

## Research Article

ISSN 2320-4818  
JSIR 2014; 3(3): 295-298  
© 2014, All rights reserved  
Received: 07-04-2014  
Accepted: 09-06-2014

### Aasiya Bashir

Department of Home Science,  
University of Kashmir, Srinagar  
190006, J&K, India

### Prof. Nilofar Khan

Department of Home Science,  
University of Kashmir, Srinagar  
190006, J&K, India

### Dr. Naheed Vaida

Department of Home Science,  
University of Kashmir, Srinagar  
190006, J&K, India

### Correspondence:

#### Aasiya Bashir

Department of Home Science,  
University of Kashmir, Srinagar  
190006, J&K, India

E-mail: [aasiyabashir12@yahoo.in](mailto:aasiyabashir12@yahoo.in)

## Personal, School and Family - main factors affecting female school dropout

Aasiya Bashir\*, Nilofar Khan, Naheed Vaida

### Abstract

A dropout is considered a student who for any reason other than death leaves school without transferring to another school. Dropping out is a social problem and is also associated with delinquency and low school achievement. A preliminary survey regarding the factors affecting female student dropouts was carried out in District Kulgam. Majority of the respondents belonged to the moderate income group families and lived in joint families. The main factors which lead to dropping out were poor attendance, poor academic performance in class, low interest in studies. The personal factors were less family income, preference of education given to male siblings, early marriage, fear of getting punishment, poor academic performance in class, low interest in studies and busy with household chores. The school factors which lead to drop out were poor school accommodation, poor seating arrangement, discrimination on the basis of sex, school far away, Corporal punishment, defective system of examination, no provision of mid day meals and uniforms and books. The family factors responsible in dropping out were not able to go school in time, looking after siblings, parents disinterest, low educational status of parents, discord between parents, low economic status and most of the families thought boys should be provided better education and facilities as compared to girls.

**Keywords:** Dropouts, Personal factors, School factors, Family factors

### Introduction

A dropout is considered a student who for any reason other than death leaves school before graduation without transferring to another school.<sup>1</sup> Dropping out is a social problem and is also associated with delinquency and low school achievement.<sup>2</sup> The Education Commission 1964-1966 observed, "Dropout or wastage like headache and fever are not disease in themselves, they are really symptoms of other diseases in the educational system, the chief among which are the lack of a proper articulation between education and life and the poor capacity of the schools to attract and hold students., to these may be added a third ailment poverty, which falls outside the system".<sup>3-5</sup> This implies dropping out of pupils, i.e., leaving the schools before completing a particular stage.<sup>6</sup> Many children leave the schools even before completing the primary education which means wastage of money and energy spent over their primary education.<sup>7</sup>

### Methodology

For the purpose of seeking information for due study various schools and homes of the dropouts were visited. The tools used to facilitate collection of data were the interview

method and self developed questionnaire. The sample was selected randomly.

### Results and Discussion

Table 1 shows that 34% of the respondents left the school due to poor family income, 22% left because their parents had to support education of their brothers , and 32% of dropouts were due to early marriage, 8% of the respondents left the school because of their physical handicappedness , 88% were scare of getting punishment

from teacher, 96% were the dropouts due to poor academic performance in class, 90% of the students were dropouts due to their low interest in studies, 96% left the school because they did not understand what were taught to them, 16% of the respondents were like to go back to school and want to continue their studies, 82% of the respondents were working with household chores since they left the school, 16% involved in income generating activities and only 8% of the respondents were left the school due to any other reasons.

**Table 1:** Personal factors leading to dropout

Factors	Yes		No	
	No.	% age	No.	%age
Poor family income	17	34	33	66
Support education of my brothers	11	22	39	78
Early marriage	16	32	34	68
Physical handicappedness	4	8	46	92
Scare of getting punishment	44	88	6	12
Poor academic performance in class	48	96	2	4
Low interest in studies	45	90	5	10
Did not understand what were taught	48	96	2	4
Like to go back to school	8	16	42	84
Working with household chores	41	82	9	18
Involved in income generating activities	8	16	42	84
Others	4	8	46	92

Table 2 shows the 60% of the respondents left school due to poor accommodation in the school, 20% left school due to poor seating arrangements, 2% left due to discrimination in the school, 28% left due to school being far away from home, 14% say that teachers used to beat them, 52% left the school because of the defective system of examination/evaluation and 8% of the respondents left due to no provision of mid-day meals, uniforms and books because their parents were too poor and they could not effort the books, uniforms for their children.

Table 3 shows that 32% of the respondents left school because they were not able to go on time, due to some house hold work at home. 16% respondents were needed at home to look after youngsters. 22% of respondents left the school because their parents were not interested in their studies, 10% of the respondents left the school because they were the last born children and parents pampered them. 66% of the respondents left the school due to parents low education status and 64% of the respondents left the school because their parents lived in poor social

conditions, 16% respondents say that their parents did not praise for their achievement in school subjects, 8% respondents left the school because their parents quarrelled with each other, 32% left the school because their parents

did not understand their needs and difficulties and 26% of the respondents say that their parents were too poor to provide the basic necessities of life.

**Table 2:** School factors leading to dropout

Factors	Yes		No	
	No.	% age	No.	%age
Poor accommodation	30	60	20	40
Poor seating arrangement in the class	10	20	40	80
Discrimination	1	2	49	98
Schools far away from home	14	28	36	72
Teachers used to beating	7	14	43	86
Defective system of examination	26	52	24	48
No provision of mid-day meals, books and uniforms	4	8	46	92

**Table 3:** Family factors leading to dropout

Factors	Yes		No	
	No.	% age	No.	%age
Not able to go on time	16	32	34	68
Look after youngsters	8	16	42	84
Parents not interest in your studies	11	22	39	78
Parents pampered you	5	10	45	90
Parents low educational status	33	66	17	34
Poor social condition	32	64	18	36
Parents did not praise you	8	16	42	84
Parents quarreled with each other	4	8	46	92
Parents did not understand your needs and difficulties	16	32	34	68
Too poor to provide you the basic necessities of life	13	26	37	74

## **Conclusion and Recommendations**

While concluding the main factors which lead to dropping out were poor attendance, poor academic performance in class, low interest in studies and other factors like personal, social, home and school lead to dropping out of school going girls. The recommendations for preventing female student dropout rate, programmes and practices needs to be implemented. Continuous check –up of the attendance of the girls by teachers in classes is must. Instead of dull curriculum there should be a decent and entertaining curriculum to be framed by the authorities. Efficient and interesting teaching in the class room is recommended. A shift towards shorter examination system should be made. Timing of school should not be rigid, it should be flexible. Corporal punishment should be banned. Step should be taken to remove social evils such as early marriage, school taboos against the education of girls in mixed schools. An educated parent is the best guarantee to ensure that their children also get education.

## **Acknowledgement**

Authors acknowledge the great help received from the scholars whose articles cited and included in references of the manuscript

## **References**

1. Aggarwal J.C. Education in Emerging India. Raj Printers Meerut. Surya publications 1989; 91-99.
2. Akinsanya A. The Drop-out and Industrial arts programme. Journal of Educational Research and Training 1982; 8: 24-26.
3. Batiz Rivera, Francisco L. The impact of Vocational Education on Racial and Ethnic Minorities. A Research Journal 1999; 26: 1-4.
4. North Central Regional Educational Laboratory. Understanding and addressing the issue of the High School Dropout Age. Research Journal. 2003; 19: 1-2.
5. Chaplain. High school dropouts and school performance. Research journal .2003; 7: 1-3.
6. Hurlock B. Child Development. Sirohi printers: Tata Mc Graw-Hill publications; 1999, 442-444.
7. Hymel S, Ford L. School completion and academic success: The impact of early social-emotional competence. 2nd ed. In: Tremblay RE, Boivin M, Peters RDeV, eds. Encyclopedia on Early Childhood Development [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development and

Strategic Knowledge Cluster on Early Child Development; 2014:1-8.