



## A Study on Dropouts from Primary and Secondary School in Bangladesh: the Cause and Effect

M. A. Quyyum, Ph. D.

Principal,

Institute of Library, Arts, Commerce & Science (ILACS),  
5/1, Korpara Road, Tutpara, Khulna – 9100

### Abstract

Bangladesh is a developing country of south Asia. Recently it has reached middle income country. The current enrollment rate of students in primary education has increased to 97.74 percent. In 2009, drop-out rate for primary education for Bangladesh was 33.8 %. The dropout rate reduced to 17.90 percent as various initiatives taken by the government. Despite unprecedented progress in primary education, about 2.26 percent children are still out of school due to poverty, child labour and geographical barriers, according to Primary and Mass Education Ministry. According to ministry of education, Peoples Republic of Bangladesh the government took various initiatives including distribution of free textbooks, provision of stipends, mid-day meal and development of school infrastructure, recruitment of adequate teachers and so on in order to prevent dropouts and ensure quality education. In order to make primary education more dynamic, in 2013, Honourable Prime Minister Sheikh Hasina nationalized 26,193 registered and community private primary schools and conferred second class status to the post of headmaster. This is another landmark step in the advancement of primary education. Meanwhile, the government has been implementing the 7th Five Year Plan (2016-2020) and has taken all-out measures to achieve the international commitment of Sustainable Development Goals (SDGs). There is a comprehensive plan for the non-formal education sub-sector in the 7th Five Year Plan to promote literacy, skills development training and create lifelong learning opportunities, which is the fourth goal of SDGs. However the present study has conducted to find out the actual cause of dropout cause of dropout, to find out the present activities of the dropout students, to analyses the cause and effects of the dropout students and to collect the suggestion to overcome their dropout problem. The study was conducted at urban and rural area of four districts in Khulna administrative divisions in Bangladesh. Purposive sampling method was used in the study so as to get the best information to achieve the objectives of the study. Total 160 respondents were selected from the study areas. From each district of Khulna division 40 dropout students were selected from different Primary schools and secondary schools. The present study is based on both primary and secondary sources of data. Primary data were collected from the respondents of the study area directly using different data collection techniques. On the other hand, the study used different relevant publications, dissertations, books, journal articles, reports, and websites etc. as sources of secondary data. Primary data were collected through interviews and Questionnaire survey. Structured questionnaire containing both open and closed ended was used. A survey through a standardized questionnaire was conducted to collect both quantitative and qualitative information from. Data were analyzed by Computer Program SPSS. From the study it was found that the primary education system of Bangladesh is one of the largest one in the world. It is working for making Bangladesh a developing country and alleviates poverty from the region as a whole. There are many hurdles in our education sector. Corruption is one of them. In our GDP 2.3% (Tk. 12,000 crore approximate) allocation is kept for education whereas the transactional volume of corruption in our country is about 2% of total GDP (BBC Sanglap, aired in the Channel-I on 16/04/2014, time 5:40am, BST). If we can invest more in the education sector with proper supervision and monitoring where transparency and accountability will be ensured we may reap better fruits for long term. For ensuring children's rights to education we have to reduce dropout rate anyhow and increase the enrollment rate. Now the pertinent question that arises- are we ready to face the challenges of the 21st century with the existing standard of our education? We need competent manpower and positive attitude to change. We have to make education enthusiastic and learner-friendly. 100% success in the examinations with quality education will be our priority. We believe the inherent talents of our children must blossom if proper nursing can be done. The only need is to show love and sympathy to the people of the land. As a worthy citizen we have to keep in mind that it is our responsibility to promote our education and to have strong commitment to the nation. Only then we can believe that we will be able to materialize the long cherished "Vision-2021" of the people. From the study it can be recommended that Government should increase stipend in high school from 30% to 60%, Government should help the poor students especially who are not continuing study in school and Government should order school managing committee (SMC) and Managing Committee (MC) to take responsibility of the poor students to continue study in school. SMC and MC should talk to the poor guardian to send their children to school regularly, SMC, MC and teachers should visit home of irregular students to make sure their presence in school. Head teachers of school must maintain regular contact with the guardians of school students and maintain a routine work to advice the guardian and students that education and only education can improve their life style future. Primary and secondary school compound should be lively as a children park.

**Keywords:** Dropouts, Primary and Secondary School, Bangladesh

### INTRODUCTION

Bangladesh is a least developed country (LDC) as its GDP US\$ 286.82 billion in the year of 2018 and the per capita income is only US\$ 1751 in the year 2018, which is very poor. The cause of low GDP are the poverty, illiteracy, unskilled labors huge in number and due to the school dropout rate 19.2% in P.S.C level (Primary School Certificate)

and 38.3% in S.S.C level. The poverty level is now 17% as BBS reported and 27.24% is now the adult illiteracy rate in the year 2018. The unskilled labor forces are now in agriculture 40%, in service also 40% and in industries 20% of the population of Bangladesh. The total unskilled labors are in Bangladesh 109 million in 2017 as Wikipedia revealed. The unemployment rate in 2017 is also high as male 3.17% and female 6.70% of total population in Bangladesh. So in this scenario it is very much needed to educate the huge people and to stop dropout student from education. To change the present economy of Bangladesh to a higher economic country education for all is a must. My research can show the actual cause of dropout student and the various effects of dropout in the life of a dropout student. Our children are very much eager to learn but the school Managing Committee and parents are very much unconscious about the dropout of their school students.

If the government bound the SMC to be careful to their poor students as the SMC is also the guardian of their School students, I think the dropout rate will go down very soon. The government of Bangladesh has taken various steps to educate the children by the Ministry of Primary and mass education and by the ministry of education the education policy 2010 as per article number 17 of the constitution of peoples republic of Bangladesh. Govt. of Bangladesh is also the signatory of world declaration on education for all (EFA) at Thailand in March 1990 and signatory of UN Millennium declaration in 2000 and in 2015 Bangladesh signed the second goal of the millennium Development goal to ensure children everywhere boys and girls alike will be able to complete a full course of primary schooling. Bangladesh Govt. is trying heart and soul to reduce dropout rate in primary and secondary education taking different steps like giving huge stipend to all primary students and 30% stipend are given to the secondary students. The dropout students those who are not completing their primary or secondary education are still huge in Bangladesh approximately 43.7 million as BBS reported. Bangladesh needs to take steps to reduce the rate of illiteracy, to reduce unskilled labors, to reduce unemployment rate and to reduce poverty rate. Bangladesh is taking many steps to reduce all the above problems day by day and these continuation of development will make Bangladesh as a 23rd largest economy within 2050 as reported by the Price water house Coopers (PWC), UK.

Education for all and ensuring quality education continue to get persistent attention and commitment of governments across the globe. Despite the progress made through the MDG's, the progress with regard to primary, secondary and tertiary tend to vary significantly across the developing countries with a trend that shows high enrolment rate in primary, moderate growth and continuity in secondary and a very low growth in tertiary education. It has been persistent over the years. In Bangladesh the net enrolment rate in primary schools 97.7%, secondary schools 67.0% and tertiary 13.03 % ( Bangladesh Education Statistics, 2015). It also shows the decreasing trend in enrolment towards higher education.

The Seventh Five Year Plan (SFYP)/SDG-4 targets achieving hundred percent net enrolment and complete free primary and secondary education by the year 2030. Education is the backbone of a nation and a prominent domain of development. In the education system, the secondary education bridges primary and tertiary education. It prepares the students for tertiary education with strong foundation of quality education and also serves many with a minimum academic attainment when entering job market. The government has undertaken a number of policy reform initiatives in recent years to accelerate the secondary education quality. These include revising the curriculum to make it more relevant to 21st century workplace skills, improving public examinations to support the development of students' higher order cognitive skills, and establishing a centralized and transparent teacher recruitment system.

Therefore, secondary education may be considered as a building block for higher education and for building human resource of a country. Secondary schools are the institution that can play directly to improve quality education as to prepare the students for job market and for the next tier of education. So, secondary school performance is the issue that must be seriously looked at. Challenges to secondary school participation are greatest in sub-Saharan Africa and South Asia. Bangladesh Government has included some criteria for school subvention and also some indicators have been set up for the appraisal of secondary school performance. Despite these improvements, issues of low quality particularly pertaining to the curriculum, student assessment, and teacher performance remain as challenges to the education system. So the performance of a school can hardly be ignored or underestimated. It is an issue to examine what are the flaws from school performance perspective that cannot trigger the students for the life skill attainment and for further education or they are dropping out from tertiary education. Given this backdrop, this study or research will make an attempt to observe the performance of nine secondary schools and seven Primary schools.

Bangladesh is a land of about 160 million people with a total area of only 147,570 square kilometers (BBS, Feb. 2011). It is quite difficult to fulfill all the basic needs of the people here. We are to face challenges to meet the basic needs like-food, shelter, and education, clothing and medical facilities. The highest priority has been given on education sector as without developing this sector it is quite difficult to ensure other requirements. Virtually the only way to attain development is ensuring the quality education as it is the basic foundation of our education system. Here one thing is a big challenge is - the multi factual drop out in the Secondary and primary level. So we have to design a comprehensive and uniform system through which we can give the optimum achievements in this sector.

## **RATIONALE OF THE STUDY**

We cannot make any headway in development if the standard of education is not ensured. The primary education is the core of all education. So, utmost priority should be laid on the primary level education for attaining total development. Bangladesh's recent progress in Human Development particularly the achievement in improving access to education is quite noteworthy. The country is committed to meet the Millennium Development Goal (MDG) targets as fixed by the United Nations Organization (UNO), for achieving gender 2 parity in primary and secondary enrollment by the year 2015 (Ibid, p.2). But budget share in education sector in Bangladesh is one of the lowest one in South Asia and despite this limitation much progress has been made in this sector (Mahmud, Asadullah and Savoia, 2013). Still a considerable challenge remains to achieve quality education and the most vulnerable picture is the primary level drop out before completing Primary School Certificate (PSC) while many children remain out of school. Primary schools in the country are severely resource constrained. In the vast areas of the country side (rural Bangladesh), class rooms are overcrowded and many schools are not in useable condition. Majority of the schools operate in double shifts to minimize the costs. But it cannot provide suitable education (Ibid, 2013 p.3).

Thus, we can say our children complete their schools without having some basic foundations. There are 37,672 government primary schools in Bangladesh (Asadullah and Chaudhury, 2012). In 2013 the government had decided to nationalize existing Registered Non-Government Primary Schools. Besides, Government Primary School (GPS) and Registered Non-Government Primary School (RNGPS) there are 12 additional types of schools operating in the country. Among the existing ones 40% of primary schools operate outside the state sector (Asadullah and Chaudhury, 2012). Thus, Schools defer considerably in terms of physical resources, drop-out rate and student performance in the public examination (PSC Test). In recent PSC examinations it is revealed that RNGPS performed poorly while students from NGO and private (Kindergarten) schools out performed GPS and RNGPS. Thus, considerable gaps and differences remain between educational institutions of different types like-GPS, RNGPS, Madrashes, NGO, English Medium schools and others. Location of schools also matters to some extent. Quality is particularly poor in rural areas causing the rural-urban gap to expand. Therefore, proper attention should be paid to address the constraints facing the backward schools. Those are also the core reasons of drop out.

## **STATEMENT OF THE PROBLEM**

Bangladesh has made remarkable progress over the past two decades by ensuring equity, gender parity, and enrolment in primary and secondary education (The World Bank). But there is a declining trend in enrolment towards tertiary level of education. It is reducing markedly from primary level to secondary and from secondary level to tertiary level of education. According to the Bangladesh Education Policy, 2010 Secondary Education aims to cover external efficiency of education, life skills needed for young learners, and also to prepare the students for tertiary education. Because of this sharp decline in tertiary education along with other issues there need to revisit the performance of secondary schools in Bangladesh.

In addition, the criteria set by the ministry of education in Bangladesh for school subvention and the PBM whether it is adequate or it needs further definition. Secondary school will make a student prepare for job market and next level of education as well. However, the present status of secondary education is not in that way to achieve that level. In the policy documents the issues of school performance are inadequately captured. As a result the school performance related problems are somehow neglected and it affected learning outcome, life skills development, etc. To promote education a lion's share of the national budget of the country is being allocated each year. But there are some challenges in the education sector of Bangladesh.

These are lack of skilled school teachers, burden of excess curriculum, grading system, high cost of education, creative system of education, teacher student ratio, debate on PSC and JSC examination, dependence on guidebook, mushroom growth of coaching centers and many more. Introducing PEC and JSC is a debatable issue now. Whether this kind of examination useful for the students or not. The effect of PECE (Primary Education Completion Examination) and JSC (Junior School Certificate Examination) have been to encourage drills and rote memorization, neglect understanding and creativity, disregard basic content of the curriculum and discourage thinking and reasoning (Manzoor, 2015). It is claimed that the prevalence of note-book and private coaching has been increased. There are differences in performances between rural school and urban school. The urban schools perform better than that of rural secondary school. (Education Sector Review, 2013) There is lacking in consistent policy on secondary schools text books and curriculum, for example, Bangladesh government has made three attempts at curriculum reform over the past 20 years (1993-2013) in secondary education. Besides, the sudden burdens of text books they face when entering from primary level to secondary level negatively affect them, create an aversion for learning.

The implementation of a structured method (later named as creative questions) was focused on developing higher-order thinking skills. It is reported now the creative question examination systems are in a controversial state; there is also argument about the negative impact of the Multiple Choice Question (MCQ) system. There is a shortage of quality teachers and an unable secondary education system to attract qualified young in the teaching profession; the unqualified people are coming into this profession. Because of low self-esteem and insufficient remuneration

qualified people are not coming to this profession. Many non-government teachers are recruited by SMC adopting nepotism, bribery etc. The ideal teacher-student ratio should be 1:30 by 2018. But the number students are increasing with less progress in the number of teacher, let alone quality teachers. The high dropout rate is an equally major challenge in secondary education. Though incentives in the form of stipends, free textbooks, and free meal programmes are being provided, the dropout rate is disheartening. Only 46 percent of students complete the full cycle of secondary education, reflecting a huge waste of financial resources and an inefficient education system. The secondary education system continues to have weak organizational and supervisory competence. Improving the quality and relevance of secondary education would require rigorous sector management (Mustafiz, 2017)

The School management Committee (SMC) are not doing their respected duties in many cases. It is now a matter of showing off to be an SMC member. The main reason behind this unsatisfactory performance in tertiary education in Bangladesh is mainly attributed to the absence of quality schooling in institutions rendering higher education (Aminuzzaman, 2011). Because of not entering expected number of secondary students into the tertiary level the nation is lagging behind, some students cannot cope with the syllabus of university curriculum, they fall apart. If they are not properly bloomed this is a huge loss for the nation. Moreover, if we cannot nourish and flourish them the country will not be able to grasp the fruit of demographic dividend. As described above there are many problems regarding secondary education. We can investigate these problems in the light of secondary school Performance. Therefore, it is urgent to redefine and rethink secondary school performance and uncover further determinants of secondary school performance to consider and to identify the core reasons that have significant impact on secondary school performance. Still there are a good number of drops out cases in the primary level which is treated as one of the most acute problems in ensuring quality primary education. This is related to many factors like performance of the school managing committee, economic condition, local tradition, social aspects and so on. For ensuring quality primary education, effective implementation of our education policy is urgently required. Minimizing drop out in the primary level is still one of the major hard tasks. Thus it is not possible to address the issue of quality education without proper attention on drop out.

Thus this research may help understand the nature and reasons of dropout in urban and rural areas with a comparative picture.

## DEFINITION OF KEY TERMS

### School Dropout

Collins Dictionary describe a dropout student is s/he who fails to complete the primary or secondary school course curriculum within the scheduled time and age. School dropout can be defined as a student who leaves the school before completing the education for any reason other than death or without transferring to another school (www.pde.stste.pa.us/k12 statistics, 01.03.2006)

Dropping out is a multi dimensional, interactive and cumulative process that involves school, family, economies and personal factors (www.socialworkers.org.2012)

Education policy of Bangladesh in Primary & Secondary level:

The national education policy (NEP) was approved in 2010 and introduce two major changes:

Pre-primary education was not part of the formal education system.

Primary education (level 1-5) was made compulsory for children aged 6-10 years under the 1990 compulsory education act as of 2009. Students sit for the terminal examination at the end of class five. According to NEP, the primary cycle will be extended from five to eight years as soon as arrangement can be made for sufficient classrooms and teachers. Secondary education consists of three stages:

1. Junior secondary (class 6-8)
2. Secondary (class 9-10)
3. Higher secondary (class 11-12)

The madrasa education system operates in parallel to the government primary and secondary education system with the same core subjects and with emphasis on religious subjects. The ministry of primary and mass education (MOPME) is responsible for the policy formulation, planning, evaluation, development and non-formal education. The Directorate of Primary Education (DPE) is the Principal body for implementing government policies in primary education. It implements the main primary education program and coordinates the administration of primary education at the local level. It is headed by the Director General (DG), under the DPE there are seven offices at division level headed by Deputy Directors (DD), 64 District Primary Education Officers headed by District Primary Education Office (DPEO) and 481 upuzila Education officers headed by Upuzila Education Officer (UEO).

The Bureau of Non-formal Education (BNFE) is the Principal body for implementing govt. policies in non-formal education mainly the post literacy and continuing education project for human development and the basic education for hard to reach urban working children and coordinate the administration of non-formal education at the local level. The directorate of secondary and higher secondary education (DSHE) is the principal body for implementing govt. policies in secondary education. DSHE is headed by director general (DG), there are nine educational zones headed

by the DD, offices headed by district education officers (DEO) 460 Upuzila education officers in 64 district in secondary level headed by Upuzila Education Officers (UEO).

The Bangladesh Madrasa Education Board (BMEB) is the Principal body for implementing Govt. polices in Madrasa education at the primary and secondary level. In addition The National Academy for Primary education (NAPE) under MOPME oversees the programmers of 55 primaries Training Institutes (PTI) and conducts the certificates in education (C-en-Ed) course examination for prospective primary education teachers. It also conducts the primary educational terminal examination for level - 5 students (PSC).

The National Curriculum and text book board (NCTB) under MOE is responsible for curriculum and text book development for both the primary and secondary levels. The Bangladesh Bureau of educational information and statistics (BANBEIS) under MOE is nominally responsible for the collection, compilation and dissemination of education educational statistics at all levels. The government has set up a school for dropout students named 'Ananda School', this project is for the reaching out of school children (ROSC) as a special learning center. The project is coordinated by an implementation unit at the DPE but a community based centre management committee is responsible for the day to day management of the school. Ananda School share some characteristics of non-formal school for example they organized around a single teacher in single class room who are from level (1-5) but teach the national curriculum, In 2005-2011 there are 21913 Rocs schools in 90 Upuzilas and the students ware 7,19,685 as source Rocs MIS June 2011.

### **OBJECTIVES OF THE RESEARCH**

The Objectives of the research are as follows:

1. To find out the actual cause of dropout cause of dropout.
2. To find out the present activities of the dropout students.
3. To analyses the cause and effects of the dropout students.
4. To collect the suggestion to overcome their dropout problem.

### **METHODOLOGY OF THE STUDY**

#### **Research Design of the study**

The choice of an appropriate research design is essential for a scientific study since it gives a framework of what the researcher do from setting the research question to the operational implications of the data analysis. A research design is 'the arrangements of conditions form collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure' (Selltiz 1965 cited in Aminuzzaman 1991, p.53). The study focused to evaluate the effect dropout in the criminal activities in Bangladesh and whether the dropouts of students are responsible for crimes. Hence, descriptive and analytical research designs were chosen. Because descriptive research design helps to describe the current practices and events while analytical research design enables to establish relationship between variables (Aminuzzaman 1991). Here the research design of the present study was survey type.

#### **Study area:**

The study was conducted at urban and rural area of four districts in Khulna administrative divisions in Bangladesh. In Bangladesh, there are eight divisions. However, in the field of urban and rural area of southern part of Bangladesh, the study was tried to understand in depth of the problem of dropout.

#### **Sampling Method**

Basically, purposive sampling method was used in the study so as to get the best information to achieve the objectives of the study. This method gave flexibility to the researcher to pick up only people who are likely to have the required information and be willing to share it. Moreover, the sampling method helped to ensure representation of different variation of service providers as well as service seekers. In other words, heterogeneity in the composition of sample of service seekers and providers (age, sex, senior-junior officials, education, and profession) was attempted to maintain as possible. Therefore in this study a combination of quantitative and qualitative methods were used. The question might arise why combination of these methods were used. Because as Creswell (1994:177) suggests, that it is advantageous to a researcher to combine methods to better understand a concept being tested or explored. Each approach has its strengths and its weaknesses, and reliance on anyone method is not appropriate. Therefore, in this research quantitative and qualitative research was used to better understanding as well as in depth to know the domain of the study.

#### **Sampling technique**

Purposive sampling is a sampling technique in which researcher relies on judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they

can obtain a representative sample by using a sound judgment, which resulted in saving time and money”.<sup>1</sup>In this research purposive sampling method was used.

**Sample Size:** 160 respondents were selected from the study areas. From each district of Khulna division 40 dropout students were selected from different Primary schools and secondary schools.

### Sources of Data

Generally, there are two different sources of collecting data, viz., primary sources and secondary sources. The present study is based on both primary and secondary sources of data. Primary data were collected from the respondents of the study area directly using different data collection techniques. On the other hand, the study used different relevant publications, dissertations, books, journal articles, reports, and websites etc. as sources of secondary data. The data were collected from secondary sources must be useful to cross validate primary data and also to analyze the relationship among variables. Primary data were collected from the particular areas in urban and rural areas in Bangladesh.

### Data Collection Method

The study was conducted based on both primary and secondary data. Primary data were collected through interviews and Questionnaire survey. Structured questionnaire containing both open and closed ended was used. A survey through a standardized questionnaire was conducted to collect both quantitative and qualitative information from. The semi-structured interviews were used for conducting with the policy makers, administrators, trafficking experts. Secondary data and information were collected besides the primary sources side by side secondary data were gathered from journal articles, published books, government documents, education commissions' report, policies, reports of various committees related to dropout etc. At the same time the present study was qualitative data through face to face interview by using a check list, Case study and Key Information Interview (KII).

### Questionnaire Survey

For unique and exploratory research new information must be required. Questionnaire survey is the easiest and most widely used instrument for data collection in this regard. This method allows the researcher to come in direct contact with the respondents, to observe their attitude during answering time and to analyze the issue under study in ordinary setting. The questionnaire precise enough to meet the objectives of the study research questions. Besides, comments and advice from participants defense on the study great support to frame up the questionnaire and other. The purpose and objectives of the study was explained to the respondents as simply as possible allocating sufficient time so that they swallow up the idea and can come back with spontaneous thoughts.

### Validation of Data

Validity is the degree to which the allotted instruments convincingly measure, explore or describe the phenomenon in hand (Judd, Smith and Kidder, 1991). In this study data were collected by questionnaire survey and interview method was also be followed. The combinations of both the methods give the reliable and valid data. Validity refers to trustworthiness which is done through cross checking the data collect from one source to that of others. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study (Creswell 2009, p.191).

### Data Processing and Analysis

In qualitative study the researcher has the freedom to marshal gathered data to meet the desired objectives of the study (Creswell 2009). Partial data of questionnaire survey were processed using simple statistics. The rest of the data were explained carefully to meet the aim of the study and research question and also attempted to establish relation among the variables. Some important and strong statements were referred in the analysis part to add value to the findings. Computer Program Microsoft Excel was used for data analysis. Data were analyzed according to the objectives of the study. Tables, graphs and statistical analysis were done by Computer Program SPSS.

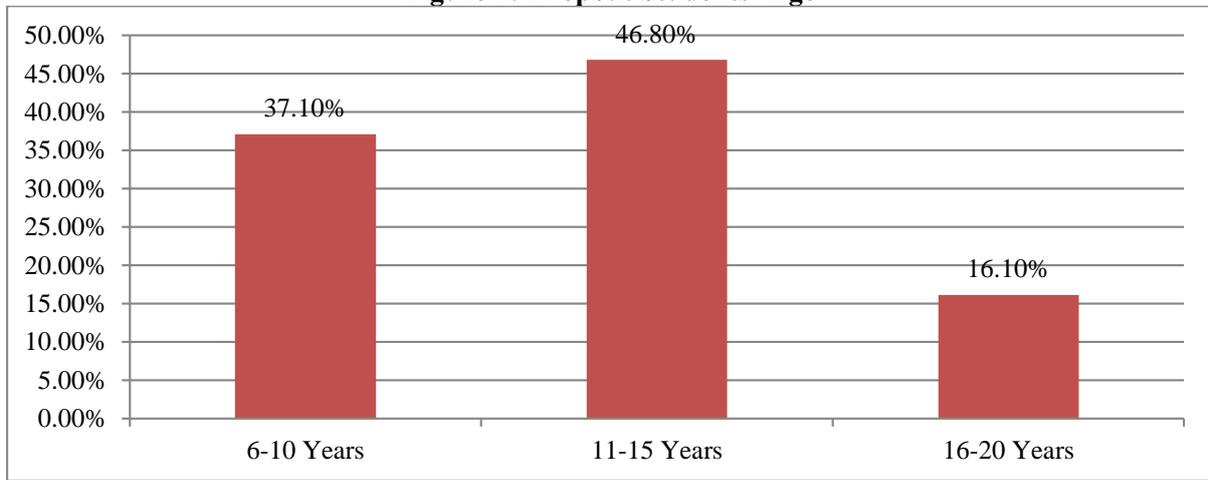
## RESULTS AND DISCUSSION

Frequencies and percentage Table and Bar chart

### 1. Age of the Respondents

<sup>1</sup> Black, K. (2010) “Business Statistics: Contemporary Decision Making” 6<sup>th</sup> edition, John Wiley & Sons

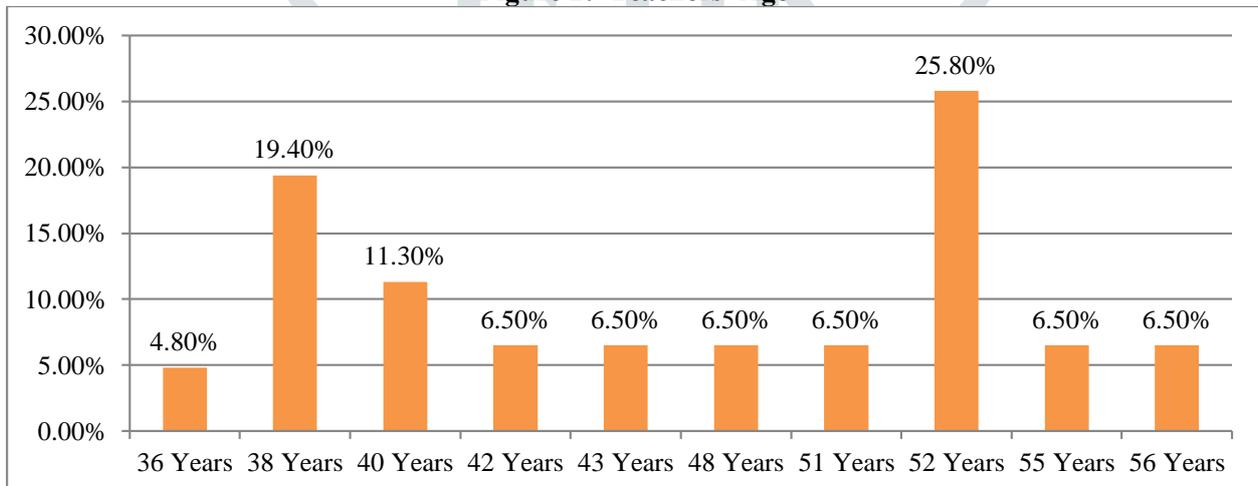
**Figure 1: Dropout Students' Age**



Source: Field survey 2018

Dropout Students' Age has shown in the above table and graph. From the result it was found that Dropout student respondents are the primary school and high school student whose ages were 6-20 years. The result revealed that 46.80% Dropout Students' were age group 11-15 years which was maximum and 16.10% Dropout Students' were age group 16-20 years which was minimum.

**Figure 2: Teachers' Age**



Source: Field survey 2018

Teachers' Age has shown in the above table and graph. From the result it was found that Respondent teacher are from Primary and High school and their age are from 36 to 56 years. The result revealed that 25.80% Teachers were 52 years old which was maximum but only 4.80% Teachers were 36 years old which was minimum.

**2. Gender of the Respondents**

**Table 1: Students' Gender**

Students' Gender	Frequency	Percent	Cumulative Percent
Male	23	37.1	37.1
Female	39	62.9	100.0
Total	62	100.0	

Source: Field survey 2018

Dropout students' Gender has shown in the above table. From the result it was found that dropout students are 23 persons male and 39 persons are female. Female students are out of school more than male students. Female dropouts are 62.9% and male students are 37.1% as respondent here.

**Table 2: Teachers' Gender**

Teachers' Gender	Frequency	Percent	Cumulative Percent
Male	33	53.2	53.2
Female	29	46.8	100.0
Total	62	100.0	

Source: Field survey 2018

Teachers' Gender has shown in the above table. From the result it was found that Male Teachers respondents are 53.2% and Female teacher's respondents are 46.8% in this survey.

**Table 3: Guardians' Gender**

Guardians' Gender	Frequency	Percent	Cumulative Percent
Male	29	46.8	46.8
Female	33	53.2	100.0
Total	62	100.0	

Source: Field survey 2018

Guardians' Gender has shown in the above table. From the result it was found that Male guardian are 46.8% and female guardian are 53.2% here as respondent. Here female guardians are more than male guardian as respondent.

**Table 4: Common People's Gender**

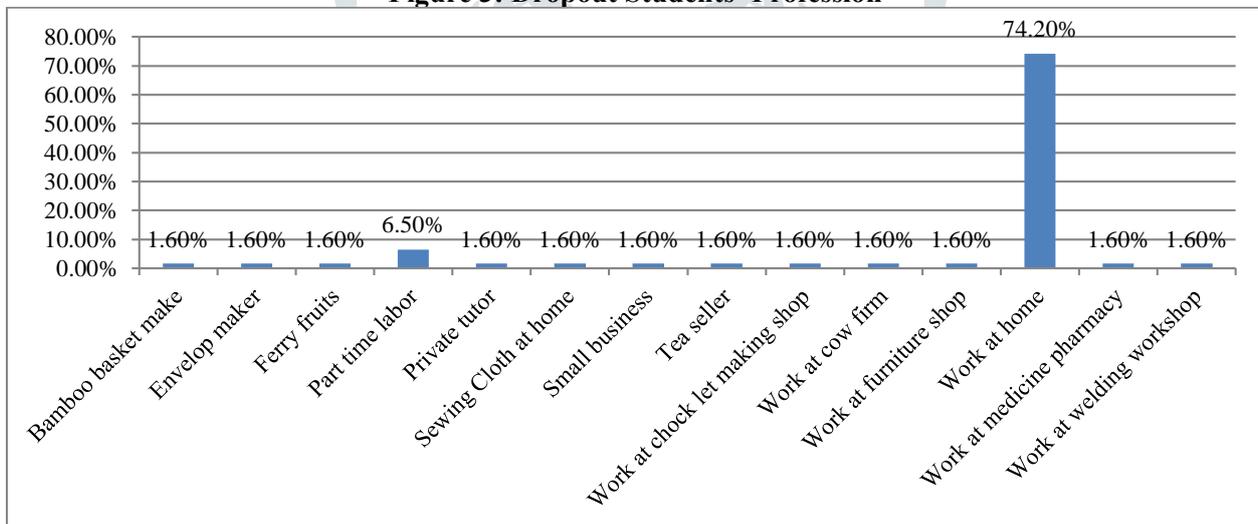
Common People's Gender	Frequency	Percent	Cumulative Percent
Male	54	87.1	87.1
Female	8	12.9	100.0
Total	62	100.0	

Source: Field survey 2018

Common People's Gender has shown in the above table. From the result it was found that Respondent common people who know very well their neighboring dropout. As respondent common people male are 87.1% and female are 12.9%. These comments are valuable for this recherche.

### 3. Profession of Respondents

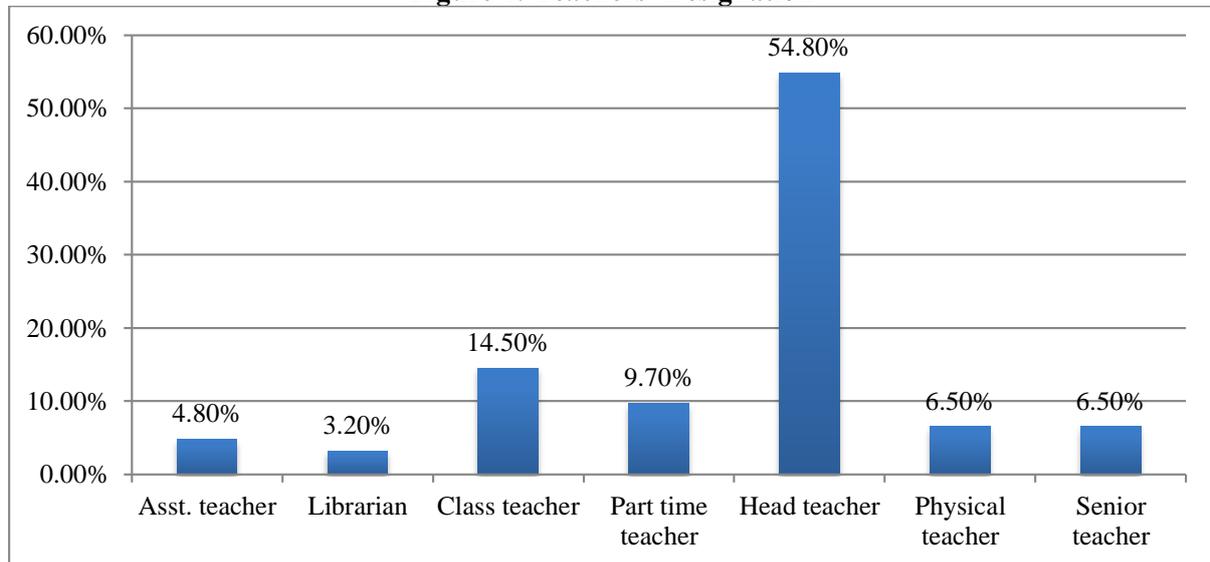
**Figure 3: Dropout Students' Profession**



Source: Field survey 2018

Dropout Students' Profession has shown in the above table and graph. From the result it was found that Respondent dropout students are now out of school and working for their food in many ways. The result revealed that 74.20% Dropout Students were working in their home which was maximum. The maximum dropout students are working safely at home but they have no special skill at all. Dropout students are becoming unskilled labor.

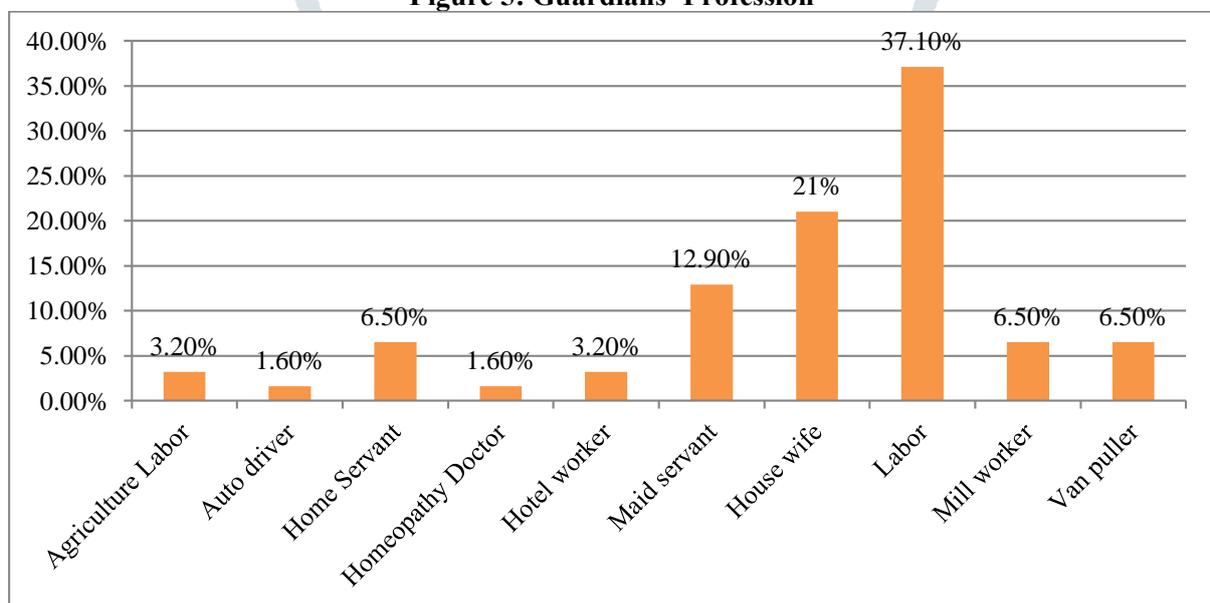
**Figure 4: Teachers' Designation**



Source: Field survey 2018

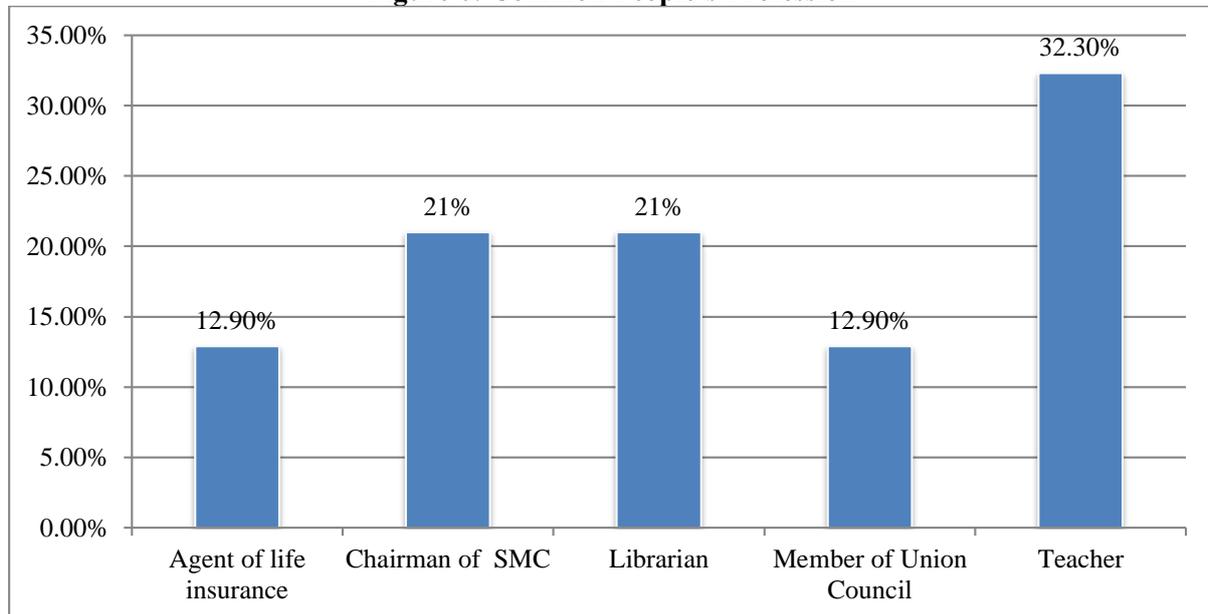
Teachers' Designation has shown in the above table and graph. From the result it was found that Respondent Teacher is now working at primary and high school regularly. Head teacher respondent are 54.8% which was maximum but 3.20% respondents were Librarian. So the information of dropout students are very accurately found in this research.

**Figure 5: Guardians' Profession**



Source: Field survey 2018

Guardians' Profession has shown in the above table and graph. From the result it was found that Respondent guardians are maximum very poor and illiterate. They are monthly working as labor and they are 37.1% of the total which was maximum but 1.60% respondents were Auto driver and 1.60% respondents were Homeopathy Doctor which was minimum. Other guardians are also very poor and low level worker.

**Figure 6: Common People's Profession**

Source: Field survey 2018

Common People's Profession has shown in the above table and graph. From the result it was found that Respondent common people are educated and some are leader of the society and some are chairman of the school managing committee. The result revealed that 32.30% common people were Teachers which was maximum but 12.90% respondents were Agent of Life insurance and 12.90% respondents were Member of Union Council which was minimum.

#### 4. Educational qualification of Respondents

**Table 5: Students' educational qualification**

	Frequency	Percent	Cumulative Percent
Primary I - V	27	43.5	43.5
Secondary VI - X	35	65.5	100.0
Total	62	100.0	

Source: Field survey 2018

Students' educational qualification has shown in the above table. From the result it was found that Dropout students' educational statuses are level on to level ten, 43.5% are Primary student and 65.5% are secondary students.

**Table 6: Teachers' educational qualification**

	Frequency	Percent	Cumulative Percent
B.Ed	1	1.6	1.6
B.A	1	1.6	3.2
B.S.S	4	6.5	9.7
B.Com	4	6.5	16.1
H.S.C	3	4.8	21.0

Source: Field survey 2018

Teachers' educational qualification has shown in the above table. From the result it was found that Respondent teachers are monthly graduate only 4.8% are under graduate.

## 5. Category of Dropout students

**Table 7: Category of Dropout students**

Category of Dropout students	Frequency	Percent	Cumulative Percent
Primary students	27	43.5	43.5
Secondary students	35	56.5	100.0
Total	62	100.0	

Source: Field survey 2018

Category of Dropout students has shown in the above table. From the result it was found that Dropout students are from primary & secondary level. 43.5% dropout students are from primary level and 56.5% dropout students are from secondary level.

**Table 8: Category of School**

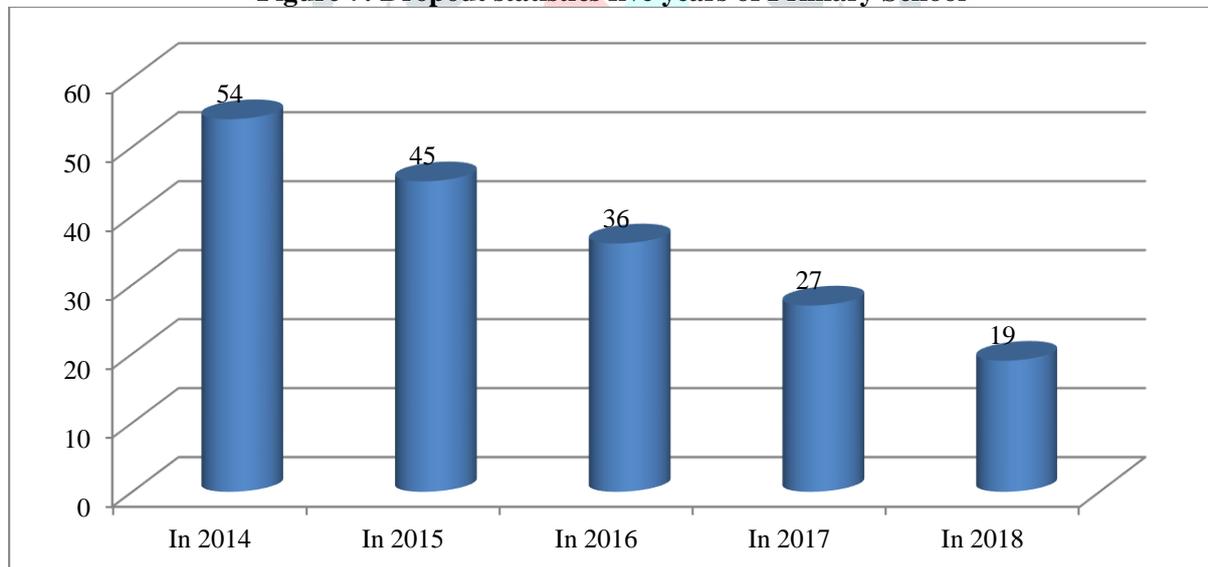
Category of School	Frequency	Percent	Cumulative Percent
Primary school	7	43.75	43.75
Secondary school	9	56.25	100.0
Total	16	100.0	

Source: Field survey 2018

Category of School has shown in the above table. From the result it was found that Dropout students are from primary & secondary school and 43.75% school are primary school and 56.25% schools are high school.

## 6. Dropout statistics five years

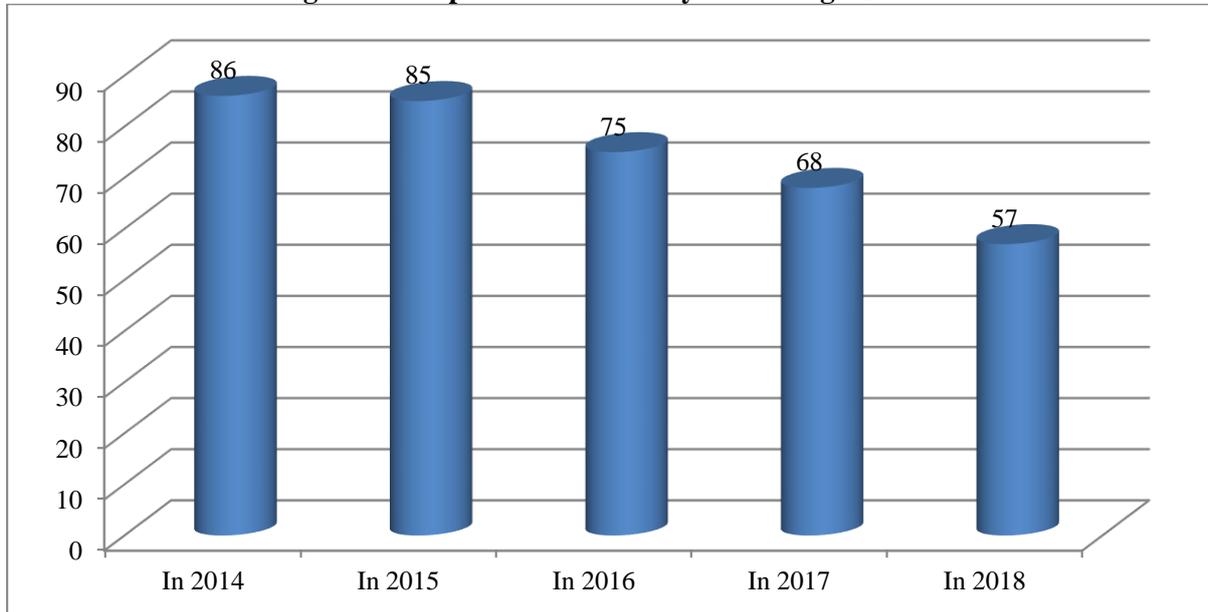
**Figure 7: Dropout statistics five years of Primary School**



Source: Field survey 2018

Dropout statistics five years of Primary School has shown in the above table and graph. From the result it was found that in primary school dropout statistics of five years from 2014 to 2018 are found gradually down ward. In 2014 dropout was 29.83%, in 2015 it was get down to 24.86% then 2016 it down 19.88%, then is 2017 it was 14.49% and in 2018 dropout downed at 10.49%.

**Figure 8: Dropout statistics five years of High School**

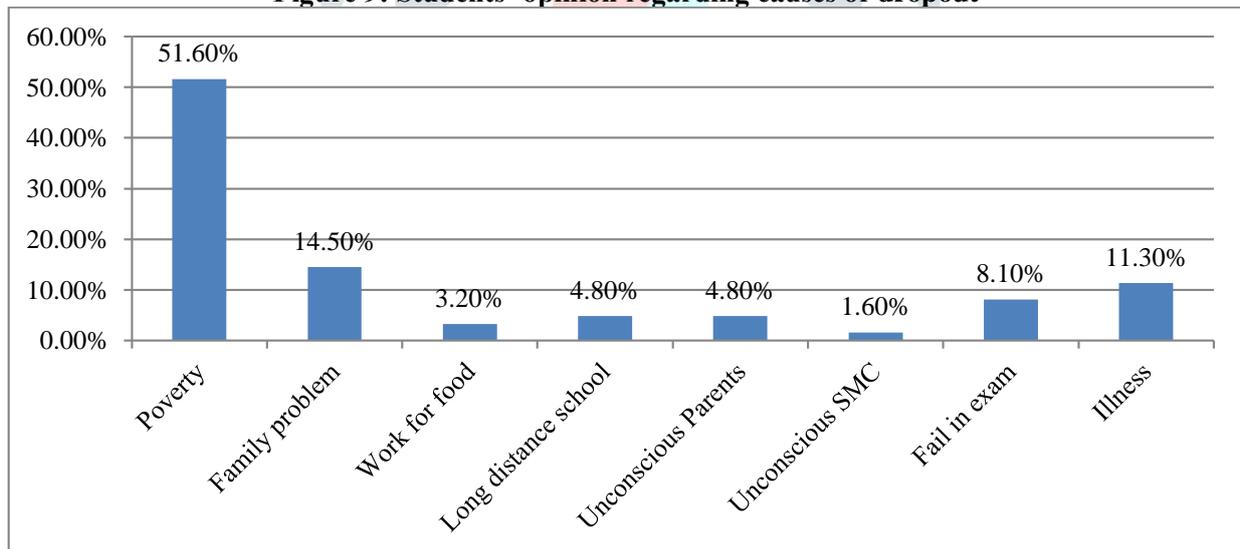


Source: Field survey 2018

Dropout statistics five years of High School has shown in the above table and graph. From the result it was found that in high school dropout statistics of five years are also downward. In 2014 dropout percent was 23.18%, in 2015 dropout percent downed to 22.91%, in 2016 dropout percent downed to 20.21%, in 2017 it downed to 18.34% and at last in 2018 downed to 15.36% and decreasing.

**7. Causes of dropout opined by respondent**

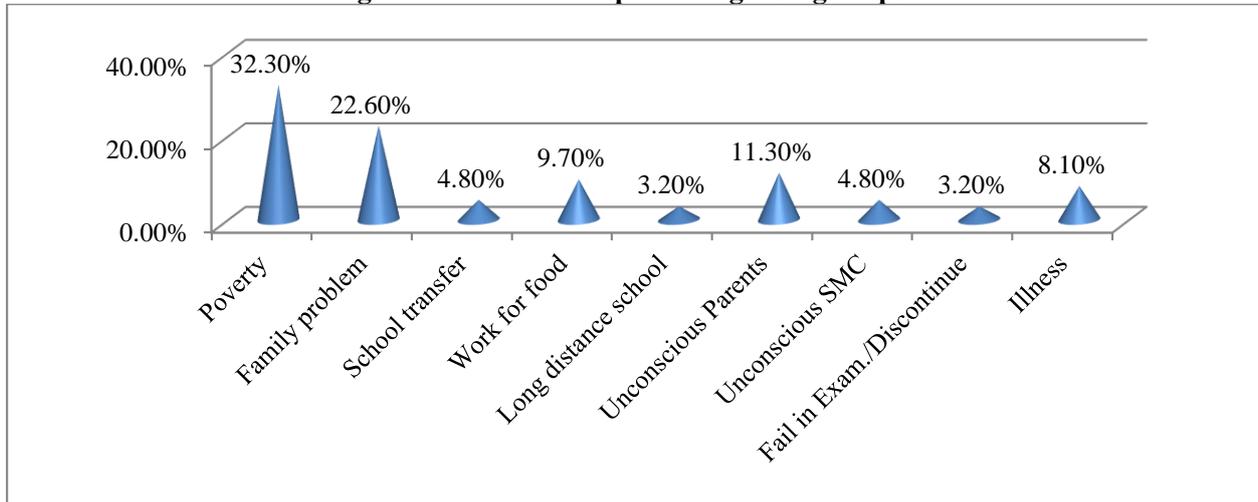
**Figure 9: Students’ opinion regarding causes of dropout**



Source: Field survey 2018

Students’ opinion regarding causes of dropout has shown in the above table and graph. From the result it was found that Students opined the highest cause of dropout is poverty which is 51.6% but only 1.60% respondents replied that due to unconscious SMC drop out also occurred which was minimum.

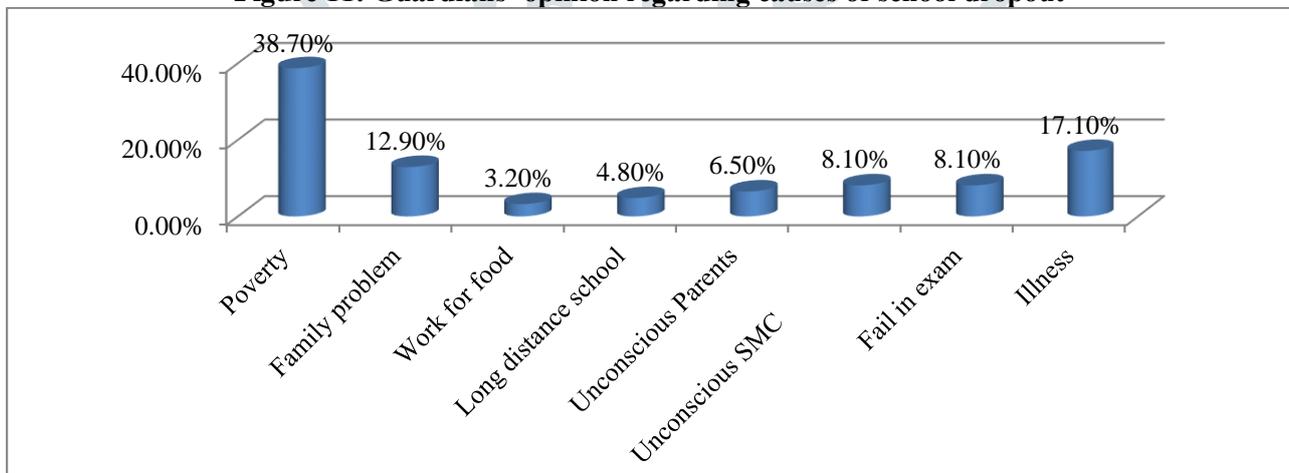
**Figure 10: Teachers’ opinion regarding dropout**



Source: Field survey 2018

Teachers’ opinion regarding causes of dropout has shown in the above table and graph. From the result it was found that Teachers opined the highest cause of dropout is poverty which is 32.3% but only 3.20% Teachers replied that long distance of school also a cause of dropout and 3.20% Teachers replied that fail in exam was also a cause of dropout.

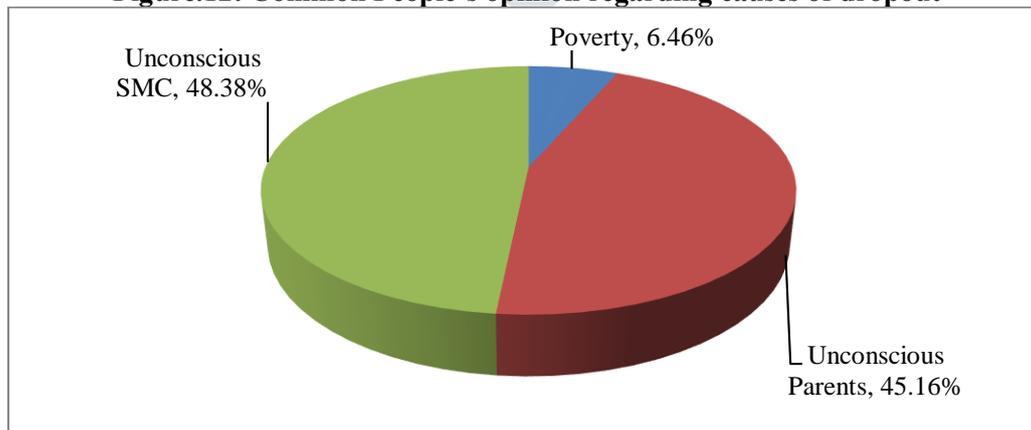
**Figure 11: Guardians’ opinion regarding causes of school dropout**



Source: Field survey 2018

Guardians’ opinion regarding causes of school dropout has shown in the above table and graph. From the result it was found that Guardians’ opined the highest cause of dropout is poverty which is 38.7% but only 3.20% guardians replied that students drop out due to work for food which was minimum.

**Figure.12: Common People’s opinion regarding causes of dropout**



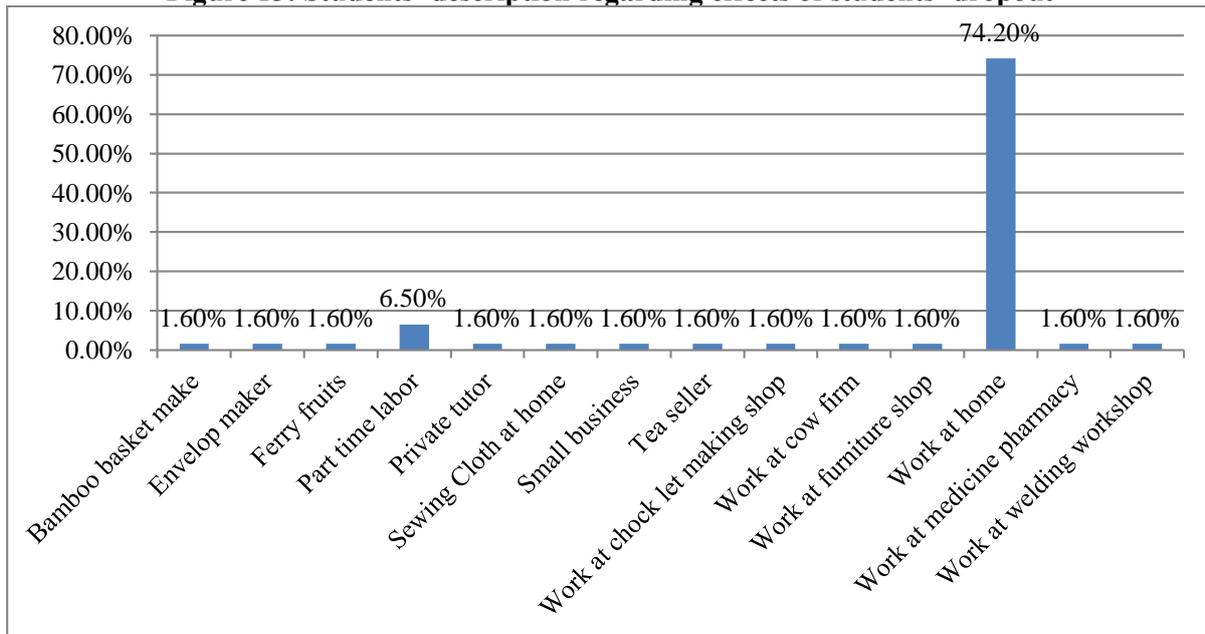
Source: Field survey 2018

Common People’s opinion regarding dropout has shown in the above table and graph. From the result it was found that Common people opined the highest cause of dropout is Unconscious SMC which is 48.38% but only 6.46% Common people replied that poverty was also a cause of school dropout and 45.16% Common people replied that

unconscious parents were also a cause of school dropout a So the main cause of dropout is found as poverty and Unconscious of school Managing Committee.

### 8. Effect of Students' Dropout

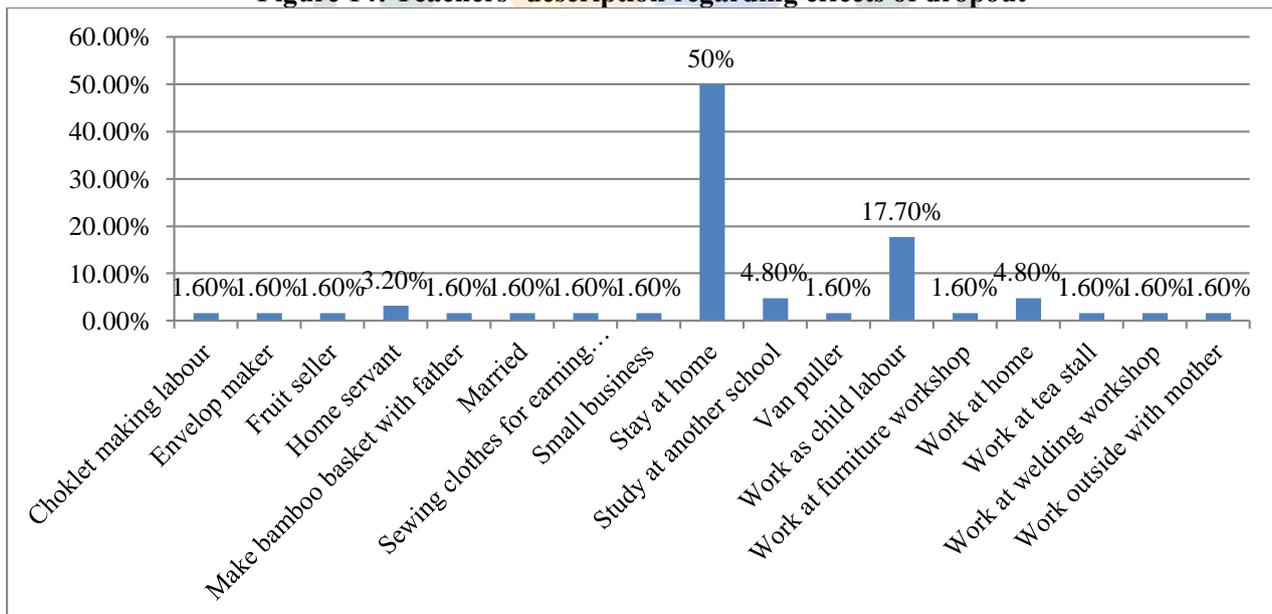
**Figure 13: Students' description regarding effects of students' dropout**



Source: Field survey 2018

Effect of dropout student is come out in the analysis that dropout students are becoming a unskilled labor. Most dropout students work at own home or at other home which is 74.2%. Dropout students have no special skill at all. Students as respondent clearly said they have no skill, so they have to work physically at home service.

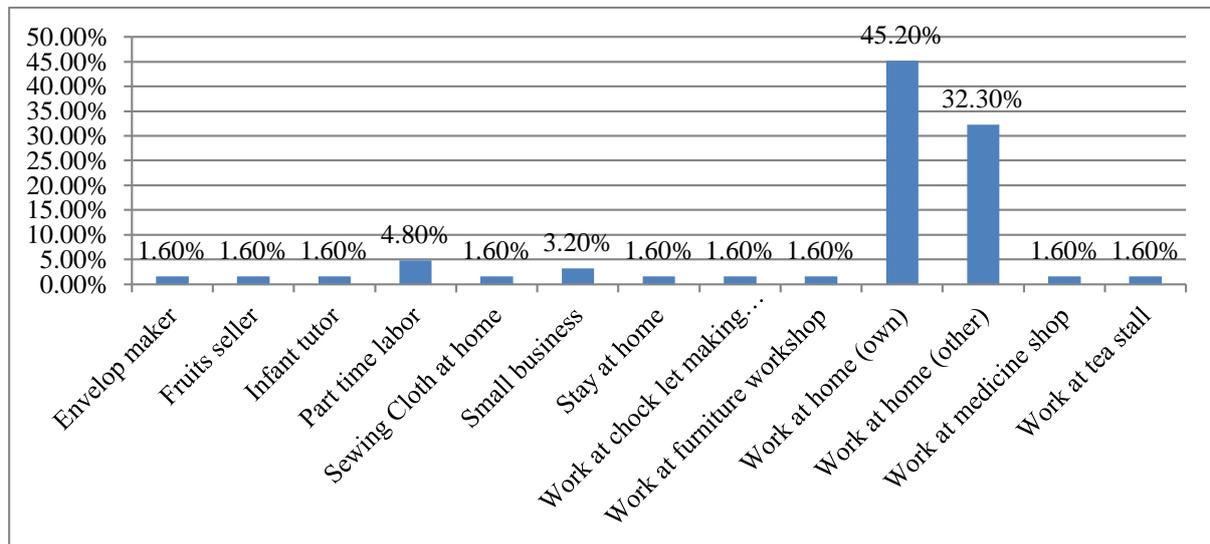
**Figure 14: Teachers' description regarding effects of dropout**



Source: Field survey 2018

Teachers' description regarding effects of dropout has shown in the above table and graph. From the result it was found that Teachers also says most dropout students are working at own home or at others home which is 50.0%

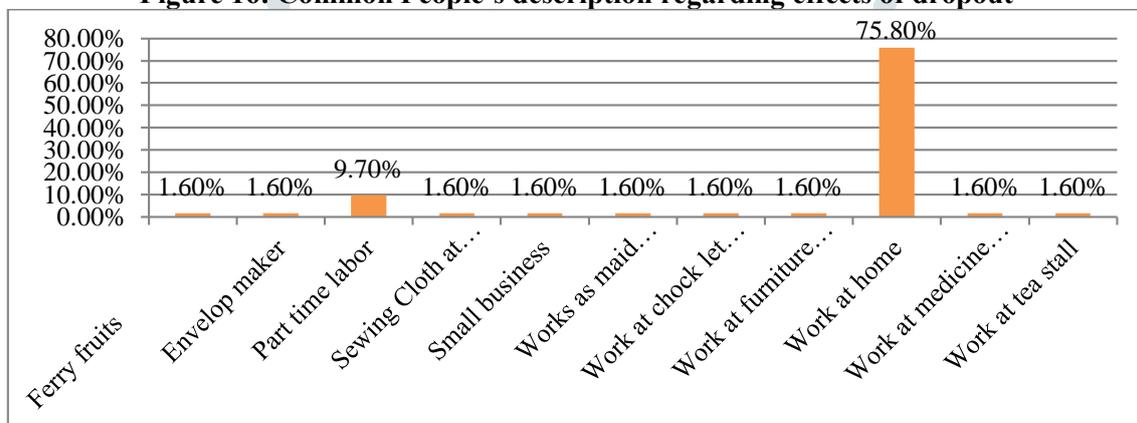
Figure 15: Guardians’ description regarding effects of dropout



Source: Field survey 2018

Guardians’ description regarding effects of dropout has shown in the above table and graph. From the result it was found that Guardian says the dropout students are working at own home which is 45.2% and work at another home which is 32.3%.

Figure 16: Common People’s description regarding effects of dropout



Source: Field survey 2018

Common People’s description regarding effects of dropout has shown in the above table and graph. From the result it was found that Common people says the most dropout students are working at own home which is 75.8% and the dropout students are becoming an unskilled labor.

9. Roles of School Management Committee

Table 9: School Managing Committee and guardian meeting about dropout students

Respondents’ Opinion	Frequency	Percent	Cumulative Percent
Yes	37	59.7	
No	25	40.3	59.7
Total	62	100.0	100.0

Source: Field survey 2018

School Managing Committee and guardian meeting about dropout students have shown in the above table. From the result it was found that SMC meeting with guardian are regular in primary school but in high school this meeting is called seldom.

**Table 10: SMC help or community help to the dropout students**

Respondents' Opinion	Frequency	Percent	Cumulative Percent
Yes	1	1.6	1.6
No	61	98.4	100.0
Total	62	100.0	

Source: Field survey 2018

SMC help or community help to the dropout students has shown in the above table. From the result it was found that all the respondents are accused school Managing Committee (SMC) not to take care absent their poor students which is 98.4%

## 10. Government's Initiatives

**Table 11: Government scholarship/ stipend to the dropout students**

Respondents' Opinion	Frequency	Percent	Cumulative Percent
Yes	22	35.5	35.5
No	40	64.5	100.0
Total	62	100.0	

Source: Field survey 2018

Government scholarship/ stipend to the dropout students has shown in the above table. From the result it was found that Primary school student are getting Govt. stipend Tk 100/= per month regularly but high school students are getting only 30% so the 64.5% students not getting Govt. stipend.

## 11. Guardians ability to finance dropout students

**Table 12: Students' opinion regarding Guardians ability to finance dropout students**

Respondents' Opinion	Frequency	Percent	Cumulative Percent
Yes	11	17.7	17.7
No	51	82.3	100.0
Total	62	100.0	

Source: Field survey 2018

Students' opinion regarding Guardians ability to finance dropout students has shown in the above table. From the result it was found that the poor guardians have no ability to purchase educational tools for their children. So the 82.3% guardians have no ability to continue their children to study.

**Table 13: Guardian's opinion regarding Guardians ability to finance dropout students**

Respondents' Opinion	Frequency	Percent	Cumulative Percent
Yes	5	8.1	8.1
No	57	91.9	100.0
Total	62	100.0	

Source: Field survey 2018

Guardian's opinion regarding Guardians ability to finance dropout students has shown in the above table. From the result it was found that 91.9% of guardian says their un ability to pay tuition fees. Exam fees, to buy educational tools for their children as they have no sufficient income.

**Table 14: Common people opinion regarding Guardians ability to finance dropout students**

Respondents' Opinion	Frequency	Percent	Cumulative Percent
Yes	7	11.3	11.3
No	55	88.7	100.0
Total	62	100.0	

Source: Field survey 2018

Common people opinion regarding Guardians ability to finance dropout students has shown in the above table. From the result it was found that 88.7% Common people says all the guardian of dropout students are poor. They have no ability to spend money for education.

## 12. Suggestion of Respondents to Overcome the Dropout Problem

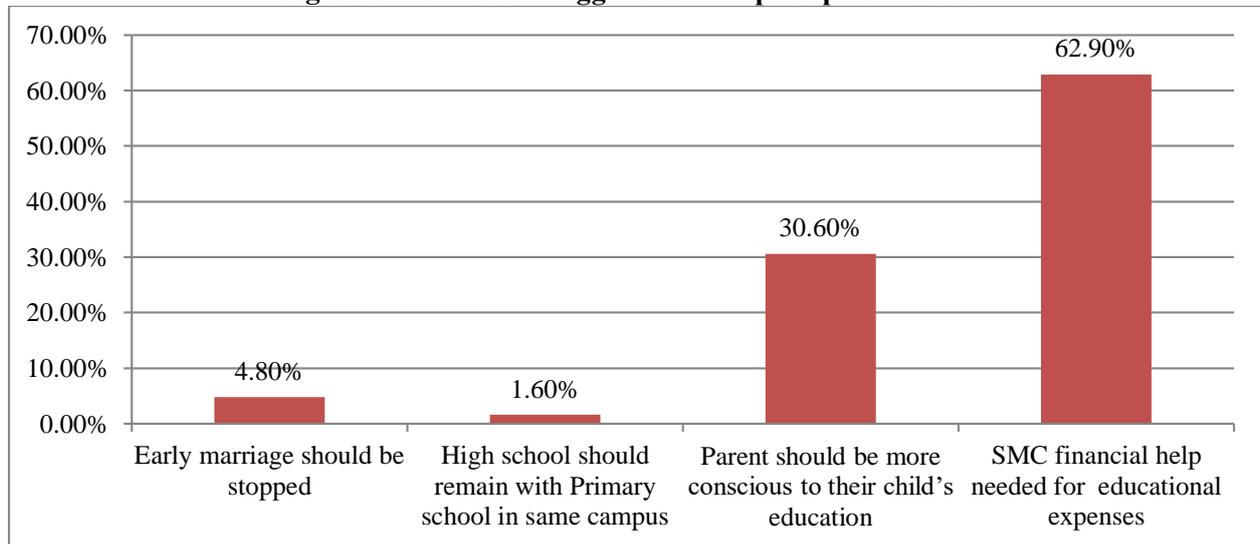
**Table 15: Students’ suggestion to overcome the dropout problem**

Students’ suggestion	Frequency	Percent	Cumulative Percent
Parent should be careful the child	9	16.1	16.1
SMC should be careful to the student	53	83.9	100.0
Total	62	100.0	

Source: Field survey 2018

Students’ suggestion to overcome the dropout problem has shown in the above table. From the result it was found that 83.9% Students says as their guardians are poor then only SMC can help them to run their schooling.

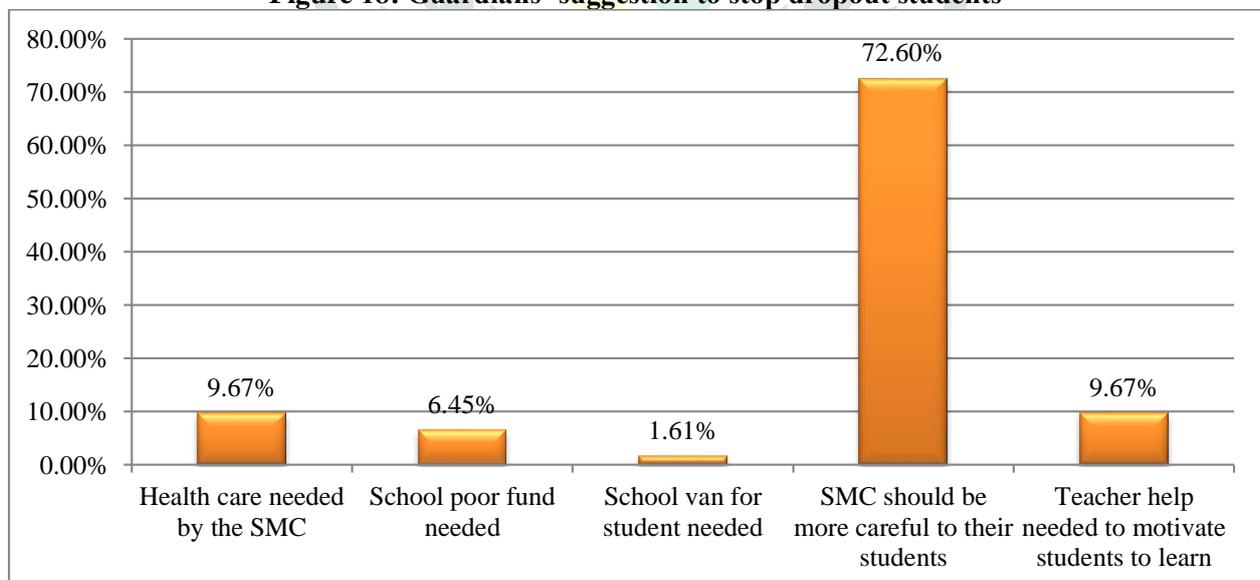
**Figure 17: Teachers’ suggestion to stop dropout students**



Source: Field survey 2018

Teachers’ suggestion to overcome the Dropout Problem has shown in the above table and graph. From the result it was found that Teachers says SMC can help their poor students to continue to go to school and which is 62.9%

**Figure 18: Guardians’ suggestion to stop dropout students**



Source: Field survey 2018

Guardians’ suggestion to stop dropout students has shown in the above table and graph. From the result it was found that 72.60% of guardian suggested that as they are poor, so to continue study of their children SMC can help them as the SMC are the next guardian of their children.

Table 17: Common people suggestion to stop dropout students

Common people suggestion	Frequency	Percent	Cumulative Percent
Govt. stipend should be increased	30	48.38	48.38
Guardian consciousness needed	18	29.04	77.42
SMC should help to their poor student	14	22.58	100.0
Total	62	100.0	

Source: Field survey 2018

Common people suggestion to stop dropout students has shown in the above table. From the result it was found that Common people emphasis the Govt. stipend to be increased in high school student. Common people also emphasis to the SMC to help the poor students to their school. Common people also point out the guardian should be more conscious to their children to send their dropout students to school regularly.

## CONCLUSION

Our primary education system is one of the largest one in the world. It is working for making Bangladesh a developing country and alleviates poverty from the region as a whole. There are many hurdles in our education sector. Corruption is one of them. In our GDP 2.3% (Tk. 12,000 crore approximate) allocation is kept for education whereas the transactional volume of corruption in our country is about 2% of total GDP (BBC Sanglap, aired in the Channel-I on 16/04/2014, time 5:40am, BST). If we can invest more in the education sector with proper supervision and monitoring where transparency and accountability will be ensured we may reap better fruits for long term. For ensuring children's rights to education we have to reduce dropout rate anyhow and increase the enrollment rate. Now the pertinent question that arises- are we ready to face the challenges of the 21st century with the existing standard of our education? We need competent manpower and positive attitude to change. We have to make education enthusiastic and learner-friendly. 100% success in the examinations with quality education will be our priority. We believe the inherent talents of our children must blossom if proper nursing can be done. The only need is to show love and sympathy to the people of the land. As a worthy citizen we have to keep in mind that it is our responsibility to promote our education and to have strong commitment to the nation. Only then we can believe that we will be able to materialize the long cherished "Vision-2021" of the people.

Here I took all the data from the dropout students, teachers of school, guardian of dropout students and the common people of the neighboring school of dropout student. All the data are inputted to the computer software SPSS and computer analyzed the inputted data and make result the actual cause and effect of the dropout student. The cause of dropout mostly found as the poverty of family, unconscious parents and the unconscious SMC. All the respondent pointed out these are the main causes for dropout. The effects of dropout are the present working life of unskilled dropout students. The dropout students have no skill to do a better job. Without proper education poor young boys and girls will be the burden of the society & state. The suggestion from the respondents to get back to school of the dropout students are mostly same (1) Need guardian consciousness and (2) Need SMC consciousness. If the guardians fail to help their children then school managing committee (SMC) can help the poor students as they are the legal guardian of the students.

All the respondents are very sincere in their comments and suggestion and their comments are proved true in computer analysis.

Cause of dropout 1<sup>st</sup> highest 32% = Poverty.

Cause of dropout 2<sup>nd</sup> highest 30% = Unconscious SMC

Effect of dropout highest 47% = Work at home as unskilled labour.

## RECOMMENDATIONS

The research on Dropout at primary and secondary level-A challenge to Ensure Rights to Education for the Government of Bangladesh gives a clear picture of education. Important stakeholders/respondents were selected for interview. In the FGD some notable recommendations came from the participants. They put their valuable opinions for our primary and secondary education. They also pointed out some social problems that hinder our education and ultimately destroy the new generation. Two individual case studies give us the message of degradation of social values. Now the important recommendations are placed below.

1. We have to minimize the poverty gap. The policies of the government should have specific targets to alleviate poverty.
2. In the class room child-friendly teaching methods should have to be introduced. For this standard training and supervision is needed.
3. The government has to be more careful in recruiting the female teachers in the primary schools. At present the minimum qualification for the female teachers is SSC. This is quite insufficient for rendering good teaching in the class. What is found the newly recruited teachers with less qualification are not doing well in class.

4. The learning process should be a two way communications. It should be through fun and interactive activities like dancing and singing. As the BRAC schools practice for making students fit for all challenges.
5. The low male enrollment rate has to be dealt with further care. Otherwise the gender imbalance will hamper the overall development and dissatisfaction will prevail among a lion share of population.
6. We have to establish an efficient, inclusive and equitable primary education system so that all children in the primary level can get equal and effective education. As per the theme of "Education for All by 2010" there was a commitment of universal primary education in Bangladesh.
7. There should have an evening session in the government primary schools so that the working students can have the chance for education at their convenience.
8. The government primary schools must entertain the enrollment of the homeless students.
9. It is found that at the primary level the enrollment of the female students is high (male: female: 100:103). But unfortunately while these students go to the secondary level there is tendency among the guardians to arrange marriage for the daughters. The activities of the marriage registers must be controlled by the government. In case of ascertaining age of the brides the local administration may issue a certificate after hearing the parents and others if required to prove the marital age.
10. In Bangladesh there are 13 categories of primary education. This has made our education furcated. The category should be made minimum. It may be of four types of education- government, kindergarten, NGO, and madrassa education.
11. The range of stipend for the girl students can be extended up to 100%. The present figure is only 40%.
12. For the disadvantaged students some NGOs like the ROSC projects are working. Those NGOs should be brought under the strict control of the government management. For monitoring the NGOs the local administration can play an important role. The annual allocation and text curriculum of the NGO schools must ensure transparency and follow the rules of the NCTB. Their enrollment process must be as per the guidelines of the government.
13. During annual census all the children may be provided with a common ID Card. This will help stop duplication in admission and also ensure regular attendance in the classes. In addition, there may be a control room from where regular contacts could be made with the guardians, students, local elites, SMC members, government officials like the UEO/AUEO and the Training Instructors at the upazila level. The annual child census must be done successfully. If any irregularities found the concern government officials and the local public representatives will be liable. We have a commitment of 100% enrollment and it is stated in the National Education Policy 2010.
14. The poor parents should have the opportunities of livelihood as provided through the government in many social safety networks. An undertaking must be submitted to the government by the concern parents where the enrollment of their children in the school must be mentioned.
15. Since we have the commitment of universal primary education the supervision and the monitoring of the primary school should be strengthened. For this all the government departments should be entrusted with special assignments of promoting education. For example, a data base can be developed and the information with name/address and contact numbers of the parents, teachers, SMC members and neighboring people may be added to it. It will be easy for the concern authorities to make contacts with the school and concern people and have information about the class attendance, and other education related matters. Even the video conference on the academic activities of the school may play an effective role in improving the standard of education. At the same time it will make the activities of the institution/schools accountable.
16. Public awareness is very important for reducing dropout. For this discussion meeting can be arranged where the teachers, parents, local elites, the media people, and NGO workers may be invited. In the session the urgency of education can be explained to the people. If possible short films on education may be screened for public motivation and awareness.
17. The Kindergarten schools should be taken under strict monitoring. In the name of English medium teaching, the schools impose many books on the very young children. This has been a great concern of the society. At the beginning of their life many children get derailed at such reckless decision of KG schools. Interestingly, some of the guardians take it as a credit.
18. Rate of dropout and impacts of drugs are interconnected. If the dropout cannot be stopped and drug abuse cannot be controlled there will be a great debacle to the nation.
19. The Schools Managing Committee (SMCs) should be made more effective and well organized. The educated and persons of high moral dignity should be involved in the committee. Government should give the responsibility to take care to the poor students not to give up education and bring a dropout from education.

#### **Recommendation as per my research:**

1. Government should increase stipend in high school from 30% to 60%
2. Government should help the poor students especially who are not continuing study in school.
3. Government should order school managing committee (SMC) to take responsibility of the poor students to continue study in school.
4. Government should order school managing committee to raise poor fund in every school.
5. School Managing Committee (SMC) should behave like a legal guardian of their poor student regarding education.

6. School Managing Committee (SMC) should contact with local MP or Zila Parishad Chairman to help their poor students.
7. School Managing Committee (SMC) can arrange cultural function in school and ask for poor fund to the local public representation and business person.
8. School Managing Committee (SMC) should talk to the poor guardian to send their children to school regularly.
9. School Managing Committee (SMC) and teachers should visit home of irregular students to make sure their presence in school.
10. Head teachers of school must maintain regular contact with the guardians of school students and maintain a routine work to advice the guardian and students that education and only education can improve their life style future.
11. Primary and secondary school compound should be lively as a children park.

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