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蒙古南戈壁地區學生輟學之實證研究

School Dropout in South Gobi, Mongolia: An Empirical Study

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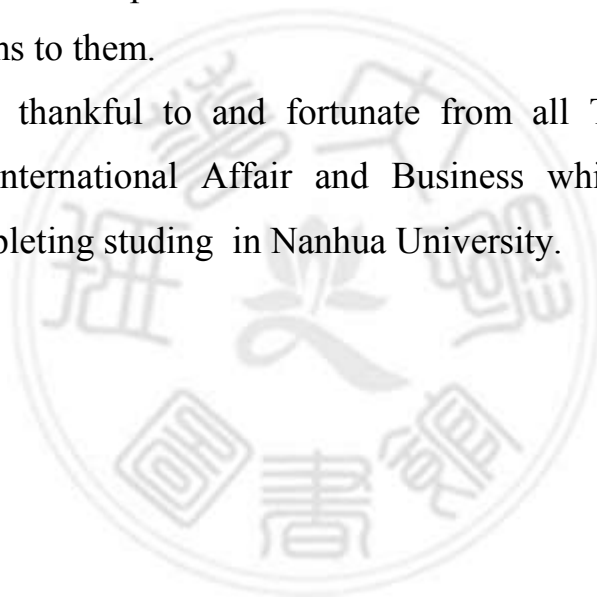
摘要

　　任何國家的未來都不可避免地與兒童的發展聯繫在一起。全世界所有的家長、教育工作者和決策者都在關注如何在這個時代培養出合適的人才。近年來，中學輟學問題引起了研究人員、政策制定者和教育工作者越來越多的興趣。在每個領域內，討論確定了所涉及的重要問題、這些問題的研究現狀以及對未來研究的考慮。本研究旨在探討輟學原因是否因年級及年齡而異。我們比較了所有中學生、民族和性別群體在年級和年齡段的輟學率和原因。綜合中學的資料被用來研究學校規模、提供的學術內容的多樣性和學校的社會環境的直接影響，以及對輟學率的間接影響。調查中輟學的原因之一是貧困。他們為了為家庭生計做出貢獻，輟學從事放牧和其他工作。移民是導致輟學的因素之一。移民的根本原因是失業。由於失業，向城市遷移的人數很高。研究結果顯示，被虐待或歧視同學或同齡人的孩子經常輟學。大多數被調查者是輟學兒童父母，他們受過初等教育和中等教育。受教育程度低的父母不重視孩子的課程，也無法幫助和教育孩子。調查結果表明，學校規模與輟學率之間的潛在聯繫幾乎完全歸因於社會氛圍。這項研究調查了輟學統計數字和輟學原因，以及對教育的影響和態度。

關鍵字：輟學、同儕、中學、輟學率、教育程度

ABSTRACT

The future of any country is inevitably linked to the development of the child. All parents, educators, and policymakers around the world are concerned about how to build the right people in this era. The problem of secondary school dropouts has generated increased interest among researchers, policymakers, and educators in recent years. Within each area, the discussion identifies the important issues involved, the current state of research on the issues, and considerations for future research. This study tests whether the dropout reasons to leave school differ by grade level and age. We compare dropout rates and reasons across grade levels and ages for all secondary school students, ethnic groups, and gender groups. Information from comprehensive secondary schools was employed to study depicting a direct influence of school size, the diversity of academic offerings and on the school social climate, as well as an indirect effect on the dropout rate. The one reason of dropout school in the survey is poverty. In order to contribute to the livelihood of families, they said they have dropped out of school for herding and other jobs. Parental care was one of the factors that led to drop out school. The root cause of the parental care problem was unemployment and education. The study results show that children who have been abused or discriminated against their classmates or their peers often drop out of school. The majority of respondents were school dropped children parents who had primary education, complete secondary education. Low-educated parents do not pay attention to their children's classes and not able to help and teach to their children. The findings indicated that potential links between school size and dropout rate were almost totally attributable to the social climate, particularly those elements dealing with student participation and the severity of the problem environment. The study examined the reasons for the dropout statistics and the reasons for dropping out, as well as the impacts and attitudes towards education.

Keywords: School dropout, peer, secondary school, dropout rate, education

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CHAPTER ONE: INTRODUCTION

1.1 Research background and research motivation

South Gobi aimag have 15 villages. It is located 560 kilometers from Ulaanbaatar capital city. South Gobi aimag is the largest territory in Mongolia. A total of 21,983 households have a population of 68,114. A total of 22 schools was operating in the 2018-2019 academic year and 12,109 children enrolled in 431 classrooms. This academic year, 881 children live in 20 dormitories, of which 56.2% are female students. There are 605 teachers working in the secondary education schools.

The secondary school of Sevrei village was established in 1925. Two hundred and twenty four students was studying in one to ninth grade at this school in the 2018-2019 academic year. The school has twenty-one teachers and fourteen service workers. Fifty five students was living in the school dormitory. The secondary school of Noyon village was established in 1940. One hundred and forty four students was studying in one to ninth grade at this school in the 2018-2019 academic year. The school has nineteen teachers and eleven service workers. The secondary school of Gurvantes village was established in 1957. Nine hundred and seventeen students was studying in one to ninth grade at this school in the 2018-2019 academic year. The school has seventy-one teachers and twelve service workers. In school this year, one hundred and fifty seven students were living in the dormitory. I had worked in Sevrei village local government department for four years. While I was working in the local government, I noticed that western villages school drop outs between 12-15 years olds were significantly higher than in eastern villages of South Gobi. This condition created me a motivation that to study the cause of school dropouts in those villages.

1.2   Research question

Research question: Why are 12 to 15-year-old children's school dropout rate in west South Gobi higher than those in east South Gobi?

And author is going to test following hypothesis for school dropouts in western and eastern villages.

- H1: Family environment and parental care influence to school drop outs
- H2: Household living standards influence to school drop outs
- H3: Peer pressure and discrimination influence to school drop outs

1.3 Research process

Figure-1 introduces the overall framework of the study describing the process of conducting the research which have eight steps. Basic information on the research motivation and background should be provided first to define the research problem. Once the research problem is identified clearly, the objectives of the study will be defined. And then the literature review will follow. Next step would to construct the questionnaire to collect data from the sample. The questionnaires will be taken from drop out students' parents of western and eastern school. After that, collected and completed questionnaires will be processed for data analysis. And then final two steps would be to consider the findings, make a conclusion and recommendations for future study.

The quantitative research design will be used for my thesis study. I will collect data using interviews and questionnaire method. Finally, author handle questionnaires and make analysis and conclusion. So author had possibility to make judgmental and purposive sampling questionnaire of cross-sectional study for the number of contacts with the study population according to preplanned research design.

1.4 Literature review

There are number of articles and books written on features of the secondary school, features of middle classes and school drop outs. In this thesis author intends to explain cause of Mongolian South Gobi western and eastern school children drop outs. Also author will try to more explain about the herder parent children influencing factors on Mongolian South Gobi above village's school drop outs.

To understand Mongolian school drop outs especially South Gobi western village school dropout, there are a few of the works published by several researchers that discuss about the drop outs. Educational Co-operation Society (Odgerel.Ts, 2014) stated that official statistics on out-of-school and out-of-school children can not contain all neseccary information. And that research also emphasized that boys are more connected to school drop outs problems. In particular, poverty, livestock and employment have led them to drop out of school. Another research (Gerelmaa.A, 2015) mentioned about parents and teachers answered that the main reason for drop-outs is poverty, as well as get out of school in order to livestock raising to support family livelihoods. As pointed out Rumberger (2001), understanding why students drop out of school is the key to addressing this major educational problem. Yet identifying the causes of dropping out is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array of proximal and distal factors related to both the individual student and to the family, school, and community settings in which the student lives. It is widely acknowledged that schools exert powerful influences on student achievement, including dropout rates. But demonstrating the influence of schools and identifying the specific school factors that affect student achievement presents some methodological challenges. The biggest challenge is disentangling the effects of student and family background from the effects of school factors. Recent developments in statistical modeling have allowed researchers to more accurately estimate school effects after controlling for the individual background characteristics of students.

In order to understand school dropout more clearly, there is need to know more about the features secondary school. About the education and Mongolian education organization, Narantsetseg (2005) expressed her attitude: the mission of the education is to ensure that citizens of Mongolia are fully accessible and accessible to the fullest extent possible in the humanities and civil democracies to pursue their full development, to solve their problems, to work effectively. In order to acquire necessary knowledge, skills, technology and cultural value for their well-being services, sustainable development of Mongolia's sustained civil society, sustainable source of national development, national independence and security to secure the assurance are need. Another researcher Uuganbayar (2014) stated that education is the values, beliefs and forces that make an individual more inclined to development and, ultimately, the power to change social behavior. Each child should be offered courses that are tailored to their needs and interests.

About education and its connection with school dropouts, Rumberger (2001) argued that socioeconomic perspectives focus on the fiscal, human, and social resources of families, schools, and communities and their similar influence on the development of students' values and cognitive abilities across all racial and ethnic groups. Sociocultural perspectives focus on cultural differences in the attitudes and behaviors among racial and ethnic groups that influences school success in both the social and academic arenas. Because dropouts leave school for a variety of reasons, services provided they must be flexible and tailored to their individual needs. Also the problematic attitudes and behaviors of students at risk of dropping out appear as early as elementary school, dropout prevention strategies can and should begin early in a child's educational career. Dropout prevention programs often target secondary school students who may have already experienced years of educational failure or unsolved problems. Similarly, dropout recovery programs must attempt to overcome long standing problems in order to get dropouts to complete school. Consequently, such programs may be costly and ineffective. Conversely, early intervention may be the most powerful and cost effective approach to dropout prevention. The overall conclusion is that there are a variety of potentially effective approaches.

This thesis not only provide background of the school drop outs, but also provide education and features of the school middle classes. There are several literatures on this topics in particular that provide a good general overview. About children development stage, Uyanga (2008) concluded that each stage of the child has its own specifics and specific difficulties. Each of their own specifics and difficulties requires a special approach to them. Children's perceptions between the ages of 11 and 15 are different. Another feature of teenage thinking is that the image and mental form of play have a significant role in mental development. Another researcher Uuganbayar (2014) discussed more detail about children developments. To solve the problem of human development, scientists have put forward a lot of theories. The ability to develop at a particular stage becomes the foundation for the next. In school, children between 7 and 10 years old dominate rather relatively incompetent, unstable and inactive. Children of this age are very traffic and have tired easily and it have very movement of emotional. The mental characteristics of this age change significantly and the main activity is learning. It is a time to learn how to work properly, to develop talents, how to learn, to learn to communicate with peers and people. In school, for children who are adolescence between 11 and 16 years old are be experienced with intense body growth and mental development

intensively. With the transition to adolescence, the child's intellectual ability and skills will be identified, and abstracted. During the course of of the lesson, the abstract thinking of a child can learn and summarize the phenomena and things that are being investigated. School higher age 17-18 Age needs of this age are stable and self-expression. Their worldview and ability to evaluate their position. They are more interested in friendship, romance, meaning of life, and choosing profession and the status of the individual and civic position will be developed.

About how important parental care to children, Ankhbayar (2016) stated that the foundation of the trust begins with a small age. It is very important for the child to love enough for his / her age and to continue to support the child in the future. Parents need to encourage the child to participate in the solution as much as possible, how to learn and how to do it, and to make sure that they are independent of themselves.

In the end, the use of other literatures such as some scholar research papers such as Gerelmaa.A (2015), Coleman (1993) and other local government annual public researches related to the topic in this thesis are used extensively to support the completeness of the thesis. The author cited and noted resources which all inter-related and logically connected between the chapters.

1.5 Methodologies and research limits

Quantitative research seeks to identify factors or relationships in a sample that can be assumed to be true of the population from which the sample was drawn. It may involve transcribing and analyzing interviews, or participant observation methodologies. Some of the more commonly used designs in quantitative studies could be divided by examining them from three different perspectives:

1. The number of contacts with the study population;

2. The reference period of the study;

3. The nature of the investigation.

Based on the number of contacts with the study population, designs may be classified into following three groups:

1. Cross-sectional studies;

2. Before-and-after studies;

3. Longitudinal studies.

Cross-sectional studies, also known as one-shot or status studies, are the most commonly used design in the social sciences. This design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population.

Most methods of data collection can be used in both qualitative and quantitative research. Several methods can be used to gather primary data. The choice of a method depends on the aim of the study, the resources available and the skills of the researcher. Based upon those broad approaches to information collecting, collecting primary data can be divided as:

- Observation;
- Interviewing;
- Questionnaire.

A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The purpose of sampling in quantitative research is to draw inferences about the group from which you have selected the sample,

The primary data was collected through an empirical study directly relating to the study purpose. Therefore, this research will be made through conducting the questionnaire. Descriptive statistics are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire or a sample of a population.

So author had possibility to make judgmental and purposive sampling questionnaire of cross-sectional study for the number of contacts with the study population according to preplanned research design.

Even though the research reached its aim, there may be some possible limitations in this study.

First- The writer didn't get the questionnaire from western and eastern school teachers. Because the writer has willing to more pay attention to herder parents and their living environment influencing of school dropout. So this attitude influences to research result quality and completeness.

Second- The lack of knowledge that writer had. The topics of upbringing, pedagogy and adolescence are more complex. According this complex knowledge,

there might be another school dropout influencing factors. So the author will be limited.

1.6 Thesis structure

The research study consists of 5 different sections and it was designed in the following orders:

Chapter one; Introduction

The chapter includes a general understanding of the importance and the problem of the research. The content starts the research motivation and hypothesis, the method as well as it continues until research issues and objectives.

Chapter two; Literature reviews

In this section would be made literature review about school drop outs and it will give a detail understanding of theoretical background related to a topic. Each-subsection of chapter two will express of family environment, household living standards and peer pressure in case of secondary school dropout.

Chapter three; Research methodology

This section based on previous chapter or literature reviews and introduces a theoretical framework, hypothesis, analyzing methods, questionnaire design to implement the study objectives.

Chapter four; Data analysis

The section includes data which collected by using questionnaire method. After that author make analysis procedures based on collected quantitative data and assess each produced results.

Background, motivation and purpose of research

$\Downarrow$

Literature review

$\Downarrow$

Construct the research framework and hypothesis

$\Downarrow$

Questionnaire design and revision

$\Downarrow$

Questionnaire survey and data collection

$\Downarrow$

Data analysis and hypothesis testing

$\Downarrow$

Result

$\Downarrow$

Conclusions, limitations and recommendations of research

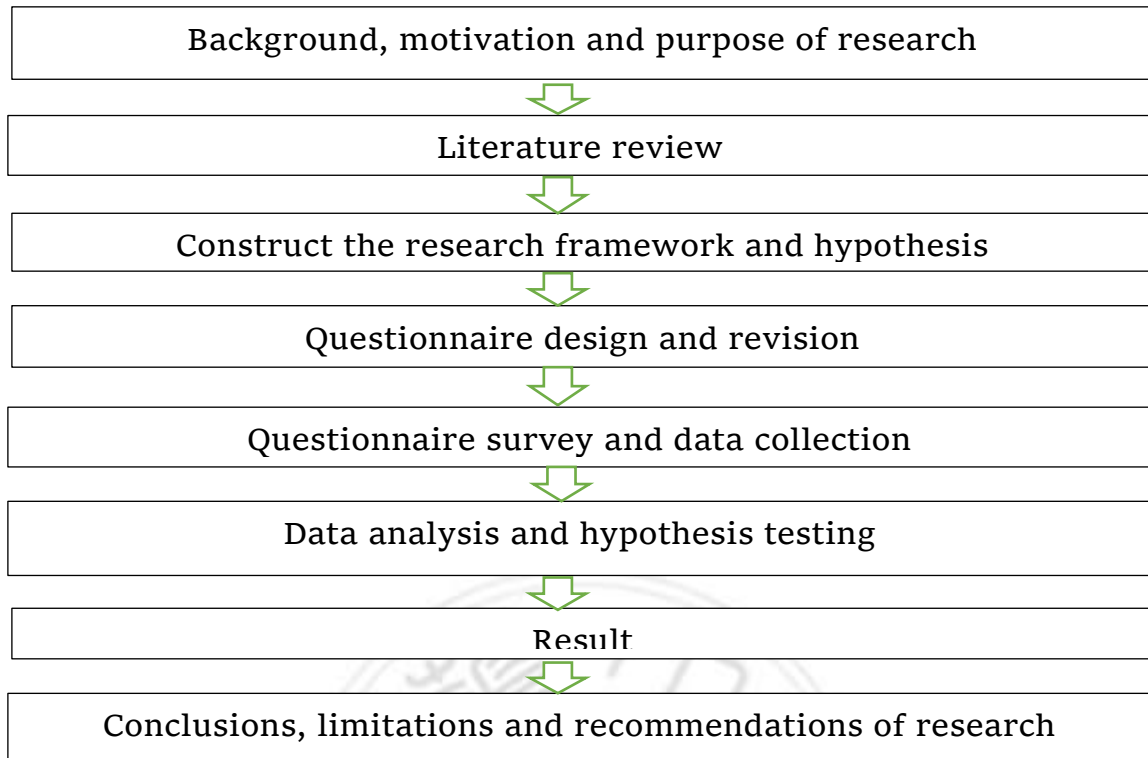Figure – 1 Research procedure

Source: The Author

Chapter Five; Conclusion

In final chapter, author would review all research findings and try to make conclusions based on collected questionnaire results according to school dropout hypothesis factors which are family environment and parental care influences, household living standards influences and peer pressure and discrimination influences.

CHAPTER TWO: LITERATURE REVIEW

2.1 The features of secondary school and middle classes

Each stage of the child has its own specifics and specific difficulties. Each of their own specifics and difficulties requires a special approach to them (Uyanga.B, 2008).

Child development is a combination of bio-social development. Biological development is the result of the development of the soul in the process of ontogenesis, and the result of the development of the individual is social development. They are not only complex in structure but also integral in function. Therefore, it is necessary to consider not only the development of the child as a whole, but also the combination of methods of interaction and interrelated factors. There is needs to discover that each child has his or her own personality, and develop other attributes based on it, so that the child can identify and value himself or herself. One of the reasons for their maturity is the lack of extra-curricular activities among children and the lack of proper leisure time (Uuganbayar.M, 2014).

Children's perceptions between the ages of 11 and 15 are different. Another feature of teenage thinking is that the image and mental form of play have a significant role in mental development (Uyanga.B, 2009).

The foundation of the trust begins with a small age. It is very important for the child to love enough for his / her age and to continue to support the child in the future. Parents need to encourage the child to participate in the solution as much as possible, how to learn and how to do it, and to make sure that they are independent of themselves (Ankhbayar.B, 2016).

To solve the problem of human development, scientists have put forward a lot of theories. The ability to develop at a particular stage becomes the foundation for the next. In school, children between 7 and 10 years old dominate rather relatively incompetent, unstable and inactive. Children of this age are very traffic and have tired easily and it have very movement of emotional. The mental characteristics of this age change significantly and the main activity is learning. It is a time to learn how to work properly, to develop talents, how to learn, to learn to communicate with peers and people. In school, for children who are adolescence between 11 and 16 years old are be experienced with intense body growth and mental development intensively. With the transition to adolescence, the

child's intellectual ability and skills will be identified, and abstracted. During the course of of the lesson, the abstract thinking of a child can learn and summarize the phenomena and things that are being investigated. School higher age 17-18 Age needs of this age are stable and self-expression. Their worldview and ability to evaluate their position. They are more interested in friendship, romance, meaning of life, and choosing profession and the status of the individual and civic position will be developed. (Uuganbayar.M, 2014).

The main criterion for human physical development is its coalition, flexibility, power, tolerance and speed. The development of the mind is a change in the intellectual characteristics of a child from a level of quantitative and qualitative to a higher level. The development of moral of the child is a process whereby he or she practices the behavior of ordinary people in the community. Development of moral begins with a young age and lasts for a lifetime (Uuganbayar.M, 2014).

According to the Mongolian Family Law: "Family members are responsible for the care and care of each member of the family by regulating the social and personal interests of their members and the succession of their offspring and their proper upbringing (Parliament of Mongolia, 2009).

2.2 Feature of the secondary school

The vast majority of illiterates and dropped out young people are to poor families. About 60 percent of those families who are registered with the Labor Regulation Office and seeking employment are uneducated (Southgobi, 2009-2015).

The enrollment ratio in basic education is 94.2% and 5.8 % of 6-15 year olds are out of school. There has poor quality of education but also infrastructure, clean water, heat, and electricity supply of schools and dormitories have not been solved. The internal migration of students is high because of the quality of training, the ethics of teachers, the dormitory conditions, and the availability of professional teachers. Teachers' social issues are inadequate, workloads are needed to reduce, and teachers need to improve productivity (Southgobi, 2009-2015).

Education is the values, beliefs and forces that make an individual more inclined to development and, ultimately, the power to change social behavior. Each child should be offered courses that are tailored to their needs and interests (Uuganbayar.M, 2014).

The mission of the Education is to ensure that citizens of Mongolia are fully accessible and accessible to the fullest extent possible in the humanities and civil

democracies to pursue their full development, to solve their problems, to work effectively. In order to acquire necessary knowledge, skills, technology and cultural value for their well-being services, sustainable development of Mongolia's sustained civil society, sustainable source of national development, national independence and security to secure the assurance are need (Narantsetseg.N, 2005).

In today's educational reforms, the issue of the development of teachers and the development of children are crucial, so creating and enabling environment for child development is an urgent task. In other words, it depends on the environment of the child's development. Some researchers, however, believe that the child's interior is an environment. The child's learning environment will be more appropriate for the needs of the child. (Bayankhuu.N, 2001).

The "Right Mongolian child" National Program is designed to create a family, education and social environment that every citizen of Mongolia can be creative, confident, decision-making, co-operative, lifelong learning, and national citizenship, culture and traditions. Although the program differs from age, sex, ethnicity, religion, social status, and social origin, "every child" should have equal access to quality education. Which are important for them to focus on development. In implementing the program, the principles of ensuring participation of families, communities and civil society are to be followed. The program focuses on building a learning environment for every child (Parliament of Mongolia, 2013).

Base of the concept is delivering quality education to every citizen of Mongolia. The education system in Mongolia is comprised of formal and non-formal education and consists of preschool, primary, secondary, vocational and higher education. Content and standards of formal education shall be determined in accordance with the law and can be provided by elementary and secondary education by equivalency (equivalent) curriculum. In 2002, by the Law on Education provides primary education 5, basic education 9, and secondary education 12-year term. To reaffirm the equality of education for boys and girls, it has created a favorable legal environment to attain gender equality through education. Also, it is very important for everyone to establish the right to education for free, the right to compulsory basic education and to prohibit all kinds of discrimination, violence and abuse (Parliament of Mongolia, 2002).

Students at the basic level of education should be trained in oral and written language skills in Mongolian, mother tongue, culture and national consciousness. It is

important to make the minimum requirements for learning and teaching environment in order to define the optimal conditions for providing primary and secondary education to students of secondary schools (Tsedevsuren.N, 2006).

It is the responsibility of the educational institution and the teacher to create a favorable learning environment for the child's desire, to develop a child and create a favorable learning environment for children's needs (Bayankhuu.N, 2001).

Understanding why students drop out of school is the key to addressing this major educational problem. Yet identifying the causes of dropping out is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array of proximal and distal factors related to both the individual student and to the family, school, and community settings in which the student lives. It is widely acknowledged that schools exert powerful influences on student achievement, including dropout rates. But demonstrating the influence of schools and identifying the specific school factors that affect student achievement presents some methodological challenges. The biggest challenge is disentangling the effects of student and family background from the effects of school factors. Recent developments in statistical modeling have allowed researchers to more accurately estimate school effects after controlling for the individual background characteristics of students (Rumberger, 2001).

 Socioeconomic perspectives focus on the fiscal, human, and social resources of families, schools, and communities and their similar influence on the development of students'' values and cognitive abilities across all racial and ethnic groups. Sociocultural perspectives focus on cultural differences in the attitudes and behaviors among racial and ethnic groups that influences school success in both the social and academic arenas. Because dropouts leave school for a variety of reasons, services provided they must be flexible and tailored to their individual needs. Also the problematic attitudes and behaviors of students at risk of dropping out appear as early as elementary school, dropout prevention strategies can and should begin early in a child's educational career. Dropout prevention programs often target secondary school students who may have already experienced years of educational failure or unsolved problems. Similarly, dropout recovery programs must attempt to overcome long standing problems in order to get dropouts to complete school. Consequently, such programs may be costly and ineffective. Conversely, early intervention may be the most powerful and cost effective approach to dropout prevention. The overall conclusion is that there are a variety of potentially effective approaches (Rumberger, 2001).

2.3 Cause of school drop-out rate higher in secondary school middle classes

According to the Law on Education, basic education is mandatory for children from 7 to 16 years old to 1-9 grades. Children who are not enrolled in school are defined as drop out children. Even though parents and teachers consider poverty as the main reason for dropping out of school, as well as they also agree herding as a source way of contributing to family livelihood. Parents know that their children drop out school for herding and contributing to family livelihood. (Gerelmaa.A, 2015).

The results of the "Drop Out in Mongolia" survey conducted by the Education Cooperation Society found that statistics on drop out children outside the school were not fully covered by the real information, and the boys were more exposed to school dropouts. In particular, poverty, livestock breeding, and employment are causing them to drop out of school. According to educational statistics, from 1169 children who are aged 6-14 report show that 765 boys have dropped out of school, and 91.9 percent of the 765 boys have in rural (Odgerel.Ts, 2014).

It is better for girls to stay in school due to the fact that girls are more prone to violence. Girls who are not attending school are expecting an early pregnancy. Thus, education has become a driver of protection and support for girls. Out-of-school girls usually take care of their siblings or someone who is disabled or in need of care (Gerelmaa.A, 2015).

The dropout problem has caused negative economic development and resulted to wasted talents and the incompetent labor force in most parts of the world. This can be evidenced by economic and social stagnation in some parts of the world. Processes of change brought by student dropout have become so rapid and intense that they give rise to major social economic challenges which can have disruptive effects on traditional lifestyles, morals, religious beliefs and everyday patterns without clear new values. (Barton, 2005).

Family composition, that is, the number of adults in the household and their relationships to the children, constitutes another social resource, the nature of which can affect educational opportunities in the home. Similarly, the absence of a parent may negatively impact a child's learning environment. For example, in families where there is only one parent, household duties like cooking, cleaning, and attending to child care may

limit the amount of time that can be devoted to helping a child with homework. Furthermore, if the single parent has a full-time job, this may further reduce the amount of unrestricted time the adult has to spend with the child. Parental involvement is most effective by the presence or absence of family resources including mother's employment status, parent education levels, and family composition and income. While most parents demonstrate concern regarding their children's education, the lack of resources can be a major obstacle to being involved in school activities. Our analyses suggest that educational disadvantages due to race and ethnicity are different than those created by low parental education levels. Parents with low education levels demonstrate a deeper form of disadvantage; they show less investment in their children education than those parents with more years of schooling even when controlling for family income (Coleman, 1993).

The development of family life, as the family life evolves, the family structure and structure have changed, and parents are spending more time in their work than their children. Parents have little to pay attention to their children, and they often have to deal with a number of issues, such as dealing with crimes, drug abuse, and school dropouts (Baigalmaa.N, 2010-2019).

When asked about "What's important to you" during a focus group discussion with children, most children responded that they want warm shoes, clothing and school supplies. The difficult situation of poverty is the main cause of drop out, as it implies child labor. Most parents make their children out of school because of financial difficulties. Migration was one of the factors that led to drop outs. The root cause of poverty is unemployment. The migrants are in two directions: migrating to rural areas and migrating to urban areas. The transition to a market economy has had a huge impact on the rural population's livelihoods due to the lack of jobs in the countryside, the decline in productivity of livestock breeding and the dominant service sector. In line with the changes in the labor market, the rural population has moved to urban areas seeking jobs. Families with small herds of livestock have moved to the countryside. For those who live in the village center 35-50 km, it is very difficult to bring their children back to school. So inadequate dormitories, lack of access to school or lack of transportation leads parents to refuse to send their children to school (Gerelmaa.A, 2015).

Article 2 of the Convention establishes that the child's rights may apply to every child without discrimination regardless of gender at all times and at any time, regardless of gender, disability, nationality, religion or nationality (Munkhjargal.B, 2013).

Most of the Gobi livestock herding households are located 130 km from the center. If parents cannot find shelter for their children, the children decide to drop out of school without spending enough time. The lack of dormitories is one of the reasons for dropping out of school, especially in a distant village. Another one of the reasons for drop out is that teachers' behaviors, such as school teachers do over-criticizing, punishing, or punish some of the students who are adversely affected by schooling, are influencing to children school dropout (Gerelmaa.A, 2015).

The lack of service to develop and care for children with disabilities in rural areas leads to the problem of education for children with physical and intellectual disabilities. Only aimag (small city) center schools are paying close attention to this issue, so few children with disabilities are receiving school services. In schools of village, these children are not able to learn. In some cases, schools and teachers fail to assess students. It is likely that parents and teachers may not be able to communicate with others who are unable to communicate with others or who are unable to attend preschool education. Thus, teachers do not want to encourage these children to attend classes, and their parents do not want to spend money on training for children with "mental deficits" which leads them to drop out. Among the children who did not attend school, there was very little intellectual disability among children. Slow thinking skills are slow and their ability to speak is a narrow, sophisticated, shrewd, shy, open-minded character (Gerelmaa.A, 2015).

Peer pressure among children is seen as a simple act of adulthood in young adults, but the long-term consequences of this aggression are high toxicity and chronic progression, leading to a deterioration in the quality of life, creating a sense of self-discontent, and social fears and emotions stress, and depression. The lives of children in social discrimination in Mongolia are difficult, poor household conditions, adulthood are unemployed, unskilled, illiterate, and lack of education (Gantsetseg.T, 2016).

When discussing how peer pressures and influences on children choices, (Castillo, 2010) states that the kind of friends that the students in secondary school make differs according to students gender, social class, race-ethnicity and academic background. Consequently, some students are more likely to have friends who are careless about school learning and are less likely to associate with peers who care about school. The students may drop out of secondary school due to pressure of rejection by peer making them to feel lonely and disassociated from having friends to fit with into a group.

Poor families are unable to spend money on activities of their children's classrooms. They does not have enough food for the children's family. Some teachers and classmates do not understand this situation and are criticized for being suspicious of their inactivity. So first start to feel embarrassed before their classmates and teachers, gradually dropping out of school and leaving school. Parents are concerned about child labor as a "work force", such as working in animal husbandry, wheelchairs, trading, earthworks, and gold washing. In addition, girls are encouraged to sell dumplings, snacks, and small merchandise for girls. Education level Parents' education level has influenced the drop out of children. The majority of respondents are parents of school dropouts who have no education, primary education, or incomplete secondary was with. Less educated parents do not care about their children's classes and their children are not able to help with their teaching. Lower living standards directly affect the drop out of boys. Also, the main reason for girls dropping out or dropping out of school is illness (Gerelmaa.A, 2015).

Tawanda and Gordon (Tawanda, 2004) mentions that there are other major out of school factors that hinder the students from accessing secondary school education. These factors also affect the academic achievement and the retention in secondary schools. These factors includes: inability of many parents to raise school fees, lack of money for uniforms, books, pens and other costs associated with school.

Another study done by Texas Migrant Educational Development Centre, 1974 as stated by Steinberg, Blinde and Chan, Steinberg (1984) introduced that the highest proportion of school failures, dropout and adjustment problems and long disabilities occur among lower socio-economic class children, who often come from educationally unstimulating home environment. Although many parents want their children to perform well in school, they are often unaware of what they can do to help them. When socio economic factors are taken into consideration then high retention can be guaranteed especially when learning conditions are conducive.

Both statistical and empirical research suggest that children from better households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to dropout once they have enrolled (Hunt, 2008).

That is, students who either interrupt their schooling by dropping out or changing schools, or who have poor academic achievement in school, are less likely to graduate or complete that segment of schooling. First, dropping out is not simply a result of academic failure, but rather often results from both social and academic problems in school. Second,

these problems often appear early in students'' school careers, suggesting the need for early intervention. Third, these problems are influenced by a lack of support and resources in families, schools, and communities (Rumberger, 2001).

Ermisch and Francesconi (Ermisch, 2000) study the relationship between parents' employment and education levels, and subsequent education of their children. They find that if time and money were made available to a child then the child's educational attainment would improve. Children whose mothers work more during the children's early stages of life have less educational attainment compared to children whose mothers spend more time at home with them. For financially constrained parents, it is unclear whether this means that their time at home is more important than money and other resources generated by more parental time at work away from home.

(Haveman & Wolfe, 1993) show that parents' education is a powerful predictor of their children's educational attainment. His argues that highly educated mothers motivate their children by instilling a drive for education. Although father's education is important, the mother has a greater impact on the values children later find important.

(Garasky, 1995) finding also introduces that family structure impacts children differently depending on the age of the children. During the early years of a child's life, it is imperative to have a stable family structure. However, as a child ages, the type of family structure becomes less critical to educational attainment because of greater social interaction with others. Hence, family structure is less critical in determining the level of education attained by older children. Consequently, as children move into adulthood, they are better equipped to handle separation or divorce, or handle the possibility of living in single headed households themselves. Religion, race and region also plays important role in determining the educational attainment of a child.

Ninth graders and students aged 16 and younger are more likely than advanced and older students leave school for disciplinary reasons. Older male students are more likely than younger males to leave school for employment. The significant variation in dropout rates and reasons by grade level and age indicate that multiple dropout processes may influence teens to leave school (ElizabethJ.Glennie, 2006).

The reasons students cite for leaving school vary widely, with women more likely to leave because of pregnancy or marriage and men more likely to leave to go to work; family background strongly influences the propensity to drop out of school and accounts

for virtually all the racial differences in dropout rates; various other factors, including ability and aspirations (Rumberger, 1983).

Policies to improve school Universal Primary Education (UPE) is to be achieved. Children are starting primary school in greater numbers than ever before, but dropout rates are significant and lead to low levels of primary school completion in many countries. As a result of substantial rates of dropout and non-completion of primary school many children are leaving school without acquiring the most basic skills. Their brief schooling experience consists frequently of limited learning opportunities in overcrowded classrooms with insufficient learning materials and under-qualified teachers. Children of different ages and abilities are mixed together in single classrooms without the proper adaptation of teaching methods to improve learning and to induce school engagement. Such schooling circumstances, together with personal and family level factors such as ill-health, malnutrition and poverty, jeopardize meaningful access to education for many children. As a result, many children are registered in schools, but fail to attend, participate, but fail to learn, are enrolled for several years but fail to progress and dropout from school (Sabates, 2010).

Although there has been progress in improving school participation since the 1990 World Conference on Education for All in Jomtien, there are still large inequalities in dropout rates according to wealth, gender and location in many countries. In general, the dropout rate without completing primary education for 12 and 17 year olds living in rural areas is higher than for those living in urban areas. This may be explained by seasonal labor, lower expectations for school progression beyond primary education, distance to school and fewer opportunities for secondary schooling in rural areas (Sabates, 2010).

Also poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Also distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls' school safety, are common causes for school dropout. These are seen as supply side causes of drop out, mainly driven at the school level Poverty also interacts with other points of social disadvantage, with the interaction of

factors putting further pressure on vulnerable and marginalized children to dropout (Sabates, 2010).

The most important issue is to mitigate the effects of stress on our children and determine the factors that affect them (Norovsuren.B, 2016).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Formulating research problem

The formulation of a research problem is the first and most important step of the research process. It is like the identification of a destination before undertaking a journey. In the absence of a destination, it is impossible to identify the shortest – or indeed any – route. Similarly, in the absence of a clear research problem, a clear and economical plan is impossible. To use another analogy, a research problem is like the foundation of a building. The type and design of the building are dependent upon the foundation. If the foundation is well designed and strong you can expect the building to be also. The research problem serves as the foundation of a research study: if it is well formulated, you can expect a good study to follow (Kumar, 2011).

If one wants to solve a problem, one must generally know what the problem is. It can be said that a large part of the problem lies in knowing what one is trying to do (Kerlinger, 1986).

This section is of particular relevance if you have not yet selected a research topic and do not know where to start. If you have already selected your topic or question, go to the next section. Most research in the humanities revolves around four Ps Kumar (2011):

- People;
- Problems;
- Programs;
- Phenomena.

In this thesis, author find that its research problem is phenomena which is atypical thing. And in case of this thesis it is school dropout difference between South Gobi western and eastern villages' secondary school.

The study population should be defined in advance, stating unambiguous inclusion (eligibility) criteria. The impact that these criteria will have on study design, ability to generalize, and participant recruitment must be considered (Friedman, 1998).

So far we have focused on only one aspect of a study, the research problem. But every study in social sciences has a second aspect, the study population, from whom the required information to find answers to your research questions is obtained. As you narrow the

research problem, similarly you need to decide very specifically and clearly who constitutes your study population, in order to select the appropriate respondents (Kumar, 2011). In this study the population was South Gobi western and eastern village's parents whose children drop out their schools in 2018.

A variable is a property that takes on different values. Putting it redundantly, a variable is something that varies… A variable is a symbol to which numerals or values are attached (Kerlinger, 1986).

An image, perception or concept that is capable of measurement – hence capable of taking on different values – is called a variable. In other words, a concept that can be measured is called a variable. However, there are some who believe that scientific methods are incapable of measuring feelings, preferences, values and sentiments (Kumar, 2011).

There are, indeed, a great many writers who believe that scientific method is inherently inapplicable to such judgments as estimation or value, as 'This is beautiful', 'This is good' or 'This ought to be done' … all judgments of the latter type express nothing but feelings, tastes or individual preferences, such judgments cannot be said to be true or false (except as descriptions of the personal feelings of the one who utters them) … Almost all human discourse would become meaningless if we took the view that every moral or aesthetic judgment is no more true or false than any other (Cohen, 1966).

Hence, a hypothesis is a hunch, assumption, suspicion, assertion or an idea about a phenomenon, relationship or situation, the reality or truth of which you do not know. A researcher calls these assumptions, assertions, statements or hunches hypotheses and they become the basis of an enquiry. In most studies the hypothesis will be based upon either previous studies or your own or someone else's observations (Kumar, 2011).

There are many definitions of a hypothesis. A hypothesis is a conjectural statement of the relationship between two or more variables (Kerlinger, 1986).

Webster's Third New International Dictionary (1976) defines a hypothesis as: a proposition, condition, or principle which is assumed, perhaps without belief, in order to draw out its logical consequences and by this method to test its accord with facts which are known or may be determined.

While some researchers believe that to conduct a study requires a hypothesis, having a hypothesis is not essential as already mentioned. However, a hypothesis is important in terms of bringing clarity to the research problem. Specifically, a hypothesis serves the following functions (Kumar, 2011):

- The formulation of a hypothesis provides a study with focus. It tells you what specific aspects of a research problem to investigate.

- A hypothesis tells you what data to collect and what not to collect, thereby providing focus to the study.

- As it provides a focus, the construction of a hypothesis enhances objectivity in a study.

- A hypothesis may enable you to add to the formulation of theory. It enables you to conclude specifically what is true or what is false.

According to the literature review, the research framework is determined as it is illustrated in 3 major variables. The following is the list of the three hypotheses.
Hypotheses 1; Family environment and parental care influence to school drop outs.
Hypotheses 2; Household living standards influence to school drop outs.
Hypotheses 3; The peer pressure and discrimination influence to school drop outs

3.2 Research design

An extremely important feature of research is the use of appropriate methods. Research involves systematic, controlled, valid and rigorous exploration and description of what is not known and establishment of associations and causation that permit the accurate prediction of outcomes under a given set of conditions. It also involves identifying gaps in knowledge, verification of what is already known and identification of past errors and limitations. The strength of what you find largely rests on how it was found. For any investigation, the selection of an appropriate research design is crucial in enabling you to arrive at valid findings, comparisons and conclusions. A faulty design results in misleading findings and is therefore tantamount to wasting human and financial resources. In scientific circles, the strength of an empirical investigation is primarily evaluated in the light of the research design adopted. When selecting a research design it is important to ensure that it is valid, workable and manageable (Kumar, 2011).

The research design is the plan and structure of the investigation so conceived as to obtain answers to research questions. The plan is the overall scheme or program of the research. The plan includes an outline of what the investigator will do from formulating hypotheses and their operational implications to the final analysis of data (Kerlinger, 1986).

A traditional research design is a blueprint or detailed plan for how a research study is to be completed—operationalizing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (Thyer, 1993).

According to Thyer's definition, the research design has following components:

1. Operationalizing variables to be measured
2. Selection of sample to be studied
3. Collection of data for testing hypothesis
4. Analysis of the results

Selltiz, Jahoda, Deutsch and Cook defined research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Cook, 1962). The above definitions suggest that a research design has two main functions. The first relates to the identification and/or development of procedures and logistical arrangements required to undertake a study, and the second emphasizes the importance of quality in these procedures to ensure their validity, objectivity and accuracy. Hence, through a research design you (Kumar, 2011).

- conceptualize an operational plan to undertake the various procedures and tasks required to complete your study;
- Ensure that these procedures are adequate to obtain valid, objective and accurate answers to the research questions.

Research planned to use primary data source based on parents and secondary school children. In the research study, sampling size and collection method are essential to produce a veracious result, and therefore, the primary data will be collected by paper-based survey and sampling size are over 137 respondents. Survey design included questionnaires related to educational quality, satisfaction, the behavioral intention of parents and secondary school children. After primary data collection, it will be used in quantitative research to achieve research objectives. In addition, the study will use SPSS software to handle, test and result the primary data.

Qualitative research is a naturalistic interpretive approach that seeks to describe and explain how and why people act and make decisions, and how they understand their

situation. It may involve transcribing and analyzing interviews, or participant observation methodologies. Quantitative research seeks to identify factors or relationships in a sample that can be assumed to be true of the population from which the sample was drawn. Frequently a study will use mixed methods - that is, a combination of qualitative and quantitative research. Within these two broad categories, there are many different types of studies. Each has advantages and disadvantages and has its own unique potential sources of bias (https://www.caresearch.com.au, n.d.).

- Descriptive studies are used to describe the frequency or possible determinants of a condition, or the experience of a condition and/or its natural history.
- Cross-sectional studies are a snapshot at a particular time looking at the presence or absence of a disease or symptom or disease and the presence or absence of an exposure.
- Cohort studies look forward to see if there is a correlation between exposure and an outcome.
- Case control studies look backward to see if an outcome was preceded by a common event such as a disease, symptom or exposure to a material.
- Non-randomized and randomized trials look forward but also compare the effects from a common starting point for two groups.

According to Kumar, there are many more study designs in quantitative research than in qualitative research. Quantitative study designs are specific, well structured, have been tested for their validity and reliability, and can be explicitly defined and recognized. Study designs in qualitative research either do not have these attributes or have them to a lesser degree. They are less specific and precise, and do not have the same structural depth. In qualitative studies the distinction between study designs and methods of data collection is far less clear. Quantitative study designs have more clarity and distinction between designs and methods of data collection. In qualitative research there is an overlap between the two. Some designs are basically methods of data collection. For example, in-depth interviewing is a design as well as a method of data collection and so are oral history and participant observation (Kumar, 2011).

Some of the more commonly used designs in quantitative studies could be divided by examining them from three different perspectives:

1. The number of contacts with the study population;

2. The reference period of the study;

3. The nature of the investigation.

Every study design can be classified from each one of these perspectives. These perspectives are arbitrary bases of classification; hence, the terminology used to describe them is not universal. However, the names of the designs within each classification base are universally used. Note that the designs within each category are mutually exclusive; that is, if a particular study is cross-sectional in nature it cannot be at the same time a before-and-after or a longitudinal study, but it can be a non-experimental or experimental study, as well as a retrospective study or a prospective study (Kumar, 2011).

Based on the number of contacts with the study population, designs may be classified into following three groups:

1. Cross-sectional studies;

2. Before-and-after studies;

3. Longitudinal studies.

Cross-sectional studies, also known as one-shot or status studies, are the most commonly used design in the social sciences. This design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population. They are useful in obtaining an overall 'picture' as it stands at the time of the study. They are designed to study some phenomenon by taking a cross-section of it at one time (Babbie, 1989).

A cross-sectional study is extremely simple in design. You decide what you want to find out about, identify the study population, select a sample (if you need to) and contact your respondents to find out the required information. As these studies involve only one contact with the study population, they are comparatively cheap to undertake and easy to analyze. However, their biggest disadvantage is that they cannot measure change. To measure change it is necessary to have at least two data collection points – that is, at least two cross-sectional studies, at two points in time, on the same population (Kumar, 2011).

Most methods of data collection can be used in both qualitative and quantitative research. The distinction is mainly due to the restrictions imposed on flexibility, structure, sequential order, depth and freedom that a researcher has in their use during the research process. Quantitative methods favor these restrictions whereas qualitative ones advocate against them.

There are two main approaches to collecting information about a situation, person, problem or phenomenon. When you make a research study, in most situations, you need to gather the required information; however, sometimes the information required is already available and need only be extracted. Based upon those broad approaches to information collecting, data can be classified as: primary data, secondary data.

Information gathered using the first approach is said to be collected from primary sources, whereas the sources used in the second approach are called secondary sources. Examples of primary sources include finding out first-hand the attitudes of a community towards health services, ascertaining the health needs of a community, evaluating a social program, determining the job satisfaction of the employees of an organization, and ascertaining the quality of service provided by a worker are examples of information collected from primary sources. On the other hand, the use of census data to obtain information on the age–sex structure of a population, the use of hospital records to find out the morbidity and mortality patterns of a community, the use of an organization's records to ascertain its activities, and the collection of data from sources such as articles, journals, magazines, books and periodicals to obtain historical and other types of information, are all classified as secondary sources. In summary, primary sources provide first-hand information and secondary sources provide second-hand data (Kumar, 2011).

Several methods can be used to gather primary data. The choice of a method depends on the aim of the study, the resources available and the skills of the researcher. Based upon those broad approaches to information collecting, collecting primary data can be divided as:

- Observation;
- Interviewing;
- Questionnaire.

In a book of Ranjit Kumar: A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The only difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and if necessary, explains them) and records the respondent's replies on an interview schedule, and in the latter replies are recorded by the respondents themselves. This distinction is important in accounting for the respective strengths and

weaknesses of the two methods. In the case of a questionnaire, as there is no one to explain the meaning of questions to respondents, it is important that the questions are clear and easy to understand. Also, the layout of a questionnaire should be such that it is easy to read and pleasant to the eye, and the sequence of questions should be easy to follow. For the primary data collection and quantitative research data analysis, using questionnaire have following advantages and disadvantages. (Kumar, 2011) :

Advantages of a questionnaire

A questionnaire has several advantages:

- It is less expensive. As you do not interview respondents, you save time, and human and financial resources. The use of a questionnaire, therefore, is comparatively convenient and inexpensive. Particularly when it is administered collectively to a study population, it is an extremely inexpensive method of data collection.

- It offers greater anonymity. As there is no face-to-face interaction between respondents and interviewer, this method provides greater anonymity. In some situations where sensitive questions are asked it helps to increase the likelihood of obtaining accurate information.

Disadvantages of a questionnaire

Although a questionnaire has several disadvantages, it is important to note that not all data collection using this method has these disadvantages. The prevalence of a disadvantage depends on a number of factors, but you need to be aware of them to understand their possible bearing on the quality of the data.

These are:

- Application is limited. One main disadvantage is that application is limited to a study population that can read and write. It cannot be used on a population that is illiterate, very young, very old or handicapped.

- Response rate is low. Questionnaires are notorious for their low response rates; that is, people fail to return them. If you plan to use a questionnaire, keep in mind that because not everyone will return their questionnaire, your sample size will in effect be reduced. The response rate depends upon a number of factors: the interest of the sample in the topic of the study; the layout and length of the questionnaire; the quality of the letter explaining the purpose and relevance of the study; and the methodology used to deliver the questionnaire. You should consider yourself lucky

to obtain a 50 per cent response rate and sometimes it may be as low as 20 per cent. However, as mentioned, the response rate is not a problem when a questionnaire is administered in a collective situation.

- There is a self-selecting bias. Not everyone who receives a questionnaire returns it, so there is a self-selecting bias. Those who return their questionnaire may have attitudes, attributes or motivations that are different from those who do not. Hence, if the response rate is very low, the findings may not be representative of the total study population.

- Opportunity to clarify issues is lacking. If, for any reason, respondents do not understand some questions, there is almost no opportunity for them to have the meaning clarified unless they get in touch with you – the researcher (which does not happen often). If different respondents interpret questions differently, this will affect the quality of the information provided.

- Spontaneous responses are not allowed for. Mailed questionnaires are inappropriate when spontaneous responses are required, as a questionnaire gives respondents time to reflect before answering.

- The response to a question may be influenced by the response to other questions. As respondents can read all the questions before answering (which usually happens), the way they answer a particular question may be affected by their knowledge of other questions.

- It is possible to consult others. With mailed questionnaires respondents may consult other people before responding. In situations where an investigator wants to find out only the study population's opinions, this method may be inappropriate, though requesting respondents to express their own opinion may help.

- A response cannot be supplemented with other information. An interview can sometimes be supplemented with information from other methods of data collection such as observation. However, a questionnaire lacks this advantage.

The author developed the questionnaire based on the survey's tool and research methodology of (Kumar, 2011) that applied research methodology theory.
This questionnaire was divided into three main parts for testing hypothesis;

1. How does the Family environment and parental care influence to school drop outs?

2. How do the household living standards influence to school drop outs?

3. Does the peer pressure and discrimination influence to school drop outs?

3.3 Sample selection and data collection

The selection of a sample in quantitative and qualitative research is guided by two opposing philosophies. The purpose of sampling in quantitative research is to draw inferences about the group from which you have selected the sample, whereas in qualitative research it is designed either to gain in-depth knowledge about situation event, episode or to know as much as possible about different aspects of an individual on the assumption that the individual is typical of the group and hence will provide insight into the group (Kumar, 2011).

Kumar mentioned that about judgmental or purposive sampling: the primary consideration in purposive sampling is your judgment as to who can provide the best information to achieve the objectives of your study. You as a researcher only go to those people who in your opinion are likely to have the required information and be willing to share it with you. This type of sampling is extremely useful when you want to construct a historical reality, describe a phenomenon or develop something about which only a little is known. This sampling strategy is more common in qualitative research, but when you use it in quantitative research you select a predetermined number of people who, in your judgment, are best positioned to provide you the needed information for your study (Kumar, 2011).

Irrespective of the method of data collection, the information collected is named raw data or simply data. The first step in processing your data is to check that the data is 'clean' – that is, free from inconsistencies and incompleteness. This process of 'cleaning' is called editing.

There are two ways of editing the data:

1. Examine all the answers to one question or variable at a time;

2. Examine all the responses given to all the questions by one respondent at a time.

Having 'cleaned' the data, the next step is to code it. The method of coding is largely dictated by two considerations:

1. The way a variable has been measured (measurement scale) in your research instrument (e.g. if a response to a question is descriptive, categorical or quantitative);

2. The way you want to communicate the findings about a variable to your readers.

For coding, the first level of distinction is whether a set of data is qualitative or quantitative in nature.

Having analyzed the data that you collected through either quantitative or qualitative method(s), the next task is to present your findings to your readers. The main purpose of using data display techniques is to make the findings easy and clear to understand, and to provide extensive and comprehensive information in a succinct and effective way. There are many ways of presenting information. The choice of a particular method should be determined primarily by your impressions/knowledge of your likely readership's familiarity with the topic and with the research methodology and statistical procedures. If your readers are likely to be familiar with 'reading' data, you can use complicated methods of data display; if not, it is wise to keep to simple techniques. There are many computer programs that can help you with this task. Broadly, there are four ways of communicating and displaying the analyzed data. These are:

1. Text;

2. Tables;

3. Graphs; and

4. Statistical measures.

The primary data was collected through an empirical study directly relating to the study purpose. Therefore, this research will be made through conducting the questionnaire. The questionnaire is the most suitable tool with the sample size of about 137 responses. The study the contacted the parents, whose 12-15 years old children drop out school, in the South Gobi aimag (small city) western and eastern villages and they answered the questionnaire asked for cause of the drop out. The total time to finish this questionnaire is about five minutes.

The school dropouts are characteristics of total respondents which cover factors such as gender, age, education, marital status, income, employment, etc. It helps to understand the features of respondents in the survey. Also, the dropout information about potential and current of secondary school children helps to design, segmentation strategies to achieve the right education. The school dropouts data can be represented by graphic, diagram, chart or numeric values and statistics graphic chart of Microsoft excel are most

popularly used in the area. The questions are expressed, such as "How old are you", "What are your education level", "How much is your monthly income?" and most focus to gather private information of respondents.

Descriptive statistics are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire or a sample of a population. Descriptive statistics are broken down into measures of central tendency and mode, while measures of variability include the standard deviation, fluctuation, the smallest and utmost variables, the kurtosis and skewness.

Descriptive statistics can be salutary for two purposes; 1) to provide basic information about variables in a dataset and 2) to highlight possible relationships between variables. Descriptive statistics are ways of summarizing bigger sets of quantitative information. If you have a large number of measurements, the most thing you can do is to make a graph with all the possible scores along the bottom {x axis}, and the number of times you came across that score recorded vertically {y axis} in the form of a bar. But such a graph is just plain hard to do statistical analyses with, so we have other, more numerical ways of summarizing the data.

Results of Descriptive statistics have following meanings; mean-This is the arithmetic mean across the observations. It is the most widely used measures of central approach. It is commonly called the average. The mean is sensitive to extremely large or small values. Standard deviation is the square root of the variance. It measures the spread of a set of observations. The larger the standard deviation is, the most spread out the observations are.

Variance-The variance is a measure of variability. It is the sum total of the squared distances of data value from the mean divided by the variance divisor. The corrected SS is the sum total of squared distances of data value from the mean. Therefore, the variance is the corrected SS divided by N-1. We don't generally use variance as an index of spread because it is in squared units. So we use standard deviation. Skewness - Skewness measures the degree and direction of asymmetry. Asymmetric distribution, such as a normal distribution has a skewness of 0, and a distribution that is skewed to the left, e.g. when the mean is less than the median, has a negative skewness. Kurtosis -Kurtosis is a measure of tail extremity reflecting either the presence of outliers in a distribution or a distribution's propensity for producing outliers (Westfall 2014).

Reliability is an extent to which a test, questionnaire, measurement or any observation process produces the same outputs on repeated trials. In short, it is the stability or consistency of scores over time or across raters. The reliability analysis checks the internal consistency of data, and it is used first in data, analyzing (Miller 2012). Reliability refers to the degree to which the results obtained by a measurement and the procedure can be replicated (Rothman 2008). In other words, the process of Reliability Analysis collates data distribution to general distribution and the result is expressed by Cronbach's coefficient. The Cronbach's alpha is an internal consistency measurement, and it shows the data how nearly related to a group of items. By other means, it is defined to be a measurement of school reliability. A High coefficient doesn't imply when the measurement has one dimension. The alpha isn't a statistical measurement, and it is just a value of consistency or reliability. The Cronbach's is a function of items in a measurement, the average coefficient of pair items and difference of the total score. Theoretically, the Alpha coefficient or value locates between 0 and 1 and possible to get the negative value as well. Negative value shows that the issue was created in the data sample. In most of the cases, if the Alpha coefficient is higher than 0.7, it is good (Singh 2011). The Cronbach's has some disadvantages or limitations. If data has a low number of items, Reliability result will be lower. It means sample size is most essential in the reliability test. Therefore, a sufficient amount of data should be collected for research. Reliability can be established using a pilot test by collecting data from 20 to 30 subjects not included in the sample. Data collected from pilot test can be analyses using SPSS (Statistical Package for Social Sciences, by IBM incorporated) or any other related software. SPSS provides two key pieces of information in the output viewer. These are 'correlation matrix 'and 'view alpha if item deleted' columns (George 2016).

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

4.1 Questionnaire handling

Chapter four presents the analysis result of formal studies. The purpose of this chapter is to assess the school drop outs and check the appropriate of research as well as the testing of research hypotheses. The contents of this chapter includes sections:

1. Questionnaire handling of respondents
2. Analysis and conclusion of school drop out

This survey involved parents of 12-15 years olds children who dropped out of secondary school in western and eastern soums(villages) of Umnugovi aimag.

The purpose of this study was to find out why in the western soums, the dropouts in the 12-15 years old were higher than in the eastern soums. In order to conduct research, soum governors and secondary school administrators and social workers helped greatly. So author had possibility to make judgmental and purposive sampling questionnaire of cross-sectional study for the number of contacts with the study population according to preplanned research design.

The survey covers each western and eastern village, dropped out-of-school children parent's answers. In addition, a questionnaire was developed following way such as third hypothesis for children and first and second hypotheses are for parents. This study covered 137 families of six villages and 12-15 years olds children who dropped out school.

In addition, the survey was first collected from each district of village and then collected from each village. Finally, total villages samples was integrated in total. The results of the samples are calculated for reliability, Pearson correlation and t-test analysis, respectively. In order to summarize the results of the research , author had put the conclusion for every analysis result of the each hypothesis.

4.2 School dropout analysis

Sample Characteristics

After the consolidating basic information of the samples, sample characteristics are described as follows: 75% are male and 25% are female, 28% are 12 years old, 20% are 13 years old, 27% are 14 years old, and 25% are 15 years old, 3% are uneducated, 48% are primary school of education, 44% are secondary school of education, and 5% are bachelor or higher of education. The 9% of all family are no income, 49% are 100 to 300 thousand tugrugs (Mongolian money unit) monthly income, 31% are 300 to 600 thousand tugrugs monthly income and 11% are 600 thousand tugrug or higher of monthly income, respectively. Western dropouts are 67 % of all dropout students and eastern dropouts are 33% of all the dropouts.

Table -1. The sample structure

Demographic	Variables	Frequency	Sample%
Child gender	Male	103	75%
	Female	34	25%
Child age	12	38	28%
	13	28	20%
	14	37	27%
	15	34	25%
Education of Parents	Uneducated	4	3%
	Primary education	66	48%
	Secondary education	61	44%
	Bachelor and above	4	5%
Monthly income of Family	No-income	12	9%
	100-300	69	49%
	300-600	41	31%
	600 or above	15	11%
Residence	Western	92	7,1%
	Eastern	45	3,4%

Source: The Author

Reliability

Statistical Package for Social Sciences (SPSS, V. 25) was used in this research to test the reliability by measuring Cronbach Alpha. The overall values of Cronbach Alpha is (α = 0.615). Cronbach Alpha exceeded the critical value (0.60) suggested by Sekaran, (1992) and the value (0.70) suggested by Lee & Shim (2006); Field (2005) and Fornell & Larcker (1981). So, the overall reliability of the scale is acceptable. Also, all sub-scales display acceptable reliabilities, these being of the order above the generally accepted value of (0.50) suggested by Hair et al. (1998) and Fornell & Larcker (1981), and the value (0.60) suggested by Sekaran, (1992). The sub-scales values of Cronbach's α for each construct as follows: (α = 0.843 for family environment and parents care (FEC) items), (α = 0.8 for household living standards (HLS) items) and (α = 0.974 for peer pressure and discrimination (PP) items). The results demonstrated that the measurement items of the questionnaire have a high internal consistency.

Pearson's Correlation Analysis

The study applies the Pearson's correlation analysis to examine the overall relationship between family environment and parents care, household living standards, and peer pressure and discrimination. The result indicates there is a significant and positive relationship between all these variables (see Table 2 and Table 3).

Table-2 Descriptive statistics

School Dropout		Total	
		Mean	Standard deviation
1.FEC==> Family environment and parental care			
FEC-1	How do you help your child lesson?	2.5547	0.92291
FEC-2	Do you encourage your child to talk with you?	2.5766	0.88053
FEC-3	How do you support your child's talents and abilities?	2.6496	0.85398
2.HLS==> Household living standards			
HLS-1	What is your education?	2.5036	0.63157
HLS-2	What do you do?	2.4818	0.53001
HLS-3	Average monthly income of your family?	2.5547	0.69578

HLS-4	Where do your children spend most of your free time?	2.2190	0.66105
3.PP==> Peer pressure and discrimination			
PP-1	Do your children's classmates or peers pressure your children?	3.0146	0.85737
PP-2	If peer pressure experience, how amount it influence?	3.0949	1.02098

Source: The Author

Table-3 shows the Pearson correlation results for FEC, HLS, and PP in case of western and eastern village group for school dropouts. The correlation coefficient between FEC1 and FEC2 is 0.662 (p<0.01), which signifies a high positive relationship, and the higher of talk to children, the higher of help children lesson. The correlation coefficient between FEC3 and FEC1 is 0.678 (p<0.01), which reveals a high positive relationship, and the higher of helping to children lesson, the higher of supporting children talents and abilities. The correlation coefficient between FEC3 and FEC2 is 0.584 (p<0.01)), which represents a middle high positive relationship, that is, the higher of talk to children, the higher of supporting children talents and abilities. The correlation coefficient between HLS3 and FEC1 is 0.548 (p<0.01), which displays a middle positive relationship, that is, the higher of average monthly income , the higher of help to their children. The correlation coefficient between HLS3 and FEC3 is 0.602 (p<0.01), which exhibits a high positive relationship, that is, the higher of average monthly income, the higher of supporting children talents and abilities. The correlation coefficient between HLS3 and HLS1 is 0.598 (p<0.01), which signifies a middle high positive relationship, and the higher of average monthly income, the higher of parents education. The correlation coefficient between PP2 and FEC1 is -0.634 (p<0.01), which reveals a high negative relationship, and the lower of helping to children lesson, the higher of peer pressure and discrimination influence. The correlation coefficient between PP2 and FEC3 is -0.594 (p<0.01), which reveals a ,middle high negative relationship, and the lower of supporting children talents and abilities, the higher of peer pressure and discrimination influence. The correlation coefficient between PP1 and PP2 is 0.788 (p<0.01)), which represents a high positive relationship, that is, the higher of being peer pressure and discrimination, the higher of influencing children school dropout.

Table-3 Correlations

		FEC1	FEC2	FEC3	HLS1	HLS2	HLS3	HLS4	PP1	PP2
FEC1	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	137								
FEC2	Pearson Correlation	.662**	1							
	Sig. (2-tailed)	.000								
	N	137	137							
FEC3	Pearson Correlation	.678**	.584**	1						
	Sig. (2-tailed)	.000	.000							
	N	137	137	137						
HLS1	Pearson Correlation	.451**	.452**	.425**	1					
	Sig. (2-tailed)	.000	.000	.000						
	N	137	137	137	137					
HLS2	Pearson Correlation	.412**	.346**	.311**	.478**	1				
	Sig. (2-tailed)	.000	.000	.000	.000					
	N	137	137	137	137	137				
HLS3	Pearson Correlation	.548**	.542**	.602**	.598**	.526**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000				
	N	137	137	137	137	137	137			
HLS4	Pearson Correlation	.306**	.350**	.306**	.456**	.389**	.517**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000			
	N	137	137	137	137	137	137	137		
PP1	Pearson Correlation	-.456**	-.411**	-.375**	-.340**	-.242**	-.433**	-.239**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.004	.000	.005		.000
	N	137	137	137	137	137	137	137	137	137
PP2	Pearson Correlation	-.634**	-.560**	-.594**	-.417**	-.316**	-.561**	-.282**	.788**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001	.000	
	N	137	137	137	137	137	137	137	137	137

**. Correlation is significant at the 0.01 level (2-tailed).

Source: The Author

Analysis of T-Test

The study adopted the t-test to analyze for followings items:

1. Between west east village groups and family environment and parental care (FEC),

2. Between west east village groups and household living standards (HLS), and

3. Between west east village groups and peer pressure and discrimination (PP).

According to our sample and result critical t-value is [1, 9775] (p<0.05) and calculated t-value should be higher than critical t-value or lower than critical t-value. If this condition happens, sample result can have significant.

As shown in Table 1, calculated t-value (15.227, 12.974, and 10.139) are higher than critical t-value and significance value are lower than (p<0.05). So it is significant and have possibility that school dropout difference is existing between western and eastern villages groups which influenced by family environment and parental care.

Table-4 Group Statistics of FEC

	Group	N	Mean	Std. Deviation	Std. Error Mean
FEC1	Eastern villages	45	3.6000	.68755	.10249
	Western villages	92	2.0435	.48974	.05106
FEC2	Eastern villages	45	3.5111	.75745	.11291
	Western villages	92	2.1196	.48815	.05089
FEC3	Eastern villages	45	3.4444	.78496	.11701
	Western villages	92	2.2609	.57167	.05960

Source: The Author

Table-5 T-test result for Family environment and parental care (FEC)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
FEC1	Equal variances assumed	21.639	.000	15.227	135	.000	1.55652	.10222		1.35436	1.75868
	Equal variances not assumed			13.593	66.567	.000	1.55652	.11451		1.32794	1.78511
FEC2	Equal variances assumed	24.973	.000	12.974	135	.000	1.39155	.10725		1.17943	1.60366
	Equal variances not assumed			11.235	62.447	.000	1.39155	.12385		1.14400	1.63909
FEC3	Equal variances assumed	10.139	.002	10.026	135	.000	1.18357	.11805		.95011	1.41704
	Equal variances not assumed			9.013	67.591	.000	1.18357	.13132		.92150	1.44565

Source: The Author

According to our sample and result critical t-value is [1, 9775] (p<0.05) and calculated t-value should be higher than critical t-value or lower than critical t-value.

As shown in Table 2, calculated t-value (6.749, 5.87, and 10.583) are higher than critical t-value and significance value are lower than (p<0.05). It means that there is statistically significance and have chance that school dropout difference between western and eastern villages groups which influenced by household living standards.

Table-6 Group Statistics of HLS

	Group Statistics				
	Group	N	Mean	Std. Deviation	Std. Error Mean
HLS1	Eastern villages	45	2.9778	.45171	.06734
	Western villages	92	2.2826	.56112	.05850
HLS2	Eastern villages	45	2.9333	.33029	.04924
	Western villages	92	2.3152	.51204	.05338
HLS3	Eastern villages	45	3.4889	.72683	.10835
	Western villages	92	2.2283	.44729	.04663
HLS4	Eastern villages	45	2.9778	.58344	.08697
	Western villages	92	2.0652	.58936	.06145

Source: The Author

Table-7 T-test result for Household living standards (HLS)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
HLS1	Equal variances assumed	18.125	.000	7.238	135	.000	.69517	.09604	.50523	.88511
	Equal variances not assumed			7.793	106.227	.000	.69517	.08920	.51833	.87201
HLS2	Equal variances assumed	45.532	.000	7.375	135	.000	.61812	.08381	.45236	.78388

		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
	Equal variances not assumed			8.511	124.838	.000	.61812	.07262	.47438	.76185
HLS3	Equal variances assumed	15.143	.000	12.506	135	.000	1.26063	.10080	1.06128	1.45998
	Equal variances not assumed			10.687	60.802	.000	1.26063	.11796	1.02474	1.49652
HLS4	Equal variances assumed	.054	.816	8.540	135	.000	.91256	.10686	.70122	1.12390
	Equal variances not assumed			8.569	88.253	.000	.91256	.10649	.70094	1.12418

Source: The Author

According to our sample and result critical t-value is [1, 9775] ($p<0.05$) and calculated t-value should be higher than critical t-value or lower than critical t-value.

As shown in Table 2, calculated t-value (-7.446 and 13.935) are higher than critical t-value and significance value are lower than ($p<0.05$). It means that there is statistically significance and have chance that school dropout difference between western and eastern villages groups which influenced by peer pressure and discrimination.

Table-8 Group Statistics of PP

	Group Statistics				
	Group	N	Mean	Std. Deviation	Std. Error Mean
PP1	Eastern villages	45	2.3556	.71209	.10615
	Western villages	92	3.3370	.73045	.07616
PP2	Eastern villages	45	1.9778	.65674	.09790
	Western villages	92	3.6413	.65602	.06839

Source: The Author

Table-9 T-test result for Peer pressure and discrimination (PP)

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PP1	Equal variances assumed	.029	.865	-7.446	135	.000	-.98140	.13180	-1.24206	-.72074
	Equal variances not assumed			-7.512	89.486	.000	-.98140	.13064	-1.24097	-.72183
PP2	Equal variances assumed	2.420	.122	-13.935	135	.000	-1.66353	.11938	-1.89962	-1.42743
	Equal variances not assumed			-13.929	87.367	.000	-1.66353	.11943	-1.90088	-1.42617

Independent Samples Test

Source: The Author

CHAPTER FIVE: CONCLUSION

5.1 Research Findings

The future of any country is inevitably linked to the development of the child. All parents, educators, and policymakers around the world are concerned about how to build the right people in this era. The problem of secondary school dropouts has generated increased interest among researchers, policymakers, and educators in recent years. Within each area, the discussion identifies the important issues involved, the current state of research on the issues, and considerations for future research. This study tests whether the dropout reasons to leave school differ by grade level and age.

Child development is a combination of bio-social development. Each stage of the child has its own specifics and specific difficulties. Each of their own specifics and difficulties requires a special approach to them. Biological development is the result of the development of the soul in the process of ontogenesis, and the result of the development of the individual is social development. They are not only complex in structure but also integral in function. Therefore, it is necessary to consider not only the development of the child as a whole, but also the combination of methods of interaction and interrelated factors. There is needs to discover that each child has his or her own personality, and develop other attributes based on it, so that the child can identify and value himself or herself. One of the reasons for their maturity is the lack of extra-curricular activities among children and the lack of proper leisure time. Children's perceptions between the ages of 11 and 15 are different. Another feature of teenage thinking is that the image and mental form of play have a significant role in mental development.

In school, for children who are adolescence between 11 and 16 years old are be experienced with intense body growth and mental development   intensively. With the transition to adolescence, the child's intellectual ability and skills will be identified, and abstracted. During the course of of the lesson, the abstract thinking of a child can learn and summarize the phenomena and things that are being investigated. According to the Mongolian Family Law: "Family members are responsible for the care and care of each member of the family by regulating the social and personal interests of their members and the succession of their offspring and their proper upbringing.

The dropout problem has caused negative economic development and resulted to wasted talents and the incompetent labor force in most parts of the world. This can be

evidenced by economic and social stagnation in some parts of the world. Processes of change brought by student dropout have become so rapid and intense that they give rise to major social economic challenges which can have disruptive effects on traditional lifestyles, morals, religious beliefs and everyday patterns without clear new values.

There is a study the relationship between parents' employment and education levels, and subsequent education of their children. They find that if time and money were made available to a child then the child's educational attainment would improve. Moreover both statistical and empirical research suggest that children from better households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to dropout once they have enrolled. The vast majority of illiterates and dropped out young people are to poor families. About 60 percent of those families who are registered with the Labor Regulation Office and seeking employment are uneducated . In general, the dropout rate without completing primary education for 12 and 17 year olds living in rural areas is higher than for those living in urban areas. This may be explained by seasonal labor, lower expectations for school progression beyond primary education, distance to school and fewer opportunities for secondary schooling in rural areas.

Most of the Gobi livestock herding households are located 130 km from the center. If parents cannot find shelter for their children, the children decide to drop out of school without spending enough time. The lack of dormitories is one of the reasons for dropping out of school, especially in a distant village. Peer pressure among children is seen as a simple act of adulthood in young adults, but the long-term consequences of this aggression are high toxicity and chronic progression, leading to a deterioration in the quality of life, creating a sense of self-discontent, and social fears and emotions stress, and depression. The lives of children in social discrimination in Mongolia are difficult, poor household conditions, adulthood are unemployed, unskilled, illiterate, and lack of education.

Also poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Also distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction,

teacher absenteeism and, in the case of girls' school safety, are common causes for school dropout.

The purpose of this study was majorly to identify the socio-economic factors influencing secondary school students' drop out within the districts under research. The researcher based the data analysis on the 137 questionnaires and computed using the SPSS software to handle results which collected from above 137 respondents. A part from the questionnaires schedules used, the researcher also relied on the observations done personally on the ground. Descriptive statistics was used to analyze quantitative data. Descriptive statistics was used to generate frequencies, percentages, probabilities and correlations. The following were the findings of the study: there were 6 South Gobi western and eastern secondary schools. There were some specific factors which affected the school retention either positively or negatively found after the investigation. Those found to have negative effects included peer influence, family environment, child labor, and lack of parental concern for education. The factors which were found to influence secondary school retention positively were motivation and interest to study in school due to good family relationship, happiness and peers connection. In many ways, family environment and parents care, household living standards, and peer pressure were major influences to secondary school dropout. The data for the study was obtained from the public secondary schools in South Gobi western and eastern villages.

Family environment and secondary school students' drop out

According data analysis there were higher correlation between parents talking to children and parents helping to children. It means that there is high probability of, if parents talk to their children more than children understand that they are getting more help from their parents. This conditions influence to children more positive way and children personal development will be higher. Also there were higher positive correlation results between helping to children lesson and supporting children talents and abilities. It shows that there is high probability of, if parents more help to their children lesson then children understand that they are getting more support for their talents and abilities from their parents. This activities also influence to children more positive way and children personal development gets more higher too.

Data analysis also confirms that there was statistic significance. T-test data result shows that there were statistic mean difference between two groups which are South Gobi western and eastern villages. It means that there is statistically significance and have chance that

school dropout difference between western and eastern villages groups which influenced by family environment and parental care.

In general, the data analysis and results confirmed that family environment largely influence student drop out as the students. Studies have shown that parents could have bad influence children dropping out of school if they do not help to children, talk less with children, or don't support their children talents. The collected data or questionnaire information also support the evidence that herder parents live away from children adversely affects dropout.

House hold living standards and secondary school student' drop out

In view of data analysis there were higher positive correlation between family monthly income and parents helping to children. It means that there is high probability of, if parents get earn more in a month then they have a more chance to help their children lesson. This conditions leads to influence children have more support and children personal development gets more higher. Another higher positive correlation results were between family monthly income and supporting children talents and abilities. It means that there is high probability of, if parents get more earnings in a month and then they have more possibility to support their children talents and abilities. This condition also influence to children more positive way and children personal development gets more higher. Final higher correlation coefficients were between parent's education and family monthly income. This result confirms that if parents education is more higher then family income in a month would be more higher. As both parent's income and education are higher, there could have more good environment which supports children study and personal development.

According to data analysis there was statistic significance. T-test data result shows that there were statistic mean difference between two groups which are South Gobi western and eastern villages. It means that there is statistically significance and have probability that school dropout difference between western and eastern villages groups which influenced by household living standards.

The financial status of the parent has big influence to children. According to data western villages parents majorly were herders and their monthly income is not enough. Herder parents majorly have primary school education and not enough support to their children study due to their low education. They don't emphasize and understand that education is more important than their herder life. Moreover those herder parents urge and

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suggest their children to leave the school and take care the animals. Because herders always lack the human resource to take care animals.

Peer pressure influence and secondary students drop out

According to data analysis there were negative correlation between helping to their children and peer pressure. It implies that there is high probability of, if parents less help to their children they children are going to have more peer pressure and discrimination. If this condition happen frequently, it influence to children more negative way and children personal development gets less in future. Finally, the correlation was between peer pressure and children school dropout influence. It shows that there can have probability if peer pressure and discrimination gets more higher, the influences leads to children school dropout gets more higher.

T-test data analysis confirm there was statistic significance. T-test data result shows that there were statistic mean difference between two groups which are South Gobi western and eastern villages. It shows that there is statistically significance and have probability that school dropout difference between western and eastern villages groups which influenced by peer pressure influence.

The parents reported that peer pressure largely influence students drop out. This can also be attributed to lack of parental guidance and many difficulties which the students may express through withdrawal, unhappiness, annoyance, anger, inability to meet needs, partial or total failures, and inability to turn aspirations into fruition, anxiety and hyperactivity. All these may lead to student's non-participation and finally dropout.

The final finding is that the study shows that family environment, living standards and peer pressure has a negative effect on school dropout.

5.2 Future Recommendations

Even though the research results show that family environment, living standards and peer pressure has a negative effect on school dropout, this study has the some limitations.The writer didn't get the questionnaire from western and eastern school teachers. Because the writer has willing to more pay attention to herder parents and their living environment influencing of school dropout. So this attitude influences to research result quality and completeness. So future researchers can do their study and research including school drop children, their parents especially the herders and school teachers. It can extend the research more broad, but it require more time range in case judgmental and purposive sampling questionnaire. Because Mongolian villages are locate from each other too far.

Future researchers not only may more pay attention to children, their parents and school teachers but also another areas such as effects of student's stress on their performance, the influence of student's cultural background on their school retention, the extent to which student motivation influence their retention, relationship of school administration and student dropout.

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APPENDIX

Questionnaire

Dear Parents and children

We sincerely appreciate your time and efforts to answer the following questions. Your answer will be keeping in strict confidence. For our information, would you please help the following questions.

The survey focused to fixed school dropout children. Furthermore, It will be used determine relationship of education quality, parents satisfaction and the school dropout children intention for my research. The questionnaire has 15 questions and please fill out the survey carefully.

Thank you for helping.

1. Questionnaire from Parents

   Village name:

    Parents' gender;

     Age;

1. Does your child study school?

       a. Yes   b. No

2. How does you help your child lesson?

       a. Everyday

       b. Sometimes

       c. Never

3. Do you encourage your child to talk with you?

       a. Everyday

       b. In my free time

       c. Sometimes

       d. Never

4. How do you support your child's talents and abilities?

a. Best support

b. Un-support

c. Impossible to support

5.What is your education?

a. uneducated

b. Primary education

c. Secondary education

d. Bachelor and above

6. What do you do?

a. Civil servant

b. Herder

c. Self-employed

d. Unemployed

7.How many people work in your family?

a. 1

b. 2

c. 3

d. unemployed

8.Average monthly income of your family?

a. 100-300 salary of money

b. 300-600 salary of money

c. 600 or above

d. No-income

9. Child gender;

10. How old are your children?

11. Where do your children spend most of your free time?

a. Play alone at home

b.Looking after younger little baby

c.Play outside with friends

d.I work and help family

14. Will your children classmates or peers pressure your children?

a.Yes   If so, how?.........................

b.No