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IMPACT OF SOCIAL AND ECONOMICAL ASPECTS ON GIRL CHILD DROPOUTS IN SECONDARY SCHOOLS (A STUDY IN RURAL AREAS OF VISAKHAPATNAM DISTRICT, ANDHRA PRADESH)

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Abstract

The purpose of this paper is to gain a better understanding of the social and economic factors that contribute to girl-child dropouts from secondary schools in Visakhapatnam district's rural areas. The study established both social and economic dimensions, such as lack of interest on education, poor academic achievement of child, helping parents, poor amenities at schools, sibling caring, fear of anti-social elements, priority given to brothers education, long distance of school, ill health of parents and alcoholism of parents, and economic based aspects like poor economic background, unable to spend on books and other amenities, no job guarantee, attending work for support parents, siblings caring, lack of financial support, poverty, unemployment of parents, poor health condition of parents and no parents. In this purpose data was collected from the school dropout girl child in rural area of Visakhapatnam district. The study reveals a dearth of mentorship both at school and at home, which dissuades girls from attending school. Peer influence was not mentioned as a factor in the study, despite the fact that proximity to the school plays a significant role in girl-child dropout in rural Visakhapatnam district. Additionally, economic factors such as poverty, income shocks, and inability to pay school fees are significant contributors to girl-child dropout. Economic factors are found to feed into social factors, implying that the two forces operate in concert and/or through a common platform, affecting girl-child dropout from public mixed secondary school in rural Visakhapatnam district.

Keywords: Social Impact, Economic Impact, Girl-Child Dropout, Secondary Schools.

Introduction

Education has risen to the top of the priority list for development and empowerment. The Indian government is constantly working to achieve gender equality in education through a variety of policies. Parents and socio-cultural factors are also not supportive of girls' education, which leads to their educational deprivation in a patriarchal society like India where gender is critical. With regard to school attendance rates, the proportion of boys attending school is higher compared to girls in both rural and urban areas and across most states (Sujata Reddy, 2004)¹. There are many reasons why girls in India are not getting an education: early marriages, household responsibilities, parental apathy, social practices like segregating the parda, and more. (Chanana, 2001)². The survey for 2019-20, released on Thursday 10 June, showed that during the five-year period from 2015-16 to 2019-20 there was an 11.4 percent growth in student enrolment and female enrolment rose by 18.2 percent (The New Indian Express, 19 June, 2021).

Education for women in India

Although women had access to education in India during the Vedic period, they gradually lost this right due to a variety of factors, including the negative effects of the caste system and women's family and social subordination to men. Thus, patriarchy and hierarchy's detrimental effects on women's education are widespread in our country. Women's education in India was revived during the British era. Following the country's independence in 1947, however, education for women saw a significant increase. The gender gap in education, even so, is still significant. Education is the only way to achieve gender equality. Despite women's education, society's gender roles are appropriated, causing inequality. Boys face stereotyping, unfair social control, discrimination, and dominance in patriarchal cultures. It benefits both men and women to break free of traditional gender roles (National Focus Group on Gender Issues in Education, 2016). They are particularly useful when examining gender in families and society across cultures.

Reasons for girl child school dropout

The reasons for school dropout vary according to the individual's social, economic, and cultural background. While some students drop out of school voluntarily, others are forced to do so due to heinous circumstances. School dropout is an inescapable fact of life. Whatever the reason, the fact that a child does not complete his or her education is not a virtue. Due to their inability to contribute in any way, such children frequently fail to be an asset to the nation. No reason can ever be large enough to serve as a substitute for school education. It serves as the foundation for a person's life, enabling them to be effective in all disciplines. As a result, several critical reasons for female child school dropouts are discussed below:



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- i. **Unhealthy Physical Condition:** When a student's internal and external body parts are functioning as they should, they are in good physical condition. Because of his physical limitations, an unwell student is unable to learn effectively. Student can learn quickly if she is in good physical shape. There is a wide variation in the physical health of Bangladesh's schoolchildren. Children in cities have better physical health than those in rural areas because of the higher average household income. Low self-motivation, malnutrition, and medical conditions like diabetes and hypertension all contribute to school dropout rates (Sabates, et al., 2013)³. School dropout rates in Visakhapatnam rural areas are disproportionately high due to social and economic factors. Currently, the government has opened an autistic school for children with autism, but enrollment is very low due to the school's remote location and the general lack of knowledge about it. Physical disability and malnutrition can cause students to drop out of school. Disabled children, on the whole, are unable to complete the entire schooling process. Children and adolescents with disabilities are 27 percent more likely to drop out of upper secondary school as compared to their peers who have no disabilities (PMNCH). Even as recent as 2019, a UNESCO report showed that more than 75 percent of children with disabilities in India are not in schools (Srinidhi Raghavan, 2021)⁴.
- ii. **Prejudiced Social Behavior:** Most societies in developing countries have a skewed social practise. People believe that men are the primary breadwinners in a family, so it's important to educate boys. Girls, on the other hand, are primarily responsible for household duties, making formal education unnecessary. In rural areas of Visakhapatnam, this value is prevalent. Another factor that contributed to the girl's school dropout was child marriage, human trafficking, slavery, fostering, and multiple household responsibilities. It appears to be a system where education is required for males but not for females. These days, many people are making an effort to defy convention. In rural areas of Visakhapatnam, the number of girls enrolled in school is steadily rising. But at the same time, the number of female students who drop out of school is on the rise. The educational status of a family member has a significant impact on a child's academic performance. The mother's education appears to have a greater impact than that of other family members. It serves as a predictor. Higher-educated mothers are less likely to have their children drop out of school.
- iii. **Inadequate Educational Quality:**Teacher absenteeism, school distance, and inadequate educational and physical facilities are all factors that have a direct impact on educational quality. Quality education is strongly influenced by racial and economic equality. Misinterpretation of religion, socio-cultural norms, parents who are illiterate and almost no exception for girls' education are some of the factors that contribute to primary education inequality (Sajjad, et al., 2012)⁵. Another reason for low educational standards is the student's socioeconomic status. Because those in the upper strata of society can afford to send their children to expensive boarding schools, as opposed to the poorer communities of Visakhapatnam. Government schools and non-profit organisations receive less attention than private schools from the government when it comes to ensuring that students are receiving a quality education.
- iv. **Hardships in the economy:** Financial hardship is a common reason for dropping out of school. Direct and indirect schooling costs are significant factors in children's education, and some research indicates that schooling costs, particularly school fees, are a significant factor in early school dropout. School fees are sometimes associated with a child's gender, as parents are sometimes unwilling to pay for their daughters' education. Numerous parents reported that when there is a lack of rain, families are unable to cover school fees (including uniforms and even books) for girls and boys alike when they have more than one child. Globally, nine out of ten girls complete primary school, but only three out of four complete lower secondary school. In low-income countries, less than two-thirds of females complete primary school, and one-third complete lower secondary school (World Bank Report) Globally, 89 percent of females complete primary education, but only 77 percent complete lower secondary education, which is typically nine years in length in most countries. In low-income countries, the percentages drop to less than two-thirds for primary education and to less than one-third for lower secondary education. According to the report, countries lose between \$15 trillion and \$30 trillion in lifetime productivity and earnings due to limited educational opportunities for girls and barriers to completing 12 years of education. The report concludes that primary education is insufficient. Numerous indicators indicate that the benefits of primary education are limited.
- v. **Geographical Isolation:** Visakhapatnam district covers an area of 1,048 km² (405 sq mi), with an urban area of 632.16 km² (244.08 sq mi) and a rural area of 416 km² (161 sq mi). Few rural communities have their own secondary school, and few rural communities have boarding schools. Parents are responsible for transporting their children to nearby towns and covering the costs of room and board. Students live with relatives or contacts, and parents are hesitant to leave their daughters unsupervised.
- vi. **Role of the Family members:** The number of children who attend school is strongly influenced by their parents' level of education. Parents with a higher level of education are more concerned about their children's education than parents who lack that level of education. The education of one's children is greatly influenced by the level of literacy of one's mother. Parents who are not literate are more likely to have their children drop out of school than those who are educated.
- vii. **Migration:** Visakhapatnam has a high rate of school dropouts due to migration. The children of people who move frequently for work are particularly vulnerable to dropping out of school. The absence of a family member can increase the work load at home if there is frequent migration and low educational attainment. In some cases, it creates a household culture that encourages



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children to skip school. Migration, on the other hand, may help reduce school dropout rates. Children can be motivated to do their part and stay in school if they receive remittances from supportive family members. Despite the fact that policymakers often view technical and vocational education and training in developing countries as a critical tool for reducing poverty and fostering economic growth, evidence shows that it is already plagued by a high school dropout problem. School dropout, poor quality learning, and poor academic performance are all linked to frequent migration.

- viii. **Relationship and Insecurity Effects:** Friends and family members have a significant impact on school dropout rates. Friendship ties have been shown to have a positive impact on school attendance, according to research. Relatives can play a role in parents' decisions about their children's education. Children's behaviour is often influenced by what they see their peers doing. In Visakhapatnam district, school dropout rates are influenced by the behaviour of one's peers. Distant relatives and friends can have an impact on a student's sense of self and what is considered normal. In a co-educational setting, boys and girls are able to pursue their education alongside one another. As a result, both teachers and students may engage in inappropriate sexual behaviour. Girl students are more likely to drop out because of this. Due to widespread eve-teasing, sexual harassment, and rape, girls are not safe on the roads, in schools, or in markets. The primary reason for this is that the government has failed to keep the country's law and order. The safety of girls travelling alone is a major concern for Indians – recent events have brought to light a long-standing issue. Additionally, we see a fear that educating girls will result in excessive independence, which is evident in the attitude that parents take toward a girl's education. The Guardian recently published an article (Rachel, Williams., 2013)⁶ about a girl in Delhi who was taunted by boys on her way to school. She was afraid to inform her parents, fearful that they would forbid her from attending school.

Literature review

Although the government has announced so many policies regarding women's education, this has been observed in so many research works that the dropout ratio of females is higher than that of boys. Now, this is the alarming part that even after so many policies announced by the government, female education is still not up to a satisfactory level. Hence, the government should now take some proper and strong measures in order to control the dropout ratio of females (Melese, & Fenta, 2009)⁷. Laxmaiah and Gurmeet (2016)⁸ found in their study that population of Adilabad is largely agricultural, forcing parents to marry off their daughters early. Educating girls can help delay child marriages, but Adilabad school administrators' apathy is evident that parents start planning to marry their daughters as soon as they start school. Moreover, migration appears to be the main reason for school dropout in Adilabad. Female dropouts are mostly employed in domestic and child care. The state government of Telangana is failing to address school dropout issues, and the situation is deteriorating. As a result, the government should immediately reduce secondary school dropout rates and address the identified issues. Reducing secondary school dropout rates is critical to protecting, nourishing, and empowering India's human resource base. Lalitha Bhagavatheeswaran, et al., (2016)⁹ examined the factors that prevent SC/ST adolescent girls in northern Karnataka, from enrolling in and completing secondary education. 22 adolescent girls, 22 parents/guardians and 11 teachers were interviewed in 11 villages across two districts in northern Karnataka. Numerous barriers to adolescent girl education for disadvantaged castes were identified at the individual, family, community, and school levels. Additionally, educational enablers were mentioned. According to Winding & Andersen (2015)¹⁰ school dropout in adolescence is an important social determinant of health inequality in a lifetime perspective. It is commonly accepted that parental background factors are associated with later dropout, but to what extent social relations mediate this association is not yet fully understood. Dropping out of school is a well-documented social problem and often present daunting circumstances for adolescents (Jana et al.,2014)¹¹.

Statement of the problem

From class I to X, education is said to be the foundation pillar upon which higher education is built. This is the most critical period of one's life as it is the proper age to acquire education. It is the most basic stage of education where one can learn basic life skills. But dropout is a major issue in education, especially among girls. Second, by examining the effectiveness of government incentive programmes in keeping girls in school, the study will aid policymakers in developing policies that meet current needs. Third, it will add to the literature about the socio-cultural factors that cause girls to drop out. Traditional roles and expectations are attributed to social structures. Dropout is a major educational challenge for the state and society, and girls are particularly vulnerable. Since independence, school dropout has been the most serious issue in India's education, it found very much in rural areas. In every community, girls outnumber boys. Even today, many children in India are either denied an education or drop out due to financial constraints. According to a government report, India's secondary school dropout rate is over 17%, while the upper-primary (VI to VIII) and primary school dropout rates are 1.8 percent and 1.5 percent, respectively (ABP News Bureau, 02 Jul 2021)¹². To ensure girls' full participation in education, this study will examine the hidden causes of girls' secondary school dropout. The purpose of this study was to identify secondary school girl education issues from a social and economic perspective. Thus, the following objectives have been set for this study on the 'Impact of social and economic factors on girl child dropouts in secondary schools.'



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Objectives

- 1) To discuss various reasons for school dropouts of girl child in India
2) To study the social problems of girl child dropouts at secondary school level
3) To study the economic problems of girl child dropouts at secondary school level

Methodology

The goal of this research is to find answers to questions about girls' education, especially in secondary schools. In that sense, it is a purposeful ground-level investigation to identify the barriers faced by girls in secondary school. The study was conducted in two mandals, Paderu and Narsipatnam, in Visakhapatnam district, Andhra Pradesh. One of these mandals is completely rural, while the other is tribal. This study selects units using a multi-stage sampling technique. So, in the first stage, Visakhapatnam district, one of the backward in North Coastal Andhra Pradesh, is chosen. Because female sex ratio is high but female literacy rate is lower than males. All mandals in Visakhapatnam district are divided into four revenue divisions: Visakhapatnam, Anakapalli, Narsipatnam, and Paderu. Narsipatnam and Paderu divisions were chosen because they have a high percentage of girls in secondary schools. The second stage chose mandals. One mandal is rural and the other is tribal. Narsipatnam is a rural mandal and Paderu is a tribal mandal. The third stage identified sample villages in Narsipatnam mandal and Paderu mandals. Around 20 villages in Narsipatnam mandal and 16 villages in Paderu mandal (40%) were chosen. The fourth stage of sampling was household selection. The study included 300 households. 150 are from Narsipatnam mandal and 150 from Paderu mandal. The sample households were chosen from tribal girl dropouts and their parents, and 70 teacher respondents were chosen from two mandals based on school counts.

Data collection and analysis

The current study used both primary and secondary data. Primary data was collected from the households of girl child dropouts by using a research schedule. Hence, this primary data collected using direct personal interviews with the parents or the guardians of girl child who has dropped out from the school in the middle of her study. In this purpose snowball sampling method has been applied to identify the dropout girl child in the study area. In addition to this the researcher visited local secondary schools to gather the list of school dropouts for the last 5 years. Few statistical techniques other than frequency and percentage tabular analysis are used to analyze the data. Firstly, a percentage table is used to explain the perceptions of the parents about the reasons for girl child dropout and used a rank order index for measuring the level of impact of the reasons on girl children to dropout. The index comprises a number of reasons which leads to increasing dropout rate. One can judge the position of dropouts by examining these reasons. These reasons can be given values, based on the judgment of the researcher. Hence, the data were shown in the following tables and analysed.

The reasons expressed by girl child dropouts, parents and teachers are presented in Table-1. In order to quantify the reasons, indices are prepared.

Table-1: Selected Reasons for Dropout of Girl Child

Table with 2 columns: Domain and Reasons for dropout. Rows include Social impact and Economical impact with their respective reasons.

Source: Own Compilation



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Table-2: Social Impact of girl child dropouts in Secondary Schools

S. No	Statement	No Impact	Little Impact	Moderate Impact	Good Impact	Very Good Impact	Total
1	Lack of interest on education	66 (22.0)	16 (5.3)	42 (14.0)	79 (26.3)	97 (32.3)	300 (100.0)
2	Poor academic achievement of child	59 (19.7)	42 (14.0)	62 (20.7)	58 (19.3)	79 (26.3)	300 (100.0)
3	Helping parents	55 (18.3)	50 (16.7)	71 (23.7)	57 (19.0)	67 (22.3)	300 (100.0)
4	Poor amenities at schools	125 (41.7)	54 (18.0)	45 (15.0)	38 (12.7)	38 (12.7)	300 (100.0)
5	Sibling caring	81 (27.0)	93 (31.0)	50 (16.7)	36 (12.0)	40 (13.3)	300 (100.0)
6	Fear of antisocial elements	31 (10.3)	48 (16.0)	49 (16.3)	89 (29.7)	83 (27.7)	300 (100.0)
7	Priority given to brothers education	36 (12.0)	42 (14.0)	66 (22.0)	85 (28.3)	71 (23.7)	300 (100.0)
8	Long distance of school	103 (34.3)	52 (17.3)	62 (20.7)	56 (18.7)	27 (9.0)	300 (100.0)
9	Ill health of parents	100 (33.3)	76 (25.3)	52 (17.3)	37 (12.3)	35 (11.7)	300 (100.0)
10	Alcoholism of parents	15 (5.0)	37 (12.3)	41 (13.7)	109 (36.3)	98 (32.7)	300 (100.0)

According to the study of social impact on secondary school dropout rates shows that 32.3% of girls have a very positive as a result of their lack of interest in school, while 22.0 percent have no impact at all. When it comes to children's poor academic achievement, it is discovered that 26.3 percent of girls have a very good impact and 19.7 percent have no impact. It was also discovered that 22.3 percent of girls volunteered to help their parents, while 18.3 percent of girls had no influence on this. When it comes to poor school amenities, 41.7 percent have no impact and 12.7 percent of girls have an impact. Furthermore, it is revealed that 13.3 percent of girls drop out due to sibling care, while 27.0 percent of girls have no impact on this. Concerning the fear of antisocial elements, 27.7 percent have a very good impact, while 10.3 percent have no impact. When it comes to giving priority to brothers' education, 23.7 percent have a very positive impact, while 12.0 percent have no impact. It is discovered that 34.3 percent has no impact on long distance of school, whereas 9.0 percent has a significant impact on that. According to the data, 33.3 percent have no impact on their parents' ill health and 11.7 percent have a very good impact on it. It is also noted that 5.0 percent of girl dropouts have no impact on their parents' alcoholism and 32.7 percent have a very good impact on their parents' alcoholism.

Table-3: Perceptive Score Analysis on Social Impact of girl child dropouts in Secondary Schools

S. No	Statement	No Impact	Little Impact	Moderate Impact	Good Impact	Very Good Impact	Total
	Scale Value (SV)	1	2	3	4	5	
1	Lack of interest on education	66	16	42	79	97	300
	Frequency x Scale Value	66	32	126	316	485	1025-III
2	Poor academic achievement of child	59	42	62	58	79	300
	Frequency x Scale Value	59	84	186	232	395	956-V
3	Helping Parents	55	50	71	57	67	300
	Frequency x Scale Value	55	100	213	228	335	931-VI
4	Poor amenities at schools	125	54	45	38	38	300
	Frequency x Scale Value	125	108	135	152	190	710-X
5	Sibling caring	81	93	50	36	40	300



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	Frequency x Scale Value	81	186	150	144	200	761-VII	
6	Fear of anti social elements	31	48	49	89	83	300	
	Frequency x Scale Value	31	96	147	356	415	1045-II	
7	Priority given to brothers education	36	42	66	85	71	300	
	Frequency x Scale Value	36	84	198	340	355	1013-IV	
8	Long distance of school	103	52	62	56	27	300	
	Frequency x Scale Value	103	104	186	224	135	752-VIII	
9	Ill health of parents	100	76	52	37	35	300	
	Frequency x Scale Value	100	152	156	148	175	731-IX	
10	Alcoholism of parents	15	37	41	109	98	300	
	Frequency x Scale Value	15	74	123	436	490	1138-I	
	Total score for work environment						9062	
	Maximum Possible Score	5 (Maximum score points) 300 (number of respondents) X 10 (number of statements)						15000
	Percentage of score of work environment	Total score for general working condition display/Maximum Possible Score X 100						60.4
	Average						906	

According to the results of the Perceptive Score Analysis on the Social Impact of Girl Child Dropouts in Secondary Schools, the first rank goes to the alcoholism of parents with a score value of 1137, the second rank goes to the fear of anti-social elements with a score value of 1045, the third rank goes to the lack of interest in education with a score value of 1025, the fourth rank goes to the priority given to brothers' education with a score value of 1013, fifth rank to the Poor academic achievement of child with 956 score value, sixth top most rank to Helping Parents with 931 as a score value, sibling caring was the seventh rank with 761 score value, eighth rank goes to the reason Long distance of school with 752 score value, ninth rank goes to Ill health of parents with score value 731 and finally tenth rank goes to Poor amenities at schools with 710 score value.

Table-4: Economical impact of girl child dropouts in secondary schools

S. No	Statement	No Impact	Little Impact	Moderate Impact	Good Impact	Very Good Impact	Total
1	Poor economical background	64 (21.3)	51 (17.0)	47 (15.7)	71 (23.7)	67 (22.3)	300 (100.0)
2	Unable to spend on books and other amenities	259 (86.3)	9 (3.0)	3 (1.0)	2 (0.7)	27 (9.0)	300 (100.0)
3	No job guarantee	48 (16.0)	39 (13.0)	69 (23.0)	74 (24.7)	70 (23.3)	300 (100.0)
4	Attending work for support parents	84 (28.0)	97 (32.3)	41 (13.7)	51 (17.0)	27 (9.0)	300 (100.0)
5	Siblings caring	114 (38.0)	98 (32.7)	44 (14.7)	24 (8.0)	20 (6.7)	300 (100.0)
6	Lack of financial support	47 (15.7)	73 (24.3)	67 (22.3)	52 (17.3)	61 (20.3)	300 (100.0)
7	Poverty	16 (5.3)	50 (16.7)	81 (27.0)	75 (25.0)	78 (26.0)	300 (100.0)
8	Unemployment of parents	8 (2.7)	37 (12.3)	72 (24.0)	105 (35.0)	78 (26.0)	300 (100.0)
9	Poor health condition of parents	98 (32.7)	81 (27.0)	70 (23.3)	37 (12.3)	14 (4.7)	300 (100.0)
10	No parents	87 (29.0)	135 (45.0)	31 (10.3)	20 (6.7)	27 (9.0)	300 (100.0)



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According to data on the economic impact of girl child dropouts in secondary schools, 21.3 percent of girls have no impact on their families' economic circumstances. 22.3 percent of girls have very good impact. Data shows that about unable to spend on books and other amenities 86.3 percent girls have no impact on this and 9.0 percent has very good impact. When it comes to the impact of not having a job guarantee, it is noted that 16 percent had no impact and 23.3 percent had a very positive impact. However, when it comes to the attending work to support parents, 28.0% of the time there is no impact and 9.0% of the time there is an impact. When it comes to sibling caring, the data shows that 38.0 percent have no impact and 6.7 percent have a very positive impact. When financial support is lacking, 15.7 percent experience no impact, while 20.3 percent experience a very positive impact. When it comes to poverty, it has been observed that 5.3 percent has no impact and 26.0 percent has a very good impact. When it comes to parental unemployment, it has been determined that 2.7 percent has had no impact and 26.0 percent has had a very positive impact. It has been observed in relation to the poor health of the parents' children. 32.7 percent had no impact, while 4.7 percent had a very positive impact. Furthermore, the data shows that when there are no parents, 29.0 percent have no impact and 9.0 percent have a very high impact.

Table-5: Perceptive Score Analysis on economical impact of girl child dropouts in secondary schools

S. No	Statement	No Impact	Little Impact	Moderate Impact	Good Impact	Very Good Impact	Total	
	Scale Value (SV)	1	2	3	4	5		
1	Poor economical background	64	51	47	71	67	300	
	Frequency x Scale Value	64	102	141	284	335	926-IV	
2	Unable to spend on books and other amenities	259	9	3	2	27	300	
	Frequency x Scale Value	259	18	9	8	135	429-X	
3	No Job Guarantee	48	39	69	74	70	300	
	Frequency x Scale Value	48	78	207	296	350	979-III	
4	Attending work for support parents	84	97	41	51	27	300	
	Frequency x Scale Value	84	194	123	204	135	740-VI	
5	Sibling Caring	114	98	44	24	20	300	
	Frequency x Scale Value	114	196	132	96	100	638-IX	
6	Lack of financial support	47	73	67	52	61	300	
	Frequency x Scale Value	47	146	201	208	305	907-V	
7	Poverty	16	50	81	75	78	300	
	Frequency x Scale Value	16	100	243	300	390	1049-II	
8	Unemployment of parents	8	37	72	105	78	300	
	Frequency x Scale Value	8	74	216	420	390	1108-I	
9	Poor health condition of parents	98	81	70	37	14	300	
	Frequency x Scale Value	98	162	210	148	70	688-VII	
10	No parents	87	135	31	20	27	300	
	Frequency x Scale Value	87	270	93	80	135	665-VIII	
	Total score for work environment						8129	
	Maximum Possible Score	5 (Maximum score points) 300 (number of respondents) X 10 (number of statements)						15000
	Percentage of score of work environment	Total score for general working condition display/Maximum Possible Score X 100						54.2
	Average						812	

According to the results of the Perceptive Score Analysis on the Economic Impact of Girl Child Dropouts in Secondary Schools data, the first rank goes to Unemployment of Parents with a score value of 1108, the second rank goes to Poverty with a score value of 1049, the third rank goes to No Job Guarantee with a score value of 979, the fourth rank goes to Poor Economic Background with a score value of 926, the fifth rank goes to the Lack of financial support of child with a score value of 90, Attending work for support parents received the sixth highest ranking with a score value of 740; poor health of parents received the seventh highest ranking with a score value of 688; no parents received the eighth highest ranking with a score value of 665; sibling caring received the ninth highest



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ranking with a score value of 638; and finally, unavailability of funds for books and other amenities received the tenth highest ranking with a score value of 429.

Discussion

It has been found that the girl child drop outs with reference to social impact indicate that 82.7 percent of girl children drop out because their parents are alcoholic; however, research has discovered that 73.7 percent drop out because the parents and the girl child are fear of anti-social elements, along with a lack of interest in pursuing an education are also factors in dropping out girl child represent with 72.6 percent response. Thus, the data reveals 74.0 percent of girl children drop out because their parents are given priority to their brothers' education. Moreover, 66.3 percent of the respondents said poor academic achievement of the child is reason for dropout, whereas 65.0 percent opined helping their parents is the reason for girl child dropout. On the other hand, it is also found that 42.0 percent of the girl child dropouts due to caring their sibling. Since, 48.4 percent of the girl child dropout due to long distance of school from their residence or their village, and 41.3 percent expressed reason for girl child drop out is ill health of their parents. It is also observed that 40.4 percent girl child dropout because of poor amenities at schools.

With reference to economic impact on girl child dropouts in secondary schools revealed that 85.0 percent due to unemployment of parents, 78.0 percent dropout due to poverty, and 71.0 percent opined due to lack of job security. It was also found that 61.7 percent of the girls dropped from schools due to a poor background of their parents, and 59.9 percent dropout due to scarcity of financial support. On the other hand, it has been found that 39.7 percent girls' dropout because they are attending work to support their parents, whereas 40.3 percent girls dropping out due to poor health condition of their parents. Since, 26.0 percent girl's dropout because of no parents, and 29.4 percent expressed that they take care of their sibling. But 10.7 percent said that girl child dropout because of unable to spend on books and other amenities.

Conclusion

The purpose of this paper was to gain a better understanding of the social and economic factors that contribute to girl-child dropout from secondary schools in Visakhapatnam district's rural areas. The study established both social and economic factors such as a lack of interest in education, a child's low academic achievement, parental assistance, inadequate school amenities, sibling care, fear of antisocial elements, priority given to brothers' education, long distance to school, parents' ill health, and parental alcoholism. Similarly, a lack of mentorship both at school and at home discourages girls from attending school. Peer influence was not mentioned as a factor in the study, despite the fact that proximity to the school plays a significant role in girl-child dropout in rural Visakhapatnam district. Economic factors such as poverty, income shocks, and inability to pay school fees all contribute significantly to girl-child dropout. Economic factors are found to feed into social factors, implying that the two forces operate in concert and/or through a common platform, affecting girl-child dropout from public mixed secondary school in rural Visakhapatnam district.

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