

**IDENTIFICATION OF THE FACTORS CAUSING DROP  
OUT AMONG ELEMENTARY SCHOOL STUDENTS IN  
LARKANA, SINDH**

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**Abstract**

The main objective of this study was to investigate reasons of drop out and to give suggestions and recommendations to prevent drop out from elementary schools. For investigation of causes of drop out 50 elementary school teachers (Male = 30, Female = 20) from 15 schools of district Larkana, province of Sindh were surveyed through a questionnaire. Data was also collected from the parents of dropout. The outcome this survey coined a way for better understanding of circumstances that motivate parents and children to drop out of schools. The main reasons of dropping out were reported as lack of interest in studies, poverty, illiteracy on the part of parents and difficulties in learning.

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## INTRODUCTION

### (A) BACKGROUND

Elementary education plays a very important role in the progression and development of the country. It builds societal values such as morality and posterity, ethical values and social norms, virtue and wisdom. These said values are the torch bearer of culture and civilization. Moreover, these are also the cradle of economical, social, political and religious standards of the society. Educational excellence at elementary level enables youths for later education and also equips them with the basic skills necessary for the successful life (Quality of elementary education in Pakistan, 2003, p. 5). Our country Pakistan is lacking behind in the race of afore mentioned. She needs to maximize on productivity of elementary education. Unfortunately Pakistan is still a long way back to achieve universal elementary education.

Now, the Gross Enrollment Rate (GER) for elementary education is 70%, out of which 50% students age between 5-9 years, abscond from school prior to complete grade-V. About one in three children i.e. only 30% of students of the remaining 50% pass elementary education and continue their further education.” (NCHD UPE Programme, 2010

According to Annual Status of Education Report (ASER, 2011), sixty one million children were out of school in all over the world in 2011, out of this number, sixteen million belongs to South and West Asia making this region on number second in out of school children(OOSC) after Sub Saharan Africa. Pakistan has the highest number of out of school children in South Asia. According to the report, 7.3 million children are out of school showing 34% of the country’s elementary school age population. Between 7 to 16 age of children, one in every four children is out of school in Pakistan (Pakistan Demographic and Health Survey 2007 PHD). The report further says that only 59% of the students complete their elementary education.

### (B) RESEARCH QUESTIONS

1. What factors in the opinion of teachers cause the dropout ratio?
2. What are the children’s activities during school vacations and during school days?
3. What are the problems that school faces?

### (C) JUSTIFICATION

The justification of the survey will rest on the following points and consideration:

1. The results of the study will be helpful to the government to prevent dropout of the students at elementary level and it will also assist to achieve Millennium Development Goals.
2. The result will assist in preparing an educational policy that will unify both the quantity and quality in all levels of education especially elementary level.
3. Prevention in dropout in elementary level will enhance literacy rate.
4. School should develop follow-up programme to bring back dropouts children

**(D) SCOPE**

The scope of the study will be limited to elementary schools of District Larkana.

**(E) KEY WORDS**

Factors and drop out

**LITERATURE REVIEW**

Pakistan enjoys very special and prominent place in South Asia. Therefore, Pakistan always tries its level best to maintain its position both in geo-strategic and educational point of view. Pakistan's budget allocation on education, in comparison with its neighboring countries, is not good enough. Therefore, she stands at 102<sup>nd</sup> position out of 120 in the world which is not worth mentioning. Pakistan spends 2.3 percent of GDP on education annually which is below than economical. (UNESCO, 2005).

According to Human Rights Commission, every individual has equal right and access to acquire basic education, and literacy is the first step towards basic education. The literacy rate in Pakistan is increasing at the rate of one percent annually. The literacy rate, according to Pakistan census 1998 and Social Measurement Survey 2007, is growing rapidly during the last two decades, whereas the growth rate is very low. It has increased from 43.9% (female= 32% and male= 54.8%) to 55% (female= 42% and male= 67%) from 1998 to 2007. Punjab takes the lion's share with 58% whereas other provinces enjoy as Baluchistan 42%, NWFP 47% and Sindh 55% (Federal Bureau of Statistics 2007: Ministry of Education, 1998; Ministry of Finance 2003; Pakistan Census Organization. 1998).

On the whole dropout from level I to V is 31.3% (Male= 40.2%, Female 19.2%). "The dropout ratio between class I to II is 14.1% (Male= 16.1%, Female 11.2%). Class II to III is 3.7% (Male= 8.6%). class III to V is 5% (Male= 7.4% and Female 1.5%) and between Grade IV to V is 8.5% (Male= 9.9% and Female= 6.5%)" (Ministry of Finance 2006). The net enrollment

rate is about 66%. The student teacher ratio is 48: 1. According to the survey, the participation of the children is 39% of total population school age going. To cope with such a problem of high concern, only 531 organizations are actively participating to overcome this grave problem (Hameed 2005, 2006, Ministry of Education 1998).

It is noted that the elementary admission rate in Pakistan (50%) is lower than Bangladesh (75%) whereas India has 77% and Sri Lanka 100%. Pakistan's position in the terms of literacy is 185<sup>th</sup> of the 202 and for the compulsory elementary education it stands at 169<sup>th</sup> out of 181 (UNESCO 2003, 2005).

Dropout acts like a cancer to the growth and development of the country. Despite many steps and efforts, there is no satisfactory result in the increment of elementary enrollment. Approximately six million children 5-9 year age group were not attending school and half of the enrolled may dropout before completing their elementary schooling (Hussain, 2005). The major issue of educational development in Pakistan is mass illiteracy, ignorance and leniency in administration, low school attendance, underpaid and untrained teachers (Ministry of Education, 2002a; Ministry of Finance 2003; UNESCO, 2003a; Wheeler, 1966).

Realizing the need and importance of Elementary Education, the governmental and private movements are offering their services for the reduction of mass illiteracy and raising the literacy rate in Pakistan. The main areas for this assistance are quality and quantity of education and uplifting of universal elementary education and teacher training programme. Besides this, the special attention will be given to curriculum designing and development and raising the standard of girls' education (Ministry of Education, 2004). Pakistan being a developing country has invested a reasonable amount of its resources towards expansion of basic education. She believes that the real success of the country lies in the fact that persons fulfill their basic requirement of literacy. Only literate persons can play effective role in the overall improvement of the society (Levy, 1991).

Dropout is a severe problem and a burning question for all over the world. All the countries feel danger to the future of their nations because they consider education main tool to obtain prosperity and a promising future to the youths. If people in masses remain uneducated and illiterate, then the affairs of the state cannot run properly. The dropout problem has never been addressed properly; rather it has been looked over as a time being issue. But now it has become a serious problem for coming generations. This problem is as old as the history of

educational system. The out of school and out of job youths is an issue of immense importance for all the societies. It can endanger the socio-economic stability of the nation.

The fundamental step to respond this serious problem is the identification of factors contributing in decision making for leaving school.

There are many problems which compel the students to discontinue their education. The poor quality of education in public sectors schools and rural schools is basic cause of high dropout rate. The reason of that become prenatal carelessness, inadequate facilities and curricula, scarcity of books and teaching material, malingering of teachers and untrained staff. All these factors causes for poor achievement, revision of same course is result in dropout from the educational system. In United States comprehensive research was carried out to know the real cause of school dropout and revealed that students unhappiness with school, course revision and poor financial conditions of parents are the important factors of school dropout (Bhatti 2007: Malik 2002: Millar 1966; Shamsi and Hussain , 2005).

The root cause for dropout exhibited that the community was socially backward, sentimentally distressed and over protected (Feather, 2000). The cause of disability of individuals was very different from their normal peer groups. These showed an unbelieving high rate of dropout (Anderson, 2004). Students with class repetition where there fold more delayed in comparison to the students with no disabilities (Byrd, 2005). The research exposed that in rural areas Special students ratio dropped out three times bigger than that of handicapped (Debettencourt, Zigmond & Thomsons 1989).

All of the studies suggested that handicapped students were casually more prone towards dropping out than the normal students (Lichtenstein & Zantol-Wiener, 1988: US, GAO, 1987; Wolan, Bruininks & Thurlow, 1989).

All the researches are generally agreed that dropout of students due to different forms of disabilities was more focused for further research. This is reason that different researches should take initiative to explore the cause of dropout and can make basin for good planning and scheming new polices to meet the present situation (Roberts, 1969).

It was attention-grabbing that the record of disable students gained from the study of Owings re Stocking (1985) resembled with distinctive dropout characteristics; poor family, relationship, low socioeconomic position and academic score. Wanger (1999) studied special education dropouts from the National Longitudinal Transition Study and discovered a depiction



similar to Owing and Stocking (1985). She revealed that Special Students dropouts were, younger, males mainly from lower socio economic status, hall from poor class of people, drawn in in-disciplinary indices and had a high rate of absenteeism. A strict glance on studies of disability types expressed that sentimentally disturbed and disable for learning had high tendency of dropout those others before completion of study (Macmillian 1991: wolman, Ruininks & Thurlow, 1989). Students dropped out owing to the collective results of different reasons like broken family, parents' illiteracy, and financially viable background, lack of pre-school experience, psychological and behavioral problems, race and gender. All these reasons led towards despairness which ultimately caused the decline of education system (Gassama & Kritsonis, 2006).

## **METHODOLOGY**

The overall strategy of this research was survey.

The population of study comprised of teachers of all elementary schools, parents and female students of elementary level in district Larkana.

Stratified Random Sampling was adopted. The total sample size was 80 (50 teachers drawn from 12 elementary schools (including 10 administrators (government and private), and 30 community representatives).

## **RESEARCH INSTRUMENTS**

A questionnaire consisting of forty items was designed. An interview protocol based on broad questions was also developed.

## **PLAN OF DATA ANALYSIS**

To analyses the data, two types of analytical techniques were used. First, qualitative analyses of the interview code of behavior were made and the results were designated in the chronicle form. The second technique was quantitative which involved both descriptive and inferential statistical procedures.

## **ANALYSIS OF FINDINGS**

### **Item No.1**

Many people of the community are not aware of the existence of the school in their vicinity.

There will be no noteworthy difference in views on the subject of the factors influencing the drop out of students in elementary education in district Larkana in the respect of item 1.

### Analysis of the Problem

1.  $H_0: f_1 = f_2 = f_3 = f_4 = f_5$
2.  $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$
3.  $\alpha = 0.05$
4. Test Statistic :  $\chi^2$

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Decision Rule: Reject  $H_0$  if computed  $\chi^2 \geq 5.99$

5. Conclusion: See the step 8
6. Table 4.3.1 demonstrates the calculation of  $\chi^2$  for item 1.

From the examination of the table, it is clear that most of the elementary school teachers strongly believe that many people of the community are not aware of the existence of the school in their vicinity.

### Item No.2

Children do not attend school due to parent's lack of interest.

There will be no noteworthy difference in views on the subject of the factors influencing the drop out of students in elementary education in district Larkana in the respect of item 2.

### Analysis of the Problem

1.  $H_0: f_1 = f_2 = f_3 = f_4 = f_5$
2.  $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$
3.  $\alpha = 0.05$
4. Test Statistic :  $\chi^2$

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

5. Decision Rule: Reject  $H_0$  if computed  $\chi^2 \geq 5.99$
6. Conclusion: See the step 8
7. Table 4.3.1 demonstrates the calculation of  $\chi^2$  for item 2.

From the examination of the table, it is clear that most of the elementary school teachers strongly believe that Children do not attend school due to parent's lack of interest.

### Item No.3

Children are not allowed to attend school because of the caste differences.

There will be no noteworthy difference in views on the subject of the factors influencing the drop out of students in elementary education in district Larkana in the respect of item 3.

### Analysis of the Problem

1.  $H_0: f_1 = f_2 = f_3 = f_4 = f_5$
2.  $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$
3.  $\alpha = 0.05$
4. Test Statistic :  $\chi^2$

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

5. Decision Rule: Reject  $H_0$  if computed  $\chi^2 \geq 5.99$
6. Conclusion: See the step 8
7. Table 4.3.1 demonstrates the calculation of  $\chi^2$  for item 3.

From the examination of the table, it is clear that most of the elementary school teachers strongly believe Children are not allowed to attend school because of the caste differences.

### ANSWER OF THE RESEARCH QUESTIONS

- **What factors in the opinion of teachers cause the dropout ratio?**

**Ans:** multiple reasons were found such as

1. Helping their parents or doing labour work.
2. Personal reasons
3. Societal environment
4. Difficulty in learning
5. Lack of interest in schools

- **What are the children's activities during school vacations and during school days?**

**Ans:** The activities of students during vacations and during school days are identical.

- Helping their parents in home affairs
- Doing labour work.
- Playing with their mats.
- Now and then do some schools work.
- **What are the problems that school faces?**



**Ans:** Following factors were detected from the opinion of teachers and administrators:

- Unavailability of physical facilities such as
- Unhygienic atmosphere
- No boundary wall
- No drinking water
- Most of the schools have no buildings
- Absenteeism of the teachers
- Political interference in school affairs
- Poor or no infrastructure
- Personal prejudices of the teachers
- Poor monitoring system.

## RECOMMENDATIONS

- Society is the important part for the progression of school. Therefore, it must actively part and patronage for the education of their children.
- A lot of problem can be solved with help of community. It must ensure its help that no child is left out of school.
- Government should pay specially attention towards issues of teachers with respect to their accommodation and training.
- The curriculum should be revised and made easy.
- The administrators of the schools should be helping school personnel in proper working and functioning.
- School attendance should be made compulsory for all children in nearby schools.
- The schools should also accommodate disable and street children.

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