two-third (65.70%) medium of education is Mizo, two sixths (34.30%) medium of education is English. Similarly among the youth belonging to the age group 20-24 years, two-third (64.40%) medium of communication is Mizo and one third (35%) medium of education in English. From both categories of the above table, the majority two-third (65%) medium of education is Mizo.

The youth belonging to the age group 15-19 years three fourth (74.30%) reach 10 standards, less than one-tenth (5.70%) reach 11 standards, one fifth (20%) reach 12 standards. Similarly among the youth belonging to 20-24 years, two sevenths (28.90%) reach 10 standards, less than one fifth (17.80%) reach 11 standards and more than half (53.30%) reach 12 standards. From both categories of the above table, it is observed that the majority of more than two-fifth (48.80%) reach 10 standards.

Among the youth belonging to the age group 15-19 years, one fifth (22.90%) are employed, more than three fourth (77.10%) are unemployed. Similarly among the youth belonging to the age group 20-24 years, three fourth (75.60%) are employed and one fourth (24.40%) are unemployed. From both categories of the above table, it is observed that more than half (52.50%) are employed.

Among the youth belonging to the age group 15-19 years, less than one-tenth (2.90%) do business, one fifth (20%) are daily labor. Similarly among the youth belonging to the age group 20-24 years one-ninth (11.10%) are beautician, almost one-sixth (15.60%) do business, one fourth (26.70%) are daily labor and one eighth (12.50%) are a driver. From both categories of the above table, it is observed that the majority one fifth (23.80%) are daily labor.

Parental characteristics are an important indicator to understand the in depth information of the respondent parent's. Table 3 illustrates the respondents familial characteristics of the respondent by type of Area, including father's education, mother's education, father's occupation and mother's occupation.

Table 3 Respondents' Parental Characteristics by Area

Sl.No	Characteristics	Area		Total N = 80
		Core n = 37	Periphery n = 43	
1	Father's education			
	Primary	1 (2.70)	1 (2.33)	2 (2.50)
	Upper Primary	8 (21.62)	13 (30.23)	21 (26.25)
	Secondary	20 (54.05)	22 (51.16)	42 (52.50)
	Higher Secondary	8 (21.62)	7 (16.28)	15 (18.75)
2	Father's occupation			
	Govt.Servant	11 (29.73)	5 (11.63)	16 (20.00)
	Cultivator	6 (16.22)	9 (20.93)	15 (18.75)
	Business	13 (35.14)	16 (37.21)	29 (36.25)
	Daily Wage Labourer	7 (18.92)	13 (30.23)	20 (25.00)
3	Mother's education			
	Upper Primary	10 (27.03)	14 (32.56)	24 (30.00)
	Secondary	20 (54.05)	22 (51.16)	42 (52.50)
	Higher Secondary	7 (18.92)	7 (16.28)	14 (17.50)
4	Mother's occupation			
	Govt. Servant	4 (10.81)	3 (6.98)	7 (8.75)
	Business	15 (40.54)	10 (23.26)	25 (31.25)
	Home Maker	9 (24.32)	11 (25.58)	20 (25.00)
	Cultivator	3 (8.11)	11 (25.58)	14 (17.50)
	Vendor	5 (13.51)	7 (16.28)	12 (15.00)
	Daily Wage Labourer	1 (2.70)	1 (2.33)	2 (2.50)

Source: Compute

Figures in parentheses are percentages

Parental education plays a vital role, it can give negative and positive impact on an individual depending on the level of education the parents acquire. It play a crucial role in the development of an individual. Among the youth living in the core, less than one-tenth (2.70%) of the respondents father's education is primary, one fifth (21.62%) of the respondents father's education is upper primary, more than half (54.05%) of the respondents father's education is secondary and one fifth (21.62%) of the respondents father's education is higher secondary. Similarly, among the youth living in the periphery, less than one-tenth (2.33%) of the respondents' father's education is primary, one third (30.23%) of the respondent's father's education is upper primary, more than half (51.16%) of the respondent's father's education is secondary and one-sixth (16.28%) of the respondent's father's education is higher secondary. From both categories of the above table, it is observed that the majority of more than half (52.50%) of the respondent's father's education is secondary.

The youth living in the core, two sevenths (29.73%) of the respondents fathers are government servant, one-sixth (16.22%) of the respondents fathers are cultivator, one third (35.14%) of the respondents father's do business and more than one-sixth (18.92%) of the respondents fathers are daily wage laborer. Similarly, Among the youth living in the periphery, one-ninth (11.63%) of the respondents fathers are government servant, one fifth (20.93%) of the respondents fathers are cultivator, one third (37.21%) of the respondents father's do business and one fourth (30.23%) of the respondents fathers are daily wage laborer. From both categories of the above tale, it is observed that the majority one third (36.25%) of the respondents do business.

Among the youth living in the core, one fourth (27.03%) of the respondent's mother's education is upper primary, more than half (54.05%) of the respondent's mother's education is secondary and on the sixth (18.92%) of the respondent's mother's education is higher secondary. Similarly, among the youth living in the periphery, almost one third (32.56%) of the respondent's mother's education is upper primary, about half (51.16%) of the respondent's mother's education is secondary and one-sixth (16.28%) of the respondent's mother's education is higher secondary. From both categories of the above table, it is observed that the majority of more than half (52.50%) of the respondent's mother's education is secondary.

Among the youth living in the core, one-tenth (10.81%) of the respondents mothers are government servant, two fifths (40.54%) of the respondents mother's do business, (24.32%) of the respondents mothers are home maker, (8.11%) of the respondents mothers are cultivator, less than one fifth (13.51%) of the respondents mothers are vendor, less than one-tenth (2.70%) of the respondents mothers are daily wage labourer. Similarly among the

youth living in the periphery, less than one-tenth (6.98%) of the respondents mothers are government servant, almost one fourth (23.26%) of the respondents mother's do business, one fourth (25.58%) of the respondents mothers are home maker, one fourth (25.58%) each of the respondents mothers are cultivator, less than one fifth (16.28%) of the respondents mothers are vendor and less than one-tenth (2.33%) of the respondents mothers are daily wage laborer.

Respondent familial characteristics indicate the importance of parenting and well-being of the family. Table 4 shows the respondents familial characteristics by Area. It is divided on four characteristics including type of family, form of family, size of the family and no. of siblings and the marital status.

Table 4 Respondents' Familial Characteristics by Area

Sl. No	Characteristics	Area		Total N = 80
		Core n = 37	Periphery n 43	
1	Type of family			
	Joint	4	3	7
		(10.81)	(6.98)	(8.75)
	Nuclear	33	40	73
		(89.19)	(93.02)	(91.25)
2	Form of family			
	Stable	18	17	35
		(48.65)	(39.53)	(43.75)
	Broken	8	14	22
		(21.62)	(32.56)	(27.50)
	Reconstituted	5	5	10
		(13.51)	(11.63)	(12.50)
	Single	6	7	13
		(16.22)	(16.28)	(16.25)
3	Size of family			
	Small (1-3)	8	14	22
		(21.62)	(32.56)	(27.50)
	Medium (4-6)	26	27	53
		(70.27)	(62.79)	(66.25)
	Large (7 and above)	3	2	5
		(8.11)	(4.65)	(6.25)
	Mean ± SD	4.41±1.18	4.12±1.15	4.25±4.17
4	No of siblings			
	Two	17	22	39
		(45.95)	(51.16)	(48.75)
	Three	18	20	38
		(48.65)	(46.51)	(47.50)
	Four	2	1	3

		(5.41)	(2.33)	(3.75)
	Mean ± SD	2.59±.59	2.51 ±.55	2.55±.57
5	Marital Status			
	Married	7	7	14
		(18.92)	(16.28)	(17.50)
	Unmarried	27	35	62
		(72.97)	(81.40)	(77.50)
	Divorce	3	1	4
		(8.11)	(2.33)	(5.00)

Source: Compute

Figures in parentheses are percentages

Table 4 demonstrate the respondent's familial characteristics by area, among the youth living in the core, one-tenth (10.81%) belongs to a joint family, three fourth (89.19%) belong to the nuclear family. Similarly, among the youth living in the periphery, less than one-tenth (6.98%) belong to a joint family, the vast majority (93.02%) belong to the nuclear family. From both categories of the above table, it is observed that the vast majority (91.25%) belong to the nuclear family.

Among the youth living in the core, almost one fifth (48.65%) have a stable form of family, one fourth (21.62%) are broken family, one-seventh (13.51%) have a reconstituted form of family and one-sixth (16.22%) have a single form of family. Similarly, Among the youth living in the periphery, two fifths (39.53%) have a stable form of family, one third (32.56%) are broken family, one-ninth (11.63%) have a reconstituted form of family and one-sixth (16.28%) have a single form of family. From both categories of the above table, it is observed that the majority of more than two-fifth (43.75%) have a stable form of family.

Among the youth living in the core, one fifth (21.62%) of the respondents have a small family of 1-3 members, more than two-thirds (70.27%) of the respondents have a medium family of 4-6 members, less than one-tenth (8.11%) of the respondents have a large family of more than 7 members. Similarly, among the youth living in the periphery, one third (32.56%) of the respondents have a small family of 1-3 members, almost two-thirds (62.79%) of the respondents have a medium family of 4-6 members, less than one-tenth (4.65%) of the respondents have a large family of more than 7 members. From both categories of the above table, it is observed that the majority two-third (66.25%) of the respondents have a medium family of 4-6 members with a mean and standard deviation of **4.25±4.17**

Among the youth living in the core, two fifths (45.95%) of the respondents have two siblings, almost one fifth (48.65%) of the respondent's three siblings, less than one-tenth (5.41%) of the respondents have four siblings. Similarly among the youth living in the periphery, half (51.16%) of the respondents have two siblings, more than two-fifth (46.51%)

of the respondents three siblings, (2.33%) of the respondents have four siblings. From both categories of the above table, it is observed that the majority almost half (48.75%) of the respondents have two siblings with a mean and standard deviation of $2.55 \pm .57$

Among the youth living in the core, almost one fifth (18.92%) of the respondents are married, three fourth (72.97%) of the respondents are unmarried and less than one-tenth (8.11%) of the respondents are divorce. Similarly, from both categories of the above table, it is observed that the majority three fourth (77.50%) are unmarried.

Socio-economic Characteristics by Area

Socio economic indicate the position where one belong in a society. **Table 5** illustrate the respondent's socio-economic characteristics by area. The table consists of the following characteristics, monthly income of the family, and ownership of a house, socioeconomic status and saving pattern.

Table 5 Respondents' Socio-Economic Characteristics by Area

Characteristics	Area		Total N = 80
	Core n = 37	Periphery n =43	
Category			
AAY	5 (13.51)	3 (6.98)	8 (10.00)
BPL	24 (64.86)	30 (69.77)	54 (67.50)
APL	8 (21.62)	10 (23.26)	18 (22.50)
Monthly Income			
Rs.5000 -10000	9 (24.32)	10 (23.26)	19 (23.75)
Rs.10000 – 15000	8 (21.62)	17 (39.53)	25 (31.25)
Rs.15000 – 20000	7 (18.92)	8 (18.60)	15 (18.75)
Rs.20000 -25000	4 (10.81)	4 (9.30)	8 (10.00)
Rs. Above 25000	9 (24.32)	4 (9.30)	13 (16.25)
Mean ± SD (Rs.)	19351.35±9019.39	17627.91±13463.60	18425±11584.88
House ownership			
Owned	18 (48.65)	20 (46.51)	38 (47.50)
Rented	19 (51.35)	23 (53.49)	42 (52.50)
Type of house			
Pucca	7 (18.92)	8 (18.60)	15 (18.75)

Semi Pucca	25	28	53
	(67.57)	(65.12)	(66.25)
Kutchra	5	7	12
	(13.51)	(16.28)	(15.00)
Saving			
Yes	6	14	20
	(16.22)	(32.56)	(25.00)
Mode of Saving			
Bank	1	3	4
	(2.70)	(6.98)	(5.00)
Self	5	11	16
	(13.51)	(25.58)	(20.00)
NA	31	29	60
	(83.78)	(67.44)	(75.00)

Source: Computed

Figures in parentheses are percentages

Among the youth living in the core, one-tenth (13.51%) of the respondents belong to AAY, two-third (64.86%) belong to BPL, one-fifth (21.62%) belong to APL. Similarly, among the youth living in the periphery, less than one-tenth (6.98%) of the respondents belong to AAY, two-third (69.77%) belong to BPL, one fourth (23.26%) belong to APL. From both categories of the above table, it is observed that the majority of two-third (67.50%) belong to BPL.

Among the youth living in the core, one fourth (24.32%) have a monthly income of Rs.5000-10000, one fifth (21.62%) have a monthly income of Rs.10000-15000, one fifth (18.92%) have a monthly income of 15000-20000, one-tenth (10.81%) have a monthly income of Rs.20000-25000 and one fourth (24.32%) have a monthly income of Rs.25000 above. Similarly, Among the youth living in the periphery, one fourth (23.26%) have a monthly income of Rs.5000-10000, one fourth(39.53%) have a monthly income of Rs.10000-15000, one fifth (18.60%) have a monthly income of 15000-20000, one-tenth (9.30%) have a monthly income of Rs.20000-25000 and one-tenth (9.30%) have a monthly income of Rs.25000 above. From both categories of the above table, it is observed that the majority one third (31.25%) have a monthly income of Rs.10000-15000 with a mean and standard deviation of 18425 ± 11584.88

Among the youth living in the core, two fourth (48.65%) of the respondents owned a house and half (51.35%) of the respondents rented a house. Similarly, among the youth living in the core, two fifths (46.51%) of the respondents owned a house and more than half (53.49%) of the respondents rented a house. From both categories of the above table, it is observed that the majority (52.50%) of the respondents rented a house.

Among the youth living in the core, one fifth (18.92%) of the respondents live in the pucca house, two-third (67.57%) of the respondents live in semi-pucca houses, one-tenth (13.51%) of the respondents live in the kutchra house. Similarly, among the youth living in the periphery, one fifth (18.60%) of the respondents live in the pucca house, two-third (65.12%) of the respondents live in semi-pucca houses, (16.28%) of the respondents live in a kutchra house. From both categories of the above table, it is observed that two-third (66.25%) of the respondents live in semi-pucca houses.

Among the youth living in the core, one-sixth (16.22%) of the respondents have the habit of saving, the vast majority (83.78%) of the respondents did not have the habit of saving. Similarly, Among the youth living in the periphery, one third (32.56%) of the respondents have the habit of saving, two-third (67.44%) of the respondents did not have the habit of saving. From both categories of the above table, it is observed that three fourth (75%) of the respondents did not have the habit of saving.

Among the youth living in the core, less than one-tenth (2.70%) of the respondents did saving in the bank, one-seventh (13.51%) of the respondents did saving by themselves. Similarly, among the youth living in the core, less than one-tenth (6.98%) of the respondents did saving in the bank, one fourth (25.58%) of the respondents did saving by themselves. From both categories of the above table, it is observed that the majority one fifth (20%) of the respondents did saving by themselves.

Family Environment

The family environment is an important indicator, **table 6** is divided into ten domains Cohesiveness, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual Cultural Orientation, Active recreational Orientation, Organization, and Control.

Table 6 Descriptive Statistics of Family Environment

Dimensions	N	Minimum	Maximum	Mean	SD
Cohesiveness	80	0	9	5.06	2.13
Expressiveness	80	1	9	4.66	2.31
Conflict	80	2	8	5.06	1.32
Independence	80	2	8	5.11	1.41
Achievement Orientation	80	2	9	6.59	1.38
Intellectual Orientation	80	0	8	3.00	1.92
Active recreational Orientation	80	1	7	4.25	1.67

Moral Religious Emphasis	80	2	8	5.89	1.10
Organisation	80	0	8	3.73	2.20
Control	80	2	8	4.62	1.51
Overall Family Environment	80	32	67	47.98	7.74

Source: Computed

The above table 6 shows the Descriptive Statistics of Family Environment and its dimensions. The table depicts the highest mean score among the respondents the Achievement Orientation with a mean score of 6.59 and a standard deviation of 1.37 and the next highest mean score of 5.89 and the standard deviation 1.10.on moral religious emphasis, followed by independence (5.11), expressiveness (5.06), conflict (5.06) and cohesiveness (5.06). Further, the least mean score is on Intellectual Cultural Orientation with a mean score of 3.00 and a standard deviation of 1.92. The overall score of the family environment was (47.98) of the respondents.

By analyzing the data, it is observed that Achievement Orientation was the highest mean score of 6.59 and the least means score was Intellectual cultural orientation and also found that almost (47.98) of the respondent's family environment was good.

Table 7 Respondents Family Environment by Gender

Domain	Male n = 47		Female n = 33		Total N = 80	
	Mean	SD	Mean	SD	Mean	SD
Cohesiveness	5.60	1.84	4.30	2.31	5.06	2.13
Expressiveness	5.02	2.26	4.15	2.31	4.66	2.31
Conflict	4.98	1.38	5.18	1.24	5.06	1.32
Independence	5.23	1.56	4.94	1.17	5.11	1.41
Achievement Orientation	6.53	1.44	6.67	1.30	6.59	1.38
Intellectual Cultural Orientation	3.43	2.05	2.39	1.56	3.00	1.92
Active recreational Orientation	4.30	1.81	4.18	1.47	4.25	1.67
Moral Religious Emphasis	5.89	1.22	5.88	.93	5.89	1.10
Organization	3.91	1.99	3.45	2.46	3.73	2.19
Control	4.85	1.64	4.30	1.26	4.63	1.51

Source: Computed

The above **table 7** highlights respondents Family Environment by gender which depicts the highest mean score among the male is Achievement Orientation with a mean score of 6.53 and a standard deviation of 1.44 and the least mean score is Intellectual Cultural Orientation with a mean score of 3.43 and a standard deviation of 2.05. Similarly, the above table depicts the highest mean score among the youth living in the female is Achievement Orientation with a mean score of 6.67 and a standard deviation of 1.30 and the least mean score is Intellectual Cultural Orientation with a mean score of 2.39 and a standard deviation of 1.56. From both the category, it is observed that Achievement Orientation has the highest mean score of 6.59 and a standard deviation of 1.38 in which the female has a higher mean score.

Table 8 Respondents Family Environment by Age

Domain	15-19 Years n =35		20 -24 Years n =45		Total N = 80	
	Mean	SD	Mean	SD	Mean	SD
Cohesiveness	5.03	1.90	5.09	2.31	5.06	2.13
Expressiveness	4.20	2.21	5.02	2.34	4.66	2.30
Conflict	5.09	1.33	5.04	1.31	5.06	1.31
Independence	5.14	1.40	5.09	1.44	5.11	1.41
Achievement Orientation	6.74	1.36	6.47	1.39	6.59	1.38
Intellectual Cultural Orientation	3.20	1.92	2.84	1.93	3.00	1.92
Active recreational Orientation	4.80	1.62	3.82	1.59	4.25	1.67
Moral Religious Emphasis	6.11	1.11	5.71	1.08	5.89	1.10
Organization	3.86	2.20	3.62	2.21	3.73	2.20
Control	4.57	1.65	4.67	1.41	4.63	1.51

Source: Computed

Table 8 depict the respondents family environment by age which depicts the highest mean score among the youth belonging to 15-19 years age group is Achievement Orientation with a mean score of 6.74 and a standard deviation of 1.36 and the least mean score is Intellectual Cultural Orientation with a mean score of 3.20 and a standard deviation of 1.92. Similarly, the above table depicts the highest mean score among the youth belonging to 20-24 years age group is Achievement Orientation with a mean score of 6.47 and a standard deviation of 1.39 and the least mean score is Intellectual Cultural Orientation with a mean score of 2.84 and a standard deviation of 1.93. From both the category, it is observed that

Achievement Orientation has the highest mean score of 6.59 and a standard deviation of 1.38 in which the youth belonging to the age group 15-19 years have a higher mean score.

Table 9 Correlates of Family Environment

Dimensions	Cohesiveness	Expressiveness	Conflict	Independence	Achievement Orientation	Intellectual Orientation	Active Recreational Orientation	Moral Religious Emphasis	Organisation	Control	Family Environment
Cohesiveness	1										
Expressiveness	.583**	1									
Conflict	-.565**	-.379**	1								
Independence	.342**	.205	-.251*	1							
Achievement Orientation	.137	.025	.003	.311**	1						
Intellectual cultural Orientation	.463**	.247*	-.086	.126	-.058	1					
Active Recreational Orientation	-.069	-.091	.344**	-.056	-.026	.328**	1				
Moral Religious Emphasis	.226*	.081	-.250*	.224*	.228*	.241*	-.182	1			
Organisation	.524**	.347**	-.530**	.312**	-.028	.468**	-.137	.341**	1		
Control	.048	.057	-.042	-.015	.030	.264*	-.212	.139	.276*	1	
Family Environment (overall)	.706**	.596**	-.308**	.468**	.246*	.751**	.165	.399**	.663**	.351**	1

Source: Computed

**P<0.01

*P<0.05

The present table 9 highlights the variables of the family environment and ten family environment variables have been given with the overall family environment viz cohesiveness, expressiveness, conflict, independence, achievement orientation, intellectual cultural orientation, active recreational orientation, moral religious emphasis, organization, and control.

From the above, it shows that there is a positive correlation existing between cohesiveness and expressiveness at 0.01 level of significance (.583**), negative correlation between cohesiveness and conflict at 0.01 level of significance (-.565**), positive correlation between cohesiveness and independence at 0.01 level of significance(.342**), positive correlation between cohesiveness and intellectual cultural orientation at 0.01 level of significance (.463**), positive correlation between cohesiveness and organization at 0.01 level of significance (.524**) and a positive correlation between cohesiveness and family environment at 0.01 level of significance (.706**).

The above table shows that there was a negative correlation existing between expressiveness and conflict at 0.01 level of significance (-.379**), positive correlation between expressiveness and intellectual cultural orientation at 0.05 level of significance (.247*), positive correlation between expressiveness and organization at 0.01 level of significance (.347**) and there was also positive correlation between expressiveness and family environment at 0.01 level of significance (.596**).

The above table shows that there was a negative correlation between conflict and independence at 0.05 level of significance (-.251*), positive correlation between conflict and active recreational orientation at 0.01 level of significance (.344**), negative correlation between conflict and organization at 0.01 level of significance (-.530**) and a negative correlation between conflict and family environment at 0.05 level of significance (-.308*).

The above table shows that there is a positive correlation between independence and moral religious emphasis at 0.05 level of significance (.224*), positive correlation between independence and organization at 0.05 level of significance (.312*), positive correlation between independence and family environment scale at 0.01 level of significance (.468**).

The above table shows that there is a positive correlation between achievement orientation and moral religious emphasis at 0.05 level of significance (.228*) and also there is a positive correlation between achievement orientation and family environment at 0.05 level of significance (.246*).

The above table shows that there was a positive correlation between intellectual cultural orientation and active recreational recreation at 0.01 level of significance (.368**), positive correlation between intellectual cultural orientation and organization at 0.01 level of significance (.468), positive correlation between intellectual cultural orientation and control at 0.05 level of significance (.264) and also there is positive correlation between intellectual cultural orientation and family environment at 0.01 level of significance (.751**).

The above table shows that there was a positive correlation between moral religious emphasis and organization at 0.05 level of significance (.341*) and also there is a positive correlation between moral religious emphasis and family environment at 0.01 level of significance (.399**).

The above table shows that there was a positive correlation between organization and control at 0.05 level of significance (.276*) and there is also a positive correlation between organization and family environment at 0.01.

The above table shows that there was a positive correlation between control and family environment at 0.01 level of significance (.351**). The family environment as a whole

has a positive correlation with the dimension of the family environment except with the dimension of conflict.

Table 10 Family Environment Mean Rank by Age

Dimensions	Age	N = 80	Mean Rank	Sum of Ranks	Mann-Whitney Test
Cohesiveness	15-19 Years	n=35	39.84	1394.50	.821
	20 -24 Years	n= 45	41.01	1845.50	
Expressiveness	15-19 Years	n=35	36.03	1261.00	.126
	20 -24 Years	n= 45	43.98	1979.00	
Conflict	15-19 Years	n=35	41.69	1459.00	.679
	20 -24 Years	n= 45	39.58	1781.00	
Independence	15-19 Years	n=35	40.86	1430.00	.901
	20 -24 Years	n= 45	40.22	1810.00	
Achievement Orientation	15-19 Years	n=35	43.41	1519.50	.309
	20 -24 Years	n= 45	38.23	1720.50	
Intellectual cultural Orientation	15-19 Years	n=35	43.40	1519.00	.316
	20 -24 Years	n= 45	38.24	1721.00	
Active recreational Orientation	15-19 Years	n=35	48.30	1690.50	.007*
	20 -24 Years	n= 45	34.43	1549.50	
Moral Religious Emphasis	15-19 Years	n=35	43.93	1537.50	.220
	20 -24 Years	n= 45	37.83	1702.50	
Organization	15-19 Years	n=35	42.13	1474.50	.576
	20 -24 Years	n= 45	39.23	1765.50	
Control	15-19 Years	n=35	39.91	1397.00	.839
	20 -24 Years	n= 45	40.96	1843.00	

Source: Computed

**P<0.01

*P<0.05

Table 10 depict respondent's family environment by age and its mean ranks between the age groups i.e. teenagers (15- 19 years) and young adults (20-24 years) based upon the family environment dimensions. While comparing the dimensions of cohesiveness, expressiveness and control the young adults were having higher mean rank than other dimensions such as conflict, independence, achievement orientation, intellectual cultural orientation, active recreational orientation, moral religious emphasis, and organization. As regards the age group of teenagers, among the respondents more cohesive than teenagers, conflict, independence, achievement orientation, intellectual cultural orientation, active recreational orientation, moral religious emphasis, and organization were having a higher mean rank than cohesiveness, expressiveness, and control. While in terms of the dimension of independence there was no difference in their mean rank and also the dimension of Active

Recreation Orientation and followed by moral religious emphasis were having the highest mean rank in the teenage group. Further by analyzing the data with the help of the Mann-Whitney test, there was a relationship with the Active Recreation Orientation dimension at 0.01 level of significance. Hence, from the table, we come to understand that the teenagers had a better family environment than the young adults and the family environment was active recreation orientation.

Table 11 Factors Contributing to school Dropout Youth by Age

Factors	Age				Total N = 80	
	15-19 Years n = 35		20 -24 Years n = 45			
	Mean	SD	Mean	SD	Mean	SD
Poor Academic Performance	0.71	0.46	0.76	0.44	0.74	0.44
Frequent absenteeism	0.29	0.46	0.20	0.41	0.24	0.43
Scolding from the teachers	0.23	0.43	0.24	0.44	0.24	0.43
Lack of interest in studies	0.80	0.41	0.80	0.41	0.80	0.40
The financial constraint in the family	0.49	0.51	0.49	0.51	0.49	0.50
Parents do not give interest in education	0.66	0.48	0.51	0.51	0.58	0.50
Helping family for household chores	0.29	0.46	0.31	0.47	0.30	0.46
Lack of encouragement by the teachers	0.20	0.41	0.18	0.39	0.19	0.39
Lack of self-confidence	0.80	0.41	0.53	0.51	0.65	0.48
Too much pressure from parents	0.49	0.51	0.31	0.47	0.39	0.49

Source: Computed

The above **table 11** highlight the factors contributing to school dropout youth by age. It depicts that among youth belonging to the age group 15-19 years, poor academic performance has the highest mean score of 0.71 with a standard deviation of 0.46. Similarly among youth belonging to the age group 20-24 years, poor academic performance has the highest mean score of 0.74 with a standard deviation of 0.44. From both categories of the above table, it is found that poor academic performance has the highest mean score for both youths belonging to 15-19 years and 20-24 years.

Table 12 Factors Contributing to Dropout Youth by Gender

Factors	Gender				Total N= 80	
	Male n =47		Female n =33			
	Mean	S.D	Mean	SD	Mean	SD
Poor Academic Performance	0.74	0.44	0.73	0.45	0.74	0.44
Frequent absenteeism	0.28	0.45	0.18	0.39	0.24	0.43
Scolding from the teachers	0.34	0.48	0.09	0.29	0.24	0.43
Lack of interest in studies	0.79	0.41	0.82	0.39	0.80	0.40
The financial constraint in the family	0.32	0.47	0.73	0.45	0.49	0.50
Parents do not give interest in education	0.62	0.49	0.52	0.51	0.58	0.50
Helping family for household chores	0.32	0.47	0.27	0.45	0.30	0.46
Lack of encouragement by the teachers	0.11	0.31	0.30	0.47	0.19	0.39
Lack of self-confidence	0.57	0.50	0.76	0.44	0.65	0.48
Too much pressure from parents	0.49	0.51	0.24	0.44	0.39	0.49

Source: Computed

The above **table 12** illustrate the factors contributing to school dropout youth by gender. It depicts that among male respondents, poor academic performance has the highest mean score of 0.74 with a standard deviation of 0.44. Similarly among the female respondents, lack of interest in studies has the highest mean score of 0.82 with a standard deviation of 0.39. From both categories of the above table, it is found that there is a difference in the mean score for the male and female respondents. It is observed that poor academic performance has the highest mean score among the male respondents whereas, a lack of interest in studies has the highest mean score among the female respondent.

Table 13 : Factors Contributing to Dropout Youth by Area

Factors	Core n = 37		Periphery n = 43		Total N =80	
	Mean	SD	Mean	SD	Mean	SD
Poor Academic Performance	0.84	0.37	0.65	0.48	0.74	0.44
Frequent absenteeism	0.22	0.42	0.26	0.44	0.24	0.43
Scolding from the teachers	0.22	0.42	0.26	0.44	0.24	0.43
Lack of interest in studies	0.84	0.37	0.77	0.43	0.80	0.40
Financial constrain in the family	0.59	0.50	0.40	0.50	0.49	0.50
Parents do not give interest in education	0.59	0.50	0.56	0.50	0.58	0.50
Helping family for household chores	0.30	0.46	0.30	0.47	0.30	0.46
Lack of encouragement by the teachers	0.19	0.40	0.19	0.39	0.19	0.39
Lack of self confidence	0.68	0.48	0.63	0.49	0.65	0.48
Too much pressure from parents	0.41	0.50	0.37	0.49	0.39	0.49

Source: Computed

The above table 13 shows the factors contributing to school dropout youth by area. It depicts that among the youth living in the core, poor academic performance and lack of interest in studies has the highest mean score of 0.84 with standard deviation 0.37 each. Similarly among the youth living in the periphery, lack of interest in studies has the highest mean score of 0.80 with standard deviation 0.40. It is clearly observed that poor academic performance and lack of interest in studies has the highest mean score among the youth living in the core whereas, lack of interest in studies has the highest mean score among the youth living in the periphery.

Table 14 Inter correlation Matrix of Factors contributing to School Dropout Youth

Factors	Poor Academic Performance	Frequent absenteeism	Scolding from the teachers	Lack of interest in studies	Financial constraint	Lack of Parents interest in education	Helping family for household chores	Lack of encouragement by the teachers	Lack of self-confidence	Too much pressure from parents
Poor Academic Performance	1									
Frequent Absenteeism	.066	1								
Scolding from the teachers	.066	.172	1							
Lack of interest in studies	.199	.206	-.088	1						
Financial constrain	-.043	-.133	-.015	-.075	1					
Lack of Parents interest in education	-.111	-.114	.123	.013	.029	1				
Helping family for household chores	-.105	-.045	.212	-.218	.289**	.121	1			
Lack of encouragement by the teachers	-.077	.183	-.118	.160	.172	-.170	-.105	1		
Lack of self-confidence	-.080	.040	-.022	.092	.087	.111	-.092	.151	1	
Too much pressure from parents	-.167	.038	-.022	-.115	-.057	.009	.151	-.053	-.008	1

Source: Computed

**P<0.01

*P<0.05

From the table 14 display the inter-correlation matrix of factors contributing to school dropouts, among the respondents, it was found that financial constraint and helping the family for household chores were correlated at 0.01 level of significance. Thus, the spearman's correlation coefficient shows that among the respondents that the financial constraint and helping the family for household chores in the family plays a major factor for dropout among the youth.

Table 15 Respondents Family Environment and Factors Contributing to School Dropouts

Dimensions	Poor Academic Performance	Frequent absenteeism	Scolding from the teachers	Lack of interest in studies	The financial constraint in the family	Parents do not give interest in education	Helping family for household chores	Lack of encouragement by the teachers	Lack of self-confidence	Too much pressure from parents
Cohesiveness	.018	.192	.164	.030	-.029	.025	.019	-.044	-.003	-.011
Expressiveness	-.063	-.008	.146	.022	.100	.039	.180	-.013	.006	.050
Conflict	-.080	-.049	.041	-.143	.126	.041	.031	.002	-.045	.080
Independence	-.033	.060	-.045	.085	.011	.051	.006	.075	.059	-.045
Achievement Orientation	.049	.018	-.154	.055	.057	-.297**	-.122	-.089	.066	.165
Intellectual Cultural Orientation	.045	.092	.200	-.114	-.065	-.132	-.128	-.050	-.165	.027
Active recreational Orientation	-.047	.004	.200	-.170	-.057	.069	-.033	-.034	.016	-.058
Moral Religious Emphasis	.042	.218	.218	.034	-.105	-.019	-.032	-.068	.116	-.059
Organization	.068	-.051	-.024	-.006	.077	.066	.020	.002	-.044	.042
Control	-.092	-.095	.081	.021	-.023	.088	-.036	.013	-.113	.130

Source: Computed

**P<0.01

*P<0.05

The **table 15** illustrates the respondent's family environment and factors contributing to school dropouts, the table correlated with family environment dimensions and the factors contributing to school dropouts in which there was a negative correlation between parents who do not give an interest in education and achievement orientation at 0.01 level of significance. While analyzing the data it was found that the parents do not show sufficient interest in their children's studies, so that they do not have achievement.

Table 16 Family Environment and Socio-economic Characteristics

Dimensions	Area	Gender	Age	Father's education	Mother's education	Father's occupation	Mother's occupation	Type of family	Form of family	Size of the family	Monthly Income	Economic Status
D ¹	.201	-.282*	-.039	.004	-.106	-.015	-.056	-.045	-.045	.004	.043	-.063
D ²	.143	-.178	.073	.019	-.079	-.096	-.125	-.022	-.073	-.050	.094	.046
D ³	-.056	.103	-.025	.111	.146	.012	.097	-.107	.189	-.022	-.030	-.113
D ⁴	-.023	-.094	.035	-.179	-.051	.002	-.230*	-.081	-.077	.123	.132	.139
D ⁵	.036	.008	-.138	.059	-.076	.110	-.002	-.012	.162	-.084	-.076	-.009
D ⁶	-.085	-.248*	-.119	.132	-.049	-.033	-.085	-.317**	-.087	.159	.142	.009
D ⁷	.104	-.033	-.267*	.090	-.029	.111	.083	-.180	.157	.042	.027	-.107
D ⁸	-.244*	-.035	-.111	.004	.078	.019	-.139	.064	.080	-.150	.057	.026
D ⁹	-.160	-.100	.003	.146	.092	-.104	-.180	-.089	-.340**	.041	.130	.091
D ¹⁰	-.053	-.192	.066	.034	-.144	-.028	.041	-.142	-.237*	-.033	-.018	.054
FES*	.004	-.258*	-.100	.109	-.103	-.030	-.124	-.211	-.115	.056	.162	.070

Source: Computed

**P<0.01

*P<0.05

D¹ - Cohesiveness

D⁶ - Intellectual Cultural Orientation

D² - Expressiveness

D⁷ - Active Recreational Orientation

D³ - Conflict

D⁸ - Moral Religious Emphasis

D⁴ - Independence

D⁹ - Organisation

D⁵ - Achievement Orientation

D¹⁰ - Control

Table 16 shows family environment and socio economic characteristics, the table highlights the important socio economic characteristic such as area, gender, age, father's education, mother's education, father's occupation, mother's occupation, type of family, form of family, size of family, monthly income and economic status. Among the respondents, area (core and periphery) and moral religious emphasis was correlated negatively at 0.01 level of significance. Further, the family environment dimension of cohesiveness and intellectual cultural orientation was negatively correlated with gender at 0.01 level of significance. The dimension of Active recreational orientation was negatively correlated with age and the dimension of *Family Environment (overall)

Independence was negatively correlated with mother's occupation at 0.01 level of significance. As regards to the dimension of intellectual cultural orientation was negatively correlated with type of family at 0.01 level of significance and the dimensions of moral religious emphasis and organization was negatively correlated with form of family. The overall family environment was only correlated with gender. Hence, the table clearly

shows that the socio economic characteristics such as area, gender, age, mother's occupation, type of family and form of family were pivotal in the family environment of the respondents.

Qualitative Study

I. Case Study - I

Name: Lawmtea (fictitious)

Age: 19

Sex: Male

A teenage boy Lawmtea (fictitious) was born into a family of low economic background, he had three siblings 1 elder sister and two younger brothers. He is the middle child and resides with his father, His family is nuclear and Broken, his father had a Primary education and worked as a Driver under the Government of Mizoram. His parents separated and his mother had passed away the same year they got divorced due to an accident.

Lawmtea is not an active child unlike his siblings, He studied till class X, but dropped out from school since he had difficulty in learning as he cannot memories notes and remember what was taught in school as he is a slow learner. At a very young age, he was never fond of school, he had the poor scholastic performance he did not enjoy going to school. His classmates often make fun of him and started to have a negative feeling towards himself. He started to run away from school and distance himself from his family and friends and started to show a rebellious nature towards his father. Since then his relationship with his family and his siblings became worst, he was restricted from doing what he wants. His father often comes home with a drunken behavior; they do not have an environment that allows him to study, support and motivate him. He felt he is neglected and rejected who does not receive love and care from his father.

After dropping out of school, he started working under a private firm as an office assistant, but due to his low educational qualification he was not able to perform better, he quit his job from the company as he was not eligible to perform the task that was assigned. Soon after he left his job he works as a delivery boy with a minimal income. This greatly made him feel sad and sometimes even thought of him as being useless and difficult to be with. He often hurt himself and feels that nobody is there for him; he felt extreme pain because of all the

situations that he has gone through. But with a positive attitude, his wished-for young people never encounter all the pain that he goes through, and wish that all parents would give their children a healthy environment to grow up and nurture them to reach their full potential.

Case study -II:

Name: Duhawma (fictitious)

Age: 20

Gender: Male

A boy in his early twenties Duhawma (fictitious) had two siblings both younger brother. He is the eldest among the siblings. His family is nuclear and broken. Reside in a rented house in the peripheral area of Aizawl city. His father is a daily wage laborer and his mother a businesswoman. His parents got divorced in the year 2017 due to an extra marital affair. Since then life gets harder and tougher for the young boy.

Duhawma faced lots of challenges growing up as a child. He attends English medium school in the same locality where he resides. His performance in school was also very low, he often thought of leaving school, as he believed that he is not meant to study. His father was diagnosed with type 2 diabetics, as he was an alcoholic he does not show any sign of improvement on the treatment he took. Since the young boy has no one to rely upon and support for his education he dropout out of school. Right from the time he dropout school he always planned to go back again, but he knows the consequence of his home, and as he was also extremely poor in studies, he could not recite much of what was being taught in school. He said that he has great attention-seeking behaviour and easily gets angry; he criticizes his classmate a lot of times as he is feeling insecure. He often shows rebellious behaviour by damaging objects and frequently fights with young people at the same age from his locality. But as the young boy seems to be a very responsible person on the other hand as he never fails to take care of his sick father and his younger brother.

Duhawma does not have a stable job or income as he is working at a construction site daily to suffice his basic need, getting through life was difficult for him as he was tempted so many times by his peer group which make him abuse drugs and other intoxicating things., He wished that if he was in school and finished higher secondary school, he could have found a job to support his family and have a better career.

Case Study -III

Name: Ms. Hriatpuii (fictitious)

Age: 18 years

Sex: Female

A Teenage girl named Hriatpuii was born into a family from a low economic background, her family moved from rural places to Aizawl city hoping for a better life. As Hriatpuii has two younger brothers. Her parent does not have a good relationship as both parents are alcoholic. The situations and the circumstances that she goes through every day were unbearable for the little teenage girl, she often questions her existence and the miserable lives that she lived.

Hriatpuii attends Government school in the same locality. She was not able to perform her studies very well as She was often physically and verbally abused by her drunken father, as both the parents frequently fight, the home environment does not give time and space for her to learn her studies, she frequently scored a lower marks as compared to her classmate, which give her inferiority complex to her classmate to continue her studies. She was often making fun of her classmates because of her poor performance, which gives her the final decision to leave school.

Being the eldest among the siblings she has to support the family for her younger sibling's education, She started working in a Beauty parlor shop at the nearby locality within a few months she has a minimal income but as she has lack experience, she was not able to contribute much to the family. With all the trials and tribulations that she encounters she hopes for a better tomorrow, where all young people would have a home environment that allows them to study and reach their full potential.

Case study- IV

Name: Zokimi (fictitious)

Age: 18

Sex: Female

Zokimi (fictitious), aged 18, belonged to low-class family background. She had 1 elder sister and 1 younger sister. Her parents run a small business in the locality that they reside in. Her father had passed away due to Cancer, the year where Mawii had to give her final exam for Matriculation. She now resides with her mother and siblings. She was not the smartest girl in the class and also often flunk in her exam, her performance in primary and middle school was not very good and she was detained in her high school days. She don't feel the need to get higher degree because she do no hope to get secure (government) permanent job, the level of interest that her mother showed towards her studies is also very scant.

Zokimi and her siblings faced a lot of challenges. Since her mother is the only breadwinner in the family, her mother could not finance for their education, they have to help her mother in running their business which involves making candles, where they have to work day and night. She was unable to continue her studies and felt disappointed. She is very fond of painting and she is very creative. She felt jealous seeing girls of her age going to school without worries, she often peeped from her house and hide due to fear of repercussion. She said that she hesitated to expose herself within the society and does not involve much in a social gathering in her community as they often asked her why she dropout from school and does not continue her studies. She felt and wished her father would have lived longer and been there to support the family.

Case Analysis:

The case studies elucidate that student's who dropout from school have do not have much interest in studies result into a lower performance than their classmate. It reveal from the study that home environment play an important role, as it also leads to school dropout, and we can found out that parents are not much supportive of their children's education particularly who belongs to a broken home, who do not have a choice to stay in school as they are not financially sound to continue their studies. The cases also demonstrate that school dropout occur from their childhood due to poor scholastic performance and as a result growing up they have a lower chance of getting a high paid job, they have a sense of feeling negative towards themselves and often have an identity crisis, it gives them a sense of feeling helplessness, they get isolated as compared to the Youth in the same age group, they restrict themselves in the society and does not often share their circumstances that they go through due to the fear of repercussions.

II. Focused Group Discussion

A Focused Group Discussion was conducted among seven (7) school dropouts Youth, between the age of 17- 21 years, and their parents. The topic of the discussion includes factors that affect them to drop out of school, the importance of their home environment, and their performances in school.

Parents Group

The parent group comprises of six (6) members. The parents belong to different background having a different opinion, have said that as compared to their generation young people are receiving a better education as competition are much higher, and every parent wants to see their children prosper and perform better, even if they are from lower economic background they still wanted to send their children to school especially private institution, they believed that the medium of education will have a better impact for the child in his future, but as it requires a lot of attention and involves a lot of money parents find it difficult to support all of their children to send in private school, they wish to see more developed and better government school. They are worried that the syllabus that they taught in school is difficult for them to teach at home. Most of the parents are worried that even if they get a certain degree they will not get a job, they believed that if they take up and join some vocational course it will be more beneficial for them. They believed that in some of the school untrained teachers hamper their children's performance.

Suggestions:

The parent group felt that Government schools should be provided a better facility and quality education. The parent group felt that teachers have a great impact on their children's education. They wished to see more effort from them to motivate every child and tell them frequently about the importance of education. They also stated that they should spare more time and space for their children, and try in understanding their children much better. Therefore organizing parent-teacher meeting is crucial. They wish to see some courses that will be available apart from their curriculum to make teaching more interesting even for children who do not have much interest in education.

School Dropout Youth

The dropout youth believed and give importance to education as much as the school going Youth. The main factor that restrain them from being in school include, individual factors like they are not much interested in their education as their performance was lower as compared to their classmate and believed that they will not will get a good job even after completing their education, and also as they lack motivation from their parents and peer group. They strongly believed that familial factors such as economic status hamper their education and that parent are not much involved in their studies and are not much involves when they wanted to leave school. They wished they would involve in their studies and discuss certain topics with them.

The Dropout Youth feel that teachers should be more open and they should be able to communicate better when they faced issues. They wish their teacher would visit their homes to understand their home environment and talk to their parents. Schools should introduce vocational education or training to encouraged students. And believed that education should be student-centered, and required a good educator that will be able to facilitate the student.

Suggestions

They felt that reading should be inculcated more to widen their knowledge instead of preferring memorizing and by-heart learning and that students should try to write from their own understanding

They also suggest that schools should provide good educator trained and qualified teachers who should teach even the most backward students in the class with dedication.

Findings

From the above discussion, it can be found out that, Parents felt the need to strengthen the education system of Government school and that they felt a heavy burden to keep their children in private school which involves a lot of expenses for their education. Parent's felt that they should give more time and invest in their children's education and be aware of their performance in school, a teacher should be more vigilant and they have a great impact on the lives of their children's education. While the student group felt that parents should involve more and support them to the fullest to attain great marks. Their performance in school has a great impact on whether the child has the environment in the home to study. The discussions

revealed that school dropout out have high achievement orientation but are not able to continue their study due to their home environment that hampers their socio-economic status

III. Daily Activity Schedule

Daily Activity Schedule diagram reflects the kind of activities that one does daily and displays how the respondents spend their day. It helps us to understand how they utilized their time and the work involved.

No.of participants: 7

Date: 17/10/2019

Time: 6:30 pm

Venue: Sairang Dinthar

Figure 3. Daily Activity Schedule (Core)

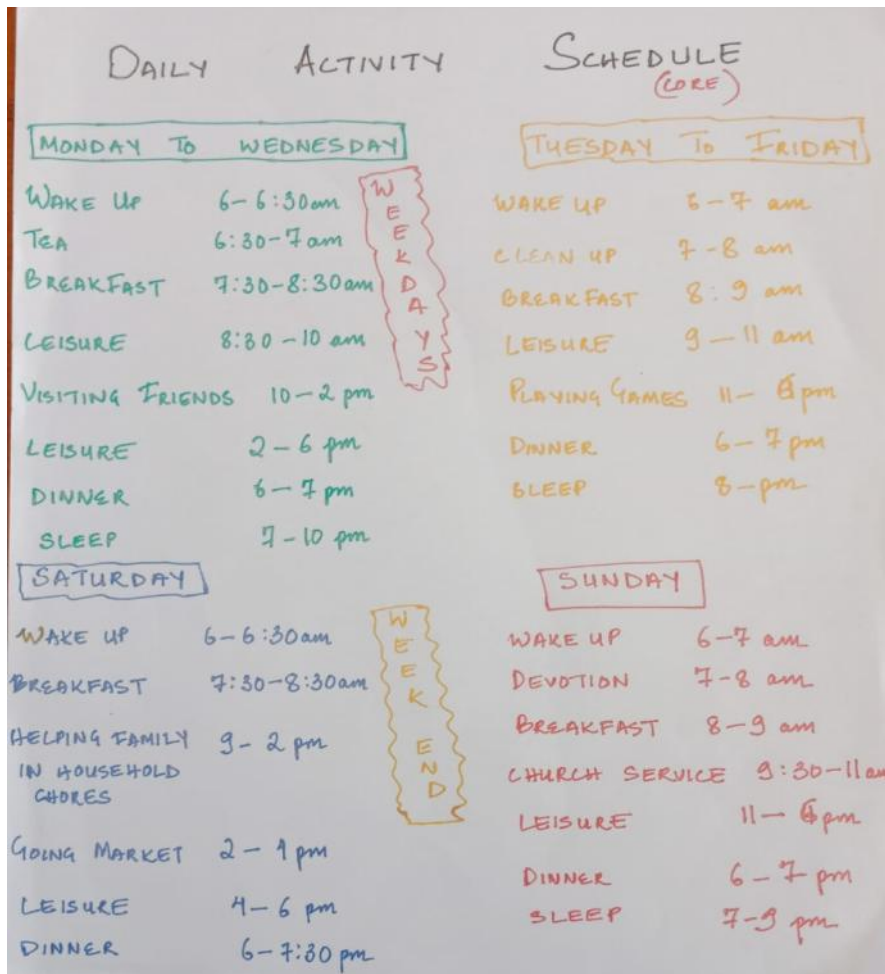


Figure 3 shows the daily activity schedule of the school dropout youth in the core area. It can be seen that the youth in the core area have more leisure time and are not much engaged into work, and spend more time outside their home, the activity schedule shows that the core area are more dependent on their family

Figure 4. Daily Activity Schedule (Periphery)

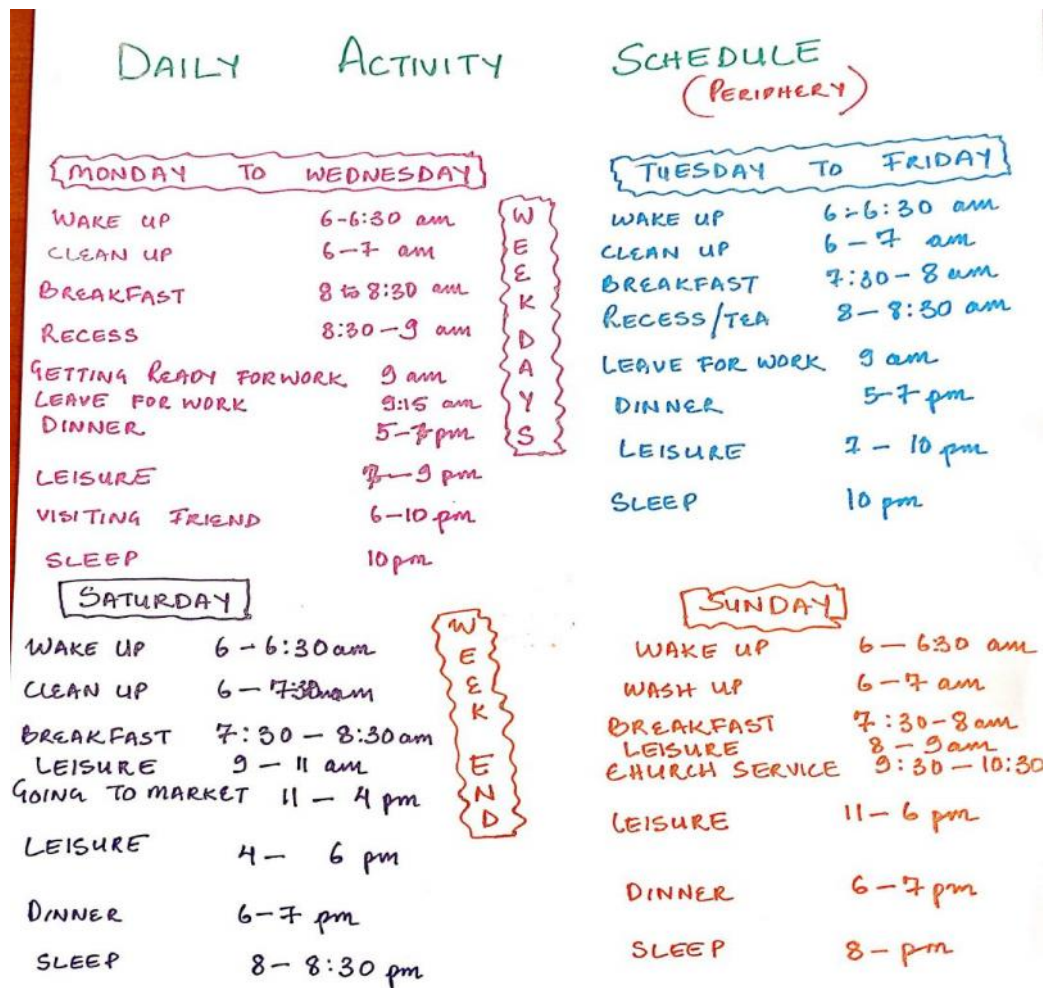
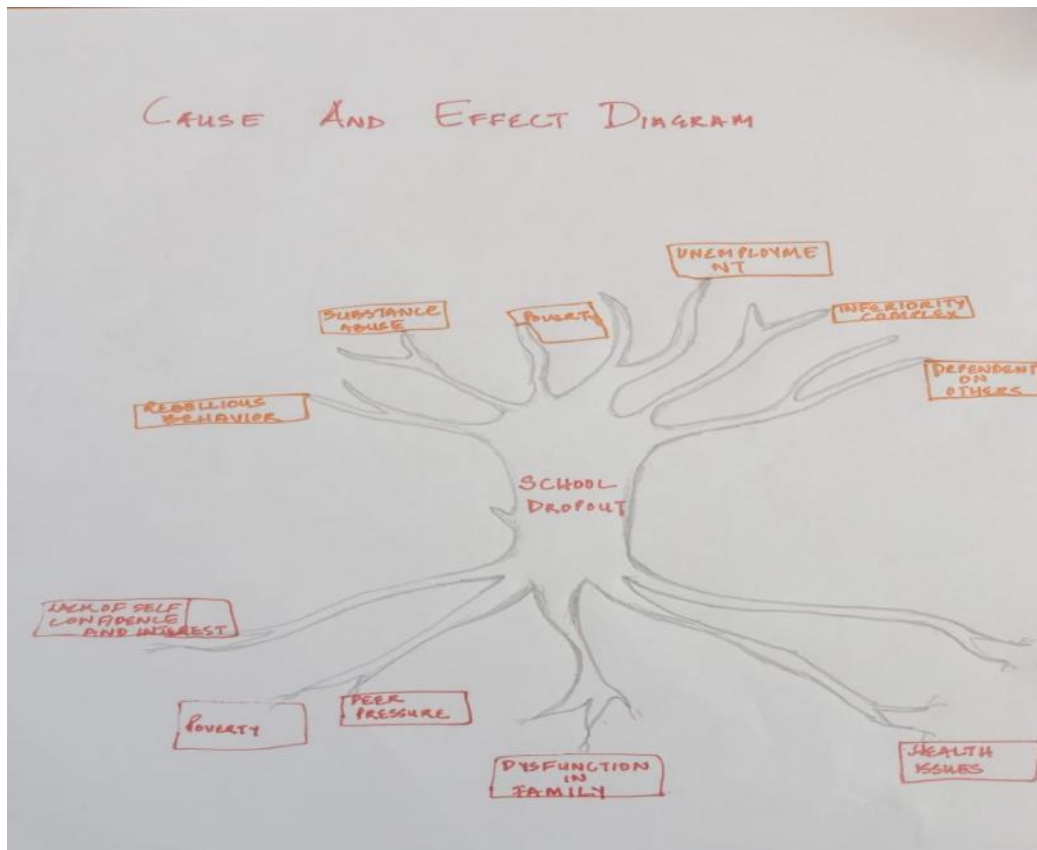


Figure 4 shows the daily activity schedule of the peripheral area. It can be concluded from the figure that the peripheral area is more engaged in work and does not have leisure time, they spend most of the weekdays working in their own field. While at the weekend they have more leisure time.

Figure 5. Cause and Effect Diagram



From figure 5, it can be found out that there are various factors that cause school dropout including dysfunction in the family, poverty, health issues, peer pressure and lack of interest in the studies. It can be identified that school dropout families have dysfunction in their own family, and they are more prone to have low self-esteem, as it leads them to have inferiority complex among the peer group which results in substance abuse.

The analysis also depicts that school dropout youth depend more on their family. Employment generation is difficult and they do not acquire a higher job, even if they are employed. It hampers not only the individual but the society at large.

The present chapter discussed both the quantitative and qualitative data of the present study in the form of one and two-way tables, correlation and its detailed analysis and interpretation by using statistical applications. The next chapter discusses the conclusion and suggestions based on the objectives of the present study.

CHAPTER - V

CONCLUSIONS AND SUGGESTIONS

In any society, the family environment plays a significant role in the growth and development in terms of physical, psychological, emotional, socio-cultural, religious and spiritual development for which the environment is an inseparable part of any individual, group, community, and society. The present study attempts to understand the family environment and school dropout among youth in Aizawl, Mizoram.

The first chapter introduced the background of the present study and discussed the youth, family environment, and school dropout. The statement of the problem, objectives of the study which are focusing the socio-economic characteristics, assessing the family environment, factors for contributing school dropouts and its relationships among the school dropouts and chapter scheme are presented in the first chapter.

The second chapter presented a review of the literature on the family environment and school dropout. The studies were categorized broadly into, studies on the importance of education, family environment, and Socio-Economic Status. Further, at the end of the chapter, the research gaps are highlighted.

The third chapter discussed the methods applied to the present study. The chapter was broadly divided into profile of the study area, pilot study, research design, sampling, unit of study, tools of data collection, sources of data, operational definition, analysis and report of case studies, focused group discussion daily activity schedule and cause and effect diagram. The study was conducted in four communities, representing two communities from the core and peripheral areas of Aizawl, Mizoram. The study was descriptive in design and cross-sectional in nature. A mixed-method approach was applied. Purposive sampling technique was used to select the respondent from the community and the sample size was 80. Family Environmental Scale by Moos and Moos through a structured interview schedule was employed to assess the family environment. The data were analyzed and processed using Microsoft Excel and SPSS where percentages, mean standard deviation test were also done.

The fourth chapter presented the tables and the interpretation based on the objectives of the present study. Further, at the end of the chapter, the qualitative discussion also elaborated with diagrams and figures and its results. The present chapter presents the summarization of the previous chapters, the major findings of the present study and suggestions.

Major Findings

The present chapter highlights the major findings of the study and based on the major findings the suggestions were drawn. The major findings of the present study are presented in five sections based on the objectives of the study. The first section presents the socio-economic profile which includes the profile of the respondent. The second section presents the familial environment of the respondents. The third section presents factors that contribute to school dropout. The fourth section presents the relationship between family environment and socio-economic characteristics of school dropouts.

Profile of the respondents

- The majority, more than half (54.30%) of the respondents are male belonging to the age group of 15-19 years i.e. teenagers and the mean age is 19 years.
- The majority, more than half (54.30%) belonging to the age group of 15-19 years belongs to peripheral area.
- The majority of the respondents almost two-third (35%) belong to Presbyterian denomination.
- The majority of two-thirds (65%) went to the government school.
- The majority two-third (65%) medium of education is Mizo.
- The majority of the respondents (48.80%) reach 10 standards.
- More than half (52.50%) of respondents are employed.
- The majority one fifth (23.80%) of the respondent are daily labor.
- The majority of more than half (52.50%) of the respondent's father's education is secondary level.
- Majority one third (36.25%) of the respondent fathers are engaged in the business.
- The majority of more than half (52.50%) of the respondent's mother's education is secondary.
- Two fifths (40.54%) of the respondent's mothers do business
- The vast majority (91.25%) belong to the nuclear family.
- The majority of more than two-fifth (43.75%) have a stable form of family.
- Majority two-third (66.25%) of the respondents have a medium family of 4-6 members with a mean and standard deviation of **4.25±4.17**
- Majority almost half (48.75%) of the respondents have two siblings with a mean and standard deviation of **2.55±.57**
- The majority of three fourth (77.50%) of the respondents are unmarried.

Socio-economic Characteristics by Area

- The majority of two-third (67.50%) of the respondents belong to BPL families.
- The majority one third (31.25%) has a monthly income of Rs.10000-15000 with a mean and standard deviation of Rs. 18425±11584.88
- The majority (52.50%) of the respondents rented a house.
- Majority two-third (66.25%) of the respondents lives in semi-pucca houses.
- The majority, three fourth (75%) of the respondents did not have the habit of saving.
- Only one fifth (20%) of the respondents did saving by themselves.

Family Environment of School dropouts

- Achievement Orientation is the highest mean score of 6.59 and the least means score is Intellectual cultural orientation with a mean score of 3.00 . Overall family environment (47.98) of the respondent's family environment is found to be good.
- The highest mean score among the respondents was found in Achievement Orientation (6.59) in which peripheral area respondents have the maximum mean score of (6.60).
- The highest mean score among the respondents was found in Achievement Orientation (6.59) in which female respondents the maximum mean score of (6.67).
- The highest mean score among the respondents from the age group 15-24 years is Achievement Orientation with a mean score of (6.59) in which 15-19 years of age group found the highest mean score of (6.74).

Factors Contributing to School Dropout Youth

- The highest mean score (.80) was found in lack of interest in studies and there is no difference between the two age groups (15-19) and (20-24). So, there is no significant difference between the two group in terms of lack of interest in studies.
- Lack of self confidence among 15-19 age group also score the highest (0.80). Then the next highest mean scores were found in age group (15-19) years of the respondents on the poor academic performance (0.71) and lack of self-confidence (0.66) respectively. However, among the age group of (20-24), poor academic

performance (0.76), lack of self-confidence (0.53), lack of parent interest (0.51) and financial constraints (0.49) are the next highest mean score in a respective manner.

- For the factors contributing to dropout youth including both male and female, the highest mean scores were found on lack of interest in studies (0.80), poor academic performance (0.74), lack of self-confidence (0.65), lack of parenting (0.58) and financial constraint in the family (0.49) respectively.
- The highest mean score was found on the factor of lack of interest in studies (0.80) in both the core and peripheral area, poor academic performance (0.74) and lack of interest in studies (0.84) and between the area, the core area has the higher mean value (0.84) which indicates the youth in the core area not showing much interest in studies, lack of self-confidence (0.65), lack of parenting (0.58) and financial constraint in the family (0.49).
- The spearman's correlation coefficient shows that among the respondents that the financial constraint and helping the family for household chores in the family plays another factor for dropout among the youth.

Assess the relationship between family environment and socio-economic characteristics of school dropouts

- The Family Environment Dimensions cohesiveness is positively correlated with the dimensions of expressiveness, Independence, Intellectual and cultural orientation, Organization and with the overall dimensions (FES) at 0.01 level of significance. Further, the dimension of conflict is negatively correlated with cohesiveness at the 0.01 level of significance.
- The dimension of expressiveness is positively correlated with Intellectual cultural orientation, organisation, and the overall dimensions (FES) at 0.05 levels and 0.01 level of significance. While the dimension conflict is negatively correlated with expressiveness at 0.01 level of significance
- The dimension of conflict is negatively correlated with Independence at (0.05), the organisation at (0.01) and the overall dimensions (FES) at 0.05 levels of significance. While the dimension of conflict is positively correlated with Active Recreation Orientation at 0.1 level of significance.

- The dimension of Independence is correlated with Achievement Orientation and the overall dimensions (FES) at 0.01 level of significance and also correlated with Moral religious emphasis and Organisation at 0.05 level of significance.
- The dimension of Achievement Orientation is correlated with Moral Religious Emphasis and the overall dimensions (FES) at 0.01 level of significance.
- The dimension of Intellectual Cultural Orientation is correlated with Active Recreational Orientation, Organisation, and the overall dimensions (FES) at 0.01 levels of significance. Further, it is correlated with control at (0.05) level of significance.
- The dimension of Active Recreation Orientation is correlated only with overall dimensions of (FES) at 0.05 level of significance.
- The dimension of Moral Religious Emphasis is correlated with the organisation and overall (FES) at 0.01 and 0.05 level of significance.
- There is a relationship with the Active Recreation Orientation dimension at 0.01 level of significance (Mann-Whitney test).
- The dimension of the Organization is correlated with control and overall (FES) at 0.05 and 0.01 level of significance.
- The dimension of control is correlated with overall (FES) at 0.05
- The spearman's correlation coefficient shows that among the respondents that the financial constraint and helping the family for household chores in the family plays a major factor for dropout among the youth.
- There was a negative correlation between parents do not give an interest in education and achievement orientation at 0.01 level of significance.
- Area (core and periphery) and moral religious emphasis were correlated negatively at 0.01 level of significance.
- The family environment dimension of cohesiveness and intellectual cultural orientation was negatively correlated with gender at 0.01 level of significance.
- The dimension of Active recreational orientation was negatively correlated with age and the dimension of Independence was negatively correlated with the mother's occupation at 0.01 level of significance.
- The dimension of intellectual cultural orientation was negatively correlated with the type of family at 0.01 level of significance and the dimensions of moral religious emphasis and organization were negatively correlated with the form of family.

- The Economic status is correlating with the dimension of Independence in the FES and is having a negative correlation with Active Recreation Orientation, which shows that the dropout youth spent more time on recreational activities.

Summarization of Qualitative findings

- The qualitative finding of the present study states that broken families play a major factor in dropout youth, other including lack of interest in their studies which result in poor performance. Hence, civil society organizations like YMA, MHIP and voluntary organization could come forward to take steps for a reunion of families and educate the significance of family environment for a healthier society.
- The parent group felt the need to strengthen Government schools in providing a better facility in imparting education for the children.
- Student's group wished to see more of encouragement from their parents to achieve and perform better.

Suggestions

The present study aims to suggest measures based on the findings for the betterment of the drop out youth for intervention. The following suggestions are presented as follows:

- The majority of the respondents are in the age group of 15-19 years (teenagers) and the mean age is 19 since they are in the adolescent group. It is a crucial period for dropout youth. Hence, there is a need to raise the importance of education among parents and dropout youth.
- Most of the dropout youth are daily wage labourers and also they attained up Class 10, based on these vocational training, capacity building programme could be organized at high and higher secondary levels with the help of the Education Department, and Ministry of Skill Development and Entrepreneurship.
- A trained professional counselor and school social work should be introduced in every school to provide counseling for each of the students focusing on students who have lower performance, it will give an in depth information where they can render help for the students.
- Since the achievement orientation dimension in the family environment is good and at the same time, the parents show less interest in the studies. Hence, there is a need for realist achievement orientation in the family environment system in the core and periphery area of youth focusing their gender, age and domicile especially for rural youth (periphery).

- Since, the majority of the respondents did not find interest in studies due to home environment and financial constraints, there is a need for educating the youth about the Scheduled tribes' scholarships and the various constitutional provision of the marginalized section of youth.
- The majority of the respondent's parents did not show sufficient care on parenting in the core area due to moral religious emphasis in the family environment. Hence, civil society organizations like the Young Mizo Association (YMA), MHIP (Women Organisation), and other Voluntary organization should emphasize education to prevent dropout.
- Majority of the respondent's family environment of the dropout youth were active in recreation orientation. Hence, the family and society should educate them to use their recreation time constructively.
- Since, the socio-economic characteristics such as area, gender, age, mother's occupation, type of family and form of a family were pivotal in the family environment of the respondents. Thus, there is a need for the socio-economic development of the family through education and skill development activities.
- Since the qualitative finding of the present study states that broken families play a major factor for dropout youth. Hence, civil society organizations like YMA, MHIP and Voluntary organization could come forward to take steps for a reunion of families and educate the significance of family environment for a healthier society.
- The focused group discussion among the parent group felt that Government schools should be provided a better facility and quality education.
- Parents-teacher meetings should be organized more.
- Creative and innovative method of teaching should be adopted; reading should be inculcated more in school to widen their knowledge instead of blindly memorizing notes, in order to make learning more interesting.
- More co-curricular activities should be incorporated.
- Creating conducive environment for different stakeholders to participate and actively contribute for the advancement of education.

- **Social Work Implication**

In the present study, social work methods like group work, casework, and community organization could use to educate students. The social worker can play an important role as an educator in raising and telling the value of education as the ecological system is disturbed.

Group counselling can be given on the importance of education at different levels and awareness among the parents, teachers, and the wider community to provide adequate knowledge. Further, the school counsellors can give counselling in terms of motivation, aspirations, and encouragement among the students for dropout prevention.

Community organization methods could also be practiced more and focused should be given in the peripheral areas with the help of civil society organizations for dropout prevention in the community.

The social welfare method could also be practiced with help of Central Social Welfare Board, State Social Welfare Board and Ministry of Human Resource Development, Ministry of Skill Development and other voluntary organizations for the employment generation to the dropout youths.

Recommendation for further research

There are tremendous scopes for further studies to develop a Family Environment Scale and to study the dropout youths in different states of Northeast India. Further, a comparative study could be conducted among the rural and urban dropout youths in Mizoram.

Conclusion

The study shows that the family environment correlates with socioeconomic status. It depicts the importance of the home environment which has a huge impact on the lives of the youth. The socio-economic characteristics such as area, gender, age, mother's occupation, type of family and form of a family were pivotal in the family environment of the respondents.

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Sl.No.....

**Family Environment and School Dropouts among Youth in Aizawl, Mizoram
Interview Schedule**

(Confidential and for M.Phil Research purpose only)

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I.Profile of the Respondent

Sl.No	Characteristics		
1.	Name	:	
2.	Age	:	
3.	Gender	:	1.Male 2.Female
4.	Sub-tribe	:	1.lusei 2.Hmar 3.Kuki 4.Lai 5.others(specify).....
5.	Birth order	:	1.Eldest child 2.Middle child 3. Youngest child 4. Only child
6.	Religion	:	1.Christian 2. Hindu 3. Muslim 4. Buddhist 5.Others(specify).....
7.	Denomination	:	1.Presbyterian 2.Baptist 3.UPC(NEI) 4.Seventhday Adventist 5.The salvation Army 6. Catholic 7. I.K.K 8.Others(specify)
8.	Educational Status	:standard
9.	Marital Status	:	1.Married 2.Unmarried 3.Divorced 4.Remarried
10.	Employment status	:	1.Employed 2.Unemployed
11.	Occupation	:	1.Beautician 2.Business 3.Daily Labour 4.Driver 5.Others(specify).....
12.	Type of School	:	1.Government school 2. Private
13.	Medium of education	:	1.Mizo 2. English
II	Details of the family		
15.	Father's education	:	1.Primary 2.Upper Primary 3.Secondary 4.Higher Secondary
16.	Father's occupation	:	1.Govt servant 2.Cultivator 3.Business 4.Daily labour 5. Others(specify).....
17.	Mother's education	:	1.Primary 2.Upper Primary 3.Secondary 4.Higher secondary
18.	Mother's education	:	1.Government servant 2.Business 3.Home maker 4.Cultivator 5.Vedor 6.Daily labour 7.others(specify).....
19.	Type of family	:	1. Joint 2. Nuclear
20.	Form of family	:	1.Stable 2.Broken 3.Reconstituted 4.Single parent

21.	Size of the family	:	
22.	No. of siblings in the family	:	
III	Socio-Economic Status of the family		
23.	Economic category	:	1.AAY 2.BPL 3.APL 4. No category
24.	Monthly Income of the family	:	Rs.....per month
25.	Ownership of the House	:	1.Owned 2.Rented
26.	Type of House	:	1.Pucca 2.Semi-Pucca 3.Kutcha
27.	Do you have the habit of saving	:	1.Yes 2. No
28.	Where do you save?	:	1.Bank 2. Self 3.Post office 4.Chit fund 5.Any other(specify)

IV. Family Environment

Instruction to the client/parent: Please read the instruction carefully. If the statement describes your family, put a mark for true and if it does not describe your family put a mark against false. If you are not sure give an answer based on what your family is like most of the time. Make sure you respond to all the statements.

Sl.No.	Statement	True	False
1	Family member really help and support one another		
2	Family members often keep their feelings to themselves		
3	We fight a lot in our family		
4	We don't do things on our own very often in our family		
5	We feel it is important to be the best at whatever you do		
6	We often talk about political and social problems		
7	We spend most weekends and evenings at home		
8	Family members go to church/temple/mosque fairly often		
9	Activities in our family are pretty carefully planned		
10	Family members are rarely ordered around		
11	We often seem to be killing time at home		
12	We say anything we want to around home		
13	Family members rarely become openly angry		
14	In our family , we are strongly encouraged to be independent		
15	Getting ahead in life is very important in our family		
16	We rarely go to lectures, plays or concerts		
17	Friends often come over for dinner or to visit		
18	We don't say prayers in our family		
19	We are generally very neat and orderly		
20	There are very few rules to follow in our family		
21	We put a lot of energy into what we do at home		
22	It is hard 'to blow off steam' at home without upsetting somebody		
23	Family members sometimes get so angry they throw things		
24	We think for ourselves in family		
25	How much money a person make is not important to us		
26	Learning about new and different things is very important in our family		

27	Nobody in our family is active in sports or other games		
28	We often talk about the religious meaning of festivals or other holidays		
29	It is often hard to find things when you need them in our household		
30	There is one family member who makes most of the decisions		
31	There is a feeling of togetherness in our family		
32	We tell each other about our personal problems		
33	Family members hardly ever lose their tempers		
34	We come and go as we want to in our family		
35	We believe in competition and may the best man win		
36	We are not that interested in cultural activities		
37	We often go to movies, sports, events, camping etc		
38	We don't believe in heaven or hell		
39	Being on time is very important in our family		
40	There are set ways of doing things at home		
41	We rarely volunteer when something has to be done at home		
42	If we feel like doing something on the spur of the moment we often just pick up and go		
43	Family members often criticizes each other		
44	There is very little privacy in our family		
45	We always strive to do things just a little better the next time		
46	We rarely have intellectual discussion		
47	Everyone in our family has a hobby or two		
48	Family members have strict ideas about what is right and wrong		
49	People change their minds very often in our family		
50	There is a strong emphasis on following rules in our family		
51	Family members really back each other up		
52	Someone usually gets upset if you complain in our family		
53	Family members sometimes hit each other		
54	Family members almost rely on themselves when a problem comes up		
55	Family members rarely worry about job promotions, school grades etc.		
56	Someone in our family play a musical instrument		
57	Family members are not very involved in recreational activities outside work or school		
58	We believe there are some things you just have to take on faith		
59	Family members make sure their rooms are neat		
60	Everyone has an equal say in family decisions		

61	There is very little group spirit in our family		
62	Money and paying bills is openly talked about in our family		
63	If there is an disagreement in our family, we try hard to smooth things over and keep the peace		
64	Family members strongly encourage each other to stand up for their rights		
65	In our family we don't try that hard to succeed		
66	Family members often go to the library		
67	Family members sometime attend courses or take lesson for some hobby or interest(outside of school)		
68	In our family each person has different ideas about what is right and wrong		
69	Each person's duties are clearly defined in our family		
70	We can do whatever we want to in our family		
71	We really get along well with each other		
72	We are usually careful about what we say to each other		
73	Family members often try to one-up or out-do each other		
74	It is hard to be by yourself without hurting someone's feelings in our household		
75	Work before play is the rule in our family		
76	Watching TV is more important than reading in our family		
77	Family members go out a lot		
78	The religious texts are very important in our home		
79	Money is not handled carefully in our family		
80	Rules are pretty inflexible in our household		
81	There is plenty of time and attention for everyone in our family		
82	There are lot of spontaneous discussions in our family		
83	In our family, we believe you don't ever get anywhere by raising your voice		
84	We are not really encouraged to speak up for ourselves in our family		
85	Family members are often compared with others as to how well they are doing work or school		
86	Family members really like music, art and literature		
87	Our main form of entertainment is watching TV or listening to the radio		
88	Family members believe that if you sin you will be punished		
89	Dishes are usually done immediately after eating		
90	You can't get away with much in our family		

V.Factors Contributing to School Dropouts

Sl.No	Characteristics	YES	NO
1	Poor academic performance		
2	Frequent absenteeism		
3	Scolding from the teachers		
4	Lack of interest in the studies		
5	Financial constrain in the family		
6	Parents do no give interest in education		
7	Helping family for household chores		
8	Lack of encouragement by the teachers		
9	Lack of self confidence		
10	Too much pressure from parents		

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : Lallawmkimi

DEGREE : M.Phil

DEPARTMENT : Social Work

TITLE OF DESERTATION :Family Environment and School Dropouts among Youth in Aizawl, Mizoram.

DATE OF PAYMENT OF ADMISSION : 17th August, 2018

COMMENCEMENT OF SECOND SEM/ DISSERTATION: 19th July 2019

APPROVAL OF RESEARCH PROPOSAL

1. BOS : 4th April 2019
2. SCHOOL BOARD :10th April 2019
3. REGISTRATION NO. & DATE : MZU/M.Phil./552 of 10.04.2019
4. EXTENSION IF ANY :NA

(KANAGARAJ EASWARAN)

Head

Department of Social Work

Mizoram University

BIODATA

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Sl.No	Class	Subject	Board/University	Percentage	Division/ Grade
1	HSLC	-	MBSE	55.12%	Third
2	HSSLC	Arts	MBSE	67.2%	Second
3	Bachelor of Arts	General	Delhi University	66.3%	Second
4	Master of Social Work	Family and Child Welfare	ICFAI University	72%	First