



## FACTORS CAUSING DROPOUT FROM PUBLIC SECTOR SCHOOLS AT PRIMARY LEVEL IN VEHARI, PAKISTAN

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### ABSTRACT

Pakistan is in front to face pupils' dropout at a fundamental level of schooling. There are several arguments of dropout learners in the beginning stage. The core arguments of the dropout are large classes, poverty, stuffed classrooms, bodily penalty, uneducated family, deficiency of curiosity in learning as pupils, the little excellence of mentor, and harsh actions of instructor with students. The study was conducted in tehsil Vehari. The researcher was selected primary schools of tehsil Vehari. Out of 327 primary school teachers, 200 were selected using a simple random sampling technique; a five-point likert scale used in this research for data collection. The reliability of the questionnaires was measured by the Cronbach Alpha. The resultant calculated value (.899) pointed out the high reliability of the data. Data was collected with reliable and validated questionnaires and analysed using Statistical Package for Social Sciences (SPSS) to draw conclusions and formulate recommendations. Significant findings of the study were that the majority of the respondents agreed that students drop out due to parental carelessness. A great part of teachers accepted that poverty is the main reason forcing a drop out of school. Many participants agreed that uncaring and professionally less committed teacher is the primary factor of students' dropout. A significant number of the respondents accepted that medium of instruction in the national language.

**Keywords:** Factors; Dropout; Primary School

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### INTRODUCTION

In Pakistan pupils' dropout is a severe problem, but the government has no sufficient interest in this issue. Several pupils do not enlist in school, and mostly the age of 50% to 70% of these students are laying 5 to 9 years in Pakistan. Approximately 30% of pupils complete fundamental education out of 50%, that's why one student out of three students is missing his education in a month. Generally, in Pakistan, equally girls and boys outcast rate is 50% (Asif et al., 2010). Pakistan is in front of threatened to increase the excellence value of schooling. On the other hand, the country has been a conflicting outcast is maximized, and enrolment minimizes the fundamental schooling of pupils facing low enrolment and high drop out of students at the primary level, which is openly linked to the education rate in the country.

Fundamental schooling has reached vital substance in the life of pupils for accomplishing more advanced schooling. Social, economic, and political development is the primary entrance for improving the earliest system of institutions in the country (Jan et al., 2002). Pupils cannot achieve advanced schooling without enlisting in fundamental education. The literacy rate in the country is increasing by high staffing in the primary. About one boy out of every three enlists in primary schooling. While single girl out of five enlists in fundamental education in Pakistan. Almost 35000 pupils quit school every time because of bodily penalty. Due to the dropout, child abuse is increasing. Increase avenue kids due to outcast of primary schooling. Currently, supplementary 70,000 avenue kids are today in the country, (Malik, 2002). The students' dropout at fundamental schooling is 45%. Consequently, 20% of girls and 33% of boys have been completing their fundamental education, which shows that 80 % of girls and 70% enlisted boys cast away earlier rather than finishing their fundamental schooling in Pakistan. Both girls and boys, generally the girls, constituted 50% of inhabitants in Pakistan (Ministry of education, 2009). Approximately 20.5 million pupils are not achieving fundamental education in Pakistan, which is the significant capacity of the inhabitants.

Colclough et al. (2000) summaries the argue of pupils castaway are long span to schools, poor excellence of the schooling, insufficient school atmosphere and construction, stuffed classrooms, inappropriate instructor language, negligence of instructor and protection issues in a girls school, were frequent argue which enhance learning castaway.

Kukreti and Saxena (2004) stated that causes of school dropout as need of children for supplementing family earnings, discouraging school. Outcast is maximized; that's why fundamental schooling of the pupils is an uninteresting atmosphere of the school, and inadequate of infrastructure, insufficient of school equipment and not appear in the examination. Moreover, the central element of poverty significantly promotes pupils outcast in fundamental schooling. Socio-economic factors that affect the outcast of fundamental education are maximized spending of learning; family members are not concerned to teach their pupils because they desire their child to work and earn for the other family members, before time marriage, protection issues that main argued pupils outcast at fundamental schooling (Mamun *et al.*, 2012).

Mohsin *et al.* (2004) stated that argue of school castaway at fundamental schooling. This study's primary focal point evaluated the community and financial elements accountable for poor enlist pupils and maximizing castaway in Pakistan. The most important arguments of school castaway were poor fundamental learning classification, parents-teacher relation, educational expenditures, children coming from far away, uneducated parents, less devotion for children, bad health of students, and bad company. This study showed that 68% of pupils quit the school outstanding to the unacceptable physical condition of the students, 80% students due to the wrong company, and 60% of students leave their schools due to instructor's actions as vast elements of cast out.

Hussain *et al.* (2011) assessed that students drop out at fundamental schooling in Pakistan. The purpose of the study was to examine the arguments and factors of maximizing outcast, which include insufficient attention of family, a complex program of study, inadequate health facility, distance from home to school, poverty, poor health of students, excessive homework, too luxurious education, and instructor harsh behavior. Data was collected by a mixed research method. The finding of this study seven conceptual factors causes of student dropouts. Economic factors were the primary cause, and administrative factors were the minor causes of the high dropout rate in Pakistan.

Joubish and Khurram (2011) stated arguments regarding the pupils' castaway of fundamental schooling without finishing education. The primary function of this study was getting out the factors and opinions of castaway. This study divided two main categories of factors that led to this problem out of school and school. They argue that dropout includes inadequate school atmosphere, bodily plenty, an old teaching method, improper instructor attitude, lack of evolution, and lack of guidance for pupils. Data was collected by scientific method. The conclusion of this study, both in school factors and out of school factors affect students' dropout at primary level. Ali *et al.* (2011) argued that pupils' castaway was due to social, cultural, and religious beliefs. Material factors of pupils' dropout are long distance from school, poor attendance of students in school insufficient communications etc. Economic argue of pupils castaway are poverty, poor health, high cost of education etc. The multi-stage random sampling techniques were used for researcher for this was poor economic position of the family which condition equally parents and girls for ongoing fundamental schooling.

Baruah and Goswami (2012) assessed that factors influencing school cast out at fundamental schooling. The study's most essential purpose was to investigate the factors influencing the castaway at fundamental schooling. The most important factors influencing school dropout were the unfortunate financial situation of the family unit, improper supervision of family in child studies, large family size, lack of time for study, lack of interest in studies, failure in examination and punishment by teachers, etc. The finding of study all these are the major reasons of students drop out of school. In Pakistan, the castaway rate is equal in both girls and boys, which is 41% from 2007 to 2008, and the high castaway rate was 43 % from 2001 (Ministry of education, 2009).

Farooq (2013) stated that a comprehensive education for a castaway in fundamental schooling in Pakistan. The essential function of this study investigated the argument of castaway at fundamental schooling. According to the opinion of the respondents that leading the argue which compulsory for pupils go away from school was the poor financial situation of the parents, truancy students' performance, manual labour over studies, illiteracy of parents, incapability to carry on education, students poor health, emotional issues, grade retention as well as parental negligence. The conclusion of the study indicates social, professional, and school transformation effect on students' dropout.

Imtiaz (2014) concluded a research study about the factors of dropout at the primary school level. The main focus of the study was to find the factors affecting children's dropout. The main reasons for dropout are terrorism, lack of financial resources, and weak management and supervision led to increased dropout. Poor policy implementation is also a cause of dropout. English is a necessary course from the primary level, but our teachers have not trained adequately for this purpose. Lack of professional development is as well as the element most important to the increased outcast. Primary teachers need continuously training with the latest research and knowledge. The conclusion of this study shows all the factors that affect students' dropout.

Akram *et al.* (2015) conducted a study about the pupils cast out without completing primary schooling. The most important goal of this study was to investigate the dropout due to instructor's harsh attitudes, lack of playground and toilet. Data were collected by using multi-stage sampling. According to the study's findings, sectarianism, poverty, insecurity, kidnapping, and terrorism were the fundamental reasons responsible for the dropout. Shahidul and

Zehadul (2015) divided factors of pupils' dropout at fundamental schooling into four groups. Economic factors include the schooling costs and parental investment. Parental gender bias investment occurs when parents have low resources and income, causing girls to leave schools before boys. Household factors include female involvement in household chores and household work. School-level factors include lack of female teachers in the school, which positively impact girl's dropout. Other causes of dropout include absenteeism, feminine facilities in schools, teachers' attitudes, and school distance. Cultural factors are early marriage in societies where girls leave parental household after marriage, is the cause of girls dropout.

This research study was designed to investigate the factors causing drop out from public sector schools at the primary level in tehsil Vehari. The study's main objective was to determine the factors causing drop out and recommend some suggestions to reduce drop out.

**METHODOLOGY**

The study's primary purpose was to analyze the factors causing the drop out at the primary level students and suggest recommendations to improve the situation in tehsil Vehari. The researcher was selected primary schools of tehsil Vehari. Out of 327 primary school teachers, 200 was selected using a simple random sampling technique—a five-point Likert scale used in this research for data collection. The reliability of the questionnaires was measured by the Cronbach Alpha. The resultant calculated value (0.899) pointed out high reliability of the data. The data were collected by using a well-structured, reliable, and validated questionnaire. Data were analysed by using Statistical Package for Social Sciences (SPSS).

**RESULTS AND DISCUSSIONS**

The current study aimed to analyse the factors causing dropout from public sector schools at the primary level in tehsil Vehari. In this section, data analysis and interpretation are presented. The research was descriptive in nature, and data were collected through questionnaires. The analysis of data was done by using SPSS to achieve the research objective. Results about the factors of dropout are given in Table 1.

Table 1 shows that there are many reasons for the dropout of a child from school. No doubt children are not responsible for leaving school, but their parents, teachers, the role of society, culture norms, teacher's non-supportive behaviour, economic condition of the family are the main reasons which negatively affect the learning environment. But the role of teacher and parents has a direct impact on child study. They both, directly and indirectly, are responsible for the drop out of a child. Accumulative mean score 2.3 reveals factors of the students' dropout. The majority of the respondents agreed that students drop out due to parental carelessness. Most of the respondents agreed that students drop out due to financial burdens. A large number of participants agreed that students feel difficulty in learning. A significant part of teachers agreed that students leave school due to poor attendance. The majority of respondents were in favour that less devotion in students causing drop out. A large number of participants agreed that the long distance between home and school is the cause of dropout. A significant part of teachers accepted that poverty is the main reason forcing a drop out of school. The majority of the participants favoured that children drop out due to a low level of motivation. The majority of the respondents agreed that lower wages of the pupils due to uneducated.

Table 1: Factors of dropout

Sr. no	Statement	SDA & DA		SA & A		Mean
		f	%	f	%	
1	Students drop out due to parental carelessness	18	9	155	77.5	1.8
2	Students drop out due to financial burden	16	8	168	84	1.8
3	Students feel difficulty in learning	36	18	115	57.5	2.4
4	Students leave school due to poor attendance	31	15.5	107	53.5	2.4
5	Parental illiteracy cause to students drop out	26	13	118	59	2.6
6	Poor quality of education is the main cause of students drop out	62	31	105	52	2.6
7	Dropping out also causing due to lack of facilities	12	6.0	124	62	2.1
8	Lack of interest in school causing drop out	22	11.0	117	58	2.2
9	Less devotion in students causing drop out	11	5.5	120	60	2.3
10	Long distance between home and school	17	8.5	124	62	2.1
11	Poverty is the main reason forcing drop out of school	16	8	143	71.5	2.0
12	Children drop out due to low level of motivation	35	17.5	114	57	2.4
13	The reason of students drop out is lack of interest in studies	32	16	116	58	2.4
14	Unbalance curriculum is cause of students' dropout.	34	17	125	62.5	2.2
15	Students also drop out whose parents do not interested in their studies	16	7.5	160	80	1.9

16	Corporal punishment is the cause of dropout.	36	18	103	51.5	2.5
17	Lack of relationship among students, parents and teachers	24	12	121	60.5	2.2
18	Cultural limitations causes of drop out	57	28.5	91	45.5	2.6
19	Lack of professional competency commitment in teachers	41	20.5	82	41	2.6
20	Teacher non supportive behavior towards students.	61	30.5	99	49.5	2.6
21	Single parent is the cause of dropout	39	19.5	94	47	2.6
22	Lack of quality education in public sector is the cause of students' dropout	44	22	88	44	2.6
23	Uncaring and professionally less committed teacher is the major factor of students dropout	55	27.5	79	39.5	2.7
24	Poor economic condition of the parents is the cause of students' dropout	31	15.5	137	68.5	2.2
25	Lack of professional competency and commitment in teacher is the cause of dropout	56	28	92	46	2.7
Accumulative Mean				2.3		

The majority of the participants believe that policymakers should help teachers for decreasing dropout. A significant number of the respondents accepted that the medium of instruction would be the national language. Most of the teachers were in favour of the accessibility of education that must be enhanced in rural areas. The majority of the participants agreed that there should be free and compulsory education up to primary levels of schooling. The majority of the teachers agreed that proper classrooms, libraries, and instructional material also reduce dropout. A large number of the respondents accepted that government should increase funds for education. Most participants favoured that the government should arrange awareness programs for parents who do not send their children to school.

## CONCLUSIONS AND RECOMMENDATIONS

The current study was designed to analyse the factors causing dropout from public sector schools at the primary level in Vehari. This study shows that trained teachers should be according to student's psychology, provide supportive environment from both side teachers and parents, and ban on corporal punishment. Enhance awareness through the quality of education; government should give an equal chance of education for low-income families. The education standard should meet the international level; policymakers should help teachers for decreasing dropout. Medium of instruction in the national language, proper classrooms, libraries, and instructional material also reduce dropout. There should free provision of compulsory education up to primary levels of schooling; the government should increase funds of education, and government should arrange awareness programs for those parents who do not send their children to school.

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