



GIRLS DROPOUT FROM HIGHER EDUCATION IN RURAL INDIA

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ABSTRACT:

Some of the prominent problems in girls education are Social problem, Economic problem And Educational problem, social attitude towards education of girls is generally not positive. Education for girls is considered as an important practice of pardah system, Early marriage, Parental illiteracy, lack of Educational facilities at home, male teachers as the tutors and girls Responsibilities at home are the other hindrances among girls access to education. Economic Problems the girls are in condition to care of siblings perform household chores. Earn and Contribute to family income especially in economically worse families. Educational Problems girls are not prepared (socially) to join further education or training on the other Handthere are no institutions and facilities available to them. The girls students are highly motivated to avoid success. They perhaps feel secure if They opt for more traditional occupational than for nontraditional ones. Some more problems Faced by rural girls to have education are ignore of higher education by illiterate Parents, no adequate transport facilities in remote areas, economically backward families Adopt girl students for daily wages, girls are considered weakersex in the society. Parents Feel that higher education is more expensive poor economic background of the family Guidance and counseling for higher education are out of reach of rural girls and their parents. By minimizing the above mentioned problems a rural girls may achieve success in Their education. Giving guidance and counseling to illiterate parents the importance of education to girls students Fees concessions and other facilities offered for the rural Girls regarding higher education and career development. This Paper aims at giving Suggestions for rural girls to pursue education and our constitution grants the right of Equal opportunity with regard to have higher education and employment opportunities to Girl and boy students without distinction.

Keywords: Dropout, Higher Education, Social Problem.

INTRODUCTION:

A dropout is someone who doesn't finish a project or program, especially school. If you quit high school before you graduate, some people will

call you a dropout. Since its independence in 1947, india has faced many educational challenges. Obstacles in education in the early periods were mainly linked to the unequal

distribution of resources between urban and rural regions; the unfair geographical distribution of schools was the largest and most difficult obstacle to development. Higher Education refers to the third stage of education that learners take on in the Learning process. education is under taken in colleges or higher Education Institution Like universities and it may be delivered virtually or at a distance. Education is the solesoll Weapon which can be successfully used against almost all the deep rooted evils prevailing in The society. Sex biases are common everywhere whether it is in home educational Institutional place of work or society in general. These biases create barriers both structural And attitudinal in girls especially of the rural girls to have higher education in particular.

Dropout from Higher Education: A Theoretical Synthesis of Recent Research:

Vincent Tinto:

Tinto, V. (1975). Dropout from higher education: Atheoretical synthesis of recent research. *Review of educational research*, 45(1), 89-125.

Despite the very extensive literature on dropout from higher education, much remains unknown

about the nature of the dropout process. In large measure, the failure of past research to delineate more clearly the multiple characteristics of dropout can be traced to two major shortcomings; namely, inadequate attention given to questions of definition and to the development of theoretical models that seek to explain, not simply to describe, the processes that bring individuals to leave institutions of higher education.

With regard to the former, inadequate attention given to definition has often led researchers to lump together, under the rubric of dropout, forms of leaving behavior that are very different in character. It is not uncommon to find, for instance, research on dropout that fails to distinguish dropout resulting from academic failure from that which is the outcome of voluntary withdrawal. Nor is it uncommon to find permanent dropouts placed together with persons whose leaving may be temporary.

Problems of Rural and Urban Muslim Girls in Higher Education-A Study:

Runuma Saikia:

Saikia, R. (2022). Problems of Rural and Urban Muslim Girls in Higher Education-A Study. *Journal of Positive School Psychology*, 2984-2991.

Muslim girls form an important part of our society. They should

therefore get higher education in reforming our society without facing any problem. So, the present paper proposed to study the problems of rural and urban Muslim girls with regard to higher education. The main aim of the present study was to find out the problems of rural and urban Muslim girls in receiving scholarships in higher education. It's another aim was to study the problems of rural and urban Muslim girls with regard to dropout in higher education. The study also attempted to find out the incidence of discrimination and harassment of rural and urban Muslim girls in higher education. The method of investigation for the present study was descriptive survey method. The sample of the present study was consisted of 80 rural, 80 urban Muslim girls and 30 rural dropout and 30 urban dropout Muslim girls (total 160 Muslim girls and 60 dropout Muslim girls were selected randomly) from provincialised degree colleges of Barpeta District. The investigator used self-constructed questionnaire for finding out the problems of the sampled girls. The study revealed no significant difference between problems of rural and urban Muslim girls in receiving scholarships and with regard to dropout in higher education. But, the investigator found significant difference between the

incidence of discrimination and harassment of rural and urban Muslim girls in higher education.

The Causes of Primary School Dropout among Rural Girls in Morocco: a Case Study of Sidi Smail District:

Mohammed Dardar:

Dardar, M. (2014). The Causes of Primary School Dropout among Rural Girls in Morocco: a Case Study of Sidi Smail District. Arab world English journal, 5(3).

The present study reflects on the causes of primary school dropout among rural girls in Morocco. It takes Sidi Smail, a rural area in El Jadida province as a case study. The main goal of this study is to find out and discuss the root causes contributing to the problem and provide some recommendations in an attempt to fight the female dropout plight. The study opts for a qualitative research method, using a semi-structured interviewing technique. The causes of female dropout found in this study are related to financial circumstances, health problems, child labour, remote school, school related issues,

Girls lack of motivation, parents negative perception of female education, and early marriage.

To fight the problem of females dropout, the present study highlights the following Recommendations:

- building more primary schools in rural areas;
- creating more boarding schools for girls;
- helping poor families financially provided that they continue sending their daughters to school
- sensitizing rural parents about the importance of women's education;
- sensitizing rural parents about the dangers of child marriage;
- giving retarded students reinforcement courses;
- implementing severe penalties against misbehaving teachers;
- introducing sex education to help girls better understand their boy changes and deal with them in a healthy manner;
- implementing free lunch programmes at all primary schools in rural areas;
- implementing severe punishment vis-à-vis rape and/or sexual harassment Perpetrators;
- the victims of sexual violence

should be rehabilitated and given a chance to get back to school;

- laws banning child labour must be reinforced;
- teachers should work to create inclusive learning friendly environments and to Encourage and guide learners on how to go about the difficulties they experience;
- primary school teachers need to keep getting in-service training to be updated as Regards educational psychology and other pedagogical requirements;

Factors influencing drop out rate for girls in public primary schools in Malanga zone-siaya District, Kenya:

Percilla A Obunga:

Obunga, P. A. (2011). Factors influencing drop out rate for girls in public primary schools in Malanga zone-siaya District, Kenya (Doctoral dissertation, University of Nairobi, Kenya).

The purpose of the study was to determine factors influencing dropout rate for girls in primary schools in Malanga zone, Siaya district. The study was carried out to fulfill five objectives, to examine the extent to which socio economic factors influence girls dropout rate, to establish the influence of basic

school supplies on dropout rate, to assess how parental involvement influence dropout rate, to determine the influence of mentoring activity on dropout rate and to investigate how gender policy implementation influence dropout rate. The statement of the problem showed that the district had dropout rate of 40% compared to 37.2% national rate and 40% of adolescent girls without any education were either pregnant or had already dropped out of school despite the government policies. The study therefore sought to unearth the underlying factors leading to the high dropout rate. The study was limited by the poor road network in the rural area which made accessibility difficult and tiring. The study was delimited by being confined to mixed public schools in Malanga zone focusing on classes 7 and 8 enrolled in year 2011 as they had been in school long enough to understand the schooling process. Literature was reviewed under the following sub themes, socioeconomic factors, basic school supplies, parental involvement, mentoring activity and gender policy implementation. The study adopted the relevant theoretical and conceptual frameworks which guided the researcher in determining variables. The descriptive design which involved qualitative and quantitative

strategies to data collection was employed. 366 pupils, teachers and head teachers were targeted for the study; a sample of 364 respondents was identified using Krejcie and D. Morgan (1970) table. Both probability and non-probability sampling technique were used for various respondents. Data was collected through; focus group discussions and questionnaires as the main research instruments. The data was analyzed using frequencies and percentages presented in tables and discussed as per the literature reviewed in chapter two. Cross sectional research design was used to establish the findings and revealed that high dropout rate was a result of socio-economic factors, inadequate guidance/mentorship to the pupils. Poverty was very critical as it led to inadequate school supplies, orphan hood, and parental neglect of school activities. The study concluded that mentoring was an effective youth intervention strategy since the modern society has changed so much and the social safety nets that existed in the traditional societies and ensured somewhat a stable environment for children to grow up in have all gone. Mothers were more involved than fathers in school responsibilities.

Revisiting primary school dropout in rural Cambodia:

No, F., Sam, C., & Hirakawa, Y. (2012). Revisiting primary school dropout in rural Cambodia. *Asia Pacific Education Review*, 13(4), 573-581.

Previous studies on school dropout in Cambodia often used data from subjects after they already dropped out or statistics from education-related institutions. Using data from children in two rural provinces before they dropped out, this study examines four main factors in order to identify their influence on primary school dropout in Cambodia. Results from logistic regression analysis revealed that some predictors on individual, family, and school factors were found to be statistically significant to predict the odds of dropout in both grades 1 and 5, whereas poverty and child labor could not be detected, though they have been frequently cited as major predictors in the literature of school dropout in Cambodia as well as developing countries.

Issues causing girls' dropout from schools in Afghanistan - Abdullah Noori

Noori, A. (2017). Issues causing girls' dropout from schools in Afghanistan. Noori, A.(2017). ISSUES

CAUSING GIRLS'DROPOUT FROM SCHOOLS IN AFGHANISTAN. INTERNATIONAL JOURNAL FOR INNOVATIVE RESEARCH IN MULTIDISCIPLINARY FIELD, 3(9), 111-116.

The current study is a non-empirical research attempting to explore the key issues contributing to the dropout of girls from schools in Afghanistan. The paper first provides a historical background where the education of girls in the country has always been challenged. The study also explores a few studies conducted in the neighboring countries of Afghanistan where girls' education is facing similar challenges causing to their dropout from schools. Subsequently, specific challenges, such as cultural, economic, insecurity, and school-related challenges have been identified as the main challenges toward the education of girls in Afghanistan. Finally, a number of recommendation have been proposed at the end of the paper, implementing of which might be useful for the status of girls' education in the country.

School dropout among female learners in rural Mpumalanga, South Africa:

Prince Mokoena, Adrian D van Breda: Mokoena, P., & van Breda, A. D.

(2021). School dropout among female learners in rural Mpumalanga, South Africa. *South African Journal of Education*, 41(3).

South Africa, like many countries, has high numbers of learners who do not complete secondary schooling. This reduces these young people's chances of finding work or of earning a better salary. It is thus important to understand the factors that contribute to high school dropout. In the study reported on here we investigated the factors that caused a number of female learners to drop out and return to high school in a rural community in Mpumalanga. The learners provided 3 reasons for dropping out of school: pregnancy, illness and immigration. The analysis of these factors suggests 3 underlying themes that influence the ability of children to remain in school, viz. health, policies and structures, and poverty. The implications of these and recommendations to address them are discussed. The authors argue that greater interdepartmental efforts are required to support vulnerable girls to remain in school.

Teenage Pregnancy:

According to many scholars, teenage pregnancy is the main challenge leading to dropout among

girls (Weybright et al., 2017). South African research indicates that despite a decline in teenage pregnancies, many girls become pregnant and leave school (Rosenberg et al., 2015, Stoner, Rucinski, Edwards, Selin, Hughes, Wang, Agyei, Gomez-Olive, MacPhail, Kahn & Pettifor, 2019). Adults and peers may treat pregnant teenagers differently than before, due to stigma, leading to shame and the loss of emotional support (Sibeko, 2012). Absenteeism is common due to pregnancy-related symptoms of dizziness, vomiting, nausea and exhaustion (Rangiah, 2012) and providing childcare after birth (Stoner et al., 2019). These, in combination, can result in deteriorating academic performance and dropout.

Causes of girls drop out from primary schools in Tehsil Bahrain District Swat, KPK Pakistan:

Bibi, A., & Ahmad, W. (2019). Causes of girls drop out from primary schools in Tehsil Bahrain District Swat, KPK Pakistan. *Asian Journal of Contemporary Education*, 3(1), 44-58.

Getting education is very important for both boys and girls. However, there are female children who do not complete school cycle and leave school before its completion which is one of the concerning issues for the

Ministry of Education in Pakistan. To know why these girls drop out of school, the study provides some brief information on it. To get information on the above issue, structured interviews were used. The study was conducted in 4 Girls primary schools of Tehsil Bahrain district SWAT. Data was collected from sample of 80 respondents, in which (11 dropout girls from Govt Girls Primary School Madyan Swat, 16 from Govt Girls Primary School Ayeen Swat, 22 dropout girls from Girls Primary School Darolai Swat, dropout girls from Girls Primary School Jail Bahrain Swat. 20 mothers of the dropout students and 8 teachers. After collecting information, some of the main causes for the dropout were found as work to earn some money for support of family (poverty), moving from one place to another, culture of the village, punishment, teachers' behavior, long distance from house to school and lack of text books and facilities. By looking to the findings of the study, there is a need of other researches in the area.

Socio-cultural constraints of girls' access to education in Mtwara district, Tanzania:

Mollel, N. S., & Chong, R. (2017). Socio-cultural constraints of girls' access to education in Mtwara district,

Tanzania.

Girls are in a detrimental situation concerning accessing and succeeding in their formal education. Repetition and dropout proportion are significantly higher to girls while completion rate is very low. Also, there is a substantial gender inequality in providing education and performance in education between girls and boys. This research aimed to examine the socio-cultural factors that hinder girls' education in Mtwara District in Tanzania. The design that adopted in this research is survey research design. The questionnaire used as a tool to gather the information, also documentary review and data from Mtwara District Education Office about girls' enrolment and completion used as secondary data. The data organized and then analyzed with the use of the computer. IBM SPSS software used. Descriptive statistics used to analyze the data. The findings of this study discovered that socio-cultural factors mostly affecting girls' access to education. Early marriage, traditional ceremonies (unyago), social perception and social roles are among the key socio-cultural factors hinder girls education in Mtwara District. The study concluded that socio-cultural factors are mostly affecting girls' access to

education in Mtwara District in Tanzania. The study suggested that the government and other education stakeholders should sensitize the community on the need and significance of girls' education for girls themselves and to the entire community. Education stakeholders also should launch mass media programs like television and radio programs to educate and discourage the bad socio cultural practices within the community that deteriorate girls' education. The government should take the serious action for those who participate in one way or another in declining girls' education.

Reasons for Dropouts of Girls from the Formal Secondary Education Living in Rural Areas:

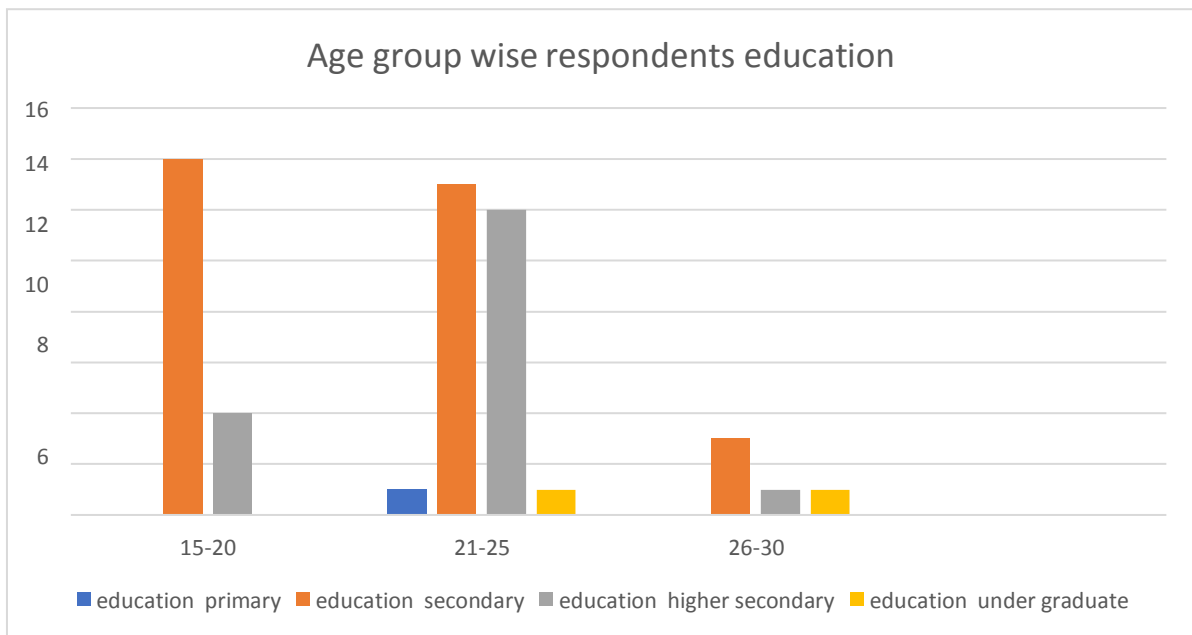
Küçüker, E. (2018). Reasons for Dropouts of Girls from the Formal Secondary Education Living in Rural Areas. *Education & Science/Eğitim ve Bilim*, 43(195).

This study, aimed at determining the reasons for dropouts of the formal secondary education of girls living in rural areas, employed phenomenological methodology from the qualitative research approaches. The study group includes 30 female students, who live in a town in the Black

Sea Region of Turkey and who dropped out of formal secondary education, and their parents. The data were collected by interview technique. In the interviews, personal, social, economic and cultural information about the students and the families, and the reasons why the children did not attend school were obtained. The data were analyzed using thematic analysis technique. Precautions were taken to increase the validity and reliability of the data collection, processing and analysis processes. As a result, the vital causes for school dropout of the girls in the study group were found as insecurity, conservatism, poverty, and failure.

The school dropout of the majority of children is resulted from two or more reasons coming together. Insecurity/conservatism, insecurity/poverty and insecurity/conservatism/poverty are the leading reasons for the girls leaving the school in the study group. The combination of reasons for dropout differs from student to student. It is suggested that, within this context, preventive measures for student dropouts should be diversified by the government on a student basis.

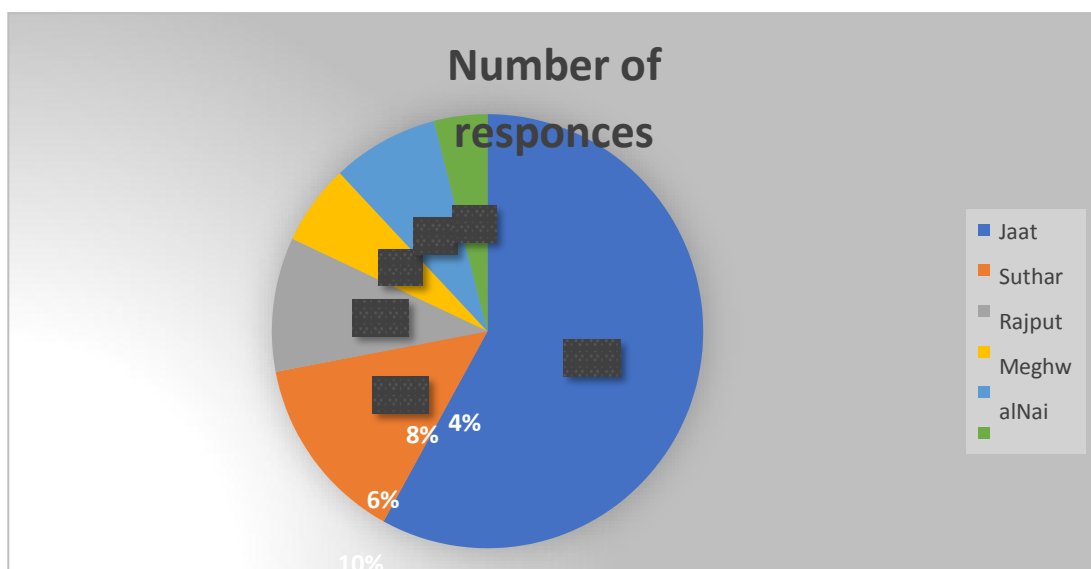
Figure No 1 : Age group wise Education of Respondents



According to this Figure 1, the primary educated respondents are 2% who belong to 21 to 25 age group secondary educated respondents are 60% in which 28% from 15 to 20 age group. 26% from 21 to 25 age group.

And 6% from 26 to 30 age group. Respondents who are higher secondary educated is 34% in which 8% belong from 15 to 20 age group, 24% belongs from 21 to 25 age group.

Figure No. 2: Caste wise distribution of Respondents



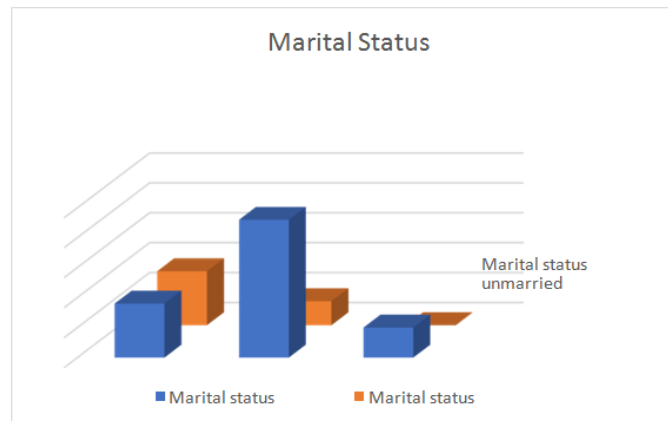
According to this Figure the Jaat

caste girls who have dropout is 29 girls,

and the girls who answered Suthar caste is 7 ,and the answer girls of Rajput caste are 5 ,and the girls who answered from Meghwal caste are 3, and the number of girls who answered the barber caste is 4, and the number of girls who havedropout

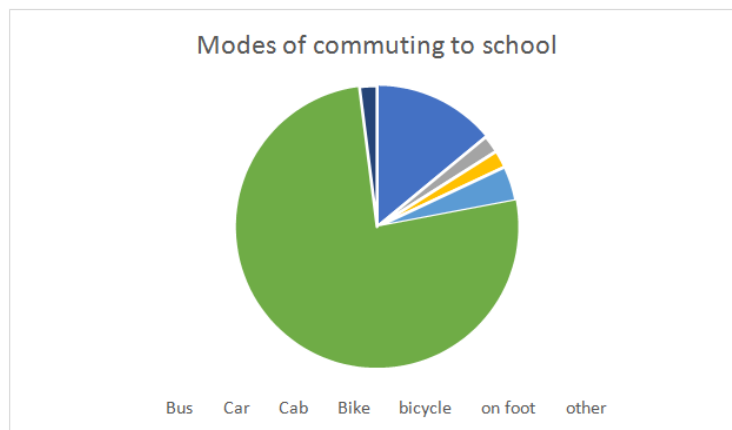
answered Nayak caste is 2 girls. According to this Figure,I have come to Know that girls of Jaat caste are doing maximum dropout.and the number of girls with lowest dropout is from Nayak caste.

Figure No.3: Marital Status of Respondents



According to this figure 74% girls are married, 26% girls are unmarried.

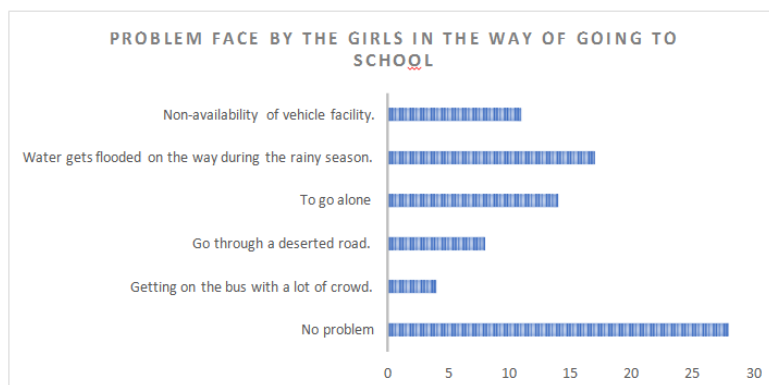
Figure No. 4: Modes of Commuting to School



And according to this we have come to know that most of these girls were going to school on foot, then most of these girls had to drop out due to

walking from fields to school and traveling more distance and also had to drop out due to going alone.

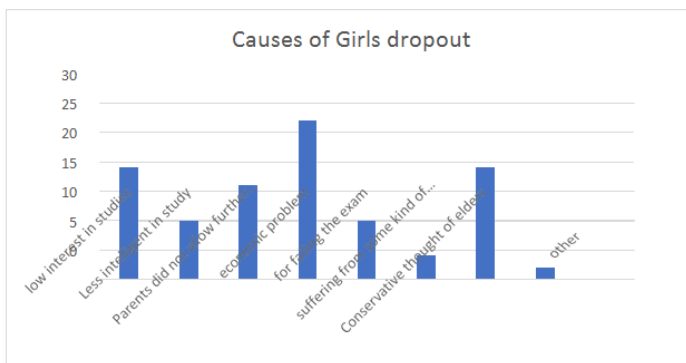
Figure No. 5: Problem face by the girls inthe way of going to school



Note: - Data are overlapping.

56% girls responded that they had no problem going from home to school.

Figure No 6: Causes of Dropout



Note :- Data are overlapping

According to figure number 7 I found that the reasons for which girls dropped out of school, out of which 38% girls said that they had dropped out because of their lack of interest in their own studies and 20% girls said that they She was less promising in studies, so she dropped out of school. And 32% girls told that she wanted to study but her parents did not allow her for further studies and used to do household chores.

CONCLUSION:

During this research, we came to know that the main reason for most girls dropping out of school is the poor financial condition of their family and there are many girls who did not pursue further studies due to less interest in their own studies. And there are some girls in whose family only because of the thinking of the elderly, they left their studies because the elderly people think that what will the girls do by reading more. And by writing more teaching to girls, it gets worse. She does not listen to

the advice of the family members. Because of hearing such taunts, some girls dropped out of school. And there are some girls whose parents did not allow them to pursue further studies. Because nowadays boys and girls are made to sit in the same class in schools. So parents' attitude towards girls changes and they keep their daughters only inside the boundary wall so that their daughters can be safe and many more. There are also girls who drop out of school due to failure in the examination and not being encouraged by their family members. And some girls left their studies because of going to school alone from home because they did not have any fellow members to go to school with them and had to go through the deserted road alone. And the house was also in the fields far away from the school. Therefore, it has not always been possible to cover such a distance on foot. And vehicle facility was not available, hence the school had to drop out.

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