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# CAUSES OF HIGH DROPOUT RATIO OF STUDENTS AT PRIMARY LEVEL: A CASE STUDY OF DISTRICT KHANEWAL-PAKISTAN

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## Abstract:

The objectives of the study are to assess the reasons behind high dropout ratio of students at primary level in district Khanewal, Punjab. For this purpose, a structured questionnaire was used to collect primary data from 50 (25 girls and 25 boys' primary schools) through convenience sampling method. The data was collected from 400 students (200 each from girls and boys) and 100 teachers (50 male and 50 female teachers) during a period of two months from December 2016 to January 2017. 5-Points Liker scale was used to record the views of respondents. The findings of study reveal that poverty, family financial crisis and teacher's behavior are main causes of students' high dropout ratio at primary level in Pakistan.

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# 1.Introduction:

Pakistan is an under-developing country and it is also following universal notion, "Education for all (EFA): as does all nations of the world which are eagerly willing to collaborate with each other particularly for development of education (United Nation, (1948). It is also illustrated in the 1973 constitution of Pakistan that education is the right of all children and they have rights of freedom of expression and access to safe and healthy environment. The quality of primary education is widely dependent on standards of education. In this regard Technical, professional and general educations are the top priority of government of Pakistan. After a long effort, National Education Policy (2001-2015) was formulated in which long term goals were set for promotion of education both in urban and rural areas and focusing on the female students at primary and territory levels, besides improving overall quality of education. Other target areas of the policy were revision of curricula, development of text books, placement of competent and graduate teachers, monthly stipends for girls and allocation of required funds. But even then, 100% literacy rate could not be achieved. As per UNESCO, (2002), in 1960 the literacy rate in low-income countries was 65%, in middle income countries it was 82% and in advanced countries its was 100. Almost all middle- and low-income countries achieved 100% enrollment rate in 2000 except Sub-Saharan Africa. Gender disparity in getting education was common. About 56%% of the 113 million school-age children not in schools are girls. The gross enrollment rate of boys is 107% and girls 98% at primary level but it widens at secondary level where enrollment of boys is 60% and girls 47% in low-income countries. According to World Bank (2020) the net male female enrollment was 65% in 2004 which

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was increased to 82% in 2019. But the real issue that has paralyzed the whole education system is high dropout ratio of students from primary to high school level. Pakistan ranked second highest number of out of school children (OOSC) in the world and it is estimated that 22.8 million children between the age of 5 to 16 are not attending any school and they represent 44% of total population in this age group. The group of 5–9-year age, five million children are not enrolled in schools and after completing primary education, the number of out of school children doubles (about 11.4% adolescents between the ages of 10 to 14 who are not receiving formal education. Gender disparity based on geography and socioeconomic status is significant. For example, 58 % girls in Sindh Province and 78% in Baluchistan Province are out of school. About 10.7 million boys and 8.6 million girls are enrolled at the primary level out of whom 3.6 million boys and 2.8 million girls are dropped at secondary level in Pakistan. (UNECEF, (2017).

### *1.1. Objectives of study:*

The objectives of this study are stated as follows;

● To assess the reason behind high dropout ratio of students at primary level in district Khanewal, Pakistan.

● To evaluate the factors (Teacher related factors, economic factors, physical factors, educational environment related factors, administrative factors, Geographical factors, and curriculum related factors) causing high dropout of the sudents at primary level.

● To suggest the remedial policy measures, suitable to control dropout of students at all levels of learning.

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## *1.2. Significance of study:*

This study is very important for research purpose as well as for policy makers and society because it is related to very important issue which is affecting the growth of the country very badly and creating unemployment problem. The findings of this study can be used to control high dropout ratio of students at primary, secondary and high secondary levels. It will also be very valuable for new researchers who want to conduct further research on this issue. The results of this study are also important countries which are facing the same issue of high dropout ratio of students at different levels due to different reasons. This study will provide guidance to the policy makers of federal and provincial to take necessary policy initiatives to prevent the drop out ratio to raise literacy rate at territory level.

## 2.Literature Review:

Malik (2002) argued that the students leave the school due to different reasons. He stated that some students leave the school under normal circumstances while other level schools under abnormal conditions. Similarly, Umoh (1986) emphasized that the drop out students are those who are enrolled in any degree program and left it for any reason. These two authors did not mention specific cause of the students' drop out in their studies. The UNESCO (2011) proposed six remedial measures to be taken to control high dropout rate. These are the followings: -

► Expansion of early childhood education and care

► Free and compulsory education for all

► Promotion of learning and enhancement life skills and development

► Achievement of high levels of literacy and focus on adult education

► Achieving gender equality b

► Improvement of quality of education

Joubish &Khurram (2011) pinpointed some causes of high drop out of students in Pakistan and these include: backwardness, poverty, no pick and drop facility, corporal punishment, discrimination in the exams and teachers' aggressive behavior. The particularly female students leave their incomplete education due to these reasons. Similarly, Faqooq (2010) stated that most of the students in rural areas leave their schooling due to location of their schools at a long distance and non-availability of pick and drop facility. He further revealed that teachers' behavior is also one of the causes that force the students to leave their schools because the students could not bear physical and mental torture. He emphasized on the need of the improvement of the quality of teaching and learning environment to retain the students. Jamil et al., (2010) discussed some other causes and said that students leave the schools due to big family size, congested classrooms in public schools and no financial incentives. According to Hidayya Foundation (2005), and (Malik, 2002) the low-income families prefer to keep their daughters at home to manage domestic work and send their sons to get education because they think their sons will earn and support them after completion of their education while girls leave them after marriage. Their spending on girls' education will not benefit them in any way in future. The parents of girls also think that time spending in pick and drop of their girls from school would hurt their earning. So, they keep their daughters at homes to look after domestic affairs. Crain-Dorough (2003) argued that the students once dropped from the school, has no chanced to re-enroll to cope up his or her education.

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## 3. Data and Methodology:

This study is a case study to understand the causes of high dropout of students from school and is based on survey method. A questionnaire was developed to collect data from selected respondents through convenience sampling method. The population of this study was all public primary schools' students and teachers in district Khanewal, Pakistan. The detail of population statistics is given Table 3.1.

**Table 3.1 Population Statistics**

| Level | Schools | | Enrolment | | Teachers | | C |
| | Male | Female | Male | Female | Male | Female | Total teachers |
| **Primary** | 265 | 469 | 54479 | 55707 | 1269 | 1587 | 2856 116632 |

The author selected total 50 schools, (25 each male and female schools) as a sample of study. Total 290 primary teachers, 200 males and 90 female teachers were included into the sample. The information about the primary schools were obtained from District Education Officer, Khanewal. 300 questionnaires were distributed among the respondents out of which 290 were returned and found correct for analysis. The response rate was 97%. The survey for data collection was started in December 2018 and was completed in January 2019. Before entering data in SPSS software, the authors checked all missing values. Reliability of any instruments refers the consistency of results. It can also be defined as "An instrument is call reliable when it gives identical scores all the time whenever it is administered" (Kerlinger, F. N. (2000). The author used Cronbach's Alpha for checking reliability and its values always range between

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0 to 1. The values near to zero are unacceptable making the scale of measure unfit for data collection while the values near to 1 are highly appreciated and desirable for data collection. This scale was developed by Cronbach in 1990. The results of Cronbach Alpha test are given in the Table 3.2.

Table 3.2: Results of Cronbach Alpha

| S. No. | Factors | Items range | No of items | Mean score | Cronbach Alpha |
|---|---|---|---|---|---|
| 1 | Social factor | 4, 17, 19 | 3 | 4.02 | 0.743 |
| | School related factor | 3, 5,6,7, 14, 16 | 7 | 3.98 | 0.875 |
| | Psychological factor | 1,9,10,11,18 ,20,21 | 7 | 3.34 | 0.912 |
| | Physical factor | 8, 23, 24,25 | 4 | 4.63 | 0.783 |
| | Family related factor | 2, 12, 13, 15,22 | 4 | 3.74 | 0.765 |

The Cronbach-α values in the above table were found satisfactory and good to use according to criterion described by De Vellis (2012). Therefore, it is assumed that that the scale is good and had enough reliability to use for data collection and data analysis.

# 4. Results and Discussion

## 4.1 Demographics Statistics

The demographic characteristics of respondents are given in Table 4.1.

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Table 4.1: Gender wise classification of respondents

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 200 | 69 |
| Female | 90 | 31 |
| Total | 290 | 100 |

Table 4.1 shows that there were 200 male and 90 female teachers included in the present study. The male teachers were about 69% and female teachers were 31%. The detail of residential location of respondents are shown in Table 4.2.

Table 4.2: Residential location of respondents

| Area | Frequency | Percent |
|------|-----------|---------|
| Rural | 130 | 45% |
| Urban | 160 | 55% |
| Total | 290 | 100 |

Table 4.2 shows that 130 respondents were living in rural areas while 160 teachers were living in urban areas. The percentage of rural teachers was about 45% against urban teachers whose percentage was 55%.

## 4. 2. Analysis of the statements

The results of first statement that the students' dropout is caused by difficulty in learning in Table 4.2.1.

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Table 4.2.1: *Difficulty in learning is the main cause of students' dropout.*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 18 | 6.2 |
| Disagree | 31 | 10.7 |
| (Strongly disagree + disagree) | (49) | (16.6) |
| Undecided | 29 | 10.0 |
| Agree | 110 | 37.9 |
| Strongly Agree | 102 | 35.2 |
| (Strongly Agree + Agree) | (212) | (73.1%) |
| Total              = | 290 | 100.0 |

*\*Brackets indicate subtotal of same categories*

Table 4.2.1 indicates that out of 290 respondents, 212 (73.1%) were agree and strongly agree with the statement that the students leave the schools due to difficulty in understanding lectures of teachers while 49 respondents (16.6%) opposed this statement and only 10% showed their neutrality and lack of knowledge about the causes of leaving schools. However, the majority of respondents were agreed that the students leave schools due to facing difficulty in learning. So, the teachers should change their delivery methods. The same results are also shown in Figure 4.2.1

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**Fig 4.2.1 Dropout of the students due to difficulty in learning**
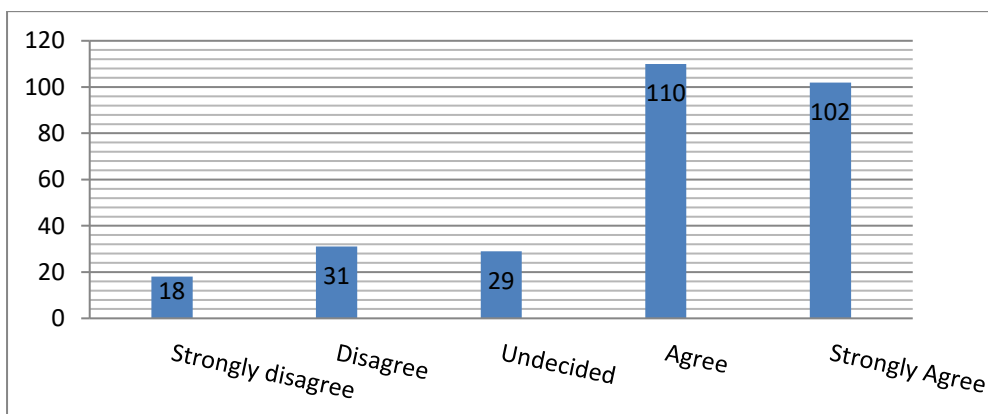


Table 4.2.2: *Parental carelessness is the main reason of students' dropout*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 18 | 6.2% |
| Disagree | 54 | 18.6% |
| (Strongly disagree + disagree) | (72) | (24.8%) |
| Undecided | 47 | 16.2% |
| Agree | 116 | 40.0% |
| Strongly Agree | 55 | 19.0% |
| (Strongly Agree + Agree) | (171) | (59%) |
| Total     = | 290 | 100.0% |

*\*Brackets indicate subtotal of same categories*

Table 4.2.2 shows that 59% respondents were agree and strongly agree with the statement that parents 'carelessness or ignorance causes the drop out of the majority of students, while 24.8% were disagree and strongly disagree with the statement and 16.2% showed their neutrality or lack of knowledge about this cause. However, the majority of respondents disclosed that parents do not

pay attention to the education of their children. They do not contact with their teachers and school administrators and leave the students to use their discretion. This situation demands that the parents should focus on the education of their children to make their future bright and help them to get higher education after passing from the schools in good grade. These results are illustrated in Figure 4.2.2.

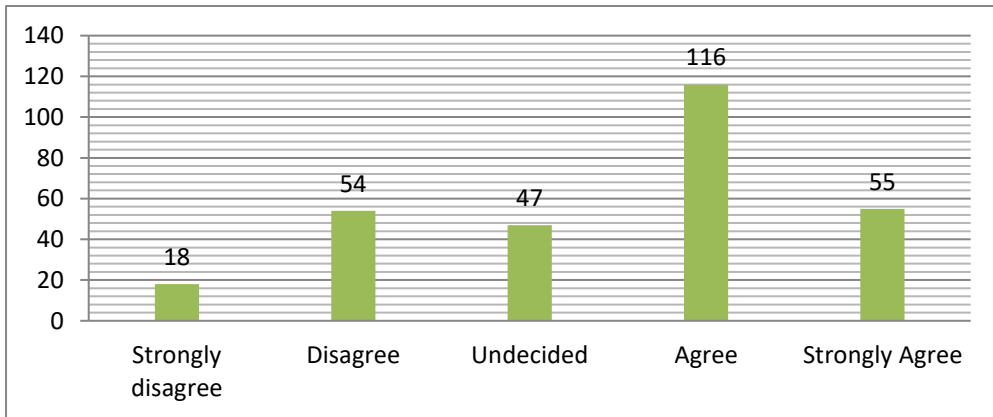Fig 4.2.2: Parents' carelessness about the education of their children



Table 4.2.3 *Friendship with outsiders is one of reason of students' dropout.*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 28 | 9.7 |
| Disagree | 45 | 15.5 |
| (Strongly disagree + disagree) | (73) | (25.2) |
| Undecided | 44 | 15.2 |
| Agree | 116 | 40.0 |
| Strongly Agree | 57 | 19.7 |
| (Strongly Agree + Agree) | (173) | (59.7) |
| Total    = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.3 shows that 59.7% respondents disclose that the students did not take interest in learning and leave their schools due having company with bad associates, while 25.5% opposed it and 1.5.2 respondents show neutrality and did not give their opinion on the issue. These results are highlighted in Figure 4.2.3.

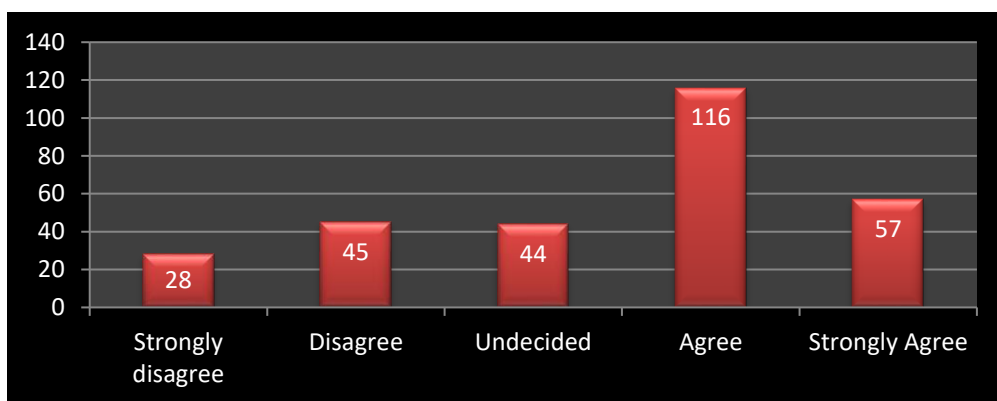Fig 4.2.3 *Friendship with outsiders is one of reason of students' dropout*



Table 4.2.4 *Poor attendance of student is the cause of students' dropout.*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 21 | 7.2 |
| Disagree | 32 | 11.0 |
| (Strongly disagree + disagree) | (53) | (18.2) |
| Undecided | 29 | 10.0 |
| Agree | 113 | 39.0 |
| Strongly Agree | 95 | 32.8 |
| (Strongly Agree + Agree) | (208) | (71.8) |
| Total | 290 | 100.0 |

*\*Brackets indicate subtotal of same categories*

The results in table 4.2.4 show that 71.8% respondents agree and strongly agree with the statement that students were dropped from schools due to continuous absence from class while 18.2% did not agree with it and 10% did not give their views on this issue. These results can be seen in Figure 4.2.4.

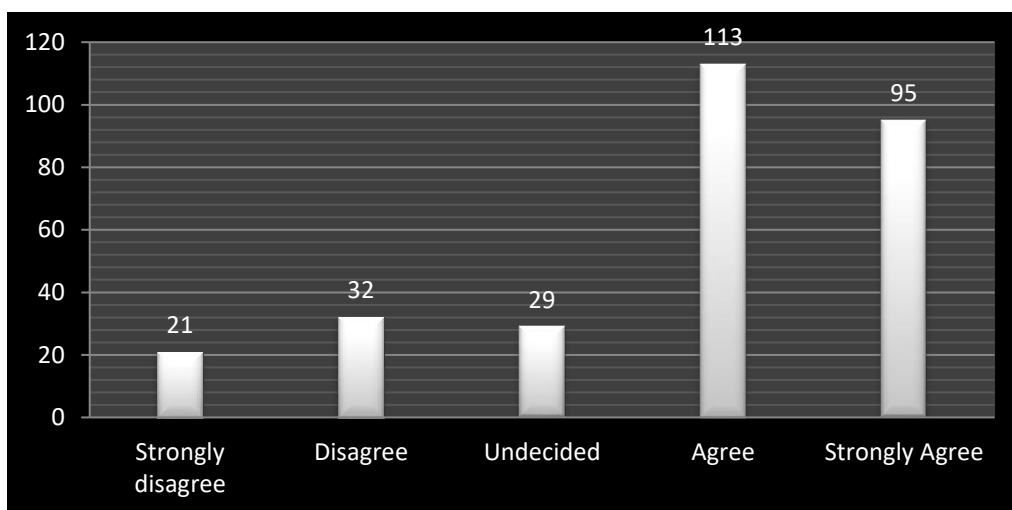Fig. 4.2.4 *Impact of poor attendance on students learning*.



Table 4.2.5 *School truancy the main factor of students' dropout*

| Response of Participants | Frequency | Percent |
|---|---|---|
| Strongly disagree | 27 | 9.3 |
| Disagree | 29 | 10.0 |
| (Strongly disagree + disagree) | (56) | (19.3) |
| Undecided | 67 | 23.1 |
| Agree | 106 | 36.6 |
| Strongly Agree | 61 | 21.0 |
| (Strongly Agree + Agree) | (167) | (57.6) |
| Total    = | 290 | 100.0 |

*\*Brackets indicate sub-total of same categories*

The results in Table 4.2.5 indicates that 56 (19.3%) respondents were strongly disagree and disagree with this statement while 167 (57.6%) were agree and strongly agree that school truancy is the main factor of students' dropout. This was very obvious from analysis that majority of respondents believed that school truancy is the main factor of students' dropout. The results are shown in Figure 4.2.5.
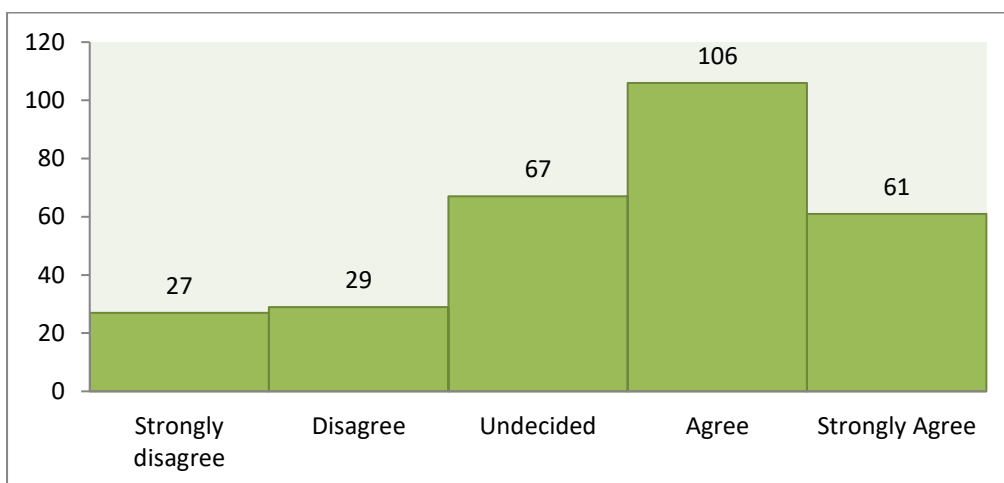
Fig 4.2.5 *Impact of school truancy on students; dropout*



Table 4.2.6 *Lack of facilities is one of the causes of students' dropout*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 30 | 10.3 |
| Disagree | 39 | 13.4 |
| Strongly disagree | (69) | (23.7) |
| Undecided | 68 | 23.4 |
| Agree | 87 | 30.0 |
| Strongly Agree | 66 | 22.8 |
| (Strongly Agree + Agree) | (153) | (52.8) |
| Total          = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

Table 4.2.6 reveal that 153 (52.8%) respondents were agree and strongly agree with this statement that "lack of learning facilities in the public schools force the students to quit their education" while 69 (23.7) were disagree and strongly disagree with this statement. About 23.4% showed their neutrality. These results are shown in Figure 4.2.6.

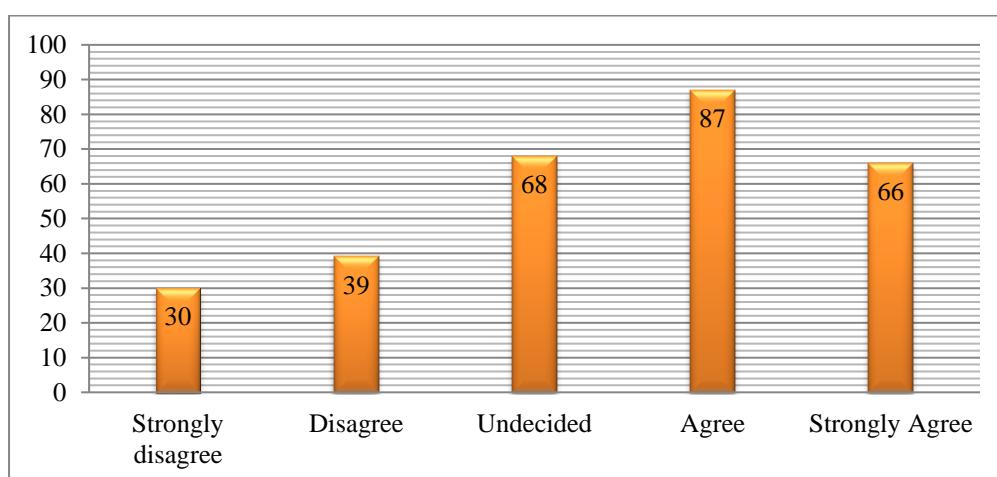Fig 4.2.6 *Lack of facilities force the students to leave schools*.



Table 4.2.7: *Child labor is the one of the reason of students' dropout*

| Respondents' response | Frequency | Percent |
| --- | --- | --- |
| Strongly disagree | 19 | 6.6 |
| Disagree | 51 | 17.6 |
| (Strongly disagree + disagree) | (70) | (24.2) |
| Undecided | 60 | 20.7 |
| Agree | 104 | 35.9 |
| Strongly Agree | 56 | 19.3 |
| (Strongly Agree + Agree) | (160) | (55.2) |
| Total            = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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The results in Table 4.2.7 show that 160 (55.2%) respondents were agree and strongly agree with the statement child lab our is one of the main causes of students' dropout from schools while 70 (24.2%) expressed disagreement with this statement. About 20.7% respondents expressed their neutrality. These results are reflected in Figure 4.2.7.

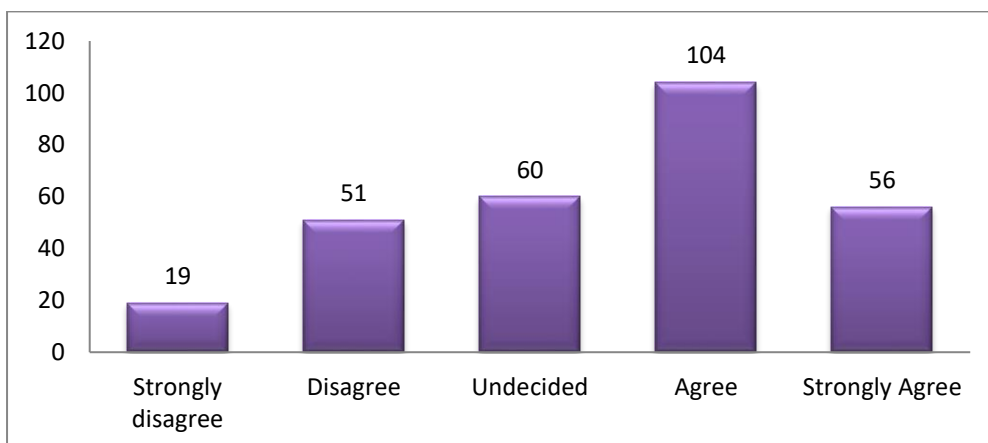Fig 4.2.8 Impact of child labour on students' dropout from schools



Table 4.2.8 *Impact of parents' illiteracy on students' poor performance*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 16 | 5.5 |
| Disagree | 48 | 16.6 |
| (Strongly disagree + disagree) | (64) | (22.1) |
| Undecided | 46 | 15.9 |
| Agree | 123 | 42.4 |
| Strongly Agree | 57 | 19.6 |
| (Strongly Agree + Agree) | (180) | (62) |
| Total         = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.8 show that 180 (62%) respondents were agree and strongly agree with the statement that parents' illiteracy also causes students' dropout while 64 (22.1%) opposed this statement. Around 15.9% respondents showed neutrality. These results are reflected in Figure 4.2.8.

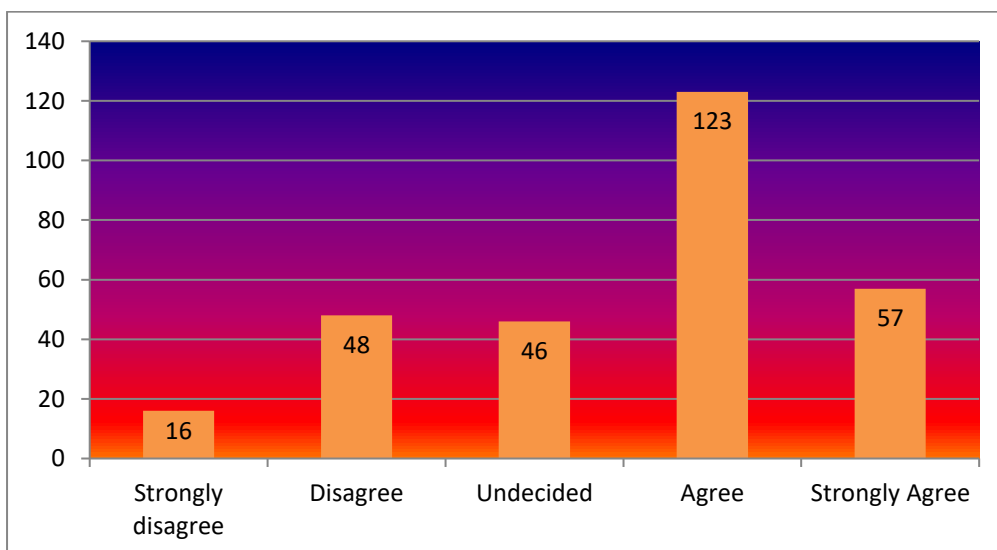Fig 4.2.8 *Impact of parents' illiteracy on students' poor performance*.



Table 4.2.9: *Impact of financial burden on students' dropout*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 30 | 10.3 |
| Disagree | 42 | 14.5 |
| (Strongly disagree + disagree) | (72) | (24.8) |
| Undecided | 29 | 10.0 |
| Agree | 119 | 41.0 |
| Strongly Agree | 70 | 24.1 |
| (Strongly Agree + Agree) | (189) | (65.1) |
| Total          = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

Table 4.2.9 indicated that 65.1% respondents were agree and strongly agree with the statement that heavy family burden causes students' dropout while 24.8% opposed it. Only 10% showed their neutrality. These results are reflected in Figure 4.2.9.

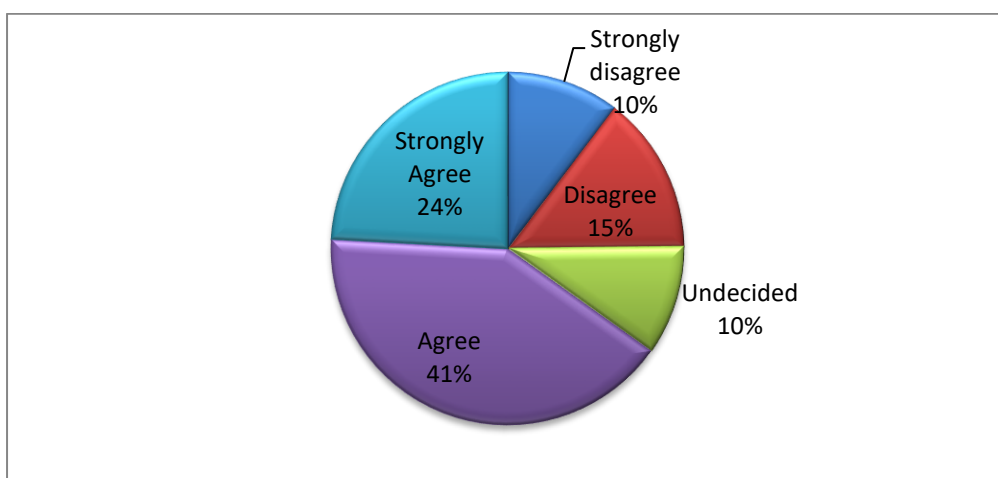Fig 4.2.9 *Impact of financial burden on dropout of students*



Table 4.2.10    *Heavy class workload vs. students' dropout.*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 22 | 7.6 |
| Disagree | 38 | 13.1 |
| (Strongly disagree + disagree) | (60) | (20.7) |
| Undecided | 47 | 16.2 |
| Agree | 117 | 40.3 |
| Strongly Agree | 66 | 22.8 |
| (Strongly Agree + Agree) | (183) | (63.1) |
| Total          = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.10 shows that 63.1% respondents agree and strongly agree with the statement and heavy class workload keep away the students from learning while 20.7% respondents show agree and strongly agree with it. 40.3% expressed their neutrality. These results are reflected in Figure 4.2.10.

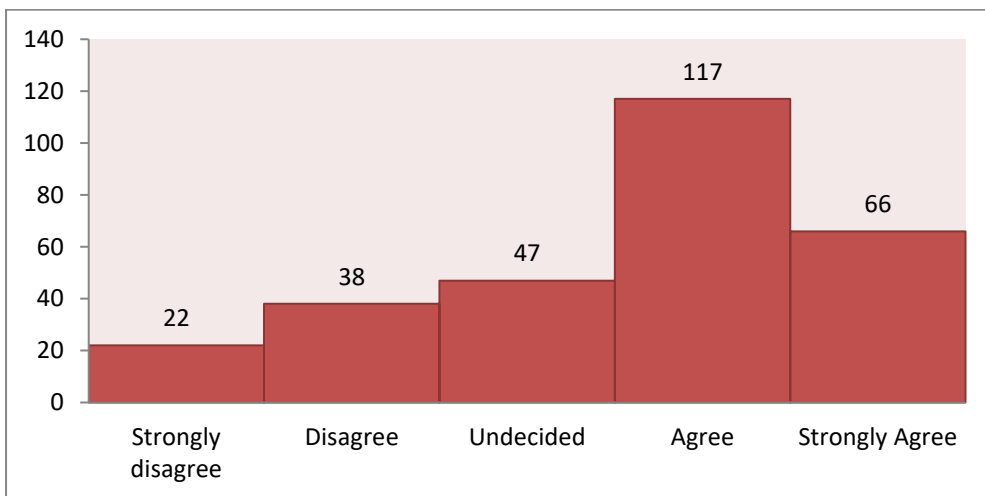Fig 4.2.10: *Impact of heavy class workload causes students' dropout*



Table 4.2.11 *Corporal punishment causing students' dropout*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 17 | 5.9 |
| Disagree | 27 | 9.3 |
| (Strongly disagree + disagree) | (44) | (15.2) |
| Undecided | 63 | 21.7 |
| Agree | 104 | 35.9 |
| Strongly Agree | 79 | 27.2 |
| (Strongly Agree + Agree) | (183) | (63.1) |
| Total | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.11 shows that 63.1% respondents were agree and strongly agree with the statement that corporal punishment forced the students to quit their learning while 15.2% were disagree and strongly opposed this statement. However, 35.9% respondents showed neutrality. These results also shown in Figure 4.2.11.

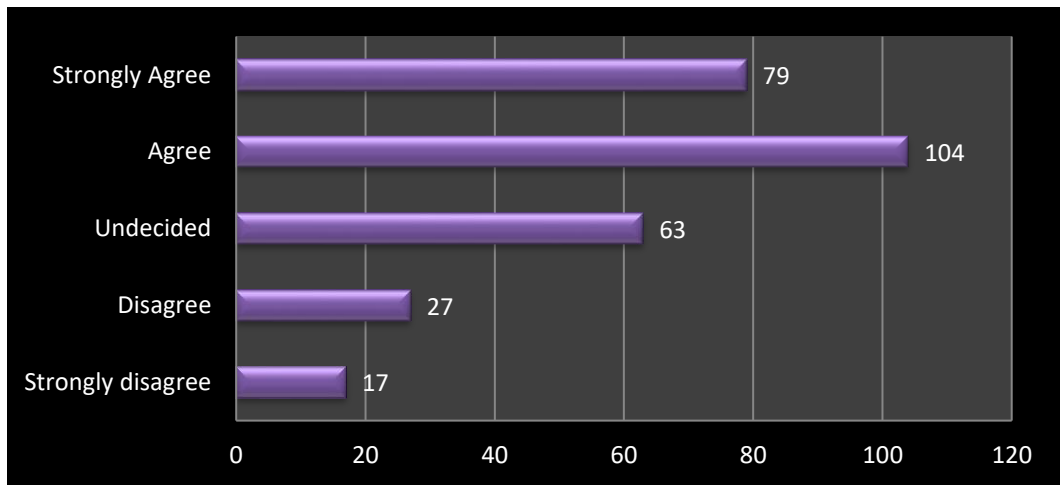Fig.4.2.11 *Corporal punishment causes students' dropout*



Table 4.2.12 *Impact of teacher's non-supportive heavier on students' dropout.*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 19 | 6.6 |
| Disagree | 23 | 7.9 |
| (Strongly disagree + disagree) | (42) | (14.5) |
| Undecided | 61 | 21.0 |
| Agree | 108 | 37.2 |
| Strongly Agree | 79 | 27.2 |
| (Strongly Agree + Agree) | (187) | (64.4) |
| Total　　=　 | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.12 shows that 64.4% respondents were consented to the statement that non-cooperative and non-supportive behavior of teachers force the students to leave their education incomplete while 14.5% respondents opposed it. However, 21% respondents did not comment on it. The same results are reflected in

Fig 4.2.12. *Impact of teacher's non-supportive heavier on students' dropout.*



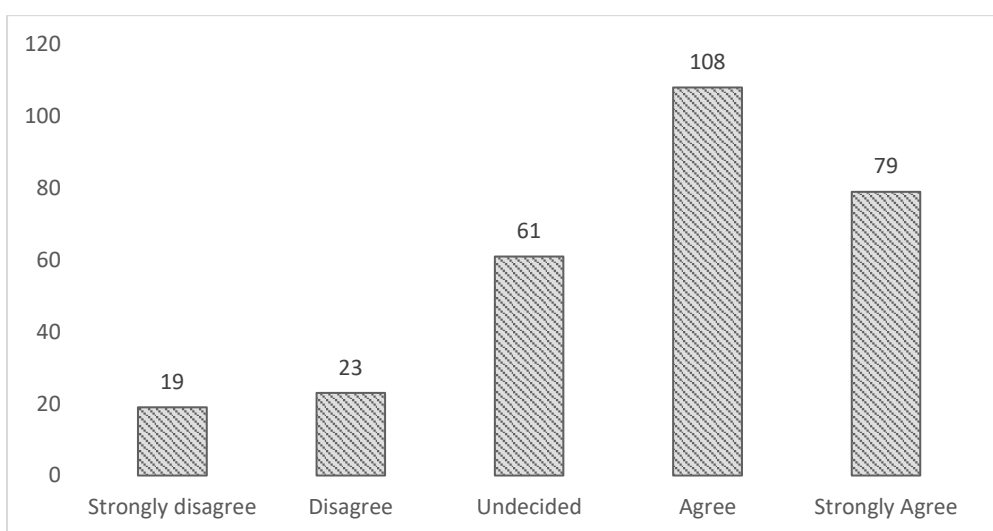Table 4.2.13 *Large class size forces the students to leave the school*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 35 | 12.1 |
| Disagree | 42 | 14.5 |
| (Strongly disagree + disagree) | (77) | (26.6) |
| Undecided | 68 | 23.4 |
| Agree | 72 | 24.8 |
| Strongly Agree | 73 | 25.2 |
| (Strongly Agree + Agree) | (145) | (50) |
| Total          = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.13 indicates that 50% respondents strongly disagree and disagree with the statement that large classes and high density make the students disturbed and forced them to leave education. About 26% respondents were agree with this statement while 23.4% did not give any opinion about it. This was highlighted in Figure 4.2.13.

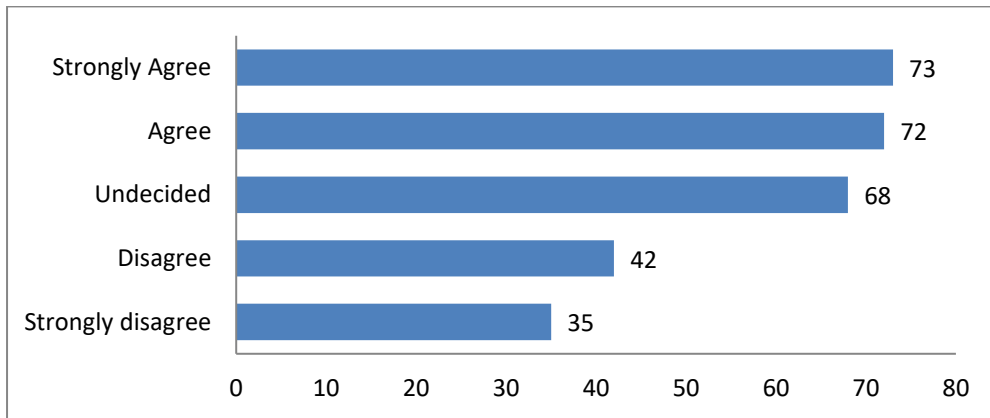Fig 4.2.13 *Large class size forces the students to leave the school*



Table 4.2.14 Impact *of teacher's harsh attitude on students' dropout.*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 26 | 9.0 |
| Disagree | 41 | 14.1 |
| (Strongly disagree + disagree) | (67) | (23.1) |
| Undecided | 62 | 21.4 |
| Agree | 117 | 40.3 |
| Strongly Agree | 44 | 15.2 |
| (Strongly Agree + Agree) | (161) | (55.5) |
| Total          = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

The data in table 4.2.13 shows that 55.5% respondents were agree and strongly agree with the statement that harsh attitude of the teachers keep away the students from their learning. However, 23.1% opposed this contention while 21.4% did not comment on this issue and concealed their opinion. The same results are elucidated in Figure 4.2.14.

Fig 4.2.14. *Impact of teacher's harsh attitude on students' dropout*
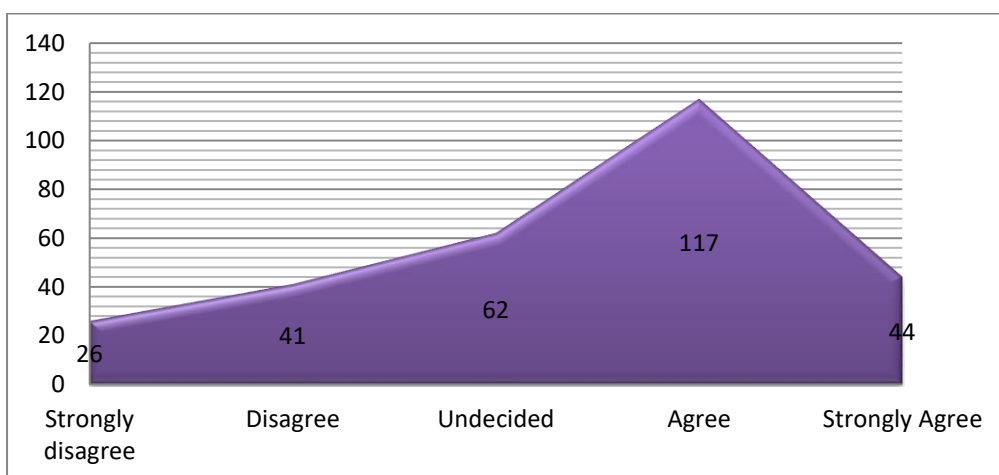


Table 4.2.15 Impact of family financial crisis on students' dropout

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 30 | 10.3 |
| Disagree | 35 | 12.1 |
| (Strongly disagree + disagree) | (65) | (22.4) |
| Undecided | 60 | 20.7 |
| Agree | 105 | 36.2 |
| Strongly Agree | 60 | 20.7 |
| (Strongly Agree + Agree) | (165) | (56.9) |
| Total        = | 290 | 100.0 |

*\*Brackets indicate subtotal of same categories*

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Table 4.2.15 reveals that 56.9% respondents accepted this statement that family crisis force the students to leave their education incomplete while 22.4% did not agree with and 20.7% did not give their view on this issue. These results also show in Figure 4.2.15

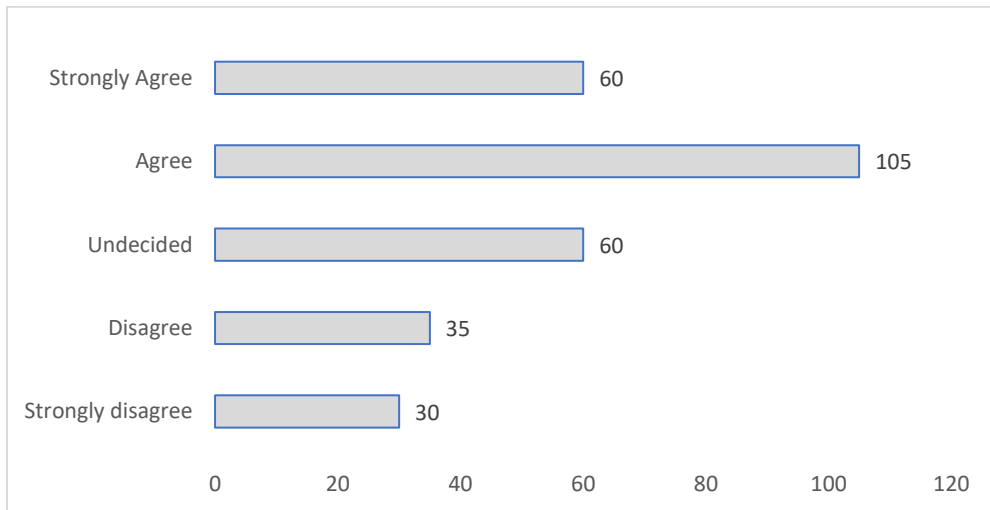Fig 4.2.15   Impact of family financial crisis on students' dropout



Table 4.2.16 *Poor health of students is the main cause of their dropout*

| Respondents' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 21 | 7.2 |
| Disagree | 28 | 9.7 |
| (Strongly disagree + disagree) | (49) | (16.9) |
| Undecided | 55 | 19.0 |
| Agree | 113 | 39.0 |
| Strongly Agree | 73 | 25.2 |
| (Strongly Agree + Agree) | (186) | (64.2) |
| Total                = | 290 | 100.0 |

*Brackets indicate subtotal of same categories*

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Table 4.2.16 shows that 64.2% respondents accepted the statement that poor health of the students is one of main causes of his dropouts from school. However, 16.9% opposed this contention while 19% respondents declared their neutrality. These results are also reflected in Tale 4.2.17

Table 4.2.17 *Impact of long distance on students' dropout.*

| Response of respondents | Frequency | Percent |
|---|---|---|
| Strongly disagree | 21 | 7.2 |
| Disagree | 31 | 10.7 |
| (Strongly disagree + disagree) | (52) | (17.9) |
| Undecided | 69 | 23.8 |
| Agree | 101 | 34.8 |
| Strongly Agree | 68 | 23.4 |
| (Strongly Agree + Agree) | (169) | (58.2) |
| Total          = | 290 | 100.0 |

*\*Brackets indicate subtotal of same categories*

The results in table 4.2.17 shows that 58,2% respondents were agreeing with the statement and long distance from schools also take the students away from their education and quit their learning in the mid-of their study. However,17.9% opposed it while 23.8% did not give any opinion about it. It is also reflected in Figure 4.2. 17.

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Fig 4.2.17 *Impact of long distance on students' dropout.*
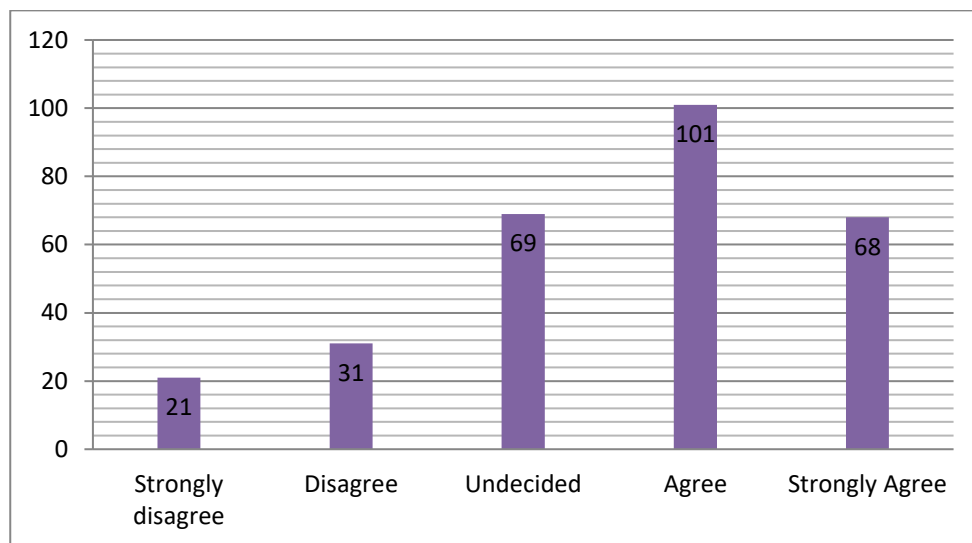


Table 4.2.18 Impact of better instruction on students' learning.

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 17 | 5.9 |
| Disagree | 31 | 10.7 |
| (Strongly disagree + disagree) | (48) | (16.6) |
| Undecided | 55 | 19.0 |
| Agree | 107 | 36.9 |
| Strongly Agree | 80 | 27.6 |
| (Strongly Agree + Agree) | (187) | (64.5) |
| Total          = | 290 | 100.0 |

*\*Brackets indicate subtotal of same categories*

Table 4.2.18 shows that about 64.5% respondents were agreeing and strongly agree with the statement that quality of education reduces dropout and motivate students to continue their education. However, 16.6% opposed this

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contention while 18% shows their neutrality. The same results are shown in Figure 4.2.18 for clarity of issue. This fact is also highlighted in Figure 4.2.18.

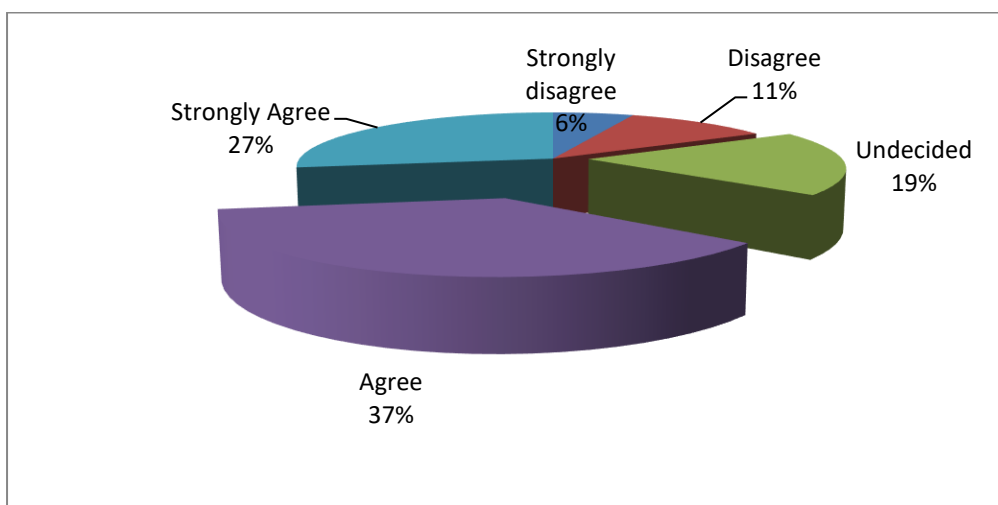Fig 4.2.18 *Impact of quality of education on students' learning process*



Table 4.2.19 *Lack of Extracurricular activities is also cause students' dropout*

| Participants' response | Frequency | Percent |
|---|---|---|
| Strongly disagree | 12 | 4.1 |
| Disagree | 23 | 7.9 |
| (Strongly disagree + disagree) | (35) | (12) |
| Undecided | 47 | 16.2 |
| Agree | 111 | 38.3 |
| Strongly Agree | 97 | 33.4 |
| (Strongly Agree + Agree) | (208) | (71.7) |
| Total        = | 290 | 100.0 |

*\*Brackets indicate subtotal of same categories*

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Extracurricular activities assumed to be very important and this is reason that 71.7% respondents supported it and only 12% opposed it about 16% respondents did not express their views about it. It is further illustrated in Figure 4.2.19

Fig 4.2.19 *Lack of Extracurricular activities is also cause students' dropout*
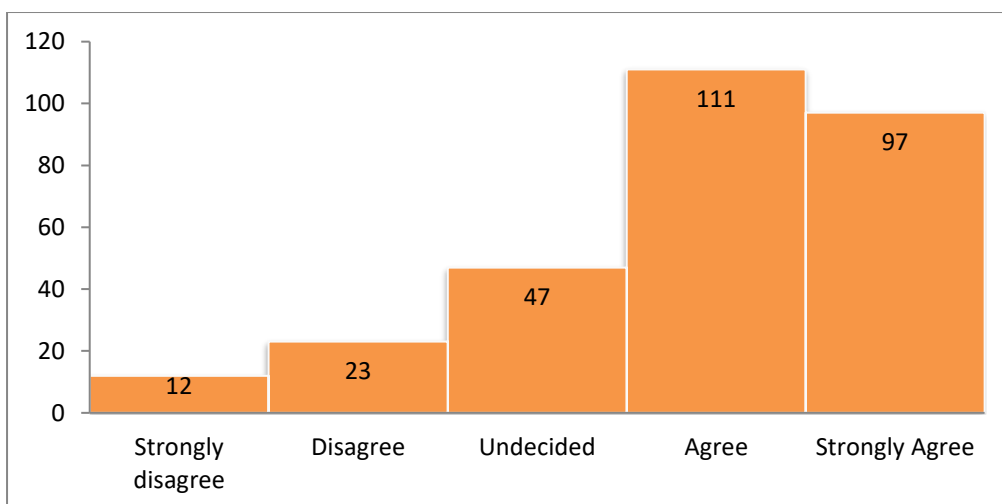


## Discussion of results:

Total 290 teachers were included into sample of study, which was conducted in district Khanewal. Among them 200 were male and 90 were female teachers. The male teachers were about 69% and female teachers were 31%. 130 teachers belonged to rural areas while 160 teachers hailed from urban areas. The ratio of urban and rural areas was 55% and 45% respectively. The age of majority of teachers was between 36 to 45 years. During the study no significant difference was found in the perception of male and female teachers regarding the students' dropout at primary level as the t *value is* (288) =-1.038 and P-value is p=.300>0.05. It was also found that there was no

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significant difference in the perception of teachers regarding students' dropout on the basis of residential area: rural and urban level as the t value is (288) =1.468, and p value is =.760>0.05. It was found that there was no significant difference in teachers' perception related to students' dropout at four levels of ages at primary level, as t value is (4, 285) = .957, p=.432>0.05, It was noted from analysis that physical factor (*M*=4.63, *SD*=0.402) is one of the most adverse factors in the respect of students' dropout at primary level, followed by social factor (*M*=4.02, *SD*=0.432) and school factor (*M*=3.98, *SD*=0.562). Poor health is the least contributing factor (*M*=3.34, *SD*=0.578) followed by family factor (*M*=3.74, *SD*=0.543).

## 5. Findings of study:

The results discussed above highlighted major causes of the drop out of the students from school. These causes include harsh and non-supportive attitude of teachers, students' bad society, absence from class, lack of required facilities including pick and drop facility. The most important is the location of school at long distance and teachers' corporal punishment to the students. Although the government has prohibited physical punishment in public schools and introduced "love, not punishment" as strategy of teaching. But even then, some teachers are habitual to punish the students for minor mistakes. Lack of extracurricular activities at schools is also one of major cause. The administration of schools should arrange extracurricular activities of students' interest in order to create attachment of the students with schools and their teachers.The results also reveal that the parents of the students studying at public schools do not take due interest in the study of their children. They do neither visit the schools nor maintain contact with their teachers in order to know

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about the performance of their children. Similarly, the administration of public school does not summon the parents to inform them of the poor performance of their children. In this way, the lack of coordination between parents and teachers as well as administration of school accelerate the drop out ratio of the students from primary schools.

## 6. Conclusions and policy implications:

The study found that male and female teachers had the same perceptions about the reasons behind the high dropout rate of students at the primary level. It was also observed that there was no significant difference in the perceptions of rural and urban teachers regarding students' dropout. The most crucial factor was the physical factor, including corporal punishment and excessive physical work. The majority of respondents believed that difficulty in learning was the reason for students' dropout, indicating that there is a need to review the teaching methodologies and learning materials in public schools. Bad company, poor attendance, and lack of proper facilities were also identified as causes of students' dropout.

The policy implications of this study suggest that policymakers and administrators of public schools need to address the lecture delivery methods of teachers and the quality of learning materials. Teachers' behavior towards students should also be monitored, and they should be encouraged to create a supportive and positive learning environment. The school administration should work to motivate parents to send their children to school, even if they have failed in tests or exams. The findings also suggest that it is crucial to address the physical factors that contribute to the dropout rate of students, such as corporal punishment and excessive physical work. This study provides

valuable insights into the factors that contribute to the high dropout rate of students at the primary level and provides policy implications to address this issue.

The study makes a significant contribution to the literature by shedding light on the various factors that lead to a high dropout rate among primary school students in Pakistan. The findings of the study suggest that poor parent-teacher interaction, harsh and uncooperative behavior of teachers, and lack of necessary learning facilities are the major causes of students quitting their education in the middle of the primary level. These insights are valuable for policymakers, school administrations, teachers, and parents, as they provide guidelines for effectively controlling the high dropout rate among students. The study recommends that school administrators should arrange transportation facilities for students who live far from school and ensure that teachers do not use corporal punishment, which can frighten students and cause them to show disinterest in continuing their education. Additionally, teachers have a great responsibility to motivate and groom students, and create a desire among them to take a keen interest in learning. Overall, this study highlights the importance of addressing the various factors that contribute to the high dropout rate among primary school students, and provides practical recommendations for improving the educational outcomes of these students.

## Data Statement:

The data that supports the findings of this study will be available on strong request by first author.

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## Disclosure of Interests:

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