Comparative Study of High School Dropout Students in Bangladesh: Evidence from Brahmanbaria and Habiganj Districts

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Abstract

Dropout becomes a global issue as millions of students around the world drop out of school every year while education is one of the basic needs of human. The Sustainable Development Goals includes one to ensure inclusive and equitable quality education so that students can complete their primary and secondary education in every country. Some countries make primary and secondary education free and compulsory to make sure cent percent enrollment. But dropout rate is not decreasing in that way which we want. This study is intended to show the scenario of dropout and influential reasons behind it in Habiganj district of Bangladesh and compare the status with Brahmanbaria district. The study revealed that most of the students drop out of school because of poverty (37.60%) followed by negligence of parents (19%) and then early marriage (13.30%). We discovered that almost half of dropout students had poor performance in school and most of the students left school because of negligence of parents, self-negligence, family problem, mental illness etc. The dropout status of Habiganj and Brahmanbaria is almost similar but early marriage influenced more in Brahmanbaria than Habiganj. Government must take necessary steps regarding poverty alleviation, reducing early marriage, making school a better place of learning etc. so that students want to go to school and feel better for learning.

Keywords: Dropout students, Poverty, Early marriage, High School, Bangladesh

Introduction

Education is one of the basic needs of human and it is necessary for social or economic development of a country. Secondary education is as

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much important as primary education because it is the middle phase between primary education and higher education level and it worked as a connecting bridge which helps to form a better basis for higher study. In today's world education still remain inaccessible for millions of children all over the world while it is one of the basic human need and without education, a country cannot be developed. With the limited accessible situation of education, there is another problem which is known as Dropout. Dropout means not to do something that someone was going to do, or to stop doing something before that has been finished. A large portion of Students around the world dropout of school every year and the reason behind this vary from one region to another. School dropout indicates those students who quit school without completing their graduation/course of instruction. Dropping out caused for many reasons and these reasons vary from one country to another but usual causes include family condition, depression, mental illness, bullies, early marriage, not interested in school etc. [1,13,14].

School dropout becomes a global issue as millions of children and young people all over the world are not interested in education or they have not much access to education. In the United States, 1.2 million students become dropout every year while the rank is 19th for high school graduation rates in the world [2].In Canada, Labor Force Survey found that 1 of 20-24-year-old among 12 grownups was a high school dropout in 2009 [15]. In India, only 37% of students who enrolled in class 1 in 1993 reached class 10 in 2003 and dropout rates were higher in conversion between class 1 and 2 and class 8, 9, and 10 [3].Though every country intensely desires to improve the accessibility and quality of education, dropout rates aren't improving. This phenomenon "Dropping out" occurs in most developing countries also such as 42% Sub-Saharan African and 33% southern and western Asian students don't complete their graduation [4].The 4th Goal of Sustainable Development Goals (SDGs) fixed by United Nations Development Program was to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and 1st target of this goal was to "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes" [5]. To implement this goal, almost 20% of countries gives free and compulsory education for at least 12 years and this step was taken by mostly in Latin American countries, the Caribbean (47% of countries) and in Caucasus and Central Asia (38% of countries) [6].

Bangladesh is one of the developing countries in the South Asia region having low literacy rate. The planning commission of Bangladesh produced the Seventh Five Year Plan of Bangladesh (SFYP), "Accelerating Growth, Empowering Every Citizen" to solve the problems in implementing SDG goals and "By 2020, achieving 100 percent net

enrollment rate for primary and secondary education" was one of the targets of SFYP [18]. While government sets a goal to ensure 100% enrollment in primary and secondary education, a large number of students drop out of school. Government educational statistical reports displays that in 2015, 40.29% students dropped out and among them, 19.11% left school at class 8 in Bangladesh. This report also specifies that dropout rate was mostly high among girls and 45.92% of them left school at secondary level whereas 33.72% boys dropout from high school. A report of Bangladesh Bureau of Statistics displayed that the dropout rate in rural area was 3.5% while the rate of dropout was 3.4% in urban area. In slum area, the dropout rate was much higher than other area which was 13.2% [7]. Reason behind dropout in Bangladesh is mainly Poverty because still 24.3% population is living under the poverty line (World Bank, October, 2017) and people expend 80% of their income for buying. Both male and female children of poor family are worked for living without attending school and they are popularly known as "child labor". Other than poverty, early marriage of girl child, poor physical condition of children, multiple household works for girls, geographic isolation, Parental education, uncontrolled population etc. are also effective reasons of drop out. Government takes some steps to encourage education in children such as compulsory and free primary education for all, free school textbooks from 2009, retrain teachers to make school a happy place etc. Bangladesh is divided into eight major divisions and each division contains several districts for administration purpose. Different districts are not similarly enabled for different level of education. Number of secondary school is not same for all divisions. It has been seen that rural area of Bangladesh faced more problems in implementing policies and goals than the urban area. In Sylhet there is only 5% school of total institutions while in Dhaka the percentage is 27. On the other hand the enrollment rate is 6.3% in Sylhet and 31.17% in Dhaka (Bangladesh Education Statistics 2015, BANBEIS).

Different organizations in Bangladesh conducted different surveys to show the statistics of dropout students, institutions in different districts and other educational equipment. To the best of our knowledge, none study has been conducted to know the status and reason of dropout (JSC examinee) high school students as well its comparison. Therefore we intended to know the reasons behind dropout of Habiganj district in Sylhet division in comparison with Brahmanbaria district in Chattogram division and other socio-economic, educational and background information of students which has influence on those reasons.

Methods

A cross-sectional study was conducted in 2017 at Habiganj district in Bangladesh. Another cross-sectional study was conducted in 2014 at

Brahmanbaria district. We used primary data from both studies to compare the high school dropout in Bangladesh. For Brahmanbaria district we used cluster sampling to select Thana to be surveyed. The logic behind using cluster sampling was that the demographic and socio-economic conditions were homogeneous between thanas and heterogeneous within a thana. We considered each Thana as clusters and Brahmanbaria district consists of 9 Thanas- Akhaura, Ashuganj, Bancharampur, Bijoy Nagar, Brahmanbaria Sadar, Kasba, Nabinagar, Nasirnagar, Sarail district. Among these 9 thanas we randomly selected 3 which are Ashuganj, Nasirnagar and Sarail. From these 3 thanas every student who was not present in the Junior School Certificate (JSC) examination was included in our study.

In Habiganj district we collected data from all than as. By using a structured questionnaire we collected information from children. Our survey was done by door-to-door interviews and we collected information of every child who registered you for JSC examination but didn't appear in the examination hall by interviewing their parents and teachers.

Descriptive statistical analysis (frequency distribution and cross-tabulation) was used to analyze the data. For cross-tabulation, the variable "Reason of absence" has been recorded for combining some categories except poverty and early marriage. The combined categories (recoded as 'Others') and it includes- negligence of parents, self-negligence, physical unfitness, family problem, not interested in school etc. The data processing and analysis has been done using Statistical Package for Social Sciences (SPSS) version 22.0.

Results

We found total 378 dropout children in the 3 selected thanas in Brahmanbaria. Among the dropouts children, 66.7% of children were from Nasirnagar, 15.3% were from Ashuganj and 18.0% were from Shorail. 24.6% of children were absent because of early marriage, 24.3% were absent because of Poverty and 34.9% didn't mention their causes. Among them, 41.3% of children scored 2.00-2.99 in the terminal examination, 21.7% scored 1.00-2.00 and only 1.3% children scored 4.50-5.00. Among these dropouts, 32.5% of children's family incomes were in between Tk 4000 to Tk 7000, 45% were more than Tk 10000 and 11.4% children family income were in between TK 7000 to TK 10000 [**Table 1**].

We found 39.7% children's performances in English were not satisfactory and 19% were Satisfactory according to their teacher among 378 children. 35.7% children's performances in Math were not satisfactory and 25.9% were Satisfactory according to their teacher [**Table 1**].

Among drop-outs, 57.2% of children fathers were Illiterate or Primary incomplete, 25, 7% were Only Grade 5 pass and 13% were Secondary Incomplete. On the other hand, 30.7% of children mothers were illiterate, 39.2% were Primary incomplete and 22.7% were only Grade 5 pass. Among 378 children, 46.3% were first in their family who went to school [**Table 1**].

From cross tabulation analysis we found that **54.63%** of students left school in Nasirnagar because of poverty and because of early marriage 46.55% of students in Ashuganj and 42.65% in Shorail left school. Girls were more dropouts (40.96%) than boys and this was because of early marriage. There are 55.88% of boys become dropout because of other influential causes such as migration, not interested in school etc. 42.86% of students who had satisfactory performance in Mathematics left school because of poverty and 60.68% of students who were not good at mathematics remained absent in the exam for other reasons. 58.62% of students with a pleasing result in English become dropout because of poverty. 55% of students whose fathers were uneducated left school because of poverty and 57.58% of students whose fathers were only grade 5 pass didn't attend exam for other reasons [**Table 2**].

This study also presented that 53.76% of students whose mothers were illiterate left school due to lack of money and 35.48% of students whose mothers were only grade 5 pass left school because of early marriage. 40.46% of students whose fathers were farmer didn't attend in JSC examination because of poverty. 44.63% of students having one earning member dropout of school for other reasons and 29.38% of them left school because of poverty. 44.71% of students having family income in between TK 4000 to TK 7000 left school because of poverty and 57.14% of them having family income more than TK 10000 dropout of school for other reason. 47.15% of students being first enrollment in their family who went to school left school for other reason. 43.59% of students having 3 to 5 siblings left school for other reasons and 30.13% of them left because of early marriage. 42.68% of students having terminal exam result 2.00-3.00 couldn't attend JSC exam because of poverty and 31.71% of them couldn't for other reason. [**Table 2**]

Among 457 dropout students in **Habiganj**, 33.92% of children father's educational level were primary, 27.35% were below primary and only 0.66% of children father's educational level were Higher secondary. There are 35.23% of children mother's educational levels were below primary, 29.76% were primary and 27.13% of children mothers were illiterate. We observed that 67.39% of children fathers were farmer, 16.32% were businessman and 15.09% of children fathers were day laborer. The mothers of 98.91% of children were housewife. Number of earning member was 1 in 76.15% of children family, 2 in 16.41% of families and 4 in 1.75% of children family. There are 50.33% of

children were the first member of their family who completed primary education and 45.08% of students were first enrollment in their family who went to school among 457 dropouts. 58.64% of children family highest education level were below secondary, 16.41% were primary and 10.50% were secondary [**Table 3**].

Our analyses showed that among those dropouts, 67.83% of children had 3 to 5 siblings and 23.41% had more than 5 siblings. 70.46% of children had at most 2 brothers and 28.88% had 3 to 5 brothers. 57.99% of children had at most 2 Sisters and 40.48% had 3 to 5 Sisters. Among those 457 children, 40.04% of students were not good in English, 45.30% were weak and 10.72% of students were good enough in English. 43.33% of students were weak in Mathematics, 41.14% were not good and 11.82% of students were good enough in Mathematics.32.60% of children primary exam result were 2.00-2.99, 19.91% were 3.00-3.49 and 2.84% were 4.50-5.00. Among 457 students, 41.36% of children family income were in between TK 4000 to TK 7000, 17.29% were in between TK 1000 to TK 4000 and 25.16% of children family income were more than TK10000. We found that **37.60%** of students were absent in examination because of poverty, 19% were because of the negligence of parents, 13.30 were because of early marriage and 9.80% were because of physical unfitness [**Table 3**].

Among those students whose fathers were farmer 39.90% couldn't attend exam due to lack of money. Among students whose fathers were Businessman 65.70% left school for other reason. Among Students whose mothers were housewife 37.39% left school because of poverty. The results shown that 15.30% of students whose family highest level of education were below secondary left school because of early marriage [**Table 4**].

The results also revealed39.40% of students having 3 to 5 siblings left school because of poverty. Because of poverty, 39.10% of students having at most 2 brothers and 38.90% of students having at most 2 sisters left school. 45.41% of students being weak in English didn't attend in JSC exam for other reasons and 39.61% of them left school due to poverty. There are 15.87% of students having family income in between TK 4000 to TK 7000 left school because of early marriage [**Table 4**].

Discussion

Dropout is a problem which becomes a matter of thinking for the government since a huge number of students' dropout of school every year in the whole world. Many educationalists are thinking about different methods to encourage students so that they could complete their high school and this becomes a vital concern of every country. However as often happens in Bangladesh, the policies, methods or goals in Dhaka

or any Town area are a world away from the realities in the villages. In this study we discovered that Nasirnagar thana which is far away from Brahmanbaria town, an agro based economic area has the highest dropout rates among the three thanas under this study and it could be possible that thanas far from Town weren't getting enough facilities. Because of poverty most students drop of school in Nasirnagar. A study in Pakistan found that amusingly little educated parents were more concerned about their children education and always tried to provide different facilities for their study [8]. But in this study we observed that children of educated parents left school less than less educated parents where about 81% dropout's fathers and almost 91% dropout's mothers have primary education or less. We also observed that in low income family dropout rate is more than high income family. Among the dropout students most of them had more than 3 siblings and it indicated that dropout might be influenced by the family size but there is no single reason for which children from large family left school. It happens because maybe their parents can't pay for all children education and parents send their children for labor work to earn for their family.

Two new board examinations had been introduced in Bangladesh education system in 2009 which are Primary Education Completion (PEC) and Junior School Certificate (JSC) to eliminate the fear of board examination of students. The cost of these two new examinations seems too much for the parents and making it too problematic for them, especially for poor parents, to educate their children and as a result children from those family dropouts of school more than other families [16].Other than family condition, educational variables are also responsible for dropout. It had been discovered that most of dropout students had poor result in primary examination and they left school either for poverty or for some other reason like "not interested in school". Most of the dropout student's performance in Mathematics and English was not satisfactory and among these students some left school for early marriage and most students for other reasons. Government of Bangladesh takes many steps to decrease the dropout rate and early marriage is the most significant reason for low education rate of girls. To reduce early marriage rate government has already been taken various actions and some legislation. In every village and town many volunteers are appointed to increase social awareness about early marriage. Parents who allow or arrange child marriages can be imprisoned but this destroys all social support for the children. This law of imprisonment was an effective step to reduce the rate of early marriage. Other than enforcing law government should take necessary steps to employ these laws strictly in the rural area so that people don't dare to think about early marriage.

Poverty is another important reason of dropout and government has been taking various programs to reduce poverty. Cash transfers programs

for education like Primary Education stipend project (PESP), Female Secondary School Assistance program are more effective than others and these helps people to send their children to school without worrying about money. Interestingly, many parents of dropout children didn't want to tell the reason of dropout and some didn't want to disclose the real reason. It has been apparently because they thought government will pressurize them to send their children school while most of them were not interested in children schooling. Many students weren't interested in school and they didn't have other reason without this to left school. These students don't feel school as learning friendly place and teachers can't make school interesting for students because most of the teachers are sent straight to classrooms without training [17].

A study was done in Ogun state of Nigeria disclosed that parent's education and students' academic results were highly associated with each other and educated parents were more concerned about their education status of children [9]. We found that children of illiterate and little educated parents has more chance of dropout than those of educated parents (almost 82% dropout's fathers and almost 93% dropout's mothers have primary education or less) in Habiganj and (81% dropout's fathers and almost 91% dropout's mothers have primary education or less) in Brahmanbaria.

A study in Palestine revealed that parent's occupation was highly associated with the probability of dropping out and jobless of parents increases the probability of drop out [10]. Another study fascinatingly found that low family income and dropout rate has negative association and they concluded that it might be happened because many families were trying to hide the information of dropping out or some dropout student already left home for good [11]. In this study we found that family income and parent's occupation are somehow related to the dropout of student and children of low income family drop out of school because of poverty while children of high income family left school for other reasons in Habiganj. Perhaps this happened because in high income family parents are busier with their works than their children and they pampered their children too many that children mightn't have much interested in education and they might want to live their life without doing anything. We discovered that children with more than 3 siblings were more likely to dropout than those with less than 3 siblings. It happens because maybe their parents can't pay for all children education and parents send their children for labor work to earn for their family. Almost half of dropout children had poor result in primary terminal examination and half dropout students had poor performance in Mathematics and English. Among these students with poor school performance most students left school for reasons such as negligence of parents, self-negligence, family problem, mental illness etc. The reasons

of dropout like parents occupation, income, students primary terminal examination result, poor performance in math and English are almost same in Brahmanbaria. Now it is necessary to find out the reasons behind child's poor performance and take different actions as early as possible so that children can use their full potential in studies [12]. This will help children to complete their high school course and make them prepared for their higher education. Including all, in Habiganj, poverty is in the first place and in second place it is negligence of parents and early marriage is in the third place because of which student dropout of school

Comparison between Brahmanbaria and Habiganj districts

The dropout status between Habiganj and Brahmanbaria district is almost same. In both area children of low income family left school more than children with high income and children with family of one earning member left school more than other family. The reason behind dropout of poor children is mainly poverty and parents of these children feel that education is just wastage of money. Poor parents expend more money in buying food and other things related to the household. It has also been seen that less educated parent's children are more likely to dropout of school than those of high educated parents. But children of high educated parents and from high income family drop out of school because either they don't have any interest in school or their parents didn't concerned about their performance in school and they don't know whether their children attend the examination. In both Habiganj and Brahmanbaria children with many siblings are likely to left school more than those with less siblings and children with poor performance in school left school more than those with satisfactory performance. In Brahmanbaria, children of rural area/less developed area dropout rate is more than urban/economically sound area. We also found that the rate of dropout is slightly higher in Habiganj than Brahmanbaria because of early marriage. Early marriage rate is lower in Habiganj district than Brahmanbaria district due to high administrative intervention (in October 2016 district administration declared Habiganj early marriage free area).In both areas several policies for poverty reduction and reducing early marriage rate should be implemented and several methods of teaching styles should be learned by teachers. These methods should be implemented in schools of different areas to make school a better place for learning so that students feel comfortable and interests in study.

Conclusions

Taken together, we may conclude that government should take more steps for poverty alleviation and to make zero percent early marriage rates and to do these steps, government must include training for teachers to make school a better place for learning where students feel better to stay and study at school.

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Table 1: Frequency of different variables of Brahmanbaria district

Variables	Categories	N (%)
Thana	Narsirnagar	252 (66.7)
	Ashuganj	58 (15.3)
	Shorail	68 (18.0)
Reason for Absence	Inattentive	6 (1.6)
	Not interested	18 (4.8)
	Early marriage	93 (**24.6**)
	Poverty	92 (**24.3**)
	Migration	37 (9.8)
	Other/Not mention	132 (34.9)
Terminal exam result	1.00-1.99	82 (21.7)
	2.00-2.99	156 (41.3)
	3.00-3.49	66 (17.5)
	3.50-3.99	20 (5.3)
	4.00-4.49	4 (1.1)
	4.50-5.00	5 (1.3)
	Other/Not mention	45 (11.9)
Monthly income	Nill/Not mention/Other/<1000	7 (1.9)
	1000-3000<4000	35 (9.3)
	4000-6000<7000	123 (32.5)
	7000-9000<10000	43 (11.4)
	10000>+	170 (45.0)

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Evaluation of English	Satisfactory	72 (19.0)
	Not Satisfactory	150 (39.7)
	Inattentive	3 (0.8)
	Other/Not mention	153 (40.5)
Evaluation of Math	Satisfactory	98 (25.9)
	Not Satisfactory	135 (35.7)
	Inattentive	13 (3.4)
	Other/Not mention	132 (34.9)
Father's Educational Qualification	Illiterate	108 (28.6)
	Less than grade 5	108 (28.6)
	Only grade 5 pass	97 (25.7)
	Higher Secondary	49 (13.0)
	SSC/+	16 (4.2)
Mother's Educational Qualification	Illiterate	116 (30.7)
	Less than grade 5	148 (39.2)
	Grade 5 pass only	86 (22.7)
	Higher Secondary	25 (6.6)
	SSC/+	3 (0.8)
First Generation Enrollment in School	Yes	175 (46.3)
	No	198 (52.4)
	Not mention	5 (1.3)
Total		378 (100.00)

Table 2: Cross tabulation of different factors related to Reason of absence in JSC examination of Brahmanbaria

Variables	Total	Reason for Absence		
		Poverty	Early Marriage	Others
	N	N (%)	N (%)	N(%)
Father's Educational Qualification				
Illiterate	80	44 (55.00)	25 (31.25)	11 (13.75)
Less than grade 5	37	7 (18.92)	13 (35.14)	17 (45.95)
Only grade 5 pass	66	11 (16.67)	17 (25.75)	38 (57.58)
Higher Secondary	36	3 (8.33)	11 (30.56)	22 (61.11)
SSC/+	15	1 (6.67)	4 (26.67)	10 (66.67)
Mother's Educational Qualification				
Illiterate	93	50 (53.76)	28 (30.11)	15 (16.13)
Less than grade 5	53	6 (11.32)	14 (26.42)	33 (62.26)
Grade 5 pass only	62	7 (11.29)	22 (35.48)	33 (53.23)

Higher secondary	21	3 (14.29)	6 (28.57)	12 (57.14)
SSC /+	5	0 (0.00)	0 (0.00)	5 (100.00)
Father's Profession				
Dead	8	0 (0.00)	3 (37.50)	5 (62.50)
Disable	3	0 (0.00)	2 (66.67)	1 (33.33)
Farmer	131	53 (40.46)	31 (23.66)	47 (35.88)
Business	40	4 (10.00)	9 (22.50)	27 (67.50)
Service	2	0 (0.00)	2 (100.00)	0 (0.00)
Housewife	1	1 (100.00)	0 (0.00)	0 (0.00)
Working Abroad	20	0 (0.00)	9 (45.00)	11 (55.00)
Other	29	8 (27.59)	14 (48.28)	7 (24.14)
Mother's Profession				
Dead	3	1 (33.33)	1 (33.33)	1 (33.33)
Farmer	2	2 (100.00)	0 (0.00)	0 (0.00)
Business	1	0 (0.00)	0 (0.00)	1 (100.00)
Service	3	0 (0.00)	1 (33.33)	2 (66.67)
Housewife	223	62 (27.80)	67 (30.04)	94 (42.15)
Other	2	1 (50.00)	1 (50.00)	0 (0.00)
Earning Member in Family				
None	9	1 (11.11)	7 (77.78)	1 (11.11)
1	177	52 (29.38)	46 (25.99)	79 (44.63)
2	29	7 (24.14)	13 (44.83)	9 (31.03)
3	8	2 (25.00)	2 (25.00)	4 (50.00)
4	9	2 (22.22)	2 (22.22)	5 (55.56)
5	1	1 (100.00)	0 (0.00)	0 (0.00)
6	1	1 (100.00)	0 (0.00)	0 (0.00)
Monthly Income				

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<1000	7	2 (28.57)	2 (28.57)	3 (42.86)
1000-3000<4000	33	18 (54.55)	5 (15.15)	10 (30.30)
4000-6000<7000	85	38 (44.71)	29 (34.12)	18 (21.18)
7000-9000<10000	25	3 (12.00)	3 (12.00)	19 (76.00)
10000>+	84	5 (6.00)	31 (36.90)	48 (57.14)
First Generation Learner				
Yes	139	34 (24.46)	38 (27.34)	67 (48.20)
No	93	31 (33.33)	32 (34.41)	30 (32.26)
Not mention	2	1 (50.00)	0 (0.00)	1 (50.00)
Terminal Exam Result				
1.00-1.99	68	20 (29.41)	20 (29.41)	28 (41.18)
2.00-3.00	82	35 (42.68)	21 (25.61)	26 (31.71)
3.00-3.50	31	7 (22.58)	13 (41.94)	11 (35.48)
3.50-4.00	4	1 (25.00)	1 (25.00)	2 (50.00)
4.00-4.50	3	0 (0.00)	2 (66.67)	1 (33.33)
4.50-5.00	5	1 (20.00)	1 (20.00)	3 (60.00)
Not mention/Other	41	2 (4.88)	12 (29.27)	27 (65.85)
First Generation Enrollment in School				
Yes	123	28 (22.76)	37 (30.08)	58 (47.15)
No	107	36 (33.64)	33 (30.84)	38 (35.51)
Not mention	4	2 (50.00)	0 (0.00)	2 (50.00)
First Generation Enrollment in School				
Class 5/less than 5	42	23 (54.76)	7 (16.67)	12 (28.57)
Class 9/less than 9	130	34 (26.15)	37 (28.46)	59 (45.38)
10/S.S.C	36	7	11 (30.56)	18 (50.00)

		(19.44)		
H.S.C	7	0 (0.00)	2 (28.57)	5 (71.43)
Graduate	2	1 (50.00)	1 (50.00)	0 (0.00)
Other/Not mention	17	1 (5.88)	12 (70.59)	4 (23.53)
Father's Marriage more than once				
Yes	12	5 (41.67)	1 (8.33)	6 (50.00)
No	220	59 (26.82)	69 (31.36)	92 (41.82)
Other/Not mention	2	2 (100.00)	0 (0.00)	0 (0.00)
Mothers Marriage more than once				
Yes	1	0 (0.00)	1 (100.00)	0 (0.00)
No	231	65 (28.14)	69 (29.87)	97 (41.99)
Other/Not mention	2	1 (50.00)	0 (0.00)	1 (50.00)
Number of Brothers & Sisters				
2 and less than 2	13	2 (15.38)	2 (15.38)	9 (69.23)
3-5	156	41 (26.28)	47 (30.13)	68 (43.59)
More than 5	64	22 (34.38)	21 (32.81)	21 (32.81)
Not mention	1	1 (100.00)	0 (0.00)	0 (0.00)
Number of Brothers				
2 and less than 2	145	36 (24.83)	42 (28.97)	67 (46.21)
3-5	76	26 (34.21)	21 (27.63)	29 (38.16)
More than 5	2	2 (100.00)	0 (0.00)	0 (0.00)
Nill/Not mention	11	2 (18.18)	7 (63.64)	2 (18.18)
Number of Sisters				
2 and less than 2	116	34 (29.31)	26 (22.41)	56 (48.28)
3-5	103	26 (25.24)	42 (40.78)	35 (33.98)
More than 5	7	3	1 (14.29)	3 (42.86)

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		(42.86)		
Not mention	8	3 (37.50)	1 (12.50)	4 (50.00)
Evaluation of English				
Satisfactory	29	17 (58.62)	4 (13.79)	6 (27.59)
Not Satisfactory	124	9 (7.26)	41 (33.06)	74 (59.68)
Other/Not Mention	81	40 (49.38)	25 (30.86)	16 (19.75)
Evaluation of Math				
Satisfactory	28	12 (42.86)	9 (32.14)	7 (25.00)
Not Satisfactory	117	8 (6.84)	38 (32.48)	71 (60.68)
Other/Not mention	89	46 (51.69)	23 (25.84)	20 (22.47)
Gender				
Girl	166	38 (22.89)	68 (**40.96**)	60 (36.14)
Boy	68	28 (41.18)	2 (2.94)	38 (55.88)
Thana				
Nasirnagar	108	59 (**54.63**)	14 (12.96)	35 (32.41)
Ashuganj	58	1 (1.72)	27 (**46.55**)	30 (**51.72**)
Shorail	68	6 (8.82)	29 (42.65)	33 (48.53)
Total	234	66	70	98

Table 3: Frequency distribution of different factors in Habiganj

Variables	Categories	N (%)
Father's Educational Qualification	Illiterate	91 (19.91)
	Primary	155 (33.92)
	Bellow Primary	125 (27.35)
	Secondary	11 (2.41)
	Below Secondary	72 (15.75)
	Higher secondary	3 (0.66)
Mother's Educational Qualification	Illiterate	124 (27.13)
	Primary	136 (29.76)
	Bellow Primary	161 (35.23)
	Secondary	4 (0.88)
	Bellow Secondary	31 (6.78)
	Higher Secondary	1 (0.22)
Father's Occupation	Farmer	308 (67.39)
	Day laborer	69 (15.09)
	Imam/Purohit	2 (0.44)
	Job	5 (1.09)
	Business man	70 (15.32)

	Unemployed	1 (0.22)
	Migrated	2 (0.44)
Mother's Occupation	Housewife	452 (98.91)
	Small Business	1 (0.22)
	Local UP member (reserved)	3 (0.66)
	Garments worker	1 (0.22)
Number of Earning Member in family	None	5 (1.09)
	1	348 (76.15)
	2	75 (16.41)
	3	16 (3.50)
	4	8 (1.75)
	5	3 (0.66)
	6	1 (0.22)
	12	1 (0.22)
Whether the student is first who completed primary education or not	Yes	230 (50.33)
	No	227 (49.67)
Whether the student is first who goes to school or not	Yes	206 (45.08)
	No	251 (54.92)
Highest educational qualification of any family member	Illiterate	29 (6.35)
	Primary	75 (16.41)
	Bellow Primary	17 (3.72)
	Secondary	48 (10.50)
	Bellow secondary	268 (58.64)
	Higher Secondary	14 (3.06)
	Above Higher Secondary	6 (1.31)
If the father made more than one marital affair	Yes	25 (5.47)
	No	432 (94.53)
If the mother made more than one marital affair	Yes	3 (0.66)
	No	454 (94.53)
Number of Siblings	2 and less than 2	40 (8.75)
	3-5	310 (67.83)
	More than 5	107 (23.41)
Number of Brothers	2 and less than 2	322 (70.46)
	3-5	132 (28.88)
	More than 5	3 (0.66)
Number of Sisters	2 and less than 2	265 (57.99)
	3-5	185 (40.48)
	More than 5	7 (1.53)
Teacher's evaluation about student's efficiency in English	Other/Not mention	17 (3.72)
	Good enough	49 (10.72)
	Not Good	183 (40.04)
	Weak	207 (45.30)
	Insincere	1 (0.22)

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Teacher's evaluation about student's efficiency in Mathematics	Other/Not mention	17 (3.72)
	Good enough	54 (11.82)
	Not good	188 (41.14)
	Weak	198 (43.33)
Monthly income	<1000	26 (5.69)
	1000-3000<4000	79 (17.29)
	4000-6000<7000	189 (41.36)
	7000-9000<10000	48 (10.50)
	10000+	115 (25.16)
Primary exam result	1.00-1.99	52 (11.38)
	2.00-2.99	149 (32.60)
	3.00-3.49	91 (19.91)
	3.50-3.99	46 (10.06)
	4.00-4.49	28 (6.13)
	4.50-5.00	13 (2.84)
	Other/Not mention	78 (17.06)
Reason of Absence	Poverty	172 (37.60)
	Death	3 (0.70)
	internal migration	3 (0.70)
	Negligence of parents	87 (19.00)
	Marriage before maturity	61 (13.30)
	Self-Negligence	34 (7.40)
	Physical unfitness	45 (9.80)
	Madrasa education	4 (0.90)
	Overseas Migration	20 (4.40)
	family problem	26 (5.70)
	Mental Sickness	2 (0.40)
Total		457 (100.00)

Table 4: Cross tabulation of different factors related to reasons of absence in JSC examination in Habiganj

Variables	Total	Reason of absence in examination		
		Poverty	Early Marriage	Others
	N	N(%)	N(%)	N(%)
Father's Educational Qualification				
Illiterate	91	35 (38.46)	13 (14.29)	43 (47.25)
Primary	155	67 (43.23)	18 (11.61)	70 (45.16)
Bellow Primary	125	42 (33.60)	26 (20.80)	57 (45.60)
Secondary	11	2 (18.18)	0 (0.00)	9 (81.82)
Below Secondary	72	23 (31.94)	4 (5.56)	45 (62.50)
Higher secondary	3	1 (33.33)	0 (0.00)	2 (66.67)
Mother's Educational				

Qualification				
Illiterate	124	51 (41.13)	19 (15.32)	54 (43.55)
Primary	136	49 (36.03)	13 (9.56)	74 (54.41)
Bellow Primary	161	60 (37.27)	26 (16.15)	75 (46.58)
Secondary	4	0 (0.00)	0 (0.00)	4 (100.00)
Bellow Secondary	31	10 (32.26)	3 (9.68)	18 (58.06)
Higher Secondary	1	0 (0.00)	0 (0.00)	1 (100.00)
Father's Occupation				
Farmer	308	123 (39.90)	41 (13.30)	144 (46.80)
Day laborer	69	28(40.60)	11 (15.90)	30 (43.50)
Imam/Purohit	2	1 (50.00)	0 (0.00)	1 (50.00)
Job	5	1 (20.00)	0 (0.00)	4 (80.00)
Business man	70	15 (21.40)	9 (12.90)	46 (65.70)
Unemployed	1	1 (100.00)	0 (0.00)	0 (0.00)
Migrated	2	1 (50.00)	0 (0.00)	1 (50.00)
Mother's Occupation				
Housewife	452	169 (37.39)	59 (13.05)	224 (49.56)
Small Business	1	1 (100.00)	0 (0.00)	0 (0.00)
Local UP member (reserved)	3	0 (0.00)	1 (33.33)	2 (66.67)
Garments worker	1	0 (0.00)	1 (100.00)	0 (0.00)
Number of Earning Member in family				
None	5	2 (40.00)	0 (0.00)	3 (60.00)
1	348	135 (38.79)	46 (13.22)	167 (47.99)
2	75	21 (28.00)	14 (18.67)	40 (53.33)
3	16	7 (43.75)	1 (6.25)	8 (50.00)
4	8	2 (25.00)	0 (0.00)	6 (75.00)
5	3	1 (33.33)	0 (0.00)	2 (66.67)
6	1	1 (100.00)	0 (0.00)	0 (0.00)
12	1	1 (100.00)	0 (0.00)	0 (0.00)
Whether the student is first who completed primary education or not				
Yes	230	102 (44.35)	35 (15.22)	93 (40.43)
No	227	68 (29.96)	26 (11.45)	133 (58.59)
Whether the student is first who goes to school or not				
Yes	206	87 (42.23)	31 (15.05)	88 (42.72)
No	251	83 (33.07)	30 (11.95)	138 (54.98)
Highest educational qualification of any family member				

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Illiterate	29	19 (65.52)	3 (10.35)	7 (24.14)
Primary	75	31 (41.33)	13 (17.33)	31 (41.33)
Bellow Primary	17	3 (17.65)	0 (0.00)	14 (82.35)
Secondary	48	14 (29.17)	2 (4.17)	32 (66.67)
Bellow secondary	268	97 (36.19)	41 (15.30)	130 (48.51)
Higher Secondary	14	3 (21.43)	1 (7.14)	10 (71.43)
Above Higher Secondary	6	3 (50.00)	1 (16.67)	2 (33.33)
If the father made more than one marital affair				
Yes	25	10 (40.00)	5 (20.00)	10 (40.00)
No	432	160 (37.04)	56 (12.96)	216 (50.00)
If the mother made more than one marital affair				
Yes	3	0 (0.00)	0 (0.00)	3 (100.00)
No	454	170 (37.44)	61 (13.44)	223 (49.12)
Number of Siblings				
2 and less than 2	40	17 (42.50)	5 (12.50)	18 (45.00)
3-5	310	122 (39.40)	37 (11.90)	151 (48.70)
More than 5	107	31 (29.00)	19 (17.80)	57 (53.30)
Number of Brothers				
2 and less than 2	322	126 (39.10)	40 (12.40)	156 (48.40)
3-5	132	42 (31.80)	21 (15.90)	69 (52.30)
More than 5	3	2 (66.70)	0 (0.00)	1 (33.30)
Number of Sisters				
2 and less than 2	265	103 (38.90)	34 (12.80)	128 (48.30)
3-5	185	64 (34.60)	25 (13.50)	96 (51.90)
More than 5	7	3 (42.90)	2 (28.60)	2 (28.60)
Teacher's evaluation about student's efficiency in English				
Other/Not mention	17	7 (41.18)	0 (0.00)	10 (58.82)
Good enough	49	22 (44.90)	7 (14.29)	20 (40.82)
Not Good	183	59 (32.24)	23 (12.59)	101 (55.19)
Weak	207	82 (39.61)	31 (14.98)	94 (45.41)
Insincere	1	0 (0.00)	0 (0.00)	1 (100.00)
Teacher's evaluation about student's efficiency in Mathematics				
Other/Not mention	17	7 (41.18)	0 (0.00)	10 (58.82)
Good enough	54	31 (57.41)	4 (7.41)	19 (35.19)
Not good	188	59 (31.38)	25 (13.20)	104 (55.32)
Weak	198	73 (36.87)	32 (16.16)	93 (46.97)

Month_inc_cat				
<1000	26	22 (84.62)	1 (3.85)	3 (11.54)
1000-3000<4000	79	48 (60.76)	5 (6.33)	26 (32.91)
4000-6000<7000	189	67 (35.45)	30 (15.87)	92 (48.68)
7000-9000<10000	48	8 (16.67)	9 (18.75)	31 (64.58)
10000+	115	25 (21.74)	16 (13.91)	74 (64.35)
Primary Exam Result				
1.00-1.99	52	17 (32.70)	13 (25.00)	22 (42.30)
2.00-2.99	149	54 (36.20)	16 (10.70)	79 (53.00)
3.00-3.49	91	25 (27.50)	13 (14.30)	53 (58.20)
3.50-3.99	46	13 (28.30)	10 (21.70)	23 (50.00)
4.00-4.49	28	13 (46.40)	3 (10.70)	12 (42.90)
4.50-5.00	13	1 (7.70)	3 (23.10)	9 (69.20)
Other/Not mention	78	47 (60.30)	3 (3.80)	28 (35.90)
Total	457	170	61	226