

**FACTORS INFLUENCING DROPOUT OF GIRLS IN PUBLIC SCHOOL: A  
CASE STUDY OF BARDIBAS MUNICIPALITY OF MAHOTTARI**

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**LETTER OF RECOMMENDATION**

This thesis entitled “**Factors Influencing Dropout of Girls in Public School: A Case Study of Bardibas Municipality of Mahottari**” has been prepared by **Miss Sarita Khadka** under my supervision and guidance. I, therefor, recommended this thesis to evaluation committee for its final evaluation.

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**LETTER OF APPROVAL**

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

This research was conducted in ward no.1, Bardibas municipality of Mahottari district of Nepal. The main objective of this research is to study different factors responsible for influencing the dropout of girl's students in secondary level in public schools; along with the specific objective of studying how the home based and school based factors influence the girls dropout. This research has used interview, observation and case study as research techniques. The literacy rate, enrollment rate and dropout rate clearly reflects distinct gender inequality and discrimination in education. The present girls dropout ratio certainly is not a product of single factor rather it's a consequences of multiple factors.

When a student leaves his/her study without the completion of school or college curriculum its termed as school dropout and the students leaving the school are called dropout students. The different statistics shows the improved condition of the average dropout rate however the underprivileged communities including Madhesi, Dalits and marginalized students dropout rate is still higher than the certain communities like Brahmin and Chhetris. Among which the girls dropout in public school is one of the challenging issue. Despite the goal of attaining the absolute literacy rate within 2015, the school dropout remains as an obstacle throughout the journey (Devkota & Bagale, 2015).

Similarly, if we see sex and gender it sounds similar but it has difference because sex is means to known whether male or female biologically and gender means roles of male and female which is given by society (Balbase and Pyakural, 2000). Gender refers to the roles and responsibilities of men and women that are created in our society, our families and cultures. In the language of sociology, gender roles replace sex roles. As gender represented more accurately than sex the social construction of identities and roles driving society into women and men. Sex and gender were interdependent but clearly distinguished. Gender was social thus variable and subject to change while sex represented the essential and unchanging physical differences in human reproduction (Acker, 1992).



According to Balampaki (2072), discrimination means where a person is discriminated on the basis of sex, cast, religion, colour etc. people discriminated people and treat them differently than other. And gender discrimination describes the situation in which people are treated differently because they are male or female, rather than on the basis of their individual skills or capabilities. The term gender inequality and gender discrimination has been widely known in human history but not until the beginning of 20th century, the transformation of gender relations become one of the most rapid, profound social changes. Bailey, (1992) stated that if people discriminate male and female in the field of education in terms of gender then it is known as gender discrimination in education. Gender discrimination is also are of different types and they are as follow: employment, daily wages, discrimination in pregnancy and education. Above them discrimination is more in the field of education which plays vital role in society.

If we see from the viewpoint of critical sociologist have explained education is the means of reducing social inequality distance from society. Education never discriminates people on the basis of caste, color, religion, place etc (Introduction to sociology 1st Canadian Addition n.d.). Education plays an important role, in eliminating such discrimination because it is a continuous and life long process. Education can change people thoughts, experiences and many more it will help both male and female to be independent (Johan and Harlan, 2014).

Little and Ron (2013), concluded that gender is not equal every where it is different according to society and religion we can understand from there as well. In present days if a baby boy takes birth then people will make him wear blue color dress but if there is baby girl then people will make her wear pink clothes. In terms of society a boy should be aggressive and brave and it is known as masculine sin of male and their parents feed them nutritious food and a female should be shy character and she should be innocent and most of the time she is kept to do household activities. Gender socialization occurs through four primary agent and they are family, education, mass media and pair groups. Most of the family gives permission to male to work outside but female is kept to do house hold activities. Like this people discriminate on the basis of gender. For example: teachers keep male and female in different benches still they think that we don't have done any discrimination but still they do. If we see in the field of communication (social media) there is too discrimination if we see in

advertisements of soap, baby toy, cosmetics etc female are doing these things and as compared to male they are shown superior they do bike, cement, cars, rod etc advertisements. We can take religions and employment in secondary agent. For example in Hindhu religion husband is superior and powerful.

Around the world different individuals and groups of people are marginalize and discriminated on the basis of various factor, but discrimination aganist women is universal. In education, both the low level of women and the gender gaps in literacy rate, enrollments rates, and attainment rates are staggering. Household income, workload for girls, and the level of concern of parents with the purity of the female body which leads to early marriage, are important variable in decision making regarding sending girls to school (Bailey, 1992).

As define by Acharya (2014), education inequality based on gender reflects social inequality in Nepal. Young girls are more likely to obtain less years of schooling than boys because their parents view their children's preparation for their adult marital roles differently based on gender. Women are expected to leave their familie's household for their husband's after marriage. High priority to boy's education is also attributed to the fact that girls have less time to do school work in order to complete their household chores. Girls are more likely to fail national examination than boys due to a difference in available time to study outside of class and, ultimately, are less likely to enroll in education after primary school. Therefore, young girls are less likely to receive a formal education. Families are also more likely to enroll sons in private schools and enroll daughters in public schools.

Similarly, gender inequality is a social problem which causes unfair treatment in society between different genders. In Nepal we can see the discrimination between male and female and most of the time female are being dominated. And must of the family are patriarchal thats why most of the time women get dominated. Patriarchy system in family should be end and women should get chance in decision making. Patriarchy, illiteracy, lack of moral education, lack of awareness and lack of government's attention are the main reasons of gender discrimination. But these things are changed now women are also getting equal rights and oppournities in every field (Balampaki (2072).

## 1.2 Statement of the Problem

The Nepalese societies have been under the influence of patriarchal society for a long time. The perspectives of society regarding the roles of men and women are distinctly different along with the assigned gender roles and opportunities in society. According to the 2068 B.S census of Nepal, the twelve district of Nepal have negative female population growth patriarchal beliefs, illiteracy, lack of awareness etc. are the major reasons behind the existence of the gender discrimination. There is gender discrimination in every sector of the country. Among which the significant gap is reflected in the education sector. In education also there are multiple factors for showcasing the gender discrimination out of which I have explored through the reasons responsible for promoting the girls dropout in secondary level of public school.

According to the census of 2058 B.S., the total literacy rate was 54.1%, out of which the male literacy rate was 65.5% and female literacy rate was 42.8%. Similarly, the census of 2068 showed the total literacy rate as 65.9% where male literacy rate was 75.1% and female literacy rate 57.4%. In 2018 A.D., the total adult literacy rate is 67.9% where male literacy rate is 78.59% and female literacy rate is 59.72%. The three decades date shows the positive increment in the literacy rate every decade but the female literacy rate is yet to align with the male literacy rate. Out of the total literacy rate, the primary level graduate is 39% , lower secondary level graduate is 20.3% and SLC graduate is 10.2%. Similarly, the total enrollment rate of Nepal is 6373003 out of which primary level covers 2195835, secondary level covers 2195835 and post secondary level consists of 147129 (CBS, 2011).

In accordance with the census of 2068 B.S. in the private school the male enrollment rate in primary level is 56.4%, lower secondary level is 56.7%, secondary level is 56.4%, higher secondary level is 50.5% and higher education is 50.2%. The female enrollment rate in primary level is 43.3%, lower secondary level is 43.3%, secondary level is 43.6%, higher secondary level is 40.5% and higher education is 45.8%. Similarly, in public school the male enrollment in primary level is 46.7%, lower secondary level is 49.7%, secondary level is 50.2% and higher secondary level is 49.0% but higher education is 68.9% which is a bit higher. Likewise, the female enrollment in primary level is 51.3%, lower secondary level is 50.9%, secondary level

is 49.8% and higher secondary level is 51.0% but the rate seems to drop in the higher education. Thus, these figures conclude that in private school male enrollment is higher than female and in public school female enrollment is much higher than male enrollment adding to the fact that gender discrimination is prevalent in education.

The total school dropout data show cases 19.7% dropout in primary level, 14.7% in lower secondary level and 10.9% in secondary level (MOE, 2016). Among the top 5 district with lowest literacy rate, Mahottari is one. According to the 2001 census, the total literacy rate of Mahottari is 34.7% and in 2011 it increased to 46.41%. Correspondingly, the women literacy rate in 2001 was 24.4% and 36.6% in 2011. In 2015, the net enrollment rate in primary level was 97%, lower secondary level is 56.7% and secondary level is 28.2% (Flash I report 2011-15).

From the above data from the past to the present there seems to have been some positive changes in literacy rate, enrollment rate, dropout rate but still there is a lope hole to be filled. The school dropout rate has not come to an end and gender inequality in education still exists. Also, Mahottari is counted as one of the backward district in education. Similarly, there have been research related to the girls dropout but none of them were conducted in Bardibas till date. Thus, to fulfill the research gap in Bardibas this research is necessary and I have selected this research field and topic.

### **1.3 Research Questions**

#### **General research question**

1. What are the reason for factors influencing girls dropout in secondary level in public school ?

#### **Specific research questions**

1. What are schools based factors influencing girls dropout in secondary level in public school ?
2. What are homes based factors influencing girls dropout in secondary level in public school ?

## **1.4 Objectives of the Study**

### **General objectives**

1. To examine factors influencing girls dropout in secondary level in public school.

### **Specific objectives**

1. To examine school based factors influencing girls dropout in secondary level in public school.
2. To examine home based factors influencing girls dropout in secondary level in public school.

## **1.5 Significance and Limitations of the Study**

This research has been conducted in Bardibas Municipality, ward no.1. This research helps to understand the reason behind girls dropout in public school and how school based and home based factors have been influencing the dropout rate. This research has been conducted in the terai region. Thus, the finding of this research might not align with the findings of different socio political condition. In addition to this, this research is confined only within the public school of particular region.

Although there are lots of research related to my topic but all those research are done through secondary data analysis. Similarly, in Bardibas no research has done yet related to my topic on the basis of primary data analysis and there is no case study as well. So that, I have selected this topic and I have collected the data and life history from the respondents by doing interview directly in Bardibas Municipality ward no. 1 by collecting data like this it has high probability of getting data reliable. This research will represent the situation of gender discrimination in education of terai region of Nepal. I believe this research will help and provide some valueable informations to the upcoming researchers.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Theoretical Review : Feminist Theory**

Feminist theories agree that patriarchy and power is the cause of female oppression and female subordination. Similarly, Millet thinks that in between male and female power relationship is the main reason for gender discrimination. She thinks that, in male dominate family children are divided in terms of sex and they get different status and temperament and to female are kept in subordination. The main thing of radical feminism male dominate society should be end not only male, females are also stronger. It should be changed and there should be equal rights to both of them. In every patriarchal family father regarded as main. In patriarchal family women are depend on men economically. If daughter study social science than son studied science and technology and business. So while getting political power, prestige and reward women are always behind. Millet says that every person, family, society or micro to macro level there is sexual politics and sexual politics means how to keep male to upper level and politics attaches with power. And in another way it is mechanism of controlling women. There are different parts of sexual politics and in every part males are superior. Our society's history, religion etc are also in favour of male. So in every field where women go they get dominated (Millet, 1969).

Similarly, liberal feminism is a traditional perspective that was established as a part of the first wave of feminism. It is often the root of comparison when deconstructing contemporary conceptualizations of feminism. It argues that society has a false belief that women are by nature less intellectually and physically capable than men. And modern liberal feminists argue that patriarchal society fuses sex and gender together, making only those jobs that are associated with the traditionally feminine appropriate for women to pursue (Hooks, 2000).

According to Acker, (1987) Liberal feminism tries to provide voting right both male and female ,oppournities for both male and female. Likewise, both male and female should get equal rights in every field. Liberal feminism argues women's unequal access to legal, social, political and economic institutions causes women's oppression.

Jones and Michelle (2008), concluded that marxian feminism explains about patriarchy and economical capitalist mode of production and relation about society. When marxist feminist talks about patriarchy in Kinship system she talks about male and female and in patriarchy family father has the symbolic power so female is inferior and male is superior kind of mentality grows up. Marxian feminism thinks that if we need to break discrimination between male and female firstly resources should handover to female because to rule and conquer resources and power should be given to the female. According to Marxist and Socialist feminists the main root of gender inequality is capitalism. They argue capitalists and individual men exploit women's unpaid reproductive labor within the family. Women are also exploited as a low-wage and expendable reserve army of labor. Similarly, marxist feminists claim patriarchy is produced by capitalism and will end with capitalism's demise. And Socialist feminists argue patriarchy and capitalism are separate systems of oppression. They call for a transformation of relations within the family through a redistribution of responsibilities and changes in access to education, healthcare, economic opportunities and political power.

Gender discrimination effects both male and female as well as society. According to Sen, (2001) there is more gender discrimination in south Asia and it effects more to female than male. If we want to see development then we need to provide rights, power and opportunities to female as well otherwise it is impossible to see a well developed and prosperous society. World's 99% wealth is in favour of male . Only 1% wealth is in favour of female. Shrestha, (2009) stated that the division of labour in the family has also created gender inequality and discrimination. Therefore women should be given the same opportunities and freedom as men enable them.

West and Zemmeeman (1987), further explains about gender discrimination, the people take birth as male and female and fulfill his/her duty as per their the society. Like in cinemas and flims, director directs actors as per their role. Similarly, they have to act like that. Like this society have given us script and now we need to act as per our role. People look surplus generate work when male does work and when female does work people look it as non-wage labour. If we see the person who is strong and powerful have more resources and wealth and every society is now male dominated society. Nowadays females also have come so far but still they are not

treated as male (Marini, 1990).

As defined by Linda, (2014) the acquisition of education of girls, is usually affected by traditional practices associated with adolescence. In some rural communities, prevalence of certain traditional practices prove to be hindrances within the course of acquisition of education on the part of the girls. Due to the prevalence of traditional viewpoints and perspectives, girls are not only deprived from acquisition of education, but also in attaining self-independence. In other words, these are barriers within the course of attainment of empowerment opportunities. Therefore, for bringing about empowerment opportunities among women and girls, it is necessary to bring about transformations in traditional viewpoints and give equal rights and opportunities to women and girls.

Yet, the participation of boys in private education and higher education remains higher when compared with girls. Therefore, while the gender gap in terms of school enrollment at primary and secondary levels has slightly decreased, instances of gender discrimination can still be observed among Nepalese households both in terms of education quality and expenditure

## **2.2 Empirical Review**

### **2.2.1 Education System in Nepal**

Education is a social institution where people get new knowledge. It is divided into formal and informal education. Similarly, Nepal's education system is divided into different levels. They are as follows: Primary level (1-5), Lower secondary level (6-8), Secondary level (9-10), Higher Secondary level (+2), Bachelor, Master, M.Phil, and Ph.D. There are now 35,222 elementary and secondary schools and 10 universities with more than 1,400 colleges and campuses throughout Nepal (2016). Expanding educational opportunities is a priority of the government: its current 2016 school sector development plan seeks to graduate Nepal "from the status of least developed country by 2022 through strengthening access and quality of education." (Dilas, Cui and Trines, 2018).

The total enrollment of secondary level in public schools is 757720 where girls enrollment is 398899 and boys enrollment is 358821. Similarly, private school has total enrollment of 181172, where girls enrollment covers 79269 and boys enrollment



is 101908. The higher secondary level has annual enrollment of 450753 where male students cover majority with 228350 over female students of 222403 in number (Flash I report, 2011-15).

Nepal boasts a total enrollment of 6373003 with a primary level enrollment of 4030045 and secondary level enrollment of 147123. The total dropout rate in secondary level is 4.9% (girls-4.9% and boys-4.8%). In addition, 4.8% students are dropping their school every year (CBS, 2068).

Thus, the above data reflects slight development in the education system of Nepal. However, the literacy rate and enrollment rate shows higher enrollment rate of boys and higher dropout rate of girl's. Thus, women education seems to be in a challenging state along with the prevalence of gender discrimination in education.

### **2.2.2 Home Based Factors Influencing Girls Dropout**

According to the 2068 census of Nepal, the total number of males in Nepal is 48.5% and female is 51.5% . Society still does not seem to believe in women. In Nepalese society women are deprived of many opportunities due to lack of knowledge about their rights. Nepali society is a patriarchal society where men are given a higher status and men have power along with women while women works as a housewife and there is gender inequality in education in Nepalese society. In today's Nepalese society there is gender discrimination not only in education but also in other fields. Women are paid less than men. Most of the women here employ Montessori teachers, primary school teachers, nurses, air hostess and men at the top level such as manager, officers etc. Similarly, in Colombia it is said that men are gold and women are white clothes. Because of this women are given less importance than men. As a result, some of the woman there are educated others are illiterate, and the ownership of the property remains with the women (Katz & Lawrence, 2002 ).

In the context of our country, only 57.4 % of females are literate whereas average literacy rate is 65%. It indicates a large number of women are limited to household activities because of being illiterate so that they are conservative and superstitious too. Nowadays, most of the girls from urban areas are going to schools and colleges for better opportunities of higher education. But in the case of rural areas, girls are getting comparatively lower opportunities. It might be because of the early marriage culture

and lack of awareness in parents in rural areas. Likewise, in the field of education, health more capital is invested to male than female. For example they do admission of their son in private boarding schools where he can get good facilities and in terms of their daughter they do admission in government schools and more over they send their son to big cities for further studies and they keep their daughter in local colleges. When a daughter comes home after study she needs to do house hold activities which effects in her study and although there are lots of quota in different fields but it cannot be seen a good presence of ladies (Balampaki, 2072).

If we talk about gender discrimination in our society it starts when a child takes birth because their parents give them different name. Although developed gender discrimination cannot be eradicated. For e.g. even in developed countries like the United States, there is gender discrimination. so we can't go beyond gender and these things can be shifted (Lorber, 1994).

According to Kabeer (1999), women's autonomy in household decision-making is less than men's. Such power to make decisions is associated with women's ethnicity, deprivation level, urban/rural classification, education, and number of living children. And Brides ( 2017), said that the patriarchal family structure and religious values explain the unequal decision-making power between men and women in the household. Many women in Nepal hold the view that it is in their religion, moral duty and universal law, to be obedient, respectful, and pleasing to their husbands (Bennett, 1989). Nepal has the third highest rate of childhood marriage in Asia. Disproportionately affecting women, 40 percent of marriages involve girls 15 years of age ( Antai, Namasivayam & Osuorah, 2012). Many women begin having children before the age of 20, especially in rural areas and the Tarai region (Choe,Thapa & Mishra, 2005).

Shrestha (2009), concluded that the discriminatory treatment among girls is depicted in number of aspects. These are, acquisition of education, attainment of employment opportunities, empowerment opportunities, deprivation in right to property, deprivation from having a say in the decision making matters, deprivation from expressing their viewpoints and perspectives, discouraged from participation in social, economic, cultural and political activities, remaining confined within the households, implementing household chores and taking care of the needs and requirements of their

family members. Furthermore, they also experience discriminatory treatment regarding health and medical facilities and even food items. Good quality food was provided to the male members and females were given simple food. The prevalence of discriminatory treatment against women regarding these aspects is not only a barrier within the course of their progression, but also in development of the communities and nation.

Gender discrimination is a great problem in developing countries. It begins at birth and continues throughout the women's life. Social prejudices, customs and evils of dowry systems are the causes of gender discrimination. Most parents want to have son. They think that son can contribute to the family income more than the daughter. Besides, male children are necessary for the continuance of family lineage. Moreover the parents have to give dowry to the daughter's husband at the time of marriage. So the birth of a daughter is regarded as a curse. She is born to an unwelcome world. Poor and illiterate girls are the worst victims of gender discrimination. They are deprived of the right of education. The poor parents consider their daughter education wastage of money. So, their prime aim is to marry off their daughters. And gender discrimination has some long term negative effect on the body and mind of the girl (Parziale, 2008).

In rural communities, apart from the implementation of household responsibilities, the other tasks and activities that usually girls and women get engaged in are taking care of the needs and requirements of other family members. The individuals are normally engaged in the agricultural sector and farming practices. Therefore, when parents go to work, girls are vested with the responsibility of ensuring that all the household chores are implemented in an appropriate manner and they are able to adequately look after the health care and other needs of elderly family members and younger siblings. From the stage of early childhood, they are trained in terms of implementation of household responsibilities. Hence, are deprived from getting enrolled in schools and acquisition of education ( Linda, 2014).

As define by Pandey (2001), in Nepal, 50% of boys are given the opportunity to go to boarding school and 10% of girls are given the opportunity to go to boarding school. In the madhesi community, her husband and mother-in-law insist that should not continue her job and education after marriage, even though her husband and daughter in-law have given her the opportunity to pursue higher education. No matter

how many rules are made to provide equal right to men and women in Nepal, they are not being implement effectively, in according to census 2068 there are altogether 74.27% male family where as 25.73% female in a family head. All the rights are provided to male and there is big discrimination between male and female in education field as well (Mandal, 2007).

### **2.2.3 School Based Factors Influencing Girls Dropout**

In schools of Kenya, illicit relationships between male teachers and female students can be a common sight. Furthermore, the female students are lured and blackmailed for good marks in the final exams by the teachers but are given low grades. These practices not only disturb learning process but also increases dropout rate among female students. (Fatuma & Daniel, 2006).

White, Ruther & Kahn (2016), suggested that in rural as well as in urban communities, women and girls have experienced criminal and violent acts to a major extent. These acts are, verbal abuse, physical abuse, sexual harassment, discriminatory treatment, rape, acid attacks, female foeticide and female infanticide, child trafficking, domestic violence and neglect. The experiencing of these acts on the part of girls and women, have an effect upon their physical as well as psychological health. The extent of suffering usually depends upon the extent to which they have experienced these acts. For instance, in schools, when girls experience verbal abuse from fellow students, then they usually do not drop out. But when they experience sexual harassment, or other criminal act, then they may drop out of schools. Hence, occurrence of criminal and violent acts are regarded as major barriers within the course of acquisition of education. The student and particularly girls have experienced criminal and violent acts in schools as well. The teachers, staff members and fellow students have been involved in such acts. Therefore, for not only leading to progression of women, but also in the enhancement of the system of education, it is necessary to formulate measures that would alleviate criminal and violent acts in schools, particularly against women and girls, promote equal rights and opportunities among them.

It has been found that girls student in school of Nairobi were sexually harassed by their teachers which caused severe negative impact on girls psychology and academic

performance. Consequently, this led to huge girl's dropout from the schools (Mwaura, 2014).

Research by Fawe (2001) shows that teachers were not conscious in using their language toward girls in the classroom. They also viewed girls as less intelligent to those boys and that girls are just there to marry early.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The main objective of this research is to find the objective of existing theory and find the reality. To make research theory more facilitated lots of different methods are needed. Why we should do research, from where we should collect information, which place is selected as site selection, how to collect the data etc helps in the process of analysis and all these things falls under research methodology. In sociological research methodology refers to the practices and techniques used to gather process, manipulate and interpret information that can then be used to test ideas and theories about social research. This research includes research design; population and sample, research tools, sources of data, data collection procedures and data analysis.

#### **3.1 Rational of the Site Selection**

The main reason of choosing Mahottari's Bardibas Municipality ward no1 for my research because I am local people of bardibas, I am familiar with local language, culture and tradition, doing rapport building is easier. There were several research in Bardibas in the past however there had been none on the case of influencing factor for school girls dropout till date. Thus, to fulfill the research gap, this research is a must so I have chosen Bardibas ward no.1 of Mahottari district as my research field. I have experienced gender discrimination in education so, I am curious and intrested to know about this topic.

#### **3.2 Design and Method of the Study**

To make data reliable and valid I have used tranguation (mix) research technique and through the way of interview I have done case study of selected respondents. And for cross check I have done noncontrolled participant observation. The major objective of this research is to explore the different influencing factors of girls student school dropout in secondary level. The findings of this research are analyzed through descriptive method. This research has used feminist theory for understanding the gender discrimination in education of Madhesh Pradesh.

### **3.3 Population, Sample and Sampling Strategy**

My research was conducted in Bardibas Municipality ward no.1. This research has taken five secondary level dropout girls from public school as respondents. They have drop out their school in interval of 1-5 years from public school at secondary level. This research has not taken any respondents who drop out more than 5 years ago. According to CBS, (2011) the total population of my study area is 5543. To include all these population and to do case study requires lots of time, there is high chances of errors in large universe size and I have used purposive sampling technique for sample selection because the population of my study area is heterogeneous. Like this, I have completed case study by doing interview in my research topic.

### **3.4 Sources of Data**

Sources of data were one of the important parts of the research, which included both primary and secondary sources. They are as follow:

#### **3.4.1 Primary Source of Data**

This research has explored through the different life experiences of young girls who are school dropout due to different circumstances. This research particularly has taken five secondary level dropout girls as respondents and done case study via interview for the primary data collection. I had asked (open ended) questions to the respondents related to my topic and got the primary information about my research from the respondents. And I have also done non controlled participant observation to recheck my gained data and informations.

#### **3.4.2 Secondary Source of Data**

For secondary data, I had used journals, reports, books, thesis, census\survey and other published articles and documents, internet, national census report, newspaper, published and unpublished thesis, article which were related to my research topic.

### **3.5 Tools and Techniques of Data Collection**

The interview, observation and case study were used as a research method to get required data and information for my study. Interview questions were prepared to collect the require data and information for my research. They as follow:

### **3.5.1 Interview**

Interview is a mean of research technique where researcher asks questions as per his interview questions and collects the required data and information. This technique was used to collect primary data for the research study from sample respondents using structure and unstructure questionnaires. It is useful to provide informationa bout influencing factors of girl's dropout in public school. The qualitative and quantitative data and information was gathered from the interview.

### **3.5.2 Observation**

The observation method is describe as a method to observe and describe the behaviour of the respondents. It is a way of collecting relevent information and data by observising. The qualitative information was obtained from the obsevation. It is of two types non control participant observation and participant observation.

### **3.5.3 Case Study**

Case study is such types of research technique where researchers collect information and life history of the respondents through the help of an interview. Five secondary level school dropout girls were taken as respondent for the case study. This case study is done through direct interview. This research has used both structured and unstructured questionnaires for interviews.

So, a research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research actively, researchers have to follow the systematic process.

## **3.6 Data Collection Procedures**

When a researcher follows appropriate data collection procedures, he/she can easily gain the required data. To collect the required data for this study, I used the following procedures. First, I prepared the interview questions for the respondents. Then, I went to the field and established the rapport with the family of the respondents and respondents as well. After that, I selected the respondents through purposive sampling strategy. All the respondents are females between the age group of 17-22 who have drop out their school in interval of 1-5 years from public school at secondary level. Then, I asked both structure and unstructure questions to the selected respondents



related to my research topic. After finishing the interview, I had manage the data and information. Finally, I thanked to them for their co-operation. And then I also followed the non controlled participant observations in my study area because my collected data are authentic/valid or not. Similarly, to follow the research ethics and to maintain the privacy of the respondents along the easing the environment for respondents to share their experience the real name of the respondents are hidden.

### **3.7 Data Analysis and Interpretation procedures**

I have completed this research in one month of duration. After the collection of data, the researcher needs to organize and analyses the data to come to conclusion. The researcher decides to analyze the data as per his /her purpose, nature of study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analyzed using statistical tools. I followed descriptive method to interpret the gained data and informations. Similarly, this research is related to feminist theory.

## **CHAPTER FOUR**

### **BACKGROUND OF THE STUDY AREA AND RESPONDENTS**

#### **4.1 Introduction**

The data and information presented in this research are collected from the primary and secondary sources. All the data information included in this research is related with my research questions.

#### **4.2 Background of the Study Area**

This research was conducted in ward no.1, Bardibas municipality of Mahottari district of Nepal. Mahottari is the one of the lowest literacy rate district among five districts of Nepal. According to CBS, 2001 the literacy rate was 34.7% and 2011 the literacy rate is 46.41 %. Similarly, According to Nepal Government records as of 2017, there were total 19,151 in Bardibas Municipality with 9,305 (48.59%) of males and 9,846 (51.41%) females. There were total 67 schools. In average 286 students were studying in each school. And there were only 36,795 people fully literate in Bardibas Municipality as of 2011 who were able to both read and write, while 927 people were able to read but no write. The ratio of male and female who were going to school was 1.04 while the ratio for those who were not attending the school was 0.76. The CBS census also states that 288 males and 396 did not state whether they were attending school or not (Karki, 2019).

##### **4.2.1 Population Distribution and Density**

The total population of the Bardibas Municipality is 66,358 of which 32,790 are female and 33,568 are male with 12265 house holds. The number of people in age group 5-9 and 10-14 are more in number compared to the other age group. The age group 55-59, 60-64 and above 65 are less in number. Detail of different category of age group is shown in Table 4.1 below.

**Table 4.1 Population By Age**

<b>1</b>	Less than 5 age group	1900	1830	3730	5.62%
<b>2</b>	5-9 age	3400	3300	6700	10.10%
<b>3</b>	10-14 age	3365	3310	6675	10.06%
<b>4</b>	15-19 age	3210	3100	6310	9.51%
<b>5</b>	20-24 age	2500	2450	4950	7.46%
<b>6</b>	25- 29 age	2910	2910	5820	8.77%
<b>7</b>	30-34 age	2790	2630	5420	8.17%
<b>8</b>	34- 39 age	1550	1520	3070	4.63%
<b>9</b>	40 - 44 age	2430	2450	4880	7.35%
<b>10</b>	45-49 age	2610	2700	5310	8.00%
<b>11</b>	50-54 age	1800	1780	3580	5.39%
<b>12</b>	55- 59 age	1410	1420	2830	4.26%
<b>13</b>	60 -64 age	1493	1290	2783	4.19%
<b>14</b>	above 65	2200	2100	4300	6.48%
	Total	33568	32790	66358	100.00%

Source (Bardibas Municipality Profile, 2075)

#### **4.2.2 Ethnic Diversity**

The municipality have mixed ethnic group. Details of all ethnic groups are shown in Table 4.2. Among different ethnic group Brahmin and Chettri population is comparatively higher followed by Magar Tamang, Newar, Damai and others are mentioned in Table 4.2

**Table 4.2: Ethnic Groups**

1	Brahmin	10350	15.60%
2	Chhettri	8395	12.65%
3	Haiu	582	0.88%
4	Mahat	1950	2.94%
5	Kami	1737	2.62%
6	Bhujel	1730	2.61%
7	Tamang	3950	5.95%
8	Newar	3575	5.39%
9	Damai	3470	5.23%
10	Sunar	1260	1.90%
11	Thakur	2123	3.20%
12	Yadav	1687	2.54%
13	Shah	2405	3.62%
14	Tharu	1312	1.98%
15	Magar	6101	9.19%
16	Maghi	387	0.58%
17	Jogi	284	0.43%
18	Mahato	3073	4.63%
19	Jha	880	1.33%
20	Muslim	409	0.62%
21	Gupta	230	0.35%

Source (Bardibas Municipality Profile, 2075)

### 4.2.3 Religion and Culture

Majority of the people in the municipality are Hindu followed by Buddhist, Muslim and others. The major festivals include Dashain, Tihar, Chhath, Holi, Jursal, Maghe Sakranti, Eid, Ramajan Samachkeva, Jitia parba, Rakhi bandhan, Jhijiya, Nag Panchami, Shivaratri etc. Similarly, major social cultural practice are marriages, chhatiyar, mundan, kajakariya, Kul devta puja.

#### 4.2.4 Gender Status

Men have economically active role in bardibas. The women's are mostly indulged into daily household activities like agriculture, kitchen, childcare, cleaning, washing etc. Literacy rate of the district is the 46.44 percentage where as 56.55% are male and 36.55 are female. The following table mentions about education level by gender. Similarly, the highest number of education level by gender is of primary level and it is followed by lower secondary, secondary and SLC. Which is just opposite to post graduate, non formal and other.

**Table 4.3 Education level by Gender**

S. N.	Education level	Male	Female
1	Beginning	640	544
2	Primary	8266	7125
3	Lower secondary	4350	3622
4	Secondary	2157	1627
5	S. L.C.	2638	1876
6	Intermediate	1033	703
7	Graduate	399	121
8	Post Graduate	130	22
9	Other	21	10
10	Non Formal	926	786

Source: Census, 2011

#### 4.2.6 Economic Status and Employment

The livelihood of the majority of the people inside the municipality is based on agriculture followed by business, services, informal sector employment, formal sector employment job and foreign employment. The Bardibas is the nearest market for the people inside the municipality for buying goods and selling their productions. There are 25 commercial banks, 21 cooperatives finance and three insurance company working in side municipality area.

#### 4.2.7 Literacy Status

In Mahottari district, about 46% of people are educated (CBS, 2012). Literacy rate of Bardibas municipality is about 67% (literacy rate calculated in average of previous VDC based on (CBS 2011) which quite below national literacy rate. The following table gives information about literacy ratio by gender of Bardibas municipality. Similarly, the highest number of literacy status is of read and write and it is followed by read only which is opposite to no literacy. The below table explains about literacy ratio by gender interm of male and female.

**Table 4.4: Literacy Ratio by gender**

S.N.	Literacy Status	Male	Female
1	Read and write	20442	16353
2	Read only	473	454
3	No Literacy	7420	13059

Source: Census, 2011

#### 4.3 Background of the Respondents

This research particularly has taken five secondary level dropout girls from Shree Deurali Secondary School as respondents for case study. They drop out their school in interval of 1-5 years from public school at secondary level. They belong to the Brahmin, Chhetri, Dalit , Madhesi and Janajati communities. All the respondents are the habitants of the Bardibas municipality ward no.1, Mahottari district. All the respondents are from middle class family and are between the age group of 17-22 years old. Since, this research is focused on the girls dropout no boys respondent are taken and the detail information has been included in the annex. (See Annex I )

## **CHAPTER FIVE**

### **FACTORS INFLUENCING SCHOOL DROPOUT OF GIRLS**

#### **5.1 Introduction**

This research is related to the girls dropout in public school. Girls dropout certainly relates with the state and community but this research has tried to shed light on school based and home based factors.

#### **5.2 Home Based Factors Influencing Girls Dropout in Public School**

##### **5.2.1 Excessive Domestic Activities**

One of the research conducted in Uganda revealed that the school dropout due to the excessive domestic activities is more by three times than the school dropout caused by any other factors. Also, the number of school dropout girls due to the lack of the support from their parents was twice than any dropout caused by other factors. The girls' were obliged to complete all the household works before going to school while boys were free from such burden. Girls were given chance to go to school only if there were no major household chores thus school education to girls' was taken as an alternative for girls and not as a fundamental rights (Migira, 2015).

Sita Adhakari (changed name) a school dropout respondent of my research suffered due to the excessive domestic activities. In her words, "I come from a farmer family. My parents used to leave for work early in the morning and were home only at evening. As the eldest child of the family I had to clean, cook, do the laundry and looked after my younger siblings at home. I was late to school every day and barely had time for my study. I could not do well in my studies and finally decided to drop out after grade 9."

The story of Sita represents the bitter truth of Nepalese society where daughters are given more responsibility from childhood regarding household activities. They are pressurized to obey parents and do the work rather than study which ultimately has contributed to a poor literacy rate among females of Nepal.

### **5.2.2 Early Marriage**

Nepalese society is backward in many aspects including the awareness for appropriate age for marriage. Teenage girls often elope after falling in love dropping their education. Not only that, many parents do not hesitate to marry off their daughters early if the groom families are well off without even considering the compatibility. After the marriage, girls rarely get chance to continue their study due to new responsibilities added by the marriage. So, early marriage is one of the factors causing girls' dropout (Dahal, Topping and levy, 2021).

Out of my five respondents, Arati Magar (changed name) dropped her education due to early marriage. She said " I was studying in grade 10 when I fell in love with my husband. My family did not know about my affairs. One day, one of my relatives brought marriage proposal from a wealthy boy family. My parents agreed for the marriage with the boy. I could not tell my parents about my feeling so I eloped with my boyfriend and dropout school."

Undoubtedly, early marriage has been influencing the school dropout among girls. Many responsibilities fall upon the female after marriage from taking care of the husband family to doing household chores. Thus, girls are compelled to dropout after marriage.

### **5.2.3 Dowry System**

Dowry system is mostly practiced in the in the terai region of Nepal. The fear of giving dowry haunts parents there whenever they have a daughter. So, girls are taken as burden in some families. They believe that if a girl is well educated, she needs a well educated groom and a well educated groom demands more dowry too. So, in fear of having to provide a huge dowry after educating their daughters, parents are more likely to make their daughters dropout without even completing secondary level education (Dahal, Topping & levy, 2021).

The respondent of this research, Anjana Shrestha (changed name) shared her story as follows: "My parents are illiterate. So, they do not know the importance of education. So, they were concerned about the amount of dowry needed for my marriage if I study higher. They also believed that education can make daughters disobey their parents.



So, my parents get me married when I was studying in grade 9. My husband, father in law and mother in law did not allow me to continue my study and I dropout. "

The stories like Anjana are found in most part of the terai region. This indicates that due to lack of awareness, poverty and fear of dowry many girl' are married away without completing their education. Thus, the dowry system has been directly influencing the school dropout.

#### **5.2.4 Long Travelling Distance from Home to School**

According to Juneja, (2001) if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment. Parents are afraid for the safety of their children when they have to travel longer distances to school.

One of my respondents, Rita Chaudhary (changed name) dropout her school due to the school distance. According to Rita, "The distance between my school and my school was about 1km. I had to cross river on the way to the school. The risk used to increase during the monsoon as water level increases. You would not believe but rape and sexual harassment had occurred on the way to my school. So, my parents were always worried about me when I go to school. Not only mine my neighbors and every parent were insecure about sending daughters to school. One day while returning from the school I suffered from sexual harassment on the way. Then, my parents were very insecure about my safety. They pressurized me to drop out my school so I dropout in grade 10."

Thus, among the many causes of school dropout school distance is one. The closer the distance between the home and school, girls feel more secure to attend school. School distance is an important determinant of school dropout for female students.

### **5.3 School Based Factors Influencing Girls Dropout In Pulic School**

#### **5.3.1 Some Teachers Favor Bright Students Over The Weak Ones**

The classroom activities and the teacher attitude play a vital role in shaping attitude of students towards school and education. But in school, Boys are favored over girls student. For instances: when a teachers asks question in the classroom, the first priority is given to boys and then only to the girls (Rewegasira, 2017).

Sita Adhikari, (changed name) is a school dropout who is one of the respondents of my research and she shared her experienced as follows: "When I was in grade nine, boys were more talented than girl's. So, teachers were more concerned about them and girl's were not even treated equally. Whenever the new chapters were taught, boys curiosity was focused and when girl's raised questions teachers were not even interested to answer them. Also, our assignments were not checked properly and no feedback was given. So, most of my friends including me could not pass the exams. This pushed me to have low self esteem so, I dropped out due to embarrassment."

The teachers approach to every student shapes the learning process of students. Thus, student dropout rate can fall if we succeed in creating equal and friendly environment where everyone gets the opportunity to explore without the fear of being labeled as weak or bright and girls or boys or any social characteristics.

### **5.3.2 Lack of Sanitary Facilities**

Sanitary facilities are one of the prominent causes of the school dropout in the public school. Sanitation is not related with the physical but also psychological sides of the female students (Nyalvsi, 2013).

All the respondents of my research experienced sanitation problem during their school life. Among them Susmita Thapa (changed name) shared her experience as follows: "The school I attended had a toilet in very bad condition. There was no water, toilet paper and hand soaps. It always had bad smell and often it was not flushed. Specially, we had difficulty during our menstruation time for changing our pads. There was no dustbin for disposal and we had no water for cleaning. Girls even suffered from allergies and infection due to this. I also developed a condition in my uterus for using the unhygienic pad continuously during my school days. I suffered from cramps and pain then ssI started missing my attendance. This took toll on my study and I decide to drop out without completing my school education."

It is evident that lack of sanitary facilities directly impacts on the reproductive health of the female student which is also contributing to the girls' dropout in school.

### **5.3.3 Poor Participation in Classroom Activities**

The performance of the students and school educational environment has a correlation between them. For instance: if the educational environment is good then students are motivated to do better but if educational environment is not good then students do not like to attend school which decreases their participation in learning (Karemere, 2003).

Arati Magar, (changed name) one of the respondents in my research, is living example for going through a bad educational environment who is a school dropout now. She shared her pain as follows: "In my class boys performance and participation was better than girls. Boys were self confident and they were active in study as well as extracurricular activities but girls were shy to participate. We were not encouraged to participate also. I was more concerned not to make mistakes so I could be conscious about others opinion. Even if I had confusion, I did not dare to ask due to low confidence. My other girl friends also had the same experience so our academic progress never improved. We could not pass the board exam and I decided to drop out in grade 9."

Thus, Learning environment directly correlate with school dropout. Students who score lower grades and have failed more classes possess a higher chance of dropping out of school. The experience of Arati clearly depicts educational environment and participation in classroom activities as one of the significant cause of the girls dropout. The participation of the students also represent the interest of the students in study.

### **5.3.4 Lack of Infrastructure**

In comparison to other districts of Nepal, Mahottari has fewer schools. In addition to this, the existing schools do not have proper physical infrastructures and child friendly environment. Many students used to join schools and later opt to dropout due to lack of child -friendly environment (Das, 2017).

According to the census of 2068 B.S. Bardibas municipality had 29 private schools and 56 public school with an average students of 286 students in each school. But the infrastructure of the school was not in a proper ratio with the number of students.

The respondent of this research Rita Chaudhary, (changed name) shared her dropout story like this, "I drop out in grade 10. Our classroom had a lot of students but desks and benches were limited in number. We had difficulty in sitting. We even used to have fights for a sit in the bench. My school had just few toilets so we used to stand in a queue for using them. Specially, girls had difficulty during their menstruation. One day, I was in a queue in toilet for changing my sanitary pad but my pad leaked before I could change it and my skirt was stained with blood. Many boys in my classroom saw the stain and teased me. I was so embarrassed that I ran from the school that day and never returned back to the school."

Thus this concludes that the infrastructures of the public school has been influencing girls dropout. Many schools of Nepal do not boast proper physical infrastructure which has been creating obstacle in the education acquisition.

## **CHAPTER SIX**

### **SUMMARY AND CONCLUSION**

My research is a qualitative research. This research has used interview, observation and case study as research technique. This research is completely based in Bardibas municipality, ward no.1 of Mahottari district. This research have tried to explore the reasons behind the school girls dropout in their secondary level in public school by looking into the various home based and school based factors influencing the dropout. In my research, five girl students who are school dropout from Shree Deurali Secondary School at secondary level have been taken as the respondents. The school dropout girls who dropped their school within 1-5 years before the research date have only been included as the respondents. In this research, sample selection was done from purposive sampling method for the case study. This research is solely based on Madhesh Pradesh so the conclusion or findings of this research may not coincide with the results of different social settings. The findings of this research have been presented as descriptive methods which are as follows:

- Due to the heavy household chores loaded on daughters of the family, they do not have enough time for study, ultimately dropping the school.
- Girls are not physically and psychologically matured in early marriage. After marriage, responsibilities are added on the shoulder of the girls and they could not bear to take the double responsibilities pushing them dropout the school.
- If daughters are given more education, parents have difficulty in finding the right groom. They fear that an educated daughter need educated groom but might demand huge dowry in return. So, parents pressurized their daughter to leave their school even without completing secondary level causing school dropout.
- If the distance between home and school is far then girls feel a bit insecure to go to school and often girls dropout their school.
- There are instances of undergoing through a unequal treatment in classroom from teachers. Some teachers favor boys over girls. Boys are encouraged to participate while girls are taken as shy ones and never bothered to address

their curiosity. These directly impacts on the academic performance of girls student which causes school dropout in the long run.

- The lack of gender friendly toilets in public school has been causing issues during difficulties during the menstruation time of girls which also forces school dropout.
- The girl students show less participation than boys in the classroom activities. It internally takes toll on the self confidence of the student leading to school dropout at the end.
- The lack of sanitary facilities in school has been giving rise to the negative impact on physical and psychological health of girls. Thus, poor sanitary facilities are also responsible for influencing the girls dropout.

The reference literatures on which my research is based on depicted the fact that gender discrimination prevails in the social, economic, political as well as education sectors. Despite the improvement on the total literacy rate, school enrollment rate and school dropout rate the gender discrimination has not been erased completely. Thus, till the date women are facing many difficulties in the society due to their poor educational status. This research agrees those home based factors are more responsible than school based factor for influencing the girls dropout in public school and in addition to that the role of the parents is more determining factor. Unequal labour division at home between a son and a daughter preference of education of the son over the daughter. Similarly, the finding of the study indicate that complex system of patriarchal structure has worked to cause girls exclusion from education. Thus, the girl's dropout in secondary level is influenced not only by the single factor rather it is the output of various obstacles imposed by the society. Precisely, despite the pace of development, the school dropout rate depicts a sad reality of gender discrimination and gender inequality prevalence in the society.

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## ANNEXES

### **Annex I: List of Case studies**

#### **1. Case of Sita Adhakari (changed name)**

My name is Sita Adhikari. I am 21 years old and I come from a conservative Hindu family. I am the eldest child of the family. I have two younger brothers and a sister. We attended public school which was 15 minutes away from my home. My father had formal education till grade 8 and my mother had grade 5. My father is the head of the family. He takes all major decisions of my family. The main source of income is agriculture in my family. My father had formal education till grade 5 and my mother is illiterate. I was taught by mother to be a good daughter of my family who can do all the housework from cleaning, cooking to doing laundry and working in fields. My brother were free to study and had no household duties. I had to complete all the housework before going school and after school also I had to do same duties. So, I could not manage time for my study. My performance in school was not good. Also, my school teachers were biased. They favor boys over girls. I could not stand being weak student and under the huge pressure of house activities. I decided to drop out school. And I drop out my school in class 9 when I was 16. Nowadays, I do household works and help my parents in farming.

#### **2. Case of Susmita Thapa ( changed name)**

I am Susmita Thapa and I am 22 years old. My family follows Hinduism. I have 4 sisters and a brother. I used to attend public school along with my sisters which was 15 minutes walk from home but my brother attended private school. My father had formal education till grade 5 and my mother is illiterate. My family is middle class family. My father is a farmer and mother is housewife. I used to help my parents at my spare time. My parents had co-ownership in property. When I was in grade 10, I suffered from health issues due to poor sanitation so I was compelled to leave my study. After two years of dropping school, I got married and now I am housewife.

### **3. Case of Arati Magar (changed name)**

I am Aarati Magar and I am currently 20 years old. I have 5 members in my family including my parents, sister and a brother. I attended public school along with my siblings. I belong to a middle class Hindu family. My father drop out school in grade 9 and my mother drop out in grade 6. My father runs a small business and mother is housewife. I used to walk 10 minutes to reach my school. I did not have much housework; most of the household chores were done by my mother. Our parents treated son and daughter equally and our father and mother had co-ownership in family property. My school performance was very poor. I dropout school when I was in grade 9 at 15 years old. I eloped from my house and got married with my lover who is my husband now. After marriage, my responsibilities increased and I had barely any time for study so I completely left my study behind.

### **4. Case of Rita Chaudhary (changed name)**

My name is Rita Chaudhary. I come from Hindu family and I am 20 years old. I belong to a middle class family and I have five siblings. We all went to public school. My father attended school up to grade 5 and my mother can read and write. The main source of income of my family is agriculture. My father works as a farmer and mother is a housewife. At holidays, we also assist our parents at field and house. I had to walk 45 minutes to go to school. All the family decisions were made by my father. My school did not have basic infrastructures and the distance between house and school was also more. Besides that, there were incidents of sexual harassment on the way to school. Thus, I drop out my school in class 10 when I was 17. Now, I work for a local finance company in marketing.

### **5. Case of Anjana Shrestha (changed name)**

My name is Anjana Shrestha. I am 17 years old and I come from a Hindu family. All the family decisions were made by my parents. They are illiterate. All the children from my family used to attend public school which is 10 minutes far from my home. My father worked as a tailor so we did not have good financial status. My parents always fear that if I study more, then they might have to give more dowries during my marriage. I was 17 when I got married. After marriage, my husband and in laws didn't allow me to continue my study after the marriage. So, I am housewife now.

**Annex II: Interview Questions**

Name : .....

Age : .....

Sex : .....

Occupation : .....

Religion : .....

Marital status:

Level of education : .....

Type of family : .....

1. what was your age when you get married ?
2. Did you continue your education after marriage ? If not why.....?
3. How many total members are in your family?  
a) Brother.....b)sister.....c)Other.....
4. What is the education status of your father and mother?  
a)Father.....b)Mother.....
5. What is the educational level of your father and mother?  
a) Father.....b) Mother.....
6. What is your father's and mother's occupation?  
a) Father.....b) Mother.....
7. How many members are literate in your family ?  
a) Sister.....b) Brother.....c) Other.....

8. In which type of school/college your brother and sister are studied?  
a) Brother..... b) Sister.....
9. How much time(hrs) did they spend while doing household activities per day?  
a) Brother..... b) Sister.....
10. whose ownership is there in your families property ?
11. Do you have any experience related to gender discrimination in education ?
12. Do you think there should be any changes in gender discrimination in education?
13. What works did you do at home?
14. Why did you dropout school?
15. What was the home based reason behind dropping your school?
16. What was the school based reason behind dropping your school?
17. Was there sexual division of labor at your home?
18. Was dowry system in practice at your home?
19. Did you use any vehicles to go to school?
20. How long did it take to reach your school from home?
21. Did your teacher do any kind of gender discrimination in the classroom?
22. Did your parents do any kind of gender discrimination at home?
23. What was the main source of income in your family?
24. Who used to take the decisions for your family?