

Determinants Of Girls' Educational Discontinuation At The Secondary Level In Odisha

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Abstract

Education is the best weapon to rebuild the nation and uplift it. But drop out among students especially by Muslim female students is a matter of concern for the society. So, the present study tried to investigate factors affecting dropout among female Muslim students, for which the study has used primary data logistic regression model as econometric tool to investigate factors affecting dropout. The study found that the complex interplay of social, economic, cultural, and individual factors that contribute to the decision of girls to discontinue their education. Economic hardships and traditional gender norms can force girls into domestic roles at a young age, undermining their ability to continue their studies. Additionally, the study emphasizes the critical role of parental attitudes and support, Parents' education levels, motivation, and financial backing are instrumental in shaping a girl's educational journey.

Keywords: Dropout, Muslim Girls, Secondary Education, Odisha

INTRODUCTION

Education is a major part of every society as well as every religion; Muslims are a minority in the country as well as in the state of Odisha, with only 2.17 per cent of the total population (Census India, 2011). When we think about education; first, girls' education comes to our mind because, "Educate a man you educate an individual, educate a woman and you educate a family"(Cole, 2024). Educated individuals constitute developed human resources. Dropout is an issue in our education system, as a study reveals (Kumar & Chahal, 2016). Children who do not complete their compulsory education do not fall within the jurisdiction of our educational system and do not make use of the services provided by it. The nation is missing out on its untapped potential because of this. As a result, they frequently resort to unethical practices just to get by (Ali, 2015). Despite being a fundamental human right, Muslim girls are denied the opportunity to receive an education. Neither our system nor their parents prioritize their education enough. They end up falling short in crucial areas of life, such as their children's well-being or their socioeconomic situation. There is a major problem here because Muslim women's lives are far worse (Nasreen, 2015). The importance of education cannot be overstated for both Muslims and all humans. Dropout in secondary education is the situation where students leave school before completing their secondary level, typically before reaching the 11th grade or equivalent. The dropout issue is a challenge for the authority that varies significantly from region to region (Smits & Huisman, 2013). Dropout is caused by different factors such as socioeconomic status, location, gender, and access to educational resources, etc (Rumberger, 1987). Students from low-income families often face financial challenges that make it difficult to continue their education (Ali, 2015; Desai, 1991; Sabates et al., 2013). They might need to work to support their families, which can interfere with attending school regularly (Stromquist, 1989). In some regions, there might be a lack of properly equipped schools, qualified teachers, or educational materials (Desai, 1991; Fine & Rosenberg, 1983; Stromquist, 1989). Family responsibilities can force students to prioritize immediate needs over education (Sabates et al., 2013). Students might face

social challenges such as bullying, peer pressure, or a hostile school environment, which can lead to disengagement and eventually dropping out. Students with learning disabilities or special needs may not receive adequate support in regular classrooms (Pani, 2013). Without appropriate accommodations, they may struggle academically and emotionally, leading to dropout (Sabates et al., 2013). Some students might lose interest in academics due to various reasons, including uninspiring teaching methods, irrelevant curriculum, or a lack of connection between what they learn and their future aspirations (Sneyers & De Witte, 2017). Efforts to reduce dropout rates often involve a combination of strategies such as providing financial assistance to families in need, improving the quality of education, implementing anti bullying programs, offering counseling services, and creating tailored educational plans for students with special needs. Community engagement, parental involvement, and early intervention programs can also play crucial roles in preventing secondary education dropout (Ananga, 2011).

(Imran & Behera, 2023) examine the dropout rates of Muslim girls in Odisha, highlighting socio-cultural and economic challenges such as early marriage, financial hardship, and limited access to schools. They call for gender-sensitive infrastructure and awareness programs. In a related study, (Imran, Behera & Chinara, 2023) analyze transition and retention in secondary education in Odisha, noting major gaps in rural and tribal areas and recommending improved infrastructure, teacher deployment, and scholarships. At the national level, (Imran, Begum & Behera, 2024) assess educational participation across India, revealing persistent disparities among SC/ST and Muslim communities and emphasizing the need for inclusive educational policies.

The rate of dropout is high due to illiteracy of the parents because illiterate parents cannot understand the value of education and the rate of dropout is highest due to poor social status of the father which is the cause of low family income (Sabates et al., 2013). Female students had a higher dropout rate 15 per cent compared to male students 11 per cent (Choudhury, 2006). More girls dropped out of school in rural regions compared to metropolitan areas (Siddiqui, 2013). In metropolitan areas, there was hardly any difference between the sexes in terms of school dropout. In India, the dropout rate was approximately 9 per cent in primary school, but it was much higher in the middle school and high school levels, according to one study 18 per cent and 16 per cent respectively. The primary school dropout rate was lower and the secondary school dropout rate was higher in states with higher levels of educational attainment (Gouda & Sekhar, 2014).

(Sacher Report, 2006) reveals that about 25 per cent of Muslim children in the 6-4 year age group have either never attended school or have dropped out. This is higher than that of any other Social religious category. The incidence of dropouts is also higher among Muslims than in any other community. Education is one of the basic infrastructures, which need to be developed to improve the quality. In this regard, the status of enrolment, dropout, and its determinants is important for all. There are large numbers of authors who analyzed and discussed on determinants of dropout in India irrespective of any religious community. The majority of the studies also focused on dropout status and determinants at the elementary level not highlighting some socio cultural aspects. So, the present study aims to investigate factors affecting drop out of Muslim girl students.

RESEARCH METHODOLOGY

The present study is based on primary data. Fifty samples of respondents were used to pre-test the respondent's schedule. To conform to the framework of the current investigation, adjustments were performed following pre-testing. The research used a multi-stage sampling technique to determine a sample size that was representative of the total population. Out of 30 districts in Odisha, 2 were chosen in the first stage according to the percentage of Muslims population. The survey includes 271 households in total, with 132 households drawn from the Cuttack district and 139 from the Bhadrak district.

To investigate determinants of dropout at secondary education level, logistic regression model is used for this study. It is a technique used in mathematical modeling that allows one to explain the relationship that exists between a limited or dichotomous dependent variable and several independent factors. The logit function was chosen to analyze the data since the dependent variable is dichotomous (Dropout or not Dropout), and the suggested covariates are a mix of continuous and categorical random variables.

The Model is as follows.

$$Y_i = \beta_0 + \sum_{i=1}^n \beta_i X_i + u_i$$

So, the logit model is specified as follows

$$L_i = \log (P_i / 1 - P_i) = \beta_1 + \beta_2 X_i + u_i$$

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 X_{5i} + \beta_6 X_{6i} + \beta_7 X_{7i} + \beta_8 X_{8i} + \beta_9 X_{9i} + \beta_{10} X_{10i} + \beta_{11} X_{11i} + \beta_{12} X_{12i} + u_i$$

The selection and construction of the desired dependent and covariates are dealt with in the data preparation process. A binary dependent variable, Dropout Status (Y), was introduced in this study.

$$Y_i = \begin{cases} 1, & \text{Dropout in School} \\ 0, & \text{Not Dropout in School} \end{cases}$$

X_1 = Family Size / Size of Households (No. of Individuals in Households)

X_2 = Expected Domesticity (1 for Yes and 0 for No)

X_3 = Occupation of Father (1 for Farming and other allied activities 0 for Government job and Private Job and)

X_4 = School Distance (in km)

X_5 = Interested in education/ Understanding of Subject (1 for Yes and 0 for No)

X_6 = Mother's Education (in years)

X_7 = Father's Education (in years)

X_8 = Economic Category (1= BPL and 0= APL and Others)

X_9 = Motivation (1= Yes and 0= No)

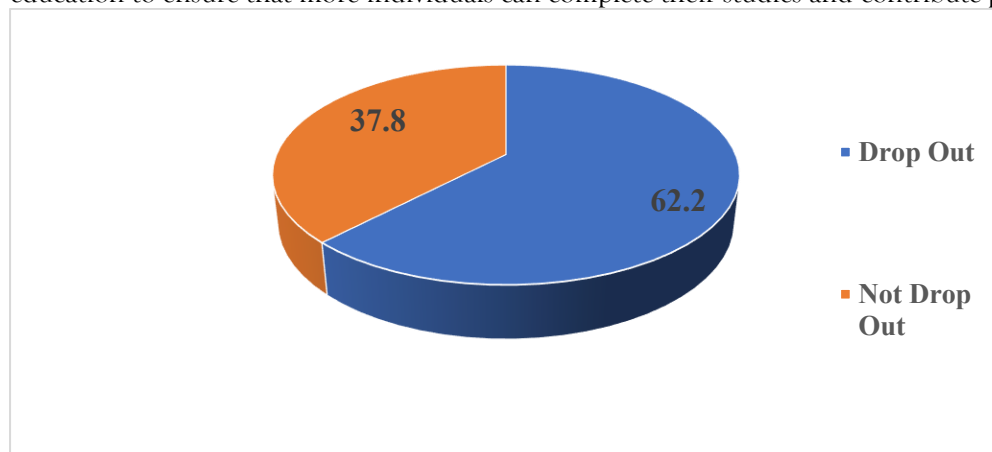
X_{10} = Parent's Support (1= yes and 0= No)

X_{11} = Adequate Teachers and Staffs (1= Yes and 0= No)

X_{12} = Monthly income of the HHs (in rupee)

Data Analysis

The detailed analysis of the study indicates a serious scenario of drop out among Muslim girl students. The field data represented in Figure 1 indicates the dropout status of a group of individuals, with a total of 164 samples analyzed. Out of these samples, 102 individuals, accounting for 62.2 per cent of the total, are identified as dropouts. On the other hand, 62 individuals, comprising 37.8 per cent of the total, are categorized as regular in the classroom. This data is significant for understanding the educational or organizational context it pertains to. In educational settings, dropout rates are crucial indicators of the effectiveness of educational programs, as well as the challenges students face in completing their studies. A high dropout rate may indicate issues such as lack of support, financial constraints, or dissatisfaction with the educational environment. In a broader social context, dropout rates can also reflect economic disparities, limited access to quality education, or social challenges faced by certain communities. Addressing the reasons behind the high dropout rate is essential for policymakers, educators, and social organizations to implement targeted interventions and support systems. These efforts may include providing scholarships, mentorship programs, counseling services, or improving the overall quality of education to ensure that more individuals can complete their studies and contribute positively to society.



Source: Primary Data.

Figure 1. Dropout Status

Table 1. Class in which girls' students drop out

	No. of Samples	Percentage of Samples
Not Drop Out	62	37.8
Dropout in Class 9	83	50.6
Dropout in Class 10	19	11.6
Total	164	100.0

Source: Primary Data.

The provided data in Table 1 presents information about a group of students and their educational outcomes, specifically focusing on dropout rates in different classes. The data consists of a total of 164 students. Among these students, 62 of them, which accounts for 37.8 per cent of the total sample, did not drop out and presumably completed their education successfully. However, there were 83 students, making up 50.6 per cent of the sample, who dropped out in Class 9. This suggests a significant dropout rate after completing the 9th grade. Additionally, 19 students, constituting 11.6 per cent of the sample, dropped out in Class 10, indicating a smaller but still notable dropout rate in the 10th grade. Here the data highlights that a substantial proportion of students in this sample did not complete their education, with the majority of dropouts occurring after Class 9. These findings underscore the importance of identifying the factors leading to such high dropout rates, which could include socioeconomic challenges, lack of educational resources, or other systemic issues within the educational system. Addressing these underlying factors is crucial to improving overall educational outcomes and ensuring a brighter future for these students.

Table 2. District-wise Dropout Status

Drop Out Status Districts		Drop Out	Not Drop Out	Total
Bhadrak	Number of Samples	52	30	82
	Percentage within District	63.4	36.6	100.0
	Percentage within Drop out	51.0	48.4	50.0
	Percentage of Total	31.7	18.3	50.0
Cuttack	Number of Samples	50	32	82
	Percentage within District	61.0	39.0	100.0
	Percentage within Drop out	49.0	51.6	50.0
	Percentage of Total	30.5	19.5	50.0
Total	Number of Samples	102	62	164
	Percentage within District	62.2	37.8	100.0
	Percentage within Drop out	100.0	100.0	100.0
	Percentage of Total	62.2	37.8	100.0

Source: Primary Data.

The given data in Table 2 represents a cross-tabulation table, which is a statistical tool used to display the relationship between two categorical variables. In this case, the variables are "District" and "Dropout." Here's a breakdown of the data. The data pertains to two districts, Bhadrak and Cuttack. There are two categories of dropout status, drop out and not drop out. In Bhadrak, there are 52 students in dropped out and 30 students in not dropout. In Cuttack, there are 50 students in dropout, and 32 students in not dropout. The data shows the percentage of each dropout category within its respective district, in Bhadrak, 63.4 per cent of the students are dropouts and 36.6 per cent are not dropouts. In Cuttack, 61 per cent of the students are dropouts and 39 per cent are not dropouts. Percentages within the dropout category indicate the percentage of each district within a specific dropout category. In the dropout category, 51 per cent are from Bhadrak and 49 per cent are from Cuttack. The total number of individuals in dropout is 102, and not dropout is 62. Overall, 62.2 per cent of individuals drop dropout and 37.8 per cent do not dropout. In summary, this table provides a detailed overview of the dropout rates in the Bhadrak and Cuttack districts, broken down by specific dropout categories and their respective percentages within districts and the overall sample.

Table 3. Mother's and Father's Education Wise Dropout Status of Children

	Mother's Education and children's dropout		Father's Education and children's dropout	
	Dropout in Percentage	Not Dropout in percentage	Dropout in Percentage	Not Dropout in percentage

Primary Education	66.6	33.4	100	0
Upper Primary Education	64.8	35.2	75	25
Secondary Education	61.6	38.4	60.3	39.7
Higher Secondary Education	64.3	35.7	58.3	41.7
Graduation	33.3	66.7	50	50
Total	62.2	37.8	62.2	37.8

Source: Primary Data.

The cross-tabulation table provides an insightful analysis of the relationship between mothers' education levels and their children's school dropout rates. It shows the percentage of dropouts and non-dropouts across different education levels of mothers. For mothers with primary education, the dropout rate is quite high at 66.6 per cent, with only 33.4 per cent of children not dropping out. Similarly, those with upper primary education see a slightly lower dropout rate of 64.8 per cent, with 35.2 per cent not dropping out. The trend continues with secondary education, where the dropout rate is 61.6 per cent, and the non-dropout rate is 38.4 per cent. Interestingly, mothers with higher secondary education show a higher dropout rate of 64.3 per cent compared to those with secondary education. However, a significant change is observed among mothers with a graduation level education, where the dropout rate drastically falls to 33.3 per cent, and the non-dropout rate increases to 66.7 per cent. Overall, the total dropout rate is 62.2 per cent, and the non-dropout rate is 37.8 per cent. This table highlights a clear trend higher levels of maternal education are generally associated with lower dropout rates, particularly noticeable at the graduation level, suggesting that maternal education plays a critical role in children's educational outcomes (Table 3).

The percentage of students who drop out and do not drop out across different education levels of their fathers is also shown in the table. For students whose fathers have only primary education, the dropout rate is at its highest, with 100 per cent of these students dropping out and none continuing their education. As the fathers' education level increases, the dropout rate decreases. With upper primary education, the dropout rate is 75 per cent, while 25 per cent of students do not drop out. The trend continues with secondary education, where the dropout rate further decreases to 60.3 per cent, and the retention rate rises to 39.7 per cent. For higher secondary education, 58.3 per cent of students drop out, and 41.7 per cent do not. Finally, for students whose fathers have graduated, the dropout and retention rates are equal at 50 per cent. Overall, the total percentages show that 62.2 per cent of students drop out, while 37.8 per cent remain enrolled, indicating a general trend that higher paternal education correlates with lower student dropout rates

Table 4. Cross-tabulation between Father's Occupation and Dropout Status

Father's Occupation	Dropout Status	
	Dropout in Percentage	Not Dropout in Percentage
Private Job	61.1	38.9
Business	62.9	37.1
Farming	68.4	31.6
Wage Earner	58.3	41.7
Total	62.2	37.8

Source: Primary Data.

The table presents a cross tabulation of students' dropout status based on their fathers' occupation. It categorizes dropout rates and non-dropout rates (as percentages) for four types of occupations: private job, business, farming, and wage earner. For fathers with a private job, 61.1 per cent of their children dropped out of school, while 38.9 per cent did not. In families where the father is a businessman, the dropout rate slightly increases to 62.9 per cent, leaving 37.1 per cent who continued their education. The dropout rate is highest among children whose fathers are farmers, with 68.4 per cent dropping out and only 31.6 per

cent remaining in school. Conversely, the children of wage earners have the lowest dropout rate at 58.3 per cent, with 41.7 per cent staying in school. Overall, the aggregate data shows that 62.2 per cent of students dropped out of school, whereas 37.8 per cent did not, indicating that the type of occupation of the father may influence the dropout rates, with farming being associated with the highest dropout rates and wage earning with the lowest (Table 4).

Table 5. Cross-tabulation between Monthly Income of the HHs and Dropout Status

Income of The HHs	Dropout Status	
	Dropout in Percentage	Not Dropout in Percentage
0 to 3000	55.2	44.8
3000 to 6000	61.5	38.5
6000 to 9000	65.1	34.9
Total	62.2	37.8

Source: Primary Data.

The cross-tabulation table presents data on the dropout status of students based on the household income (HHs). The income ranges are categorized into three brackets: 0 to 3000, 3000 to 6000, and 6000 to 9000. For households with an income between 0 and 3000, the dropout rate is 55.2 per cent, while 44.8 per cent of students do not drop out. In the 3000 to 6000 income brackets, the dropout rate increases to 61.5 per cent, with 38.5 per cent not dropping out. For households earning between 6000 and 9000, the dropout rate further rises to 65.1 per cent, leaving 34.9 per cent of students staying enrolled. Overall, across all income ranges, the total dropout rate stands at 62.2 per cent, while the percentage of students who remain enrolled is 37.8 per cent. This data indicates a trend where higher household income correlates with a higher dropout rate among students (Table 5).

Determinants of Dropout in Secondary Education

There are different reasons for dropout of girl's student during secondary education level. There are many factors like economic, social, and structural and many other responsible for Muslim girls drop out. The determinants of dropout are discussed below.

Table 6. Determinants of Dropout in Secondary Education

SL.N O	Variables	Coefficient	P values (Significance)	Odds Ratio (Probability)
1	Family Size	.560**	.004	1.105
2	Expected Domesticity	1.579**	.001	4.851
3	Occupation of Father	.128	.743	1.137
4	School Distance	1.272**	.005	3.567
5	Interested in Education (Understanding of the Subject)	-.937*	.024	.392
6	Mother's Education	.295	.126	1.344
7	Father's Education	-.163	.506	.850
8	Economic Category	5.667**	.003	8.256
9	Motivation	-3.698**	.001	.525
10	Parents Support	-6.308**	.005	.352
11	Adequate Teachers and Staff	-3.012**	.001	0.323
12	Income of the HHs	1.581**	.003	3.751
	Cox & Snell R ² = .374 Nagelkerke R ² = .528			

Note: * indicates significance at 5 per cent level and ** significant at 1 per cent level

Source: Authors' Estimates

In Table 6, the coefficients of the variables that affect dropout in sample areas have been estimated. It can be seen that family size, expected domesticity, father's occupation, school distance, mother's education, monthly income of the HHs, and economic category are the explanatory variables that are favorably associated with dropout in secondary education in my study area, while interest in education (understanding of a subject), father's education, motivation, parent's support, adequate teachers and staffs are negatively related.

There is a positive and significant association between the size of the family or the size of the household and the rate of dropout among students. One unit increase in family size increases the probability of children dropping out of secondary education level by 56 percent. Larger families typically have fewer financial resources available for each child. Because of this, a student's access to educational resources like tutoring, extracurricular activities, or even essential school supplies may be compromised. When there are multiple children in a family, the parents may have less time and attention to devote to each child separately. This decreased parental involvement can affect a student's educational experience, including the provision of assistance with schoolwork, emotional support, and encouragement to continue with their education. The expectations of culture and society about the number of children allowed in a household and the level of education attained can play a significant effect. In some societies, having a big family is considered the norm, although the percentage of students who drop out of school may not necessarily be higher if there is sufficient community support. In other instances, different cultural attitudes on the value of education might be to blame for the disparity in dropout rates. Parents with larger families may have lower levels of education themselves, which limits their awareness of the significance of education and how to properly support their children as they work through their schoolwork. There is an impact on the expected domesticity of a student with drops out, and this relationship is positive and statistically significant (at the 5 per cent level). Being expected at home raises the likelihood of dropping out of secondary school education by a factor of 4.85 times greater than the alternative, which is not expected at home. The reason why this situation is possible is that households who are struggling financially may expect their children to begin working at a young age to contribute to the household revenue. Students may be pushed out of school because of the pressures of the economy, which increases their likelihood of not completing their degree. Education may come into conflict with the conventional responsibilities and expectations placed on individuals in some cultures. This is especially true for young women who are expected to marry and have children. The study has found that a girl's dropout rate is positively associated with her father's occupation. Despite this, the correlation between the two was statistically insignificant. In the same vein, a lack of knowledge in the subject is positively associated with a girl's dropping out of school; nevertheless, this variable is statistically insignificant in the present research work. However, based on the relation, we observed that a lack of topic comprehension leads to a higher dropout rate among female students.

The greater the distance between home and school, the higher the probability is that a female will drop out of school (significant at the 1 per cent level). According to the marginal impact, a girl's likelihood of dropping out of school increases by a factor of 3.567 when the distance between her home and her school increases. This may be the case because it is more challenging for a girl to maintain her regular attendance at school if the school is located a significant distance from her home. It may be difficult to maintain regular school attendance due to factors such as inadequate transportation infrastructure, a lack of accessible safe walking paths, or limited public transit options. Concerns about their girls' safety may cause some parents to be apprehensive about sending their daughters to a school that is located a significant distance away, particularly in locations where the commute requires traveling through potentially dangerous areas. It's not uncommon for parents to refuse to let their daughters go to school out of fear for their safety, which can result in educational failure. There are gender norms and expectations about females' mobility that are extremely stringent in some societies. Families may be more likely to adhere to these cultural standards and restrict their daughters' access to education if the school in question is located a significant distance away from their house. The costs that are connected with long travels, such as fees for transport or meals during the school day, may be out of reach for families who have little financial resources, such as those who live in rural areas. Because of these financial restraints, many females are forced to forgo their education. Girls may choose not to go to school when they are menstruating if the school is located a significant distance from their homes and does not have adequate sanitary facilities. This could cause the girls to lose out on important school days and could eventually cause them to drop out of school.

Interest in education was found to have a negative and statistically significant (at the 5 per cent level) effect on the risk of a female dropping out of school. The likelihood of a female dropping out of school is reduced by 3.92 times for every student who shows an increased interest in education. The pursuit of interest is a primary motivator behind every behavior. In a similar vein, education cannot take place in the absence of interest. Students are encouraged to pursue their educations because of their interests. When there is more interest, fewer people are dropping out. Girls are more likely to be motivated to

attend school consistently if they view their coursework as engaging and relevant. This is because they recognize the importance of education and are therefore more likely to continue their study or reduce the number of students who drop out. A passion for education can be nurtured in young women by providing them with a supportive and upbeat educational setting in which they are actively encouraged to engage, explore their interests, and ask questions. The presence of this kind of setting has the potential to serve as a key stimulus for young women to continue their education. Education that applies to actual life experiences and prospects for the future has the potential to pique the interest of young women. When students see that education may give them greater control over their lives and make their lives better, they are more willing to continue their studies. Learning can be made more fun through the use of instructional strategies that encourage participation and interaction, such as group discussions, hands-on exercises, and collaborative projects. When classes are interesting and dynamic, there is a greater chance that girls will continue their education. When girls have friends who promote and support their educational objectives, they are more likely to continue their education. This is especially true for teenage girls. Families and communities that are encouraging can help to foster an atmosphere in which young women feel inspired to further their education. Education that incorporates the teaching of life skills, such as communication, decision-making, and problem-solving, has the potential to be both interesting and useful to its students. A curriculum that is considerate of gender issues and that supports gender equality is likely to resonate with female students. It is possible to increase a girl's self-assurance and enthusiasm in education by teaching her about the accomplishments of other women and making sure that she sees herself reflected in the curriculum.

The education level of the parents is another major element that has a role in secondary school dropout rates. When we talk about a parent's education, we take into account both the mother's and the father's education. According to the findings of the research, a mother's level of education had a favorable relation with dropping out but was statistically insignificant. The study found that a negative relationship existed between a girl's father's level of education and her likelihood of dropping out of school; however, this variable is now minor. The economic category has a positive and statistically significant (at a 5 per cent level) relationship with the probability that girls drop out. Being in a BPL category household increases the probability of dropout by 8.256 times more than being in an APL category.

Another issue that contributes to the girl dropping out of school is her lack of motivation. According to the findings of my research, lack of motivation is statistically significant and has a negative relationship with dropping out of school among girls. The likelihood of dropping out of school is reduced by a factor of .525 times if motivation is present or increases. Because of this, it is important to foster students' intrinsic motivation by assisting them in locating personal significance and relevance in their academic pursuits. Students are more likely to maintain their motivation and commitment to their studies if they have a clear understanding of the significance of education to both their long-term goals and their personal development. Develop a pleasant and friendly learning atmosphere for your pupils, one in which they will feel appreciated, valued, and supported. Students' self-esteem and motivation can be significantly improved by the use of constructive comments, positive reinforcement, and encouragement. Assist students in developing short-term and long-term objectives that are both attainable and realistic. Creating a sense of accomplishment and improving one's drive to keep working towards one's larger goals can be accomplished by breaking down those goals into a series of smaller, more doable activities. Celebrate the accomplishments of the pupils, no matter how large or tiny they may be. A boost to their sense of self worth and determination to perform even better can result from your acknowledgment of their efforts and successes. Encourage kids to adopt a "growth mindset," in which they feel that they can improve their skills and intelligence through the application of work and dedication. This frame of mind encourages resiliency as well as the determination to overcome obstacles and learn from one's mistakes. Include parents and other responsible adults in their children's educational experiences. A student's motivation and attitude towards school can be considerably influenced by the amount of involvement and support they receive from their parents. Recognize and attend to the psychological and social requirements of the students. Students can be encouraged to stay in school by developing a secure and nurturing atmosphere that is created through the provision of counseling services, the resolution of bullying concerns, and the promotion of a healthy school culture.

Parent's support is negatively and statistically significant to the dropout rate among students. Being a supportive parent decreases the probability of dropout among girls by .352 times more than being a not supportive parent. This is because, when parents prioritize education, children are more likely to value it

as well. Parents can demonstrate the importance of education through their actions, such as reading at home, discussing school activities, and showing interest in their child's academic progress. Emotional support is vital for a child's overall well-being and confidence. Girls who feel emotionally supported at home are more likely to stay in school, even when faced with challenges. Parents can serve as positive role models, especially mothers. When girls see their mother's pursuing education or careers, they are more likely to aspire to do the same. Girls might face specific challenges, such as gender stereotypes, societal pressure, or lack of confidence. Parents can actively work to counter these challenges by fostering a positive self image and encouraging their daughters to pursue their interests and dreams. Creating a conducive learning environment at home, such as a quiet space for studying and access to learning resources, can facilitate a girl's educational journey.

Adequate teachers and staff negatively and statistically significantly related to girls' dropout rate in education. Statistically when in a school adequate teachers and staff increase it leads to 0.323 times decrease in the dropout rate among female students. The rationale behind this scenario is to encourage a supportive and welcoming atmosphere within the educational institution, one in which every student, regardless of their gender, feels cherished and respected. Encourage female educators to take on the role of mentors so that they can serve as positive role models for young women and assist them in overcoming obstacles. Maintain a close watch on student attendance and academic performance. Early identification of kids who may drop out of school and provision of appropriate interventions, such as counseling or additional academic help, should be made. And income of the HHs positively and statistically significantly related to dropout among Muslim girls. Lastly from the above model, we found that the explained variation in the dependent variable based on our model ranges from 37.4 per cent to 52.8 per cent, as shown by the Cox and Snell R^2 or Nagelkerke R^2 .

CONCLUSION

In conclusion, the findings from this study throw light on various significant factors influencing the dropout rates of female students in secondary education within the studied area. Family size, expected domesticity, poverty, father's occupation, lack of understanding of subjects, school distance, mother's education, household income, expenditure on education, economic category, religion, interest in education, parental support, motivation, and the presence of adequate teachers and staff members have all been identified as crucial determinants in the educational trajectories of young girls. The research underscores the complex interplay of social, economic, cultural, and individual factors that contribute to the decision of girls to discontinue their education. Economic hardships and traditional gender norms can force girls into domestic roles at a young age, undermining their ability to continue their studies. Poverty, compounded by gender biases, results in unequal educational opportunities, impacting girls' access to schooling and their likelihood to marry early, further perpetuating the cycle of poverty. Additionally, the study emphasizes the critical role of parental attitudes and support, Parents' education levels, motivation, and financial backing are instrumental in shaping a girl's educational journey. Lack of interest in education, both from students and their families, can hinder academic progress, while active engagement, positive reinforcement, and supportive learning environments can foster a passion for learning and encourage continued education. Furthermore, the research highlights the importance of the school environment itself. Factors such as school distance, safety concerns, the presence of adequate teachers, and the availability of mentors play pivotal roles. Accessible and safe schools, along with well-trained teachers, not only improve academic outcomes but also enhance the overall educational experience, reducing the likelihood of dropout. Religious and cultural factors also come into play, impacting girls' access to education. Restrictive cultural interpretations and traditional norms might limit female participation in schools, hindering their educational aspirations. Addressing these deep-rooted beliefs and promoting gender equality within religious and cultural contexts is essential to breaking barriers and ensuring educational opportunities for all.

Considering these findings, policymakers, educators, and communities must collaborate in implementing targeted interventions. Initiatives aimed at raising awareness about the importance of education, challenging gender norms, providing financial support to families in need, improving school infrastructure, and fostering supportive learning environments can significantly contribute to reducing dropout rates among female students. By addressing these multifaceted challenges and promoting equal educational opportunities, society can empower girls, enabling them to realize their full potential and contribute meaningfully to their communities and the broader society.

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