

## **Causes for Discontinuation of Education of the Teenagers: A Comparative Study of Poor Families in Rural Bangladesh**

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Date of Submission: 28-11-2020

Date of Acceptance: 13-12-2020

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### **I. INTRODUCTION**

#### **1.1 Introduction**

Education is the backbone of a nation<sup>1</sup>. This statement confined itself not only in written form; it has been proved from time to time that no nations were developed without the light of education. Education is the process through which the people get enlightened, know about them and enrich them with the spirit of education. It is the fundamental right of every citizen<sup>2</sup>. The lack of education forces the poor household to engage in less productive activities which result in poverty. Poverty leads to low investment in education. As a developing country, Bangladesh has many challenges to meet. There is an obligation to fulfill the basic requirements of the citizen. Education is the core issue of all developments (Zaman, 2014). But in Bangladesh, dropping out rate is very high in secondary level of education. According to the Bangladesh Bureau of Educational Information and Statistics (2015), the dropout rate in secondary level is 40.29 percent. In this situation, the issue of dropout is a serious problem for Bangladesh. It is a great challenge for the government to wipe out dropout from the society (Pavel, 2011). With a concern on eradicating the dropout in education, the government of Bangladesh has taken various measures.<sup>3</sup> However, different initiatives by the government and Non-development Organizations (NGOs) are not helping much in reducing the dropout. According to Millennium Development Goal (MDGs) Enrollment rates, during the last two decades, Bangladesh has made good progress in schooling. The gross primary enrollment rate<sup>4</sup> increased from 61 percent in 1980 to 72 percent by 1990 and to 96 percent by 2000. The net primary enrollment<sup>5</sup> is however much lower — in 2000, it was only 65.4 percent.

Gross enrollment rates tend to be higher than net rates because of the late entry of children (i.e., beyond age 6) into primary school and the resulting enrollment of average children (i.e., those above age 10) at the primary level. The MDGs' target is to raise the net enrolment rate to 100 percent by 2015 (Bhuyan, 2016).

In one hand, the enrolment rate is increasing in the primary and secondary level education; on the other hand, the rate of dropout is increasing simultaneously. This is a matter of fact that, the authorities and

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<sup>1</sup>[http://shodhganga.inflibnet.ac.in/bitstream/10603/8012/7/07\\_abstract.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/8012/7/07_abstract.pdf) (Last accessed 11 Feb 2017)

<sup>2</sup>The Constitution of Bangladesh 17 May, 2004 ; <http://r2e.gn.apc.org/country-node/302/country-constitutional> (Last accessed 11 Feb 2017)

<sup>3</sup>EFA 2015 National Review BANGLADESH; <http://unesdoc.unesco.org/images/0023/002305/230507e.pdf> (Last accessed 21 April 2017)

<sup>4</sup>**Gross primary or secondary school enrolment ratio** - The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level.

([http://www.unicef.org/infobycountry/stats\\_popup5.html](http://www.unicef.org/infobycountry/stats_popup5.html))

<sup>5</sup>**Net primary school enrolment ratio** - The number of children enrolled in primary school who belong to the age group that officially corresponds to primary schooling, divided by the total population of the same age group.

([http://www.unicef.org/infobycountry/stats\\_popup5.html](http://www.unicef.org/infobycountry/stats_popup5.html))

government agencies are taking pride for assuring a 100% pass in the board exams. But the issue of dropout before the exam is not being considered by the authorities. That is to say, the dropout is not only happening because of the academic competition and pressure, there may be some other reasons behind the dropout problem. The secondary education system is more expensive than primary education because Bangladesh government has taken various initiatives to keep the child in primary level schools.

The government currently provides free primary education (grades 1 to 5), and also offers a stipend for 5 million students from low-income families to help with costs of books, clothes, and food (Yancey, 2005). But, at the secondary level the study costs get higher and for the students from the economically weaker section, it becomes very tough to continue their study.

The economic status of a family is a crucial factor which decides whether they will send their children to school and if they do that, whether their children will be able to continue it or not. Among various causes, parental attitude and lack of support are one of the main causes of student's dropout. Most of the parents are uneducated and so they cannot help their children in studying and does not understand the various rules of the school. As child ages both the direct and opportunity costs increase, and the parents often withdraw the children due to these factors (Billah, 2016). There are other reasons like malnutrition; fatigue due to labor, illness, lack of role model was also seen in this study.

### **1.2 Statement of the Problem**

This research is important in identifying the key reasons behind the dropout problem. It has explored the causes and determinants that make students less interested in education and will suggest measures for reduction of dropping out. It would be also helpful to find out the nature of the education system in the rural area.

The study would illustrate the problems and issues concerning the teenager education in the rural Bangladesh. I conducted my research in a northern Bangladeshi Union<sup>6</sup> *Maidanhata* located in *Shibganj* under *Bogra* district.

There are three secondary high schools and two Madrasas and one girl's high school situated in this Union. My investigation was focused on a particular school *Daridaha High School*. To understand the students, teachers and parent's viewpoint on the reason of dropout, I talked to them. Each group had different perspectives. There are limited recent researches that I found, regarding teenagers dropout based on poverty, schooling system, social environment, and awareness.

### **1.3 Research Objective**

**The main objective of the study:** The main objective of the study is to find out the causes of dropping out for the teenagers in rural Bangladesh. Then I have some specific objectives such as:

#### **Specific objectives**

1. To find out the causes of dropping out for the teenagers of the study area.
2. To find out the socio-economic condition of the target group.
3. To analyze the factors causes dropout.
4. To suggest measures for reduction of dropping out and
5. To do comparative analyses on students drop out between poor families.

### **1.4 The Main Assumption**

Before starting to work on my dissertation, I built some important assumption on my topic-

- Economic factors will have a significant positive relationship with student's dropout.
- Punishment from a teacher has a negative impact on students to make them dropout.
- The long absence in the class makes a student less interested in going back to school again for continuing study.
- Migration tendency has an influence over student causes dropout.
- Students decide to leave their school due to boring classes.

### **1.5 Significance of the Study**

No doubt, Bangladesh has a high probability of being middle income country and progress by 2025. Because, the present Prime Minister, Sheikh Hasina's government adopted the Vision 2021<sup>7</sup>. According to

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<sup>6</sup>Union Councils or Union Parishads are the smallest rural administrative and local government units in Bangladesh. ([https://en.wikipedia.org/wiki/Union\\_Councils\\_of\\_Bangladesh](https://en.wikipedia.org/wiki/Union_Councils_of_Bangladesh))

<sup>7</sup> Vision 2021 (The Vision 2021 and the associated Perspective Plan 2010-2021 have set solid development targets for Bangladesh by the end of 2021)

this statement, "Those targets if achieved will transform the socio-economic environment of Bangladesh from a low-income economy to the first stages of a middle-income economy. Along with higher per capita income, Vision 2021 lays down a development scenario where citizens will have a higher standard of living and will be better educated". As a high population growth rate, the population is a valuable factor of Bangladesh; only when this population becomes literate and skilled. For making skill population, education is compulsory.

So, as soon as possible Bangladesh government should take the efficient policy to stop dropout. Reducing teenagedropout is more important than increasing student enrollment at school because "prevention is better than cure".

### **1.6 The Scope of the Study**

We have already mentioned that there are limited recent researches that we found, regarding teenager drop out based on poverty, schooling system, social environment, and awareness. So, there is scope to study this crucial national problem with recent data. More study about this problem can find out the main reasons for teenagedropout, which can help Bangladesh government to understand the nature of this problem and to take specific policy for reducing the dropout rate each year.

### **1.7 Limitation of the Study**

A researcher must have experience and profound knowledge on the definite issue for completing a research successfully. But speaking honestly, as a new researcher, we do not have experience and profound knowledge.

As this is our first research in our life we have faced some problems and there are some limitations in our research. We tried our best to address those limitations. But one thing was of mine that is our earnest effort to complete the research successfully.

We attempted to collect data from target group and represent the result. Although we have finished our work, I faced some limitations during the work. The first limitation is a shortage of time to conduct the field work due to limited vacations. Second, small sampling that causes the less perfect result. Third, students were less interested in participating in the survey. Fourth, Language problem; as the questionnaire was in English. It took much time to make our participants understand what we wanted to know.

## **II. LITERATURE REVIEW**

As our research objectives suggest to deal with the dropout and the condition of education in rural areas, this is important to shed light on the broader concept of dropout and the poverty. Hence, the section on the reviews of literature is divided into two parts. The first part contains literature on the education in rural areas in relation to the poverty and inequality. The second part contains literature on understanding drop out in educational research.

### **2.1 Education in Rural area and Poverty**

Yancey Tiffany (2015) showed that the education rate is improving from few past decades in Bangladesh. But the drop out is not under control, especially girls drop out. For this government initiative increased enrollment rates throughout the country have raised due to initiatives enacted by the government and the international community, donor agencies this has not translated into gender parity. According to an international organization, the high female dropout rates within the secondary education are linked to a wide societal context and weak political infrastructure. But measuring school enrollment alone does not determine the true reality of the situation, as it does not account for repetitions, absenteeism, quality of education and dropouts. In secondary school level, the girls' attendance ratio is only 47 % but the completion rate is only 18%. In the rural area, the girls' dropout is related with age, which affects the growth of the nation. It is, therefore, important to find out the factors behind this. The issue is linked with the overall social development of the country. There are multiple reasons behind the dropout of both boys and girls. In rural area boys have a wider range of job possibilities, the opportunity costs for educating boys are higher, meaning they have a higher risk of dropping out to help contribute towards family expenses and family support. For girls, however, there are a variety of different factors affecting the excessive rate of dropouts.

Broadly shows different reasons and factors of dropout which requires further exploration. Particularly her work focuses on the gender gap wherein a special emphasis on the girls had been given by her. In my work, I focus on both genders and there will be issues on beyond the gender gap.

On "Child Labor and the Rights to Education in South Asia" by Kabeer et al. (2003) mentioned that there is a strong relationship between poverty and child labor. It is showing the reinforced as well as offset by the

economic and social differential of the poor. Factors like caste, religion, ethnicity, and gender act in conjunction with poverty, as well as independently of it, to explain variations in the incidence of child labor as well as children's absence, or irregular presence, in the educational system in Bangladesh.

In South Asia region children are engaged with labor to contribute their family due to economic reason. Most of them belong to the needy family. As a whole child labor and dropout problems are seen in this region. A number of different educational models for addressing the fulfillment requirements of children, who are outside the conventional schooling system, have also been evolved in this region.

Naila Kabeer mentioned in her book that poverty is the main reason for discontinuation of child education. But child education is the basic need for every country. Especially in South Asian countries most of the child work with his parent. Poverty forces them to engage in labor. She also mentioned that the child labor in Indian context the problems lie largely in the collusion between government, big landlord, local politician and industrialists in ensuring the perpetuation of child labor. This work gives various insights about the dropout problem. There is a need of looking at the contribution and role of the Government. There are different stakeholders with different agenda and influences. It is important to identify these groups and understand their nature.

Fetlar (1989) in his study of Nepali students claims that poverty remains as the major cause behind dropout. He makes several good points on drop out in relation to poverty in the context of Nepali students which are very much relevant to my proposed study to understand about the students of Bangladesh. But he largely focuses on urban areas. Moreover, he does not take into account how religion shapes educational experience which will be assessed in my study as one of the causes of dropout.

Child labor is pervasive in Bangladesh. According to Amin et al. (2004) refers that many of the children are involved with work when they are 5 to 14 years. They also mentioned that Child labor is deeply rooted in poverty and social customs. The rural schools are open only part of the year and only part of the day.

The authors contended that the time children spend in school would not necessarily limit the time they would have spent working. Due to engage in part-time working beside schooling, very soon children become less interested in studying regularly. After sometime they fully left their school and become child labor. When these children earn and support their family, the family also inspired to do work rather than expensive study.

According to Harry H. Scales, there has been much reason which causes a young person will drop out of school before graduation. Such as frequent academic failure, reading difficulty, little or no interest in school work, nonparticipation in extracurricular activities, chronic absenteeism, disruptive school behavior, lack of home security or encouragement, minimal family education, low socio-economic family status and some others determinants. The author also mentions two major reasons that are given by the drop out for leaving school before graduation which is; financial need and dislike of school.

The author draws out several reasons why the other curriculum factors did not have significant correlations with the dropout rates. The author shows that a number of schools have work education programs without pay. While the objectives of these programs are excellent, such a program may not be realistic for the potential drop out who frequently feels he needs more money. So, the dropout rate is less in free education schooling.

Harry H. Scales conclude three important policies to reduce drop out on this article. First, there is the need for the teenager to be liked and respected and made to feel worthwhile by responsible adults who are important to him. These young people need a lot of contact with admired and respected adults. Counselors and teachers must fulfill this need.

Secondly, these young people need to have a feeling of achievement that is realistic to them. Thirdly, need that must be met is that of belonging. This need is closely related to the feelings of success and self-worth in activities within the regular school program. If we want to see Drop out from the beginning then we need to consider causes behind drop out in primary level. There are some common factors that cause children drop out from primary school. Gender discrimination is one of them.

In Bangladesh perspective, primary education has never been equally accessible for girls and boys. Earlier studies by Chowdhury et al. (2003) observed that girls, children living in rural areas and urban slums, children from socio-economically disadvantaged families and ethnic minorities were particularly disadvantaged in terms of access to education.

The article by Manzor Ahmed et al. (2007) refers to country analytic reviews is an inception phase activity of CREATE<sup>8</sup>. They mentioned that the different aspects of access to identify what is known about

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<sup>8</sup> CREATE (Consortium for Research on the Educational Access, Transitions and Equity) is a Research Programmer Consortium supported by the UK Department for International Development (DFID)

the key issue including poverty, gender and other forms of disadvantage. In this article, they mentioned some exclusive zone among them zone two is most important to understand primary and secondary school dropout problems. According to Manzor, This zone deals with the dropout phenomenon which affects the largest proportions of children among both primary and secondary school students and the respective age groups. Dropout has various facets.

The family's inability to bear the costs of education is considered one of the reasons of dropout. The other side of this is the opportunity cost. Children in poor families generally help with household chores, running errands, caring for the younger siblings and so on. The child's absence from home for the school hours hampers these essential family activities. Some children help with the family's income earning activities and absence from these means loss of income.

Other children actually work for wages and earn something for the family. Push-out can occur because of overcrowding in schools, harsh and unfriendly learning environments, and peer problem (Ahmed, 2007). This article also mentions that virtual or silent dropout children those are physically present in class but psychologically and intellectually absent.

## **2.2 Understanding Dropout in Academic Research**

Since drop out the problem has a deeper impact on society as a whole, its need, therefore, an in-depth understanding of the severity of an academic research. The existing literature prompts this understanding by leaving some indirect or exogenous linkages which considerably influence the dropout problem to get more severe.

The secondary schooling system and attendee are really poor in Bangladesh. The rigorousness of the dropout issue prompted the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) to carry out an in-depth study in 2002. As reported in the leading national newspaper, The Daily Star, the study revealed, "dropout rates at secondary and higher secondary levels of education remain alarmingly high despite government efforts to reduce the rates.

More than 80 percent of high school students give up schools without having their secondary school certificates (SSC) while in college 36.52 percent students dropped out without having their higher secondary certificates (HSC) in 2005". On the other hand, the doubtful issue is that the dropout rate fell to any significant degree between 2005 to 2008, because the same study found that "the total dropout rate at the secondary level was 80.02% compared to 83.21% in without having their higher secondary certificates (HSC) in 2005". Although 83.43 percent was in 2003, In 2005 Female students have a higher dropout rate than male, 83.29 percent female students dropped out of high school as opposed to 76.54 percent male students.

In addition, most poor parents in rural areas are obliged to sacrifice education and choose work over the school for their children to supplement the meager family income that is insufficient for the maintenance of the family and educational expenses. Poorer families also tend to need more involvement of their children in household chores and activities.

Other related statistics about secondary dropout in Bangladesh is impacted by poverty. The fact is that within the overall poverty situation in Bangladesh, a distinction can be made between poor and non-poor households, not unlike others developing countries. In the article, we see the net enrolment rate in a secondary school of children from non-poor households and poor households. But it is found that children from non-poor households were twice as likely to be enrolled in secondary school as their poor counterparts. The net enrolment rate can be taken as an indirect measure of the dropout rate, the higher the dropout rate, the lower the net enrolment rate and vice versa.

In the context of female dropout, early marriages have a big position. Early marriage and poverty is not only the paradigm of dropout, along with this, there have various factors as well. As an example, according to one expert, "the age-old fear of learning and using English, using counterfeit registration, moving to the city or abroad for work or studies, involvement in politics and income cases students' apathy are also some of the reasons cited for the huge dropouts".

In the meantime, we also seen, in some cases dropout has been associated with specific behaviors, family characteristics and social environments are also mentioned here. In some cases, dropout has been associated with specific behavioral problems like drug abuse. Another recurrent but big cause of dropping out is persistently low academic achievement.

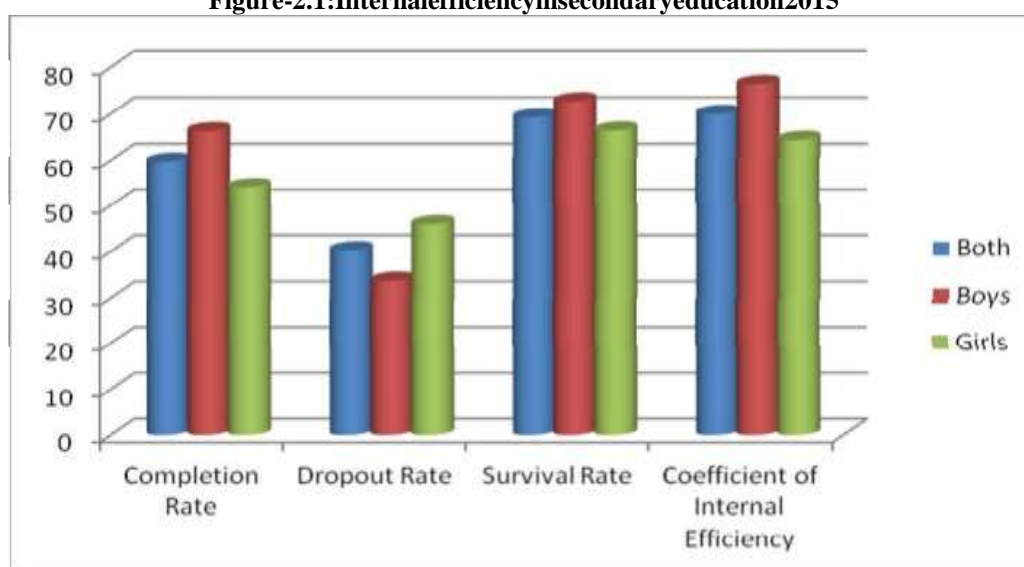
It can be noted that although the reasons for dropout fall under various categories, they are usually interrelated. According to Bangladesh Education Statistics 2015, there have some key Indicators regarding school enrollment, completion rate, Dropout Rate, Survival rates and Coefficient of Internal Efficiency by gender in Secondary Level 2015.

**Table 2.1: Completion Rate, DropoutRate, SurvivalratesandCoefficient ofInternalEfficiency by gender inSecondaryLevel2015**

Sl. No	Indicators	Secondary level (Cycle-School, Madrasah & Vocational)		
		Both	Boys	Girls
1.	CompletionRate	59.71	66.28	54.08
2.	DropoutRate	40.29	33.72	45.92
3.	SurvivalRate	69.24	72.67	66.41
4.	CoefficientofInternalEfficiency	70.00	76.40	64.40

It shows a greater number of student dropout rates. Both Completion and survival rate are higher for boys. Therefore, girl's dropout is more than boys.

**Figure-2.1: Internalefficiencyinsecondaryeducation2015**



**Statistics for class based dropout rate in 2015:**

**Table 2.2: Promotion, Repetition, and Retention/Survival**

Rate by Grade and gender at Secondary level (School+Madrasah+Vocational), 2015 (Rates in Percentage)

Grade	Promotion			Repetition			Dropout rate		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
VI	93.81	93.28	94.26	0.17	0.09	0.25	6.02	6.64	5.49
VII	95.51	98.13	93.37	0.12	0.01	0.22	4.37	1.85	6.41
VIII	80.72	83.13	78.64	0.18	0.04	0.29	19.11	16.83	21.07
IX	95.17	95.33	95.03	0.13	0.03	0.21	4.7	4.64	4.76
X	86.08	91.17	81.19	0.17	0.05	0.29	13.74	8.78	18.52

The highest number of students 'dropout is found in class VIII before they registered them for SSC examination. After registration, on class IX dropout is the lowest but it's really a matter to notice that a greater percentage had become dropout just before their SSC examination. It means each year many students turned out from school without having their secondary school certificate.

There has some significant study by Volunteers Association for Bangladesh (VAB) regarding high school students' dropout. Their study follows students at Class VI through Class X for two academic cycles ending in 2007 & 2008 to estimate dropout rate over the cycle. In the matter, the study also tries to identify the reasons which are responsible for dropout through a survey of direct or primary sources like - students, teachers, parents and community leaders and provides an integrated analysis from these perspectives. Research gets a trend of dropout starting at a slower pace of about 9-10 percent at Class VI, rising slowly to Class IX and ending with a 'bang' of around 60 to 70 percent at Class X. The easy promotion from Class VI to onwards and the ultimate realization of the students that they are unable to cope with the demands of taking the test exam at

Class X or the nationwide SSC exam and in many cases the inability to afford the exam fees may explain the reasons for this sudden rise in dropout at class X.

Primarily the study confirms the prevailing views about the main reasons for dropout as being poverty and poverty-related factors. The study brings out the primary experiences from the field. There is also unanimity about higher dropout among girl students in rural Bangladesh, confirming prevailing views about the early marriage of girls, the household role of girls in life and lack of recognition for the need for their education in their practical life.

Carin & Neckmen (1986) highlighted only the role of parents as the causes of dropout. But they fail to take into account the broader social forces like poverty. My research aims to investigate the phenomenon of poverty also.

Forbin (1987) mentioned that school dropout has become a marked feature of the educational system. Especially at the elementary school level, where parents' financial budget is relatively less in the year from 1976-1978, 6% students dropped out from nine middle schools in the west region of Ghana. The problem of dropout in the Ghanaian school systems appears to be more serious than is probably imagined.

From the result of the article, it is known that home condition, peer group influence, school condition and the emotion predisposition of the students were responsible for their condition. In the home condition, negative parental attitude, early marriage and pregnancy were mentioned. He only mentioned the family factor as responsible for dropout but what has not been discussed, the personal factor will also be argued in this research.

Fitzpatrick & Birmingham (1992) examines the effects of state policy, social demographic composition and high school dropout rate. But the issues they skipped like, the school condition, distance from school, educational environment, and others as well will be discussed in this research.

Stone (1956) highlighted that some reasons are responsible for dropout like students were not interested in school work, wanted to get married, preferred work to school, could not learn in school and was discouraged, was failing and did not want to repeat the same subject, preferred military service to school, dislike a certain teacher and subject, could learn more out of school than in school, wanted to leave home, wanted to spend money, friends had left school, etc.

Without giving an extra emphasis on the society, teachers, and government to be responsible for school dropout, it has been found in his paper that students are solely responsible for school dropout. The essential caveats that have so far been found will also be argued in this paper.

Caravello (1958) analysis dropout problem and mentioned the actual economic need of the student and his family or the lack of adoption of the school to the student, resulting in school failure, or the teenagers' disinterest in school because of no apparent relationship of the high school program to his own needs and characteristics. That the students' unwillingness can be a reason behind school dropout, which has so far been overlooked in Caravello's paper, will also be brought into the discussion of this study.

According to Mustafa K. Mujeri (2010), education is a right. So, he gives the human right approach to education. The basic of this approach is defined in international national human rights laws and declarations, provides clear and specific rights standards in recognizing, promoting and protecting the right at all levels.

The approach is based on the three efficient and equitable elements. These are policy formulation process, contents of policies and monitoring implementation.

All these studies are to some extent provide us a clue to an understanding of different aspects of dropout problem in education; however, the reasons behind the secondary level dropout are not yet explored completely. Our research may help find some causes for dropout in rural Bangladesh. The literature we have reviewed so far captures the different reasons of dropout which are quite same in some extents. It is found that both the direct and indirect causes are equally forceful for school dropout. The uniform studies are not that much helpful to understand a region-based scenario of dropout in rural Bangladesh.

The main drawback we have found is that the particular literatures' focus did not shed on a particular rural area so that it might be easy to conceive the empirical idea of a particular sub-part of a region. The present study tries to bridge that specific gap taking an empirical exploration in a particular area prone to chronic poverty, illiteracy, malnutrition and so on.

### **III. RESEARCH METHODOLOGY**

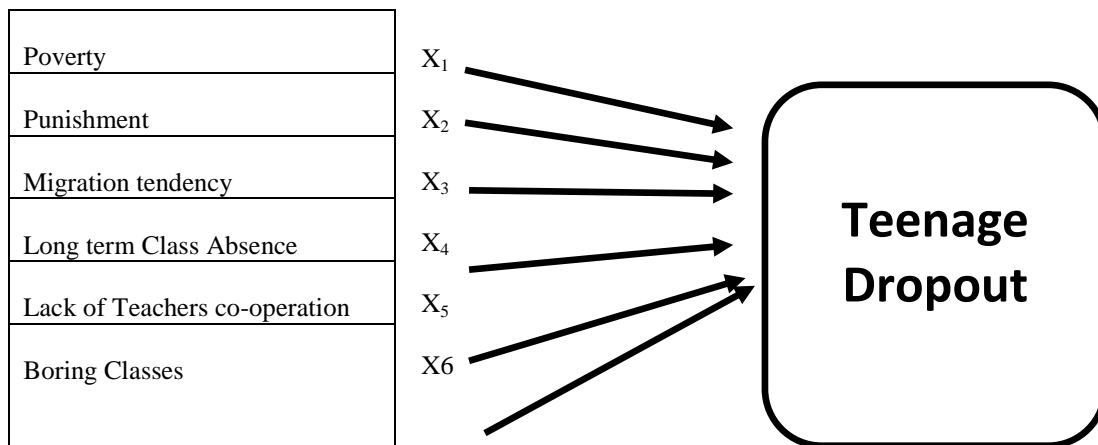
To conduct this study, a total of 25 respondents were interviewed with a structured questionnaire. The direct interview was conducted among the parents, who have dropout children in their family, to find out the reasons and factors that cause teenagers dropout from their School. The interview also conducted with selected dropout students and teachers of their school. Students who dropped out in last five years, we interacted with them. In this empirical study, we also included the teachers and guardians as our research subject. The information would be taken from government census, concerned education office which will be related to my research. For comparative analysis, we also talked some families were found poor but their children still

continuing their study. As the student scatter away after being dropped out so my sampling was non-purposely sampling method.

After collecting the data, it was summarized and analyzed categorically. We have used descriptive and some simple statistics for analyzing the data. Descriptive data such as simple percentage and tabulation were used to describe the situation. We have presented the findings of each question differently with a short description.

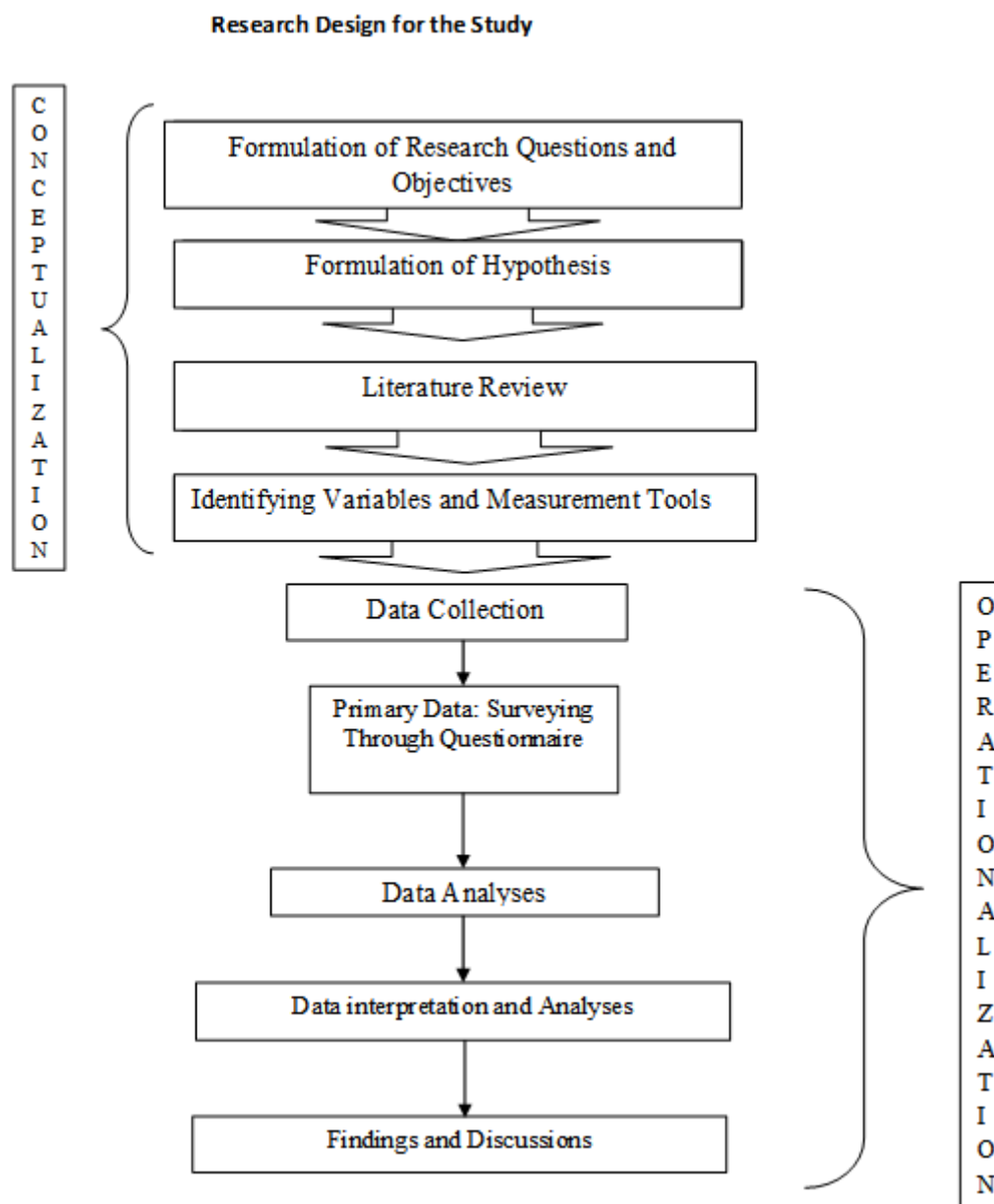
### 3.1 Research Framework

This framework is based on an individual perspective that focuses on individual factors associated with dropping out; the other is based on an institutional perspective that focuses on the contextual factors found in students' families, schools, communities, and others. The paper also discusses the extent to which these frameworks can be used explain differences in dropout rates among social groups, particularly our target group.



Here X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, X<sub>4</sub>, X<sub>5</sub>, X<sub>6</sub> are the variables for Poverty, Punishment, Migration tendency, Long term class absence, Lack of teachers cooperative, Boring class are respectively the reason behind teenage dropout.





### 3.2 Operational Definition about Dropout

A person who leaves school before they have finished their studies or who reject the ideas and ways of behaving that are accepted by the rest of the society.

(Oxford Advanced Learners dictionary, 7<sup>th</sup> Edition)

A dropout can be defined as a child who enrolls in school but fails to complete the relevant level of the education cycle (Dropout Problems in Primary Education – Some Case Studies, UNESCO, 1984). According to Microsoft Encarta Encyclopedia 2002, a dropout is somebody who fails to complete an educational course, usually at a college or school.

A dropout can also be termed as a pupil who was enrolled at the beginning of the school year and has left before the end of the school year, and was not enrolled elsewhere.

(UNESCO Institute for statistics, November 2004)

By reviewing the previous reports that have been conducted on the primary school dropouts of Bangladesh, it can be said that in general dropouts come from very poor households. Most of the parents of dropouts are illiterate, so they are unaware and do not understand the value of education. Usually, dropouts come from large families with few earning members, so the earnings or the labor of the dropout are important for the survival of the family.

### 3.3 The Methodology of Information Collection

Research methodology or design is very important not only for research workers but also for readers of research studies. Every research study has to be well planned to avoid waste of efforts but still ensure valid answers, the study must have a sufficient but optimum number of subjects to give 80%-90% power to arrive at a reliable valid conclusion.

Generally, there are three types of research design:

- Quantitative Design
- Qualitative Design
- Mixed methods Design.

The research design is a decision making process. During the decision-making process, the researcher should choose from many alternatives and consider the tradeoffs of each approach and decides the best possible solution.

### 3.4 Data Collection

There are two methods of data collection which depend on the research purpose. These data collection types include the following:

- Primary data
- Secondary data

Both primary and secondary data sources were used in this study. Firstly, for a better understanding of the background and problems related to the context of the consumer decision-making, the literature review was written based on the secondary data collection.

### 3.5 Data Collection Procedure

In all research, the following are considered-

- Defining the research problem
- Determining the concept of the research
- Collecting the necessary data for the research
- Analyzing and interpreting the research data
- Stating the findings and recommendations

### 3.6 Sampling Procedure

The people were asked to take part in a survey which was a part of my thesis. For this survey, we gave 27 questionnaires and the respondents were asked to fill and return back the questionnaires. Out of the 27 questionnaires distributed, 25 useable questionnaires were realized. The other 2 questionnaires were incomplete as respondents did not answer most of the questions. As a result, these incomplete questionnaires will not be used as part of our analysis as it may result in misleading results.

### 3.7 Techniques of Data Analysis

To achieve the research aims, a mixed-methods data collection technique was adopted where both qualitative and quantitative data collection techniques and analysis procedures are used. After we have collected our questionnaire from my selected respondents, we have interpreted each of them differently in a percentage ratio. And we have included a judgment based on that ratio.

## IV. DATA ANALYSIS

Parents Responses					
Number of Parents 25					
Question No.	Type of Question	Yes	Percentage	No	Percentage
1	Yes/No	25	100%	0	0%
2	Open Ended				
3	Yes/No	7	28%	18	72%
4	Open Ended				
5	Open Ended				
6	Yes/No & Open Ended	3	12%	22	88%

7	Yes/No	17	68%	8	32%
8	Yes/No	5	20%	20	80%
9	Open Ended				
10	Open Ended				
12	Yes/No	25	100%	0	0%
Student Responses					
Number of Students 25					
13	Yes/No	25	100%	0	0%
14	Open ended				
15	Open Ended				
16	Yes/No	11	44%	14	56%
17	Open Ended				
18	Multiple				
19	Open Ended				
20	Yes/No	9	36%	30	64%
21	Yes/No	12	48%	13	52%
22	Yes/No & open ended	22	88%		12%
23	Yes/No	23	92%	2	8%
24	Multiple				
Teachers Responses					
Number of Teachers: 10					
25	Open Ended				
26	Yes/No & Open Ended	10	100%	0	0%
27	Yes/No & open ended	10	100%	0	0%
28	Open Ended				

## 4.1 Findings

### 4.1.1 Parent's Response Section

It is found that each parent is interested in their children education because they are aware of educational benefit. According to the Organization for Economic Cooperation and Development (OECD, 2013), education has the potential to bring significant benefits to individuals and society, which go well beyond its contribution to individual's employability or income. Skills are important channels through which the power of education is manifested in a variety of social settings. Policy makers should take into account the wider social benefits of education when allocating resources across public policies. Our respondent told us that,

*"amijakoriamarsontanjenota nakore. O jenolekaporakoremanusermotomanushotepare"* (I wish my children don't have to do the same works I do. They should be well educated and successful in life).

Most of the parents describe their children as interested students for regular study. Their children try their best both the home and school. Parents also ensure that they try their best to give full facilities for their children education. Only few parents know very clearly about their children school. Results showed that most of the parents don't have much information except the name of their children school. These findings clearly indicate that the parents are less aware of their children education.

Hypothesis proven answer is found from the analysis. Almost all the parents claimed that lack of financial facilities is the main obstacle for educating their children continually. Poverty makes them bound to stop their children education and make them attached to family work. Poverty means when people cannot obtain adequate resources to support a minimum standard of living that is considered acceptable in society. Poverty is a multi-dimensional concept which is not easy to define. According to the World Bank (2000) "Poverty is pronounced deprivation in well-being". When an individual lacks capabilities, he feels deficiency of adequate income, health service, education, security, moral and freedom of speech (Sen, 1987).

Our respondents answer also same. According to our respondent's poverty means lack of money, low price of agriculture products, and lack of basic needs.

*"akhonarkhaddersomossanai but orthonoitikvabeoshossol"* (we don't have any scarcity of food nowadays but we are not also economically solvent).

It is observed that parents spend money for their children education as much as they can. The cost varies from time to time. For example, they spend much at the beginning of the year for buying new books, stationary items, and uniforms. Regarding scholarship question, the parents showed too much dissatisfaction. Very few children get a scholarship but that is not enough. Only some students get result basis tuition fee waiver. We did not find any parents whose children get any organizational scholarship. Most of the parents agreed that their children help in their farming work or cooking time. Although parents agree that they take help from their children on farming or cooking time they don't think that this involvement can make the problem or cause discontinuation for study.

All the parents agreed on 'secondary education is more expensive than primary'. The parents gave some reason why they think that secondary education system is more expensive than the primary education system. For example, due to the primary education being fully free; they don't need to buy books. However, they have to spend much on buying secondary books as secondary system is not fully free. In secondary level, most of the students tend to dropout due to expenditures for tuition, books, uniforms, travels and private tuition, which can all be quite costly.

Schooling is no longer free when transitioning from the primary to the secondary level in Bangladesh and tuition can range drastically depending on the location, type of school, quality, class size teachers and infrastructure (Yancey, 2015). Parents also didn't spend for hiring a house tutor for primary education. But when it's secondary level, it requires extra expense for house tutor or coaching.

We have chosen parents who have dropout children to get our information regarding reasons for dropout. That is why all parents have their dropout children in their family. Parents claim that they always try their best to send their children back to school again but there comes the question of economic solvency to afford the education costs which they always try to overcome or manage with other expenditures.

#### **4.1.2 Students Response Section**

A positive finding that all students were interested in studying as they know its importance to make a better future. According to the Manitoba Education and Training<sup>9</sup> (2000) "Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world and will contribute to social, environmental, economic well-being and equitable quality of life for all, now and in the future". It's same applicable for our respondents.

Bangladesh is a patriarchal country (Jessica and Khan, 2010). Again it is true on our findings. Almost all the students said that their father took a decision about their study. Only few students stated that their mother also takes decision about their study. No student said that he get any chance to take his decision.

All the respondents (students) agreed that they face many types of obstacles during their study. They face this problem not only from their family but also from others. They mention the lack of financial support, hardworking schooling system, lack of transportation system, boring class time and bad behavior from some class teacher.

According to Billah (2014), the rate of dropout is still at a high level in the primary, secondary, and higher secondary levels though taking many steps and applying efforts. Poverty, child marriage, compulsory coaching, high price note guide books and weak teaching system in school and institutions are responsible for increasing of dropout rates. According to the ministry of education to newsmen that, the marriage of the students belonging to ultra-poor families, early entrance in job markets, failing in the examinations are the reason behind dropout. On the other hand, the basic reasons of girl dropout are early marriage and college distance. The World Bank report (2014), on education also supports the same reasons.

According to Zaman (2014) "Poverty and lack of awareness are the main causes for dropout".

They claim against their parents also that their parents provide everything they need but not at the exact time they require it most. Sometimes they feel insulting from their class friends too. More than half of the students said that they didn't get enough time to make ready their homework at home. It's show their involvement in other works. All students like their school. They like to join a class with their friend. Love to play on their playground. They like to join in any program that organized by their school. They have some favorite teacher who cares them, love them and make them understand their lesson very easily. Almost all students make sure that they like their school very much but on the question of their class experience, they give a different answer. Some teacher is too much boring to them. Some subject they didn't understand properly. Lack of annual picnic, the cultural program also makes them less interested. Students said that their result was moderate in their class examination.

According to Al Mamun et.al (2012), "According to studies conducted by Baditoi (2005), Roderick (1993), Lanham (1999), Farmer & Payne (1992), and Dharmadasa (1995) many students are discouraged by their poor academic performance and eventually drop out of the institution. Other researchers such as Fisher

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<sup>9</sup><http://www.edu.gov.mb.ca/k12/docs/support/future/sustainededucation.pdf>

(1994) and Smith (1998) present studies on student attendance and how it impacts the student dropout rate. De Carvalho (2001) and the National Center for Education Statistics (2001) discussed the importance of parental involvement in a student's education. It is clear to educators that students who leave school early are not prepared for the challenges presented to them by social demands; therefore, dropout prevention efforts have received much attention. In conclusion, Roderick (1993) determined that the two major factors for students dropping out of institute were poor student achievement and poor attendance (Al-Mamunand Amin, 2012)

The study found that students didn't blame or claim against their teacher behavior. Very few students said that sometimes they experienced misbehavior from their teacher due to lower marks in examination, unable to answer in class or if they fail to submit their homework. More than half of the students said that their teachers take care of their study and be aware of their problem to be solved in a friendly way. Whether rest of the students claimed that their teacher was not careful about their study. Even they didn't understand any hard topic their teacher didn't try more than one time to make them understand.

We have got a bad impression from students when we have asked them about the punishment they had experienced from their teacher. A huge number of students experienced physical punishment for their failure in a good result and lack of responses in class. Only few students said that they didn't experience any punishment from their teacher. However, sometimes their teachers make them shameful in their class. All dropout students were agreeing that their parent tries to send them back to school again in many ways through counseling, encouraging about building a better future and job. At the last question of my student section, We asked them the primary question to know the possible reasons behind their dropout. Most of them show the reason as poverty, punishment, unfair behavior, tension about future job scarcity, difficult schooling system, and few recreational facilities.

#### **4.1.3 Teachers Response Section**

First of all, regarding the possible causes of dropout, my representative teachers mention some possible causes. Such as-

- 1) Poverty
- 2) Parent's careless attitude
- 3) Early Marriage
- 4) Lack of student's interest
- 5) Tendency to migrate for earnings
- 6) Violence and drug addiction
- 7) Scared about school
- 8) Lack of mental strength
- 9) Lack of physical strength

All teachers make sure that they supervise their student's absenteeism regularly. They said that, if any student does not come to class for 4/5 days they take it normally because of illness or any family problem or social attending. If a student does not attend class for 7/8 days, they try to know the reason and talk to the parents about sending their students to come back to school.

On the question of student welfare, all teachers provide a positive answer. They said that although they don't have any student welfare fund, but they try to help poor students by making their tuition fees free of half free. Some teacher includes that they provide free coaching for some poor students. They give a speech to make students interested in studying, give hope for a good job in future and a better future.

All teachers give some advice and talk about some steps to stop to dropout. Such as-

- Parent's involvement,
- student's teacher good relation,
- make relevant study system,
- class with few students,
- Student welfare fund and students' amusement.

#### **4.2 Comparative Analysis**

According to the study and findings, poverty is the main reason of dropping out from school. Most of the respondents who already became adropout, agreed with the statement that, if they didn't have financial inability then they surely would complete their study. Although this is the most valuable reason for dropping out but there has alittle different case also. During the interview, some families were found poor but their children still continuing their study.

To know this clearly, I talked to those families in details to know the factors behind continuing their study despite poverty.

A 5 families have been chosen those were poor but didn't have any dropouts. Through an informal interview, we tried to know what the factors that would make them regular in their study. We have found some causes. These 5 families have some different stories.

#### **Family 1**

This is a farmer family. Total family members are 5 including husband, wife and 3 children. Father, Md. Jobbar is one and only earning members. Md. Jabbar's earnings aren't sufficient enough to bear the expenses of the family. Even they don't have their own land. His first three children are regular in their studies. All of them are good in their studies with good results. 3<sup>rd</sup> children's age is 2 years.

We asked Md. Jobbar, how he manages all educational expenditure? He answers that he has one relative who earns good and support him. Once he planned to take his elder son out from school to help him in farming. His relative came to know about it and stopped him. As his children is really good in study, his relative promise to provide all expenditure.

After the conversation with Jobbar, we walked around his house and interacted with his elder son Md. Zohir Uddin. He is fourteen years old and read in class nine. I asked him, how your study is going on? He answered me, "good". Then I asked, do you have any problem to continue your study? He told, "*akhonaramkonosomossanaiporasunakortekintuaghosomossahoto*". (At present, I don't have any problems to continue my study but when I was in class seven I had problems to continue my study). He also told me that at present his 'Mama' (Maternal Uncle) provides him all educational expenditure to continue his study.

#### **Family 2**

Mr. Ruhul Amin is the head of my second family. He is a daily laborer. Total member of this family is 4. Mr. Ruhul Amin, his wife, and his two daughters. Both the daughters are a regular student. The first daughter is an intermediate college student and the second one is primary student.

When we asked Ruhul Amin, how he manages all educational expenses with his lower income, hereplied that his first daughter got scholarship in class eight. After doing this good result, some of her school teachers come forward to support his daughter. She also did well in Secondary School Certificate examination. College Authority made her tuition fees free and gave her some financial support. His other daughter is also good in the study because his elder daughter is too much concerned about her younger sister's study.

We asked him whether that support is enough to continue their study. He told me "no, I need to give them some cost". Then we asked him is it a problem for you to bear some cost for their education? He answered me "*Amar 2 ta meye only, taiamarjotokostoihoktadersikkhitikore gore tolaiamarkaj*" (I only have two daughters, so no matter how difficult it is, I have to support their studies).

#### **Family 3**

My 3<sup>rd</sup> sample family is also a farmer family. Total family member is 5 including husband, wife and 3 sons. Father Mr. Abdul Motaleb is a farmer. He and his elder son work together on his land.

Elder son of Md. Musa completed his School Certificate examination but couldn't continue his college study due to work with his father. I wanted to know from Mr. Motaleb, why did he let his two younger sons continue their study? Whereas the first son couldn't continue his higher education due to poverty! Mr. Motaleb replied that his elder son made the decision. Even though he didn't continue his study but he wants to make his two younger brothers educated.

After getting this answer, we talked to his elder son Musa. He informed he can't continue his study due to his father's financial problem. His father is one and only working person in their family. His father has little land but his father wasn't able to produce the crops timely, due to the labor shortage. That's why he decides to work with his father to support the family and make his two brothers regular on their study. He finally said that it's his sacrifice for his family and for his two younger brothers. Then I asked why did you sacrifice? He told me that,

*"oradujonkubvalosattrotaiamichaioravalokoreporalikashikhuk. Oraporalikasheshkorechakrikorlehoytoamaderporibarerorthonoitiksomossaseshhobe. Tasaraamiporalikhatekhubbeshivalosilamna"* (My two brothers are brilliant student so wanted them to continue their study. Our financial crisis may reduce only when they could get jobs. Besides I was not a good student).

#### **Family 4**

Mohammad Zohurul Islam is the head of 4<sup>th</sup> family. He is a vegetable seller. Total member of this family is 5. Mohammad Zohurul Islam, wife and his two daughters and son. His first daughter is married off. The second daughter is a high school student and the last one is an infant.

When we asked Mohammad Zohurul Islam, how he managed educational expenses of his school going daughter with his lower income, he replied that his son in law doesn't have a sister.

He loves his sister in law so much. As she is good in study, he promised to make her a higher educated person.

Her sister also doesn't want to let her younger sister get married early like she got married after Secondary School Certificate exam. After the conversation with Zohurul we tried to contact with his son in law by cell phone. His name is Atikur Islam. He started a conversation with me and asking about my position, my education and why he could help me. We informed him about myself and my research. When did we ask him why you give her educational expenditure to continue her study? He answered me that he doesn't have any own sister that's why he gives her all the cost to continue her study.

**Family 5**

Our 5<sup>th</sup> sample family is again a farmer family. Total family member is 4 including husband, wife and 2 sons. Father Mr. Riaz is a farmer. His elder son Rifat is a university student. Rifat is studying bachelor in political science in Dhaka University. The Younger one is also a student of class eight. How can a farmer manage a university students expenses? While asking Mr. Riaz, He replied that his elder cousin who is a police officer regards Rifat as his own son. Rifat's uncle takes care of his all needs. At present, Rifat is staying with his uncle at Dhaka. Then we asked him what about your younger son? He told me that, sometimes he faces problem to

Continue his younger son's study but his elder cousin also helps him. Mr. Riaz also highlighted the fact that he did not have much time to talk because he had to go back to the field.

**4.3 Comparison**

In this stage, we attempted to compare between poor dropout students and nondropout poor students. F1, F2 constitutes family no.

<b>Poor families but dropout</b>	<b>Poor families but nondropout</b>
<ul style="list-style-type: none"> <li>• poverty importance on drop out</li> <li>• Lack of Parental involvement on their children education</li> <li>• Student teacher relationship</li> <li>• Lack of awareness</li> <li>• Child labour</li> <li>• Early marriage</li> <li>• Lack of motivation to learn</li> <li>• Lack of guardian awareness</li> <li>• Lack of Community participation</li> <li>• Rewards and punishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support from relative.</li> <li>• Teachers support and scholarship.</li> <li>• Consciousness about education.</li> <li>• A good relationship between teacher and student.</li> <li>• Motivation to learn from others.</li> </ul>

**4.4 Major Findings**

According to the major findings of the study, the barriers of education are as follows:

- poverty
- Lack of Parental involvement on their children education
- Schooling system
- Student teacher relationship
- Lack of awareness
- Child labour
- Early marriage
- Poor health condition
- Lack of motivation to learn
- Unfortunate death of guardian
- Lack of guardian awareness
- Migration from one place to another
- Distance and communication facilities
- Teachers absenteeism
- Poor quality education

- Cost of schooling
- Unavailability of educational materials
- Community participation
- Lower Enrolment and attendance of children.
- Rewards and punishments.
- Teachers' qualities.

According to The EFA<sup>10</sup> (2015) in Bangladesh, the major barriers to increasing enrollments and reducing dropouts are want of school within accessible distances, storage of classroom and overcrowded, shortage of teachers, lack of proper teaching and learning aids, shortage of educational instruments, Lack of playgrounds, water supply, satisfactory toilet facilities particularly for girl students.

**Table 4.1: Dropout scenario in my selected school in 2016**

Class	Total students admitted	Attendant in final exam	Total dropout	Dropout rate
VI	153	131	22	14.38%
VII	135	112	23	17.04%
VIII	145	126	19	13.10%
IX	121	109	12	9.91%
X	99	93	6	6.06%
				Average dropout rate 12.56%

According to the school register in the year 2016, the average dropout rate in my selected school is 12.56%. In 2015 the average dropout rate in my selected school is 11.88%.

#### 4.5 Conclusion

According to the findings of this study, the major reasons causing dropouts are poverty, lack of awareness, religious dogmas, poor quality of education, etc. Some of the basic information about the dropouts has been given in the above table. The table illustrates the factors that affected the samples of this study. Although primary education is free for all, there are opportunity costs, direct costs and hidden/indirect costs of schooling which the poor families cannot afford. The opportunity costs of schooling indicate the alternative value of time which could have been otherwise using for "productive work". Most of the male students helped their fathers in cultivation and while the female students helped in household work. Dropout teenagers who came from large families with low income had to earn to support the family. The hidden costs of schooling like clothes, pens, papers, etc. were also influential factors in causing the children to leave school. The school environment, teachers' attitude towards students, etc. are major factors that affect dropout rates. Usually, teachers are sincere and treat the students equally, but some teachers favor their private students, so sometimes the students felt frustrated and were reluctant to continue schooling. The classrooms in the school had to accommodate more students than their capacity so it was very difficult for all the students to understand what the teacher delivers during a class. The lack of education materials and late distribution of books also caused problems in studying.

The overall findings clearly show that the government is yet to ensure "the primary education for all". The ground level findings are still quite different what government records and reports often claim to achieve the goal to eradicate school dropout.

All of the 25 samples, their parents, and many teachers agreed that to pass one has to go for private tuitions. Since the classes are overcrowded, it is impossible for all the students to follow the teacher's lecture, so the weak students have to go the teachers for private tuitions.

All the parents agreed that if the teachers had taught the students well in the class, then the parents would not have to spend extra money to send their children for private tuitions. All the teachers admitted the importance of private tuitions. They said that since there are many students in one class, it is difficult to take care of every student. However, during private lessons, more attention can be given towards each individual student. So, they learn things more easily and do well in their exams. The teachers said that since they do not receive salaries for months after months, it becomes impossible for them to run their household without the

<sup>10</sup> (EFA) Education for All. <http://unesdoc.unesco.org/images/0023/002305/230507e.pdf> (Lasted accessed 26 Feb 2017.)



money from the tuitions. They think that it is natural for students who receive private tuitions to do well in the exams.

The students have not complained much about the attitude of the teachers or their teaching skills. If they fail to prepare their studies, their teachers will beat them; they do not like it but they regard this as a normal thing. Some of the samples reported that the teachers favored their private students. For example during the class period teachers gave a lot of attention to their private students. They were asked many times whether they have understood the lesson and they were given punishments rarely. These discriminations were frustrating to a lot of students those who become drop out now.

The parents of daughters, especially poorer families always remain concerned about their daughter's safety and future. For this reason, the practice of early marriage is still very much evident in this village. The girls who appeared to their parents physically grown up and healthier to their age or have a fairer skin are likely to get married earlier because of the social condition. Their parents start getting worried about their safety and become desperate to find a bridegroom. One parent said that "education may be useful for the rich people but these things are not for the poor." All of the parents mention current unemployment problem and argue that if one cannot get decent jobs even if he is literate, then what is the use of being educated? The effort given to education has totally been wasted.

The minimum requirements for a job are to pass in SSC or HSC exams, which are not only a lengthy process, but also a very costly one. The poor parents said that they do not have the economic stability to continue the education of their children for 10 to 15 years. As the boys have to run the house in the future, they must go to work. On the other hand, they have to arrange the wedding ceremony for their daughters, which is a very costly enterprise. In such a situation, it is a luxury for the poor families to send their children to school for 10 to 15 years. In their word, "*poralekhahamagerejonnoloy, borolokderjoynno*"<sup>11</sup> "education is not our cup of tea, this is for the wealthy people".

There are many direct costs like exam fees, enrollment fee; in addition to that there are the tendency of charging extra for special classes and "intensive care" which is called coaching. These expenses become a big problem for the poor households and it influences dropping out. Hidden costs of schooling are clothes, pen, and paper, notebooks, etc. all of the 12 samples and their parents said that buying clothes, pen and papers was a huge problem for them. All of the parents said that as they are poor people, these extra costs of schooling are unbearable to them. Almost all of 12 dropouts have missed school frequently due to failure in obtaining these articles. They feared that they will be punished if they go to school without pen or paper.

Although most of the respondents highlighted that poverty are the main reasons for teenage dropout. But in this paper also mentioned that despite poverty students can continue their study if they have some kind of facilities like financial support from relative, Teachers support and scholarship, consciousness about education, the Good relationship between teacher and student, motivation to learn from others. So, my thesis highlighted causes of discontinuation and also highlighted the others possible way to continue their study.

#### **4.6 Researcher Suggestions and Recommendation**

By seeing the real picture of secondary education of my research area, we wanted to highlight some recommendation which may be fruitful in understanding the dropout problem and develop a further model to challenge this problem.

- Citizens, especially rural population have to be made aware of the importance of education.
- The particular program has to be introduced for changing guardians' mindset so that they should not discriminate in the case of their children's education.
- In every school, there should have a strong school managing committee.
- School monitoring or inspection system should make strength.
- The government should set up a school in remote areas.
- Salary structure of teachers and education officer should increase.
- School managing committee should arrange meeting with guardians frequently.
- Necessary steps should be taken to rule out corruption which now exists in the education sector.
- Educational institution should facilitate with basic study materials and required supports to their student.
- It is important to develop a close and friendly understanding and relationship between the teachers, students and their guardians.
- The teaching method needs to be improvised where the teacher should assure a friendly attitude towards the students.
- Popular media for instance TV and Radio should be used for disseminating the importance of education.

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<sup>11</sup>Informant speaking in local accent of Bogra, Bangladesh, interviewed on 14 December 2016.

- Provide professional development opportunities for teachers and support staff in early identification, intervention, and effective instructional techniques for students at the risk of dropping out of school.
- Participate in dropout prevention and intervention efforts.
- Implement alternative academic education programs for at-risk students, such as evening or weekend classes.
- Community efforts to reduce the dropout rate.
- Review and evaluate the criteria and procedures used to identify students as being at risk of dropping out.
- Continue to assist community efforts to strengthen family support systems and parents involvement in local school districts.
- Trends of early marriages should be abolished.

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### Appendix A Research Question Participant Details

#### Part A: Question for the parents

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- Full Name:
- Age:
- Address:
- Education :
- Occupation:
- Income:
- Agricultural Land owned: .....acre/decimal.
- Family members:
- Number of school going children's:
- Name of the school:

1. Do you want your children being educated?

- (a) Yes            (b) No

2. Tell me something about your child study?

.....

3. Do you know about your son/daughter school?

(a) Yes, (b) No

4. What is the main obstacle you face for education of your children?

5. How much do you spend for your child education?

.....

6. Did your son/daughter got any organizational scholarship? If yes then was it helpful?

(a) Yes (b) No

.....

7. Does your son/daughter help you in your work?

(a) Yes (b) No (c) Sometimes

8. Do you think this is one of the causes for discontinuation of your sons/daughters?

(a) Yes (b) No (c) Maybe

9. Which education level is more expensive, primary or secondary?

(a) Primary (b) Secondary (c) Neutral

10. If you think secondary high school education is now more expensive then why?

.....

11. Have you any drop out son/daughter? If yes then what did you do to send them back to school?

(a) Yes (b) No

.....

12. Are you regretful for your drop out daughter/ son?

(a) Yes (b) No

**Part B: Question for the students.**

---

• Full Name:

• Guardian name:

• Age:

• Address:

• Education :

• Occupation:

• Income:

13. Were you interested in studying as it too much important to ensure better future?

(a) Yes (b) No

14. Who did take decision about your study in your family?

(A) Father (b) Mother (c) me

15. Have you faced any obstacle for continue your study? If yes then what was that?

(a) Yes (b) No  
.....

16. Did you get enough time to prepare your school home work at home?

(a) Yes (b) No

17. Tell me about your school?  
.....

18. How were your classes?

(a) Boring / exhausting (b) Good (c) Interesting (d) Not bad

19. How was your result in your class?  
.....

20. Did your teachers misbehave with you?

(a) Yes (b) No (c) sometimes

21. Did your teachers take care of your study?

(a) Yes (b) No

22. Did your teachers give you punishment in class for your failure? If yes, what kind of punishment they gave you?

(a) Yes (b) No  
.....

23. Did your parents push you to continue your study?

(a) Yes (b) No

24. What are the causes of your discontinuation of your study?

(a) Poverty (b) Exhausting classes (c) Teachers misbehavior (d) Punishment (e) Uninspired(f) Occupational aspiration (g) Pair groups (h) Fail in school / poor academic performance (i) Less change for job opportunity (j) Others.....

**Part C. Questions for the institutions Head and assistant teachers.**

---

Name of the institution:.....

Name of the respondent : .....

Designation:.....

Mobile number of the respondent:.....

Date:

25. What are the causes about discontinuation of the students from your institute?  
.....  
.....

26. Do you supervise about the absenteeism of the students? If yes after how many days?

(a) Yes (b) No

.....

27. Do you think about the student's welfare? If yes what kind of welfare you think about the students?

(a) Yes, (b) No,

.....

28. What is your advice that should be taken to reduce dropout rate?

Mohammad Rubel, et. al. "Causes for Discontinuation of Education of the Teenagers: A Comparative Study of Poor Families in Rural Bangladesh." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(12), 2020, pp. 18-39.