

The Causes of Dropout of Students at Primary School Level

Muhammad Akram Shah^{1*}, Zartasha Kamal², Marrium Hussain³, Kashif Iqbal⁴, Laraib Kainat², and Amna Ayoub²

¹Department of Education, TIMES Institute, Multan, Pakistan.

²School Education Department, Punjab, Pakistan.

³Department of Education, The Women University, Multan, Pakistan.

⁴Institute of Southern Punjab (ISP)-Multan, Pakistan.

*Corresponding Author: Muhammad Akram Shah. Email: akramshah23@yahoo.com.

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Abstract: Education is an important component of any civilization, and children are viewed as the human resource of the future. The level of human capital that a country creates has a direct impact on the rate and nature of its development. This calls for both high-quality education and broad access to it. Without access to outstanding education, it is impossible to produce useful individuals for the country's continued progress. Since education is a social process that enables people to live in a society with respect and dignity, it is important for the economic and social development of nations. Dropout rate at the primary level is a serious problem by which all people of the world are being affected. The causes, consequences, and potential remedies for dropout at the primary level are discussed in this article. Investigating the causes of students' dropout at the primary level is the main purpose of the study. Researchers investigated how dropout rates were affected by socioeconomic difficulties, less parental association, poor infrastructure, physical obstacles, health-related issues, cultural changes, and other factors. This descriptive research was based on a survey of opinions of parents of respective students and primary school teachers of concerned public schools of district Kot Addu. A questionnaire comprising statements like financial crisis, corporal punishment, child labor, lack of facilities, psychological and health-related issues, shifting /migration of parents, unemployment rate, lack of interest and motivation, delinquency, lack of financial support, etc. was developed to know the causes of dropout at primary level. It is concluded that people can boost educational equity, reduce disparity, and support suitable progress by putting by their targeted involvements and legislation. Students of primary level are unable to participate in any kind of economic activity but they are dropping out ceaselessly.

Keywords: Dropout; Primary Schools; Employment; Corporal Punishment, Health-Related Issues.

1. Introduction

Primary education plays a crucial role as it promotes students' holistic development i.e. mental, emotional, social, and physical growth. The whole educational system is based upon it. Both developed and developing countries know that it is necessary to provide the young generation with free and mandatory education. It is considered a fundamental right that all people are entitled to get an education. The primary years of a child's education are the most vital and significant ones. (Government of Pakistan, Economic Survey, 2017).

According to Pakistan's National Education Policy (2009), every child has the legal right to get free education at the primary level without any discrimination. The government of Pakistan is taking an interest to develop industries and making the people get an education to reduce poverty and improve the people's

economic condition. Different educational plans have been developed to promote to make a knowledge-based society.

Every child between the ages of 5 and 9 will complete the primary education cycle, under the National Education Policy (1998–2010). Despite these efforts, the realization of Universal Primary Education (UPE) is still only a pipe dream. Several policies and action plans have been created to address this issue. However, problems including low literacy rates, high dropout rates, a lack of basic education, low participation rates for girls, and inadequate financial and educational resources make it difficult to achieve universal primary education. There were 17.9 million children in the primary age group (5–9); by 2007, that number was projected to increase to 19.6 million. In the last year of the plan, it is projected to fall to 17.5 million, then stabilize for a few years (Ministry of Education, 2003).

In Pakistan, the quality of education is not satisfactory at any level, particularly at the primary level, which leads to a high dropout rate). This is true for all levels of education in general and at the primary level in particular. According to Bhatti et al., (2011), high dropout rates are mostly caused by students' poor health and malnutrition. Gil, Antelm-Lanzat, Cacheiro, and Eufasio Pérez-Navo (2018) studied the reasons why students leave school from the perspective of trainers, including those who teach in the classroom and those who supervise administrative duties. This research shows concerns about the factors that are most likely to predict school failure from the perspective of the teachers the lack of commitment on the part of the students, the teaching staff, and the parents of the students.

According to De Witte et al. (2013), Estevao&Alvares (2014), and Attaullah (2000), dropping out of school refers to the decision to cease attending without finishing the necessary educational course or acquiring a certificate or certification. Farooqui, Z . (2022) describes that some individuals might disagree; it is a common belief that a youngster should complete their education in order to find a good career and become financially independent. But the persistently high unemployment rate has altered people's perspectives, particularly those of the working-class poor. They no longer believe their kids will find employment, even after they finish their studies. Therefore, they want dropouts for their children so that they may work another job, maintain the family, and make money for it.

In Pakistan, the overall dropout rate in the academic year 2001–2002 was 43% for both boys and girls. It decreased to 31.3% in 2005–06, but it increased once again to 41% in 2007–08 (Ministry of Education, 2009). The average number of children aged 10 and older who attend school is 57%, with 69% of male students and 44% of female students, according to data from the Federal Bureau of Statistics from 2006. A few of the factors that contribute to the high dropout rates include families' poor financial situations, parental attitudes towards their children's education, parental ignorance, sick children, unattractive school environments, poor teaching quality, and irrelevant curriculum (Ministry of Education, 1992).

Pakistan's literacy rate has been rising at a 1% yearly pace. Over the past few decades, the literacy rate has grown, however, the growth pace is still very slow. Pakistan's literacy rate rose from 43.9% in the 1998 Pakistan Population Census (with 32% of females and 54.8% of males) to 55% in the 2007 Pakistan Standard and Social Measurement Survey (with 42% of females and 67% of males). (GoP, NEMIS, 2014: AlifAilaan, 2014) According to The study's findings dropout rates are higher for females than for boys and are influenced by several community issues.

Numerous factors, which differ from province to province and district to district, contribute to dropout rates. According to the study, the majority of respondents (83% & 82%) believed that the nation's underdeveloped economy, low per capita income, subpar health care, and malnutrition were key contributors to the high rate of primary school dropout. These results support those of education managers, focus groups, and studies by Bhatti et al. (2011), Rumberge (2001), Shami & Hussain (2005), and Estevao & Alvares (2014). In Pakistan, the overall dropout rate from grade I to V is 31.3%, with male students making up 40.2% and female students making up 19.2%.

Around the world, both wealthy and developing nations are very concerned about high dropout rates. The possible implications on their nations are very concerning to both governments and society. It is generally accepted that to achieve or maintain growth and prosperity, a population must be educated. When a substantial portion of the population is either illiterate or has inadequate credentials, the effective running of the state is affected. The dropout problem has historical origins and is not only a present-day problem; if left unaddressed, it will continue to pose a serious threat to future generations. pose a serious threat to future generations. A significant proportion of young people who are not in school or working pose a

danger to the socioeconomic stability of a nation. In order to adequately solve the problem, it is crucial to first characterise it and understand its intricacies.

1.1. Rationale of the study

According to a study of the literature, a significant policy issue that has to be resolved right away in order to meet the goal of universal primary education is the high dropout rate in general and in especially at the primary level.

To find out what causes poor engagement, low retention, and high dropout rates at the primary level, comprehensive research was urgently required. For policymakers, planners, education managers, head teachers, and teachers to have a meaningful conversation and find a solution to this issue, it is also necessary to view this crucial policy. High dropout rates among schoolchildren between the ages of 5 and 16 present a significant issue, thus it was necessary to undertake an encompassing study to examine the factors that contributed to this state of affairs and to develop corrective strategies based on the available data.

1.2. Objectives of the study

The objectives of the study were to:

1. Know the causes of dropout at Primary level.
2. Examine the primary causes of the high dropout rate.
3. Make recommendations to reduce the dropout rate.

1.3. Significance of the study

The policymakers, education managers, heads, and teachers may make well-informed decisions on the basis of the study's findings to enhance the provision of high-quality education within the context of the Constitutional requirements and international commitment. They will be able to know how things are going in the designated intervention area. As a result, the study's conclusions would assist all parties in making workable decisions at the federal, provincial, regional, and local levels.

2. Methodology

The research was descriptive and of the survey type. The following research methodology was adopted:

2.1. Population

All of the primary school teachers and parents of primary schools were taken as a population of study.

2.2. Sample

A representative sample was chosen using a random sampling procedure so that the findings could be generalized. The sample comprised 30 parents of respective students, 15 male and 15 female primary school teachers of concerned public schools of district Kot Addu were the sample of study.

2.3 Research Instruments

Two questionnaires based on a Likert scale were developed to get the opinions of respondents.

2.4. Pilot testing of equipment for research

In five schools of Kot Addu city, the instruments underwent pilot testing. The required adjustments were made to the study questionnaires in response to the input we got after the pilot testing. In an effort to collect pertinent data from the respondents, thorough instruments were designed.

3. Data Collection and Analysis

Researcher and his colleagues visited selected public schools of district Kot Addu to float questionnaires to collect data. Data were collected, tabulated and analyzed to achieve the objectives of the study.

4. Findings of the Study

The findings of the study are given as under:

- 75% of respondents agreed that the financial crisis was to blame for dropout rate. However, 22% of respondents opposed it, and 3% were unsure.
- Corporal punishment is another cause of dropout, 71% of respondents agreed, 10% strongly disagreed, and 19% disagreed completely.
- 76% of students believed that child labor was another factor for dropouts while 24% disagreed.
- Another cause of dropout is lack of facilities, 83% of respondents strongly agreed, and but 17% of respondents disagreed.

- 80% of students believed that due to poor relationships with teachers contributed to student dropout while the remaining 20% disagreed.
- 79 respondents were in favor of the lack of interest of students in the school while 11% were uncertain and 10% were not agreed.
- 70% of respondents favored that psychological effects were causes of dropout of students. However, 20% were uncertain while 10% disagreed.
- 67% of respondents agreed that health problems of students are another major reason for dropouts while 33% of respondents were not agreed.
- About 65% of participants agreed that parents send their children to reading Quran classes while the remaining 35% disagreed that this causes dropout.
- Migration of parents is another common cause of students' dropout, 78% of respondents agreed, 12% disagreed, and 10% were unsure.

5. Conclusions

The causes of primary school dropout must be determined before developing a preventative plan. The purpose of the study was to identify the causes that affect primary school students' decisions to drop out of school, including those that are rooted in the community, school, parents, and students. It was formerly widely believed that teachers were one of the key lawbreakers behind student dropouts. Punjab, the most populated and developed province in the country, might be more helpful in comprehending the phenomenon in relation to the entire country. Primary school teachers tend to have comparable viewpoints on the causes of early abandonment of study by students. According to respondents, the parent and student variables have a substantial role in the decision to drop out. The primary academic and familial causes of dropout are financial crisis, Corporal punishment, child labor, lack of facilities, poor relationships of teachers with students, lack of interest of students, health problems of students, reading Quran classes and migration of parents. Less frequent causes for dropping out of school include pupils' psychological problems and physical characteristics, inadequate facilities, a poor relationship with instructors, a lack of passion for studying, and large class numbers. It has been shown that personal and educational traits are the main factors that influence the phenomenon of dropping out. Male and female students drop out of school for basically the same reasons, according to the respondents' shared thoughts on the issue. This is true of Pakistan schools' perspectives.

6. Recommendations

Policies must involve students' parents in order to be effective, rather than just students. Parent engagement tactics appear to be essential given that parental involvement in their children's academic success has been shown to be significantly crucial. Finally, it is recommended that teachers get direction, care, and support in addition to clear, long-term professional development initiatives for teachers.

7. Suggestion for Further Research Studies

The studies can be helpful for further research by using some suggestions.

Government should take some steps for the improvement of the educational system in Pakistan. They should be focusing on more pages for searching the reasons for the dropout of students at the primary level.

In the present study, data were collected from primary schools in tehsil Kot Addu. Further researchers should collect data from higher secondary schools to know the reasons for the dropout of students.

Further research should be qualitative as well as quantitative. To investigate the causes of student abandonment.

In the present research, the tool questionnaire was used to collect data. Further research should be observational, interviews and case studies to know the reasons for the dropout of students from schools.

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