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# Female Students, Dropping out of Education

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## ABSTRACT

This article shows that Dropping out of students from education has posed a concern in society mostly for girls to be educated in the context of societal aspects. In the circumstances of educating students in Bangladesh including the students of Sherpur Sadar, it shatters their dreams of receiving education. This article has been a qualitative approach to the delineation of the causes that why students do not get the opportunity to have an education. This article has mainly been divided into three sections, literature review showing the outcomes, Primary data gathering through which getting the pragmatic aspect, and the way of designing the research. Students drop out of school facing various reasons in cooperating with the barriers laden with society. The purposes highlighted in the articles show the obstacles of taking education, and dreams of the future, to be dealt with in Bangladesh including Sherpur Sadar. The consequence of not receiving education strains to override the opportunities made available for the students. They fail to continue their journey and drop out of the system of education. This article focuses on the reasons girls being encounter barriers to taking education can be put forth so that they can continue their journey of education, fulfilling their dreams and ignoring all odds the collection of primary data continued from 2019 to 2023 January. This article finds the probable reasons for dropping out of girls from education.

## ARTICLE INFO

## 1. INTRODUCTION

The pursuit of education has been a path to be achieved for the building of their future. For some causes students to fail to achieve education, and their dreams. They drop out of education encountering various reasons in their path of pursuing education (Sabates *et al.,* 2013). The students of Sherpur Sadar even show the causes behind the screen of society at the time of receiving education. They become failures for many reasons in achieving education mainly for poverty (Jabbar *et al.,* 2010). In this paper, the reasons may be put clearly but in reality, students dream to pursue the path of education to be a part of social development, but fail to proceed that reasons have been gathered in collecting data in Sherpur Sadar in the perception of Bangladesh as well. Students suffer much from poverty or financial crisis (Sarker *et al.,* 2019). Here parents of the students have to decide whether their students will study or not, go to work (Shahidul, 2013). The parents of lower-class families are less likely to send their children to school than those of rich families parents, this notion hinders the girls including boys' education system (Shahidul & Karim, 2015).

The barrier that pushes the girls back inside the cave of ignorance is the prevailing taking scope of education (Shahidul & Karim, 2015). Eve teasing becoming a huge obstacle for girls to continue their education (Hoque, 2013). Despite strict laws against eve-teasing, the disease does not appear to be abating. The marriage of teen girls plays a pivotal role in obstructing receiving education (Uddin, 2021). Secondly, hateful things like dowry demands and fulfilling them, are going on despite the law along with violence, and religious views (Karmaker, 2023). A girl's education works as an allure of the groom to be used as a way of income generation after their marriage. So in this way, it is considered a good choice but in reality, do the grooms' families consider it perfect? This question will evolve in one's mind (Arends *et al.,* 2001).

A poor father goes to great lengths to settle his daughter's dowry. Furthermore, when the girl is 14-15 years old, there is a high demand for the girl from the groom's side, but as the age of the girl increases, the demand also decreases so parents think it right to marry off the daughter than sending to school (Shahidul, 2014). Sometimes it is seen that many poor parents are forced to marry off their daughters at a young age. Besides the poor, many well-to-do people are marrying off their daughters at an immature age. So poor families' girls drop out at an early age than wealthy families (Mahmud & Amin, 2006). Many are afraid of superstitions or rumors in society for not marrying their daughters (Alam & Hoque, 2022). Many do not consider the girl's age when getting a good groom. In most cases, the social concept of our country is that once a girl gets married, she will have no other choice than to look after the family let alone education. With the marriage, the dreams of his life also ended. The social concept of the country bars girls from achieving education (Farah & Upadhyay, 2017). Even they become victims of early marriage which stops their education pushing them to so many obstacles including health hazards to face (Streatfield *et al.,* 2015). The continuation of the pursuit of education is barred for the cause of malnutrition too. Poor families have hardly the scope to provide healthy food let alone education (Chaudhuri *et al.,* 2021).

The perception of old age is another obstacle that compels parents to marry off their daughters rather than send them to educational institutions. Many times when the father educates his daughter, many people in society do not see it well which pushes the father to mental depression to get out of these situations social norms push the father into a mental depression then they stop sending her to school (Arafat *et al.,* 2021), the daughter chooses marriage as a way even if the education is stopped. A stipend helps to continue the education of a female in achieving education but as soon as she is married off for some reason the

stipend is closed for her marriage and so is the education (Schurmann, 2009). So the unavailability of monetary assistance pushes girls to discontinue pursuing their education in the same way. In some cases, girls are told to continue their education after the wedding but this false assurance stops after the marriage, in laws house educational support seems to be a far cry. Mainly because of the above reasons students are dropping out. The government is giving food, stipends, and books at the primary level, but not giving food, books, or stipends at the secondary level, but still, there is no benefit. If the government wants to prevent dropouts, then it should identify the poor, needy families and provide them with financial assistance. After all, they have to ensure their employment after education.

A significant number of households in this country still live below the poverty line, regardless of what information is available (Shikdar *et al.,* 2013). It is seen that in many poor families, the father is dead or sick. Again, in many families, the parents were divorced. In such a situation, the children of such families become dependent on the mother or father but the mother also has no way to earn money or the father has no option to help. Parents fail to feed their children in poverty so they focus on feeding than sending them to school because surviving seems to be a major issue, they earn to give them food., In this perspective, children are deprived of having education. Sometimes there are others for security or food thus causing chaos in the tender mind of the children. To survive they are forced to work as maids or get involved in small businesses, and many also work as day laborers in the fields (Amin *et al.,* 2006).

The support that these families get from various bodies is insufficient, so the mothers are forced to separate their children from education. One of the reasons for student dropout is parents' ignorance. Many parents can educate their children if they wish, but due to their ignorance, education is worthless to them. They think that instead of learning how to read and write, putting their children to work will improve their finances. Some children work besides study that decreases their apathy for studying (Khanam, 2008). Disappointment after education and lack of work have caused a severe reaction in the minds of many. There is a serious lack of work in our country. Children of many families are depressed because of a lack of work after getting an education. The number of available jobs employs a very small number of educated unemployed. On the other hand, garment factories need huge workers so the jobs in garment factories require no education besides workers can earn enough so women or girls rush to earn.

In some cases, it shows that garment work makes women independent so it incites their offspring to continue studying (Heath and Mobarak, 2015). A large portion of the rest are depressed and many are getting involved in criminal activities. The inadequacy of the technical education system or technical education is not able to play any role in reducing unemployment. 45 percent of children are out of school in upazilas. Working children, children with disabilities, and children in disaster-affected remote areas are often denied the right to education. The effect of climate change has also impacted the life pattern of the people of Bangladesh thus the consequences of climate change force students to drop out of school (Begum *et al.,* 2019). Along with natural disasters, harmful customs also play a role in children dropping out of school. At least one out of every 5 children is out of education mainly due to child marriage and child (Khanam, 2008). So when the female students are married off, they discontinue their studies. This bars the progress of their academic life (Bhowmik *et al.,* 2021). Considering these issues, many families are making economic progress by separating their children from education and using them in various jobs. It is seen that many students are not even getting a job after their education and are shying away from family work. To avoid this situation, many parents involve their children in family work (Islam &

Hoque, 2022). The biggest problem for children at the primary level is the quality of education. Children are deprived of proper education due to poor quality and eventually drop out. Lack of qualified teachers, inadequate infrastructure, malnutrition, and food insecurity all harm learning. Here they deny traditional Bengali medium education so learning English seems to be a far cry (Karmaker, 2023).

In the slums, the conditions are very deteriorating (Cameron, 2011). In big urban areas, slum slum-dwelling children face barriers to achieving education, despite being facilitated with scopes of taking education, the road seems different (Cameron, 2017). As the number of students in many schools exceeds capacity, about 80 percent of schools run two shifts a day. Lack of supervision, monitoring, and accountability of teachers reduces school capacity. Marriage in adolescence is another major reason behind the dropout of female students, apart from the above reasons (Hasan, 2020). Although the government has made a law to prevent child marriage, it is not fully implemented.

The education system has been made available keeping the issues of dropouts mostly girls still face crisis taking education. After the birth of Bangladesh, an education system was formed by Bangabandhu Sheikh Mujibur Rahman under the supervision of Dr. Kudrat-E-Khuda that reflects on the modern education system (Karmaker, 2022), And many reasons behind child marriage cannot be stopped by legislation. Only the victims know how much pain a girl in a poor family is in. COVID-19 poses a huge threat to the world in the same way it creates a huge barrier in the education system thus students psychologically lag in receiving education (Karmaker, 2023). UNICEF has undertaken pilot programs with government support in several institutions to prevent dropouts.

This year, 50,000 rupees have been given for the development of sanitation and classrooms in the designated institutions, but this will not prevent dropouts. The religious attitude obstructs the study to be achieved wading the obstacles. From providing free books to stipends, schools have introduced mid-day meals. Poverty, lack of awareness of parents, lack of childcare, the tendency of not educating the girl child, child marriage, child labor, language problems, school, and classroom environment, weak teachers and education system, inconsistency of curriculum, school timetable, the weak physical infrastructure of schools, inadequate co-curricular activities are responsible.

## 2. REVIEW OF LITERATURE

Here the initiation of female education has got different pace after the independence of Bangladesh but the rolling of dropping out of student continues not as a cause but as a process besides other reasons like child marriage (Alam & Hoque, 2022; Mahmud & Amin, 2006; Streatfield *et al.*, 2015; Uddin, 2021). The following paper shows the bar to having an education is dowry despite the availability of girls' scholarships. The scope of child labor deters students from having the education that may hold them in the workplace rather holds an education bar (Amin *et al.*, 2006; Khanam, 2008). The appearance of social gender norms and religious beliefs pose obstacles to achieving girls' education (Arafat *et al.*, 2021; Bhowmik *et al.*, 2021). The significance of education proceeds in developing the conditions of women (Arends *et al.*, 2001). After the independence, the policy of education was made to secure the education of students in Bangladesh (Karmaker, 2022). Climate issues have been highlighted including poverty, gender discrimination, ethnicity, remoteness, barriers to language issues related to disabled children the barrier to having education along with unparalleled policies of education (Begum *et al.*, 2019). In slums, children face serious issues of eviction, bad conditions of dwelling, and flood measure threats to gain education (Cameron, 2017). The urban education system, some issues of the education system have been found in the context

of the next paper (Cameron, 2017). Food insecurity and gender disparity pave the way for barring education is the focus of the paper (Chaudhuri *et al.*, 2021).

In this paper, household characteristics along with social negative appearance pave the way for dropping out (Farah & Upadhyay, 2017). This article found many reasons for dropping out having issues of the region, division, possession of riches, religious attitudes mothers' and father's aliveness, and household education (Hasan, 2020; Islam & Hoque, 2022). Here, the tendency of entering job sector including garments factory to be self-reliant than enrolled in school has been focused as a dropping out (Heath & Mobarak, 2015; Shikdar *et al.*, 2013). The scarcity of meals and the availability of jobs lead pupils to leave school (Sabates *et al.*, 2013). Eve teasing, a concern, has been stated in the article in 2013 as a reason for drop-outs still there is this problem holding girls from signing out of school but the incidents are less than that in 2013 (Hoque, 2013). In Bangladesh, caste-based problems push children back to education. Poverty curtails children mostly to receive education (Jabbar *et al.* 2010; Latif *et al.*, 2015; Sarker *et al.*, 2019).

The most horrific time in 21 century, COVID-19 affects children psychologically to be abhorrent in taking education (Karmaker, 2023). The South Asian societal aspects, religious views towards women, violence, and dowry are hugely responsible for not taking education well (Nasrin, 2011; Shahidul & Karim, 2015; Karmaker, 2023; Shahidul, 2014). In a paper, dropping out from university has been highlighted for showing the cause of the financial issue (Milon *et al.*, 2018). The article shows that teacher bullying, food scarcity, many children, the family, and the distance from school are held responsible for dropping out (Rahman, 2021). The household decision-making policy also bars getting an education (Shahidul, 2013).

## 3. MATERIAL AND METHOD
### 3.1. Study Area

The study was conducted at Sherpur Sadar Upazilla, Sherpur Dist., which is situated at 25°00' 0.00" N and 90°01' 0.12" E latitude and longitude, respectively. The city, which has 356.12 square kilometers of land and was upgraded to a district on February 22, 1984, lies about 197–199 kilometers north of Dhaka, the capital of Bangladesh.

### 3.2. Research Design

A divergent combined design was employed in this article. This research methodology was chosen because it enables the collection of a wide array of crucial facts, which facilitates the construction of a thorough grasp of the subject at hand. A convergent design is used to find and analyze problems from several angles. On the other hand, the study's focus group participants and key informants are chosen using the purposive sampling approach. The collection of primary data took nearly three years to make a sum for use in the article.

### 3.3. Method of Data Collection

Questionnaires, focus groups, semi-structured interviews, and surveys were used to collect primary data for this study. A literature review had also been completed. It was decided to combine these approaches to reduce the shortcomings of each. The technique is described briefly below.

### 3.4. Questionnaire

The primary data collection method used in this article is a questionnaire. Both closed-ended and open-ended questions on the questionnaire are used to make the survey simple

to understand. It has been done in their native language. The moderator was in charge and two data gatherers were present who were in charge of collecting the data.

### 3.5.    Interview

A semi-structured interview with the key informants to collect data has been used. It is done with specified individuals such as students, teachers, and research scholars. This is done to analyze detailed information from the appropriate party to supplement the responses obtained through questionnaires.

### 3.6.    Focus Group Discussion

This study included Focus Group Discussions (FGD), each with ten participants. The FGD research was carried out by teachers, research scholars, and students from various educational institutions in Sadar Upazilla, Sherpur. The focus of the FGD was primarily on issues that were not highlighted in the questionnaires and interviews. It was also used in conjunction with survey questions that required more information.

## 4.    RESULTS AND DISCUSSION
### 4.1.    Data Analysis

Following the collection of primary and secondary data, graphing, editing, and data analysis was completed. Considering the nature of the data, a qualitative data analysis method was used. The primary data was collected using survey questionnaires, which were then analyzed. Statistical analysis was provided by the graph, while qualitative data from interviews focus groups, and literature reviews were evaluated using narration and thematic analysis. Finally, the information from these sources was combined. The data for this investigation was gathered using both primary and secondary sources. Online resources are now a huge help, but this project still needs to be completed on time and with the right resources. Sources include books, peer-reviewed journal articles, published research papers, websites, and online periodicals. The respondents helped a lot to gather the information (see **Figure 1**).
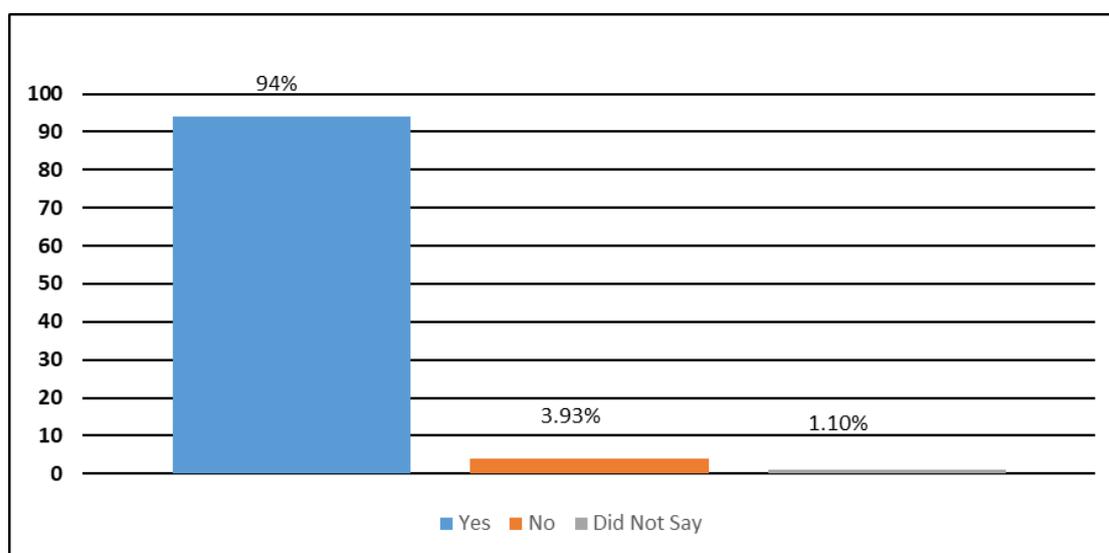


**Figure 1.** Respondents' views on, field data gathered surveying the causes of dropping out from school receiving education based on N=1194.

The results are shown in **Figure 1** and **Table 1**. The majority of the respondents (94%) said 'yes' about the causes of dropping out from education facing various reasons. While the least

respondents (1.10%) opined "Didn't say anything" about the causes of dropping out of education. On the other hand, respondents 3.93%) said "No" about the causes responsible for dropping out of school.

To reach the objectives of this research, respondents were asked to depict their background information in response to age group, gender, and highest educational achievement to show the causes of dropping out of education to be expressed concerning this article. The findings have been obtained as shown in **Table 1**.

**Table 1**. Basic data.

| n=1194 | | Frequency | Percent |
|---|---|---|---|
| Age category | 17 to 20 | 1062 | 88.94 |
| | 21-23 | 83 | 6.95 |
| | 24-Above | 49 | 4.10 |
| Gender | Female | 895 | 74.95 |
| | Male | 299 | 25.04 |
| Highest academic certificate or program | | | |
| | H.S.C | 1146 | 95.97 |
| | Undergraduate | 37 | 3.09 |
| | Others | 11 | 0.92 |

Source: Field survey in Sherpur Sadar Upazilla, Sherpur (2019-2023).

Background information of the respondents n=1194 (see **Table 2**). The majority of the respondents 1062 (88.94%) were aged between 17-20 years while the least respondents 49 (4.10%) were aged between 24 and above years and respondents 83 (6.95%) were between 21-23. Most of the respondents 895 (74.95%) were female while 299 (25.04%) were male. The majority of the students 1146 (95.97%) had a H.S.C certificate, 11 (0.92%) had other certificates, and the students 37 (3.09%) had undergraduate certificates.

**Table 2.** The result of response to the topics referred to in this Article, students helped to get background information showing the obstacles.

| N=1194 | Frequency | Percent |
|---|---|---|
| Economic | 728 | 60.97 |
| Marriage or early marriage | 250 | 20.93 |
| Availability of scope | 143 | 11.97 |
| Superstition | 39 | 3.26 |
| Eve teasing | 23 | 1.92 |
| Not enough support | 11 | 0.92 |

Respondents 728 (60.97%) opined on the cause of economic. Whereas just respondents 11(0.92%) said about not enough support for receiving education. respondents 250 (20.93%) expressed marriage or early marriage cause of dropping out. Respondent 143 (11.97%) opined on the cause of the availability of scope. Respondents 39 (3.26%) said superstition, was a cause of dropping out of school. 23 respondents (1.92%) described Eve teasing as responsible for dropping out.

## 4.2. Findings

This article has been a great loop for showing the causes that make a barrier to the path of achieving education. They stagger in performing their roles while students are in the context of having an education. The students are deprived of their rights for not having the possibility of having an education as their dream to be fulfilled in the laden circumstances for their

future. This paper also depicts the various degrees of the causes of dropping out of education in which the students face many problems concerning achieving education properly (Latif *et al.*, 2015). Here the problems have been highlighted in wrapping with a qualitative approach. Students go through a variety of problem barriers to be faced to move in the context of shown obstacles.

There remain the causes discouraging them not to continuing their journey as a student but as a worker a bride or housewives. The students choose detours that the life-changing perspectives cause them to end the journey or dream of the future. What if there were huge opportunities and zero obstacles? Had they been eager? The reasons between their dreams and their apathy for studying would not appear. The financial crisis poses a prime concern to taking education (Rahman, 2021). Dowry shapes the dream of a girl to be educated (Nasrin, 2011). Making them study rather than sending them to a school or their grooms' home think they unload the pressure. Starting to work seems better than pursuing an education. Some still think that it is not right but the number is few. The superstition has pushed forth and made the parents involved in marrying off or sending to earn. The religious layout is also a cause not to take education. It seems that when the reasons stand as a barrier, the hope steps back. However, ignoring all the barriers, females move forth to attain their goals. These findings may show further solutions to facing these obstacles in solving the issues related to the paper. This paper has also been set up highlighting the problems in chalking out a stand for the students for their dream to be achieved in the future.

As shown in **Figure 2**. The students were informed in regards to the objective of this study to confirm the variety of thoughts creating barriers depicted in the article. The information is shown in pie-chart 1.
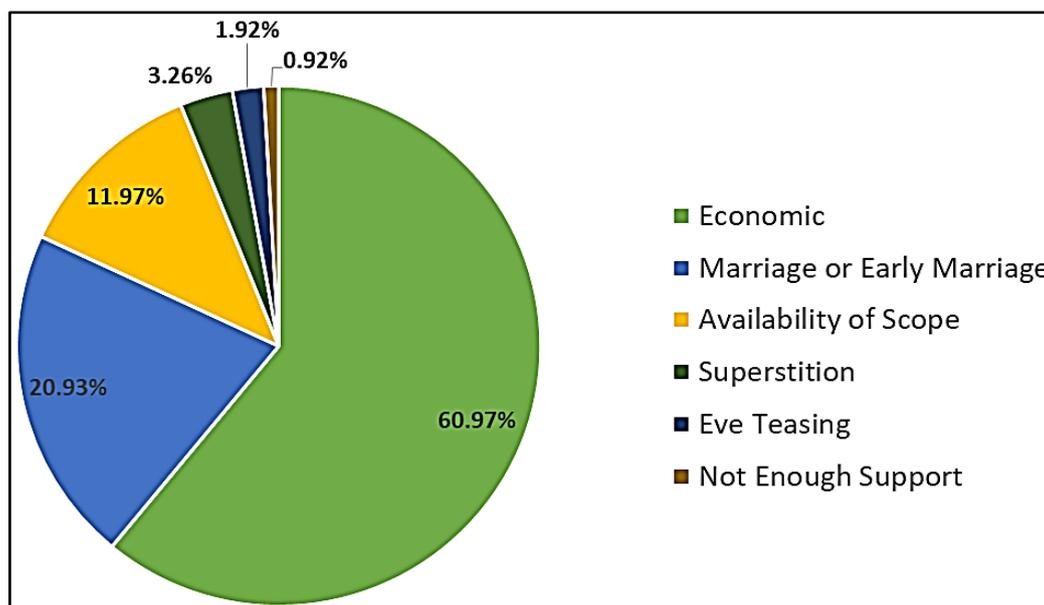


**Figure 2**. Pie chart for results.

Background information of the respondents in primary data collection is in a pie chart. n=1194, respondents 728(60.97%) opined on the cause of economic. Whereas just respondents 11(0.92%) said about not enough support for receiving education. respondents 250(20.93%) expressed marriage or early marriage cause of dropping out. Respondent 143 (11.97%) opined on the cause of the availability of scope. Respondents 39(3.26%) said superstition, was a cause of dropping out of school. 23 respondents (1.92%) described Eve teasing as responsible for dropping out.

### 4.3. Discussion

This article examines the effects of its impact on female dropout rates. Females encounter enormous difficulties in the advancement of girls' future implementation of acquiring education, as indicated in the context of the article's title. The writing of this paper will stimulate others to investigate the findings expressed in it. It has been appropriate usefulness of increase the value of displaying the document focusing on the concerns causing obstacles for females. The findings are disclosed to remove their impediments and pave the way for the girls' future. Girls' family and societal themes have been presented here for the idea presentation (Sabates *et al.*, 2013). Among all the obstacles, poverty hits hugely on girls' paths to achieving their dreams (Jabbar *et al.*, 2010; Shahidul, 2014). These discoveries may open up a new avenue for the researchers to do additional research on the subject.

The post expands on the significance and will aid in the assistance of excelling in a wonderful procedure. The main concept covered throughout the paper will have merited more investigation. The process of maximizing the notion that prevailed in the process has begun by anchoring on the findings, which can be the major objective of an essay. This article may serve as a springboard for further research into these girls, allowing them to be educated despite all difficulties. It demonstrates the efficacy of the strategy in materializing it and rolling it toward the difficulties ahead. In Bangladesh, it is hard to wade into the water of obstacles to achieve their goals (Farah & Upadhyay, 2017).

The paper's presentation has characteristics of carrying on the reification of the title of their obstructions. The paper presents the worth of the concept of paper and follows the path of the article's future necessity. If the girls go ahead and conquer the barriers, the difficulties given in the evaluation of girls' education will contribute to the foundation of modernizing Bangladesh (Arends *et al.*, 2001). This article may play a critical role in carrying out the core of the magnitude of achievement indicated in the concept if further debate and investigation are conducted. In researching the key barriers to obtaining an education (Hasan, 2020), This article could be a source of presentation on the pinnacle of success. The importance of this research effort as an article focuses on the usefulness of this research work in activating the theme of discussion in the paper for defining the address of concerns experienced by females (Nasrin, 2011; Shahidul & Karim, 2015; Karmaker, 2023; Shahidul, 2014). The terms and ideas are not the most important, but they focus on the title's notion. The focus of the findings in this section has been a vital component of representing the idea of female education in light of the serious difficulties.

## 5. CONCLUSION

The students have been unable to study in the context of writing down the reasons for obstacles in the article. Students pour their uninterested attitudes into receiving education or can't continue their education at all. There are many reasons behind not taking an education. Some feel the necessity of the families ignoring the facts of opportunities to receive education. The force of not taking education than to work or get married ignoring the scope of education. The data has been gathered from the field, Sherpur Sadar, Bangladesh showing the face-to-face causes behind the system of gathering education. Here the opinion has got the highest priority in the depiction of reasons for not taking it or can't take it as well. Students dream to pursue education but in reality, the time gathering data shows the real reasons for dropping out of education. To be addressed in the circumstantial aspects, the reasons may come out properly for the demonstration of highlighting the reasons. Students most of the time have nothing to opine or if they have to say they have never been bold enough for the

existing conclusions of suffocating their dreams. There is nobody found for leaving the path of receiving education rather than moving opposite to education in primary data gathering time. Students are forced for the reasons to abandon their student lives. The reasons are mainly prime to address far enough to be depicted before the secondary reasons. However, the reasons demonstrated or found in portraying the facts if addressed can be solved for the better future of the students but will be a milestone of work to be implemented in the social context.

## 6. ACKNOWLEDGEMENTS

## 7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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