

School Dropout among Young Girls in the Estate Sector in Matale District of Sri Lanka

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Abstract

A better education system ensures inclusive, equitable and affordable learning opportunities. Access to an education system is a fundamental right of a human being. Even though, Sri Lanka records a significance literacy rate in South Asian region, educational standards in the plantation sector of the state is still lagging behind. Tea plantation sector is a major source of livelihood for estate community of the country occupying a prominent place in the plantation sector of the Central Province which constitutes of three Districts. The number of young girls who dropout from school in the estate sector in Matale District is higher. It is reported that the dropout rate for the estate sector is approximately 8.4 percent at grade five as compared to just 1.4 percent for whole country (Department of Census and Statistics, 2007). The main focus of this study is to find out the reasons for school dropout of young girls in the estate sector in Matale and provide policy measures to mitigate this issue. This study is mainly based on qualitative research methods. Semi structured interviews were used to collect the data. The population totally consists of young girls within the age limit of 17- 25 years in Matale District and a sample of 40 young girls has been selected from 1279 through convenient sampling method. Substantial descriptions were used in the data analysis. Financial difficulties, teenage pregnancy, early marriage and lack of infrastructure are the main reasons for school dropouts in the selected estates. Policy measures are suggested to address these issues.

Keywords: Estate sector, School dropouts, Causes, Girls

Introduction

Accessibility to better education facilitates to be a society enriched with its standards, livelihood and an exemplary society which achieved the various spectrum of prosperity. In general, an education system aims to disseminate the knowledge that enables each student to be creative and beneficial to their own society and then the nation and also to instill in them the very basic ethics and moralities while discovering and developing their hidden talents and skills. Education is considered to be an important aspect as a means of obtaining employment which in turn facilitates the upward social mobility.

Introduction of Free Education Policy to Sri Lanka in 1945 has become a milestone in the Sri Lankan history. The Free Education Policy has become a progressive step in ensuring right to education in Sri Lanka enabling the state to maintain a higher literacy rate in the South Asian Region. This enables the country to enjoy and maintain a remarkable progress of literacy rate in the South Asian Region with the level of literacy being 92 percent while the global literacy rate for people aged 15 and above is 86.3 percent. Even though Sri Lanka records the highest literacy rate in the South Asian region, the educational standards in the plantation sector is still retrogressing. The legacy of the estate sector in Sri Lanka draws back to nearly 150 years. During the early 19th century, the British imported labor from South India and they launched the plantation industry in Sri Lanka. From the total plantation population, approximately 88.4% is Tamils whose religion is Hinduism and estate plantations are comprised of rubber, tea, and coconut. But the tea plantation in the estate sector of Sri Lanka is more popularized.

“There is no more valuable investment than in a girl’s education” according to Ban Ki Moon, former Secretary-General, United Nations (2012). Girls’ education can be treated as a powerful force for catalyzing a positive development process of a country. That is, girls’ education leads for a stronger family, better child health, gender equality with development and create an educated future generation. But unfortunately, young girls in the estates suffer from deprivation of education. However, this sector which needs an immense attention by political leaders, government administrative officers and journalists. Many studies have been undertaken to find reasons for school dropouts among young girls from the perspective of head teachers and teachers in estate schools but it is necessary to conduct research from other perspectives too.

Sri Lanka is considered a country which provides predominance for the inclusive and equitable education among all but it is hard to believe that there is such a piteous situation of recording a higher range of school dropouts among estate sector young girls within the country. That is, young girls in the estate sector is one of the most marginalized and exploited groups in Sri Lanka deprived in education. Several studies have demonstrated that the educational attainments and the number of girl dropouts in the plantation sector is comparatively higher than those of the male population in the same sector (Chandrasekara, 2001, Kamalrathne et al., 2010). That is, the majority of young girls in the estate sector is unable to complete their school education and attain the educational goals that they had. In this context, this study tries to answer the following research questions.

What are the main reasons for school dropouts of young girls in the estate sector in Matale District?

Thus, the objectives of the study are;

1. To find out the major reasons for the school dropouts of young girls in the estate sector
2. To propose policy measures to mitigate school dropout of young girls in the estate sector

This is a significant researchable area which tries to find reasons for the deprivation of school education among young girls in estates from their perspective. Young girls who have dropped out from school recently have fresh views on the reasons behind their decision to dropout from school. This study enables to gain true responses from victims of this issue. Findings of the study were option to provide useful knowledge to administrators, politicians, policy makers to take immediate actions to reduce school dropouts of forthcoming young girls' generation in the estate sector and may create a favorable environment by providing necessary amenities to achieve the inclusive and equal education stated in the Sustainable Development Goals. This study also provides useful insights for the youth and other related stakeholders to raise voice on behalf of the victims to relevant government parties in order to address this issue. Thus, this study forms a basis to solve and provide necessary solutions to reduce the school dropouts among young girls in the estate sector and assists in developing knowledge related to this estate sector broadly; and provides guidelines for policy makers and other relevant bodies to take corrective actions to minimize and eliminate the major reasons for school dropouts.

Literature Review

In this section, the importance of education, meanings of school dropout are discussed. The later part constitutes of empirical research related to school

dropout of young girls, theoretical background, and the best practices used by other countries to address this issue.

Education is considered to be an important aspect as a means of obtaining employment which in turn facilitates upward social mobility. Education is intrinsically, essential because it leads to cultural awakening, awareness building, understanding of human rights, adaptability and empowerment, self-reliance and self-confidence. In addition, it has an instrumental value with respect to employability (Sachs, 2004). Klase et al (2012) have argued that a U shaped curve exists within countries between educational status and women's labor force participation at a given point in time. Women who are poorly educated are forced to involve in care work for their survival. But with higher educational levels, women try to move for high positions with high wages as well as higher social status associated professional works.

“School dropout” is a serious factor which cannot be separated from the issues such as poverty, unemployment, discriminations, role of the families, social values, welfare cycle, child abuse, and drug abuse (Peck & Mills, 1987). A “School dropout” can be defined as ‘a student who leaves the school before completing the education for any reason other than death or without transferring to another school’. However, “dropout” has received little attention in the global education agenda, which until recently has emphasized access to education through a focus on enrolments, rather than retention in education with an emphasis on completion. They lacked a formal education (Ramesh et al, 2013). Statistical data reveal that the educational level of the setback in the educational attainments of the estate young girls due to the continual denial of their right to education based on their subject-position as the children of plantation laborers. In many situations, young girls have been

used as plantation laborers with their mothers because of the economic burden that they have to face.

Daughters in estate families lose their opportunity to get education and instead of education they take all the household activities upon their own shoulder which emphasizes how the poor economic background of the family negatively influences the education of young girls in the estate sector. Most of the households are women-headed and they play a role of dual career in protecting the family both financially and non-financially. They have undergone an untold hardship and their rights specifically, the educational rights have been faced with serious challenges. It has been reported that the average net enrollment rate of girls at the primary level is about the same as for boys, but in the secondary education, the average enrollment of girls is 86.5 percent of boys' net enrollment rate.

Hollup (1994) examines on the factor that made it difficult for Tamils of the Indian origin to escape wage labour on tea and rubber plantation. This further emphasized the lack of opportunities for advancement through educational and occupational pathways outside the plantation sector. Little's (1999) works focus on the limitation of educational opportunities in the plantation. It follows that improved education of the estate children will be essential to overcome the social marginalization of the community. National literacy rate of females in Sri Lanka in 2003/04 was 90.6 percent but for the female Indian Tamils in estates was 74.7 percent and the highest school avoidance rate found in the plantation sector in 2003/04 was 10.2 percent of the plantation student community (Central Bank of Sri Lanka, 2003/04).

Theory of Liberal Feminism

Theory of liberal feminism is the oldest theory among other feminist theories. The first philosopher who discussed about the liberal feminism was Marry Wollstonecraft (1792) arguing that the quality of rights and opportunities should be extended to women in all areas of life. It concentrates on removing barriers that prevent girls and women from achieving their full potential (Acker, 1987). According to liberal feminists, women are discriminated because they are always judged first as women and only secondly as human being, whereas men are first judged individually, on their own merits, rather according to their sex stereotypes. That is, stereotyping and discrimination have created a situation where women have a less chance of education, fewer career opportunities and other social dimensions in the society (Yokozeki Y,2000). Many of the feminists like Marry Wollstonecraft, Johnstuart Mill, Jagger and Struhl, Eisentein and Scheman have rejected the major component of traditional liberalism, and asserted that the value of women as human beings is not instrumental to the welfare of men and children and that it is equal to the value of men, and demanded various forms of public and private recognition from it, including the respect for women and privacy (Dalal N., 2015). Equal opportunities, socialization and sexual stereotyping, and sexual discrimination are the main three focuses on liberal feminism.

However, the discrimination towards women can only be ended through legal change, education and media. Among these three means, education is the most powerful tool to achieve a recognition and respect for a woman against ignorance. According to liberal feminist's view, schooling is meritocratic and success in it depends on the motivation and the intellectual ability of the individual. Therefore, this does not aspire to change the society, rather it aims at improving the situation within the system. (Stromquist, 1990 cited in

Yokozeke Y, 2000). These functionalists are strongly with the view that schooling and education are considered to be good and changes are needed to the present system which improves women welfare.

Best Practices

Thailand have implemented some specific educational projects to reduce the school dropouts in the country. Educational projects like mobile school projects, special education projects and Nuclear school projects are implemented. Under this Mobile School Project, temporary buildings were used and they have assigned a teaching team to teach a special curriculum to a targeted community. Through Nuclear school project, a nuclear school as an academic center is made and it enables to motivate children for compulsory education while alleviating infrastructure facilities that community has. In Japan, they have implemented projects on providing better day care centers for babies enabling girls to bring their siblings to day care centers and attend school. Girls who experienced teenage pregnancies also have the opportunity to continue their education through this project of proper child care centers.

Pakistan has introduced some credit policies to young girls to continue their education while providing scholarship for primary education and free school meal plans for students. This enables the young girls to continue their education even at the time that they suffer from financial difficulties. In addition, there are some countries where media freedom is given. Thus, media provides a wide coverage on issues faced by this marginalized community and it brings many NGOs to fund more to improve their living conditions.

However, many studies have been conducted related to the educational deprivation of young girls in the estate sector and the major reasons influence for it was provided by the perspective of school teachers. But it is hard to find

studies that have been conducted related to the findings and analyzing of major reasons for school dropouts among young girls in the estate sector of Matale District in Sri Lanka in the perspective of young girls who recently dropped their schooling. This study which is based on the theory of liberal feminism which provides its priority to women's education aims to fill that research gap.

Methodology

This study is mainly based on qualitative research methods. The total population of the study was 1279 which constituted of all estate sector young girls within the age limit of 17 to 25 years in Matale District. The young girls in this age limit are still in teenagers or youngsters and therefore, their responses are quite updated, fresh and timely than the old-aged women. Accordingly, 40 young girls within age limit of 17 to 25 years were selected as the sample, using the convenient sampling method. Primary and secondary data were used for this study. Primary data was collected through semi-structured personal interviews with 40 young girls. Both primary and secondary data were collected from the Central Bank annual reports, Reports of Census and Statistical Department, online sources, research articles etc. Data was analyzed qualitatively and quantitatively through descriptive statistics, based on the opinions and perceptions of the respondents using thematic analysis.

Analysis and Discussion

According to data, four major reasons for the school dropout among the young girls are shown in Table 01.

Table 01: Reasons for school dropout among young girls

| Reasons for school dropout among young girls | No. of respondents N=40 | Percentage (%) |
|--|----------------------------|----------------|
| Financial Difficulties | 40 | 100% |
| Early Marriage | 20 | 50.00% |
| Teenage Pregnancy | 15 | 37.50% |
| Lack of Infrastructure Facilities | 32 | 80% |

Source: Field Survey

It was revealed that 100% of respondents have prioritized the financial difficulties as the major reason for school dropout among young girls. About 80% of sample have recorded that lack of infrastructure facilities as another major reason for school dropout among young girls. Half of the respondents (50%) have viewed early marriages among young girls also as a reason for dropping of school education in the estate sector whereas 37.50% respondents viewed teenage pregnancy as another major reason for the school dropout among young girls.

Financial Difficulties

Financial difficulties among the estate sector community have become the major reason for the school dropouts among young women. Estate community is considered the most vulnerable and marginalized group in the country where the financial difficulties remain the highest when compared with other sectors. The findings of the study revealed that 100% of the respondents have prioritized the monetary constraints as the major reason for school dropout among young girls. Parents of the families are unable to meet the school expenses of the girls. Only one primary school is there for estate children, for

those who need to continue their secondary education need to go to a school in the city. There are many direct as well as indirect cost that have to be incurred even though the education is free within the country.

“I stopped my schooling when I was in grade six, because my parents were unable to afford the cost that they had to bear when going to a school in town. In addition to the transportation cost, many expenses are there to pay for the school for different purposes. My father was sick at that time and mother was the financial provider. I could not bear to see her burden. I dropped my secondary education and went to support my mother” (A respondent).

That is, when the family has no means to finance children’s education-related costs, parents encourage the children for child labour. Especially, girls drop their school education and are sent to work in tea estates as a supporter to her mother. Nearly 3-5 children could be seen in a family and financial provider of more than half of the respondents’ families is the mother or the eldest daughter. Mean of the monthly income in families of young girls in the sample is Rs.9134 and the monthly income of 75% of families are below Rs.9134 and only 25% of families earn more than that. This 25% are employed mainly as housemaids in bungalows; engage in animal husbandry, road construction works other than working in estates. Thus, the majority of the families in the sample are suffering from financial difficulties and they are unable to cover additional educational expenses of children especially when there are more than one school going child.

Several empirical studies have shown that financial difficulties lead the Estate sector girls to dropout their schools they are unable to afford other affiliated costs such as contributions for extracurricular activities, bus fares and other necessary equipment relating to their studies. (Molamu & McDonald, 1996,

Andersen & Taylor, 2005, Paula & Gruskin, 2003, Ponte, 2006). Molamu & McDonald (1996) have shown that poverty can lead girls to dropout from school and motivate them to engage in prostitution as a means to earning for living.

Thus, young women dropped out their schooling as a support for their family and engaged in different employments to earn income. But this has some adverse effects to their lives in longer term. Thus, low income is a critical issue which leads for many societal consequences including deprivation of education.

Teenage Pregnancy among Young Girls in the Estate Sector

A pregnancy that has been occurred in young girls who has not stilled reached her 20th birthday could be considered as a teenage pregnancy (Fernando, 2007). But it is shown that teenage pregnancies that are happened within the legal marriages are secured than getting pregnancy without having any legal bind with a male partner. Teenage pregnancy has become a major reason to dropout school for 37.5% (15) of young girls in the sample. They provide their grievances related to the unplanned pregnancy that they had but some of the respondents have provided their unwillingness and shame to discuss this issue.

“I went to school until grade 09 and I was unable to complete my education due to an unexpected pregnancy. I had lack of knowledge about those matters and my parents went to work in estates and bungalows during the day time. I was at home alone during whole day time with lots of freedom. Because of this pregnancy, I stopped schooling and now I am looking after my child. The child’s father has left us and now my parents are looking after my child and myself” (A respondent).

Thus, one of the main reasons for this kind of teenage pregnancies may be the lack of sexual education during their teenage. Majority of the girls are unaware of what this sexual abuse means and its consequences. Even though they have faced sexual harassment; they have no clear idea about what they faced.

“I have pregnant when I was in 16 years old: my mother went abroad for employment and I was left alone at home. I was sexually manipulated by a close relation of the family. I had no idea about that act at that age and it was kept as a secret by my family too. Now I am a mother of two children and my schooling ceased with this case. But I am not letting my daughter to face such kind of abuse” (A respondent).

Another fact that can be highlighted from the above response was that youngest women had faced this tragedy were left at the home alone as parents went to the estate or else the mother had gone abroad or stayed at a distance for employment purposes. Some respondents who faced the interview expressed that they were abused by their close relations including their father, siblings, and close relations during their teenage.

High drop-out among girls due to pre-marital pregnancies which is characterized by frequent sexual harassment particularly in public primary schools (Faluma & Sifuna, 2006). Dakwa et al. (2014) has shown that some girls dropped out of school as a result of school dismissals that were largely caused due to sex-related offences. Early sexual contacts were often considered as normal ways of earning money for poor families. That is, young girls in estates who are with the lack of knowledge on sexual education tend to involve in sexual activities. Molamu & McDonald (1996) noted that, poverty can lead girls to dropout from school and engage in prostitution as a mean to earning for living. But this is quite different in context of the Estate

sector in Matale district where majority of young girls are subjected to early pregnancy due to their lack of knowledge rather than intension of earning for living.

Begum Z. (2007) noted that about 72,000 female teenagers missed school in 2005 due to early pregnancies in South Africa which shows that early marriage is a major problem for school dropouts among young girls in estates sector. Especially, early pregnancies can cause psychological problems for a young girl depriving her from finishing school education and lead for school dropping as they become stressed with not being mentally prepared to bear the responsibilities of being a mother.

Early Marriage

Still Sri Lankan estate sector's young girls are deprived of their education as a result of early marriages. This is an unpleasant situation in Sri Lankan estate sector which brings a destruction to their valuable lives which badly affect their education, social, economic aspects of their lives and to their children's lives and ultimately to the whole community. Those consequences of the young brides are far reaching. Nearly 50% of young girls in the sample of the study have suffered from this early marriage and have deprived their education.

“I lost my father when I was nearly 12 years old and my mother, my sister and I, had to face many problems after the death of my father. Mother forced me to stop my schooling and a few years later I married a close relation of our family. Still, I like to continue my education but I have no chance as now I am a mother of two children” (A respondent).

Most of the young girls are having two to three children due to their early marriage even though they belong to age range of 20- 25 years and some young girls in the sample have married men who are 8 – 10 years older than them which provides more space for domestic violence due to the huge age gap, which leads to the destruction of their children's lives too. There were several children who were the results of such early marriages, suffering from heart diseases, malnutrition and with various disabilities in hands and legs.

Almost 95% of the young women in the sample consider the low income as a major reason for the early marriage among the estate sector's families. It means that especially girls who have attained to the adolescence are often married early because the parents do not have sufficient money for their education and to take care of them. In most of the instances, the girls are forced into marriage and once married, education becomes a day dream. In addition, 2% of the women consider that some other factors like strong influence of the parents to their child has become another factor for early marriages. But, the bitter truth is that these marriages lead to generate higher intergenerational cycles of poverty as this denies the opportunity for these young women to access the secondary education and there is a high possibility for the same scenario to happen to a disadvantaged woman's daughter. Thus, when a child marriage is prevented it gives another girl a chance to attain her education.

Lack of Infrastructure

Availability of infrastructure with proper housing facilities is one of the basic requirements and also an indicator of measuring a good living condition. It contributes to reduce the incidence of poverty too. Findings show that 80% of young girls, made their complaints on the infrastructure and sanitary facilities that they have and it becomes another major reason for them to dropout from

school. Availability of water, roads, housing facilities are included under this. As per the data, 90% of respondents have to walk in search of water to the common well situated far way. Only a 10% of the respondents in the sample have access to water other than a common well but it is most probably a tap.

“We have to walk two or three kilometers in the wilderness to find water and our husbands are not involving in this task. We have to walk nearly five times a day to bring water. For the purpose of bringing water we have to use large containers called “boolly” which are too heavy to carry. We have to walk through thick jungles which are full of wild boars. We were often attacked by these animals. As our mothers are unable to go for carrying water, young women like us stopped our schooling and got involved in household activities” (A respondent).

Lack of proper roads is also a crucial issue in this sector. It is evident that proper roads cannot be found within the estate, alarmingly they should walk a huge distance to find water. Their mothers have forced them to stop their schooling because it is difficult to walk through dark thickets after finishing school even in daytime as outsiders as well as estate male use these thickets for their undesirable activities like consuming liquor and other trafficking. In addition to that, dangerous animals and reptiles like wild boars, vipers are roamed around and it made the parents not to allow their children, especially girls to walk alone in the wilderness.

Housing Facilities

The estate sector’s housing stock consists of a wide array of residential types that include single houses, attached houses and annexes, and line rooms. 5% of young girls in the sample has single houses of their own, 82.5% of the sample lived in attached houses where 12.5% lived in line rooms. Lack of

space for a normal social life, worse conditions of line rooms with leaking roofs and weaken walls and poor sanitation facilities have become a really harsh situation. It is regrettable to note that one toilet is shared by nearly five or six families in line rooms. Most of those latrines are under reconstruction. Nearly, 5-8 people are living in a line room and this creates some bad consequences to the young girls and women. This leads to increase the rate of sexual abuses, harassments, early marriages as all are in one bed room and there is no any privacy for girls who attained the adolescence. As per Dharmawardena (1998) over 40% of schools did not have adequate sanitary facilities and drinking water by the time of the survey. Even in schools' sanitary facilities and potable water was in a poor level. This forces the young girls to stay at home during their menstrual period and it leads to a drop in their schooling in the near future.

Conclusion and Recommendations

It is evident that school dropout of the young women in the estate sector, especially in Matale district is higher in comparison to the other sectors in the country. Findings of the study revealed that there are some major causes for the school dropping out namely financial difficulties, teenage pregnancy, early marriage and lack of infrastructure. These reasons negatively affect the future of themselves, their children and the whole society.

The foremost reason that has been identified through this research study is the financial constraints in the estate sector. Young girls dropped out from schooling and engaged in different income sources in order to gain an additional income to support their family. Teenage pregnancy is also a major reason for the school dropouts among young girls and majority of girls faced this due to the lack of knowledge in this field. Sometimes they are unaware of

any act of an outsider which makes an unnecessary influence to their body. Early marriages and the lack of proper infrastructure and sanitary facilities are also found as some other reasons for school dropouts. Thus, immediate solutions should be provided to reduce the level of school dropouts among young women in estates and following are some recommendations that can be useful to address the issue.

Provide of Welfare Facilities to this Marginalized Community

Measures should be taken to expand the provision of welfare facilities to this community. In most of the cases, governmental welfare services are not given to this community as they are geographically isolated due to the weak connection that they have with the governmental officials. Though the government has allocated financial resources from the budget, there is no proper evaluation criteria to examine whether these welfare services are adequately and promptly provided by the relevant government officer.

Encourage Self-Employment among the Estate Sector Community

Encouraging self-employment is one of the most fruitful and long-term beneficial steps that can be taken to enhance the income of the estate sector community. Financial constraints were the main impediment to access the education by young women and just providing the welfare facilities are not enough which also enhances the dependency of this community on the government. But encouraging self-employments enables to sharpen and develop entrepreneurial skills, create jobs for other colleagues and women in the long term. Frequent and reliable micro finance assistance projects and financial consultancy programs designed to encourage empowerment, entrepreneurship, and self-determination among plantation communities can be introduced.

Introduce a Strong Communication Mechanism

The estate sector is isolated from the other sectors of the country both geographically and socially. Communication between the estate managers, trade unions, development program officials, media and state is very poor. Sexual harassments, abuses, domestic violence that young women confronted are hidden in the soils without moving it outside of the estate. Thus, it is important to improve communication with stakeholders in the outside world and provide justice for them. This can be done through appointing some governmental officers to each estate, organizing of various open discussions with relevant officials to present their issues, complaints and grievances. Frequent visits of police officers who have jurisdiction in that area to investigate right violations of women and children and conducting awareness programs on special topics like early marriages, teenage pregnancies and sexual harassments could be practiced.

Increase Awareness among Teenagers on Sexual Harassments and Abuses

It is important to raise the awareness among the teenagers on sexual harassments and abuses and steps should be taken to develop skills to avoid such situations. The awareness should be given during the latter years of primary education and primary school teachers should be well-trained by relevant educational authorities on how to be close to the primary students and how to instruct them in a way that they can understand. This training can be done through conducting workshops, seminars by the relevant officials. Ministry of Education needs to take steps to include in the curriculum, discussion of human and sexual relationships, its consequences and actions that should be taken in such situations. Such lessons should be made compulsory and extended to all grades.

Role of Media

Media has to play a major role at national provincial and local levels to create awareness among adults on the negative impact of early marriages and cohabitation. Further, it is important to inform the public of prohibition on marriages under 18 years whether solemnized by official registration or custom. Children, families and communities should be made aware that marriages below the age of 18 years cannot be contracted, and the rationale for the policy approach in current law and policy. Specially, rules relating to early marriages need to be more specific, clear, strict and common for all.

Uplift Living Conditions in Estate Areas through Development Projects.

Immediate steps need to be taken to uplift the living conditions in estate areas by providing better housing and increasing access to safe drinking water, and sanitation facilities including other infrastructure facilities. A comprehensive plan should create with the collaboration of estate officers and government higher ranking officers to increase the quality of infrastructure and sanitation. New roads should be constructed and existing footpaths should be reconstructed to access the estate, hospitals that should be developed. under the national health ministry. In addition, more facilities should be provided such as grounds and school development. Access to safe drinking water is a crucial issue and necessary mechanism should be implemented to supply water through pipe lines. Separate monitoring units should be appointed to monitor these activities even by adding some extra payment for their salary. Lower literacy level may lead to too much time consumed by a person.

Limitations and Further Research

Many researchers have discussed problems faced by young girls in the estate sector in different aspects like health, education and culture. But this research only focused on the reasons for the deprivation of education for the young girls in selected estates in Matale District of Sri Lanka. Therefore, the present research findings will be limited for education aspects only. In addition, the researcher had to face some other practical limitations while putting in to practice. This study was limited to forty young girls within the age limit of 17 to 26 years as the sample which was selected under the convenient sampling method. It focused on finding out major reasons for the school dropouts of young girls in Matale district only. The responders sometimes hesitated to provide real information and also while some of the respondents were Tamil thus, have created communication problems as the researchers are not fluent in Tamil language. Further, research could be focused on examining these reasons with a larger sample based on a quantitative analysis.

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