

Socio-Economic Factors Influencing Students' Drop Out At Primary Level: A Case Study of Working Folks Grammar Schools District Haripur

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Abstract

The purpose of current study was to investigate Socio-Economic Factors Influencing Students Drop Out At primary level. The data are taken from working folks grammar schools of District Haripur. Keeping in view the importance of primary education for national and human resource development, Pakistan in all its educational policies and plans has laid great emphasis upon the promotion and universalization of primary education. However it has partial success in achieving this goal till today. It was found that family affairs, conflict between mother and father, inferiority complex due to social reasons, bad company of the students in the society, poverty of parents and the thinking part of students are the major reasons contributing to student's dropout. In addition to these, the conservativeness of the society, lack of comparable rights to students, low rate of literacy, unequal partition of knowledge, eco-financial desires of family and lack of job opportunities also contribute to student's dropout. These conclusions are aligned with past studies on similar subject such as Ghafoor and Baloch (1990) and Joubish & Khurram (2011).

Key Words: Dropouts, Socio-Economic, Education, Pakistan

1. Introduction

“Dropout is one of the significant feature of Pakistan’s educational system at all the levels, which relatively prevails more at primary level, thereby; results in considerable wastage of prospective human resources. It is a big social problem that leaves long lasting effects, not only on the life of the individuals but on the society as a whole as well. A large number of students dropped from schools due to multifaceted reasons. According to Ghafoor and Baloch (1990), poverty is the main problem, which does not permit children of poor families either to join or continue their education. Joubish & Khurram (2011) put forward that illiteracy, poverty, low level of motivation, lack of understanding, child labor, corporal punishment, teacher behavior and the school environment are the factors which contribute to dropout at primary level.

One of the factors that adds to the drop out of students at primary level is work burden, the children are sharing with their parents at home (Malik, 2002)

Platero *et al.*, (1986) reported that the main cause of dropout was traveling long distances to get to school. Deyhle (1989) stated that teachers did not care about the students or help them in school which cause high dropout ratio. He suggested that teachers also need to use interactive teaching strategies to develop positive relationships with their students. Studies of Coburn and Nelson (1989) argued that the problem of dropout could be overcome with supportive teachers.

The reasons for Pakistan’s low educational status are varied but one important factor is that Pakistan’s educational system has been highly fragmented and segmented due to multiple boards, education systems and governing policies (Ishrat Hussain, 2005). Holmes (2003) investigated the factors helping students in completing their primary level school. She found that female receive less education than males”.

According to Kamal, (2002) there are more than 50% of our children of school going age enrolled for getting primary education but the children at this stage before they complete two or three years of schooling. He states that this dropping out sometimes is about 75% in certain areas. Again the situation of dropout is the worse in the rural areas in the country.

Rumberge, (2001) says that dropout in one way or another relates to high unemployment, inadequate income of the parents and poor health outcomes in addition to haunting poverty. It has also been pointed by

Horn. L, (1992) that the children dropped out of school is needed by their parents for certain domestic responsibilities i.e. for the look after of other siblings, sharing household works and farming.

Nidhi *et al.*(2007) identified positive correlation between financial & educational status of parents and dropout rate in rural areas, whereas gender discrimination was pointed as cause of girl's school dropout. According to Shahid (2010) students' difficulty in learning, lack of interest in school, lack of interest in studies, class repetition and low socio-economic status of parents are the major causes of dropout.

Attaullah (2000) identified health problems & family diseases, domestic work, poverty, rough climate, parental indifference, transportation and irregular attendance as the major contributing factors to school dropout.

Kimaro (1981), suggests that families have a great role in ensuring that school attendance is maintained. He maintains that the schools and families must create a better learning environment and make sure that children go to school on time and remain there.

Although a number of research studies endorse significance of family in dropout, yet scarce work is available on the children of industrial workers in presence of governments subsidized education system. Therefore the current research study endeavors to understand the factors of dropout in industrial workers children concentrated in District Haripur Khyber Pakhtunkhwa".

2. Objectives of the Study

1. To investigate the socio economic causes of dropout at primary level.
2. To obtain the perceptions of the teachers regarding the dropout at primary level.

Research Question(s)

1. What are the causes of high dropout rate of students at primary level?
2. What are the possible remedies to ensure the continuation of education?

3. Significance of The Study

"Empirically this study may be significant because such extreme cases had not been studied in earlier literature. Theoretically, it may be

		SDA		DA		U		A		SA		Total	χ^2	P-Value		
		M	F	M	F	M	F	M	F	M	F					
1	Low rate of Literacy													50	12.806	.012
	Male	7	12	4	15	12	7	12	4	15	12					
	Female	4	1	7	21	17	4	1	7	21	17					
2	Unequal partition of knowledge													50	5.449	.244
	Male	7	5	6	23	9	7	5	6	23	9					
	Female	3	9	5	29	4	3	9	5	29	4					
3	Eco-financial desires of family													50	10.075	.039
	Male	8	9	5	10	18	8	9	5	10	18					
	Female	4	6	6	24	10	4	6	6	24	10					

contributed to some new insights to the available literature on dropout and enrollment of students in Pakistan.

Convenience sampling technique has been used. Fifty male and fifty female (100) teachers teaching at Primary level in all the Four Working folks Grammar schools District Haripur have been included. The study was delimited to only Haripur District. It was further delimited to only working folks Grammar schools Haripur and the teachers teaching in these schools. A questionnaire was used for the collection of the data, in addition to discussion and participant observation".

4. Data Analysis:

Table 01: Economic Factors

4 Job opportunities in future	Male	5	6	3	18	18	5	6	3	18	18	50	11.173	.025
	Female	9	16	8	10	7	9	16	8	10	7			
			SDA	DA	U	A	SA	Total	χ^2	P-Value				

“The above “table shows that male and female teachers possess the same views about the statement that “Low rate of Literacy” is also a cause of dropout of students. It also depicts that the calculated value of χ^2 was found to be 12.806 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. They both agreed with the statement that “Unequal partition of knowledge” is a social cause of dropout of students. It also depicts that the calculated value of χ^2 was found to be 5.449 which is statistically non-significant because it is less than the table value of χ^2 at 0.05 level. The “Eco-financial desires of family” is also a Financial/Economical cause of drop out of students. It also depicts that the calculated value of χ^2 was found to be 10.075 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. Furthermore “Job opportunities in future” is not a Financial/Economical cause of drop out of students. It also clearly shows that the calculated value of χ^2 was found to be 12.420 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level”.

Table No2: Personal Factors

		M	F	M	F	M	F	M	F	M	F				
1	Lack of convenient guidance	Male	11	12	5	17	5	11	12	5	17	5	50	12.420	.014
		Female	15	19	6	3	7	15	19	6	3	7			
2	Illiterate Parents	Male	11	5	8	21	5	11	5	8	21	5	50	9.987	.041
		Female	3	9	5	20	13	3	9	5	20	13			
3	Multi Children Case And More Expenses	Male	16	10	8	7	9	16	10	8	7	9	50	10.446	.034
		Female	7	10	4	19	10	7	10	4	19	10			
4	Sloppy Nature of Parents	Male	4	4	3	21	18	4	4	3	21	18	50	16.182	.003
		Female	7	15	8	13	7	7	15	8	13	7			
5	Family Affairs (enmity)	Male	11	9	5	17	8	11	9	5	17	8	50	12.282	.015
		Female	1	14	8	13	14	1	14	8	13	14			

“Table 2 depicts that both male and female teachers possess the same views about the statement. “They both agreed to the statement that “lack of convenient guidance is also a cause of drop out of students. It also shows that the calculated value of χ^2 was found to be 12.420 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level.

It also depicts that both male and female teachers possess the same views about the statement. They both agreed to the statement that “Illiterate of parents” is also a Social-Economical cause of drop out of students. It also shows that the calculated value of χ^2 was found to be 9.987 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level.

The male and female teachers both agreed with the statement that “multi children case and more expenses” is also a Financial/Economical cause of drop out of students. It also shows that the calculated value of χ^2 was found to be 10.446 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level.

They agreed to the statement that “Sloppy nature of parents” is also a social cause of drop out of students. It also shows that the calculated value of χ^2 was found to be 16.182 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level.

They agreed to the statement that “Family Affairs (enmity)” is also a social cause of drop out of students. It also depicts that the calculated value of χ^2 was found to be 12.282 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level”.

S.N	Variables		SDA		DA		U		A		SA		Total	χ^2	P-Value
			M	F	M	F	M	F	M	F	M	F			
1	Conflict between Teachers and Parents(Locally)	Male	6	8	4	6	26	6	8	4	6	26	50	17.539	.002
		Female	4	7	7	22	10	4	7	7	22	10			
2	Inferiority complex due social reason	Male	9	8	4	20	9	9	8	4	20	9	50	12.134	.016
		Female	12	12	7	5	14	12	12	7	5	14			
3	Parents social inferiority leads to drop out	Male	11	19	6	9	5	11	19	6	9	5	50	6.419	.170
		Female	20	9	5	10	6	20	9	5	10	6			
4	Bad Company of friends	Male	10	6	7	20	7	10	6	7	20	7	50	14.991	.005
		Female	5	8	5	9	23	5	8	5	9	23			
5	Intellectual conflict due to social reason	Male	10	5	4	19	12	10	5	4	19	12	50	14.134	.007
		Female	7	10	10	5	18	7	10	10	5	18			

Table No 3: Social Factors

6	Admission in other techniques or sort of school	Male	14	20	6	6	4	14	20	6	6	4	50	6.722	.151
		Female	20	9	5	10	6	20	9	5	10	6			
7	Conservativeness of the society	Male	7	8	4	13	18	7	8	4	13	18	50	11.173	.025
		Female	3	8	6	26	7	3	8	6	26	7			
8	Lack of comparable social rights to students	Male	5	6	3	18	18	5	6	3	18	18	50	15.087	.005
		Female	9	16	8	10	7	9	16	8	10	7			

The “above table shows that both male and female teachers possess the same views about the “statement. They both agreed to the statement that “Conflict between teachers and parents (locally)” is also cause of drop out of students. It also depicts that the calculated value of χ^2 was found to be 17.539 which is statistically significant because it is greater than the table value of χ^2 at 0.05 levels.

The above table illustrates that both male and female teachers possess the same views about the statement. They both agreed to the statement that “Inferiority complex due social discrimination” is also a social reason cause of drop out of students. It also describes that the calculated value of χ^2 was found to be 12.134 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It also shows that both male and female teachers possess the same views about the statement. They both disagreed to the statement that “Parents social inferiority leads to drop out” is also a social reason cause of drop out of students. It also describes that the calculated value of χ^2 was found to be 6.419 which is statistically non-significant because it is less than the table value of χ^2 at 0.05 level.

The table also depicts that both male and female teachers possess the same views about the statement. They both agreed to the statement that “Bad Company of friends” is also a social cause of drop out of students. It also describes that the calculated value of χ^2 was found to be 14.991 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level.

The table demonstrates that both male and female teachers possess the same views about the statement. They both disagreed to the statement that “Admission in other techniques or sort of school.” is also a cause of drop out of students. It also describes that the calculated value of χ^2 was found to be 6.722 which is statistically non-significant because it is less than the table value of χ^2 at 0.05 level. The table also shows that both male and female teachers possess the same views about the statement. They both agreed to the statement that “No provision of change of self-expression” is also a social reason cause of drop out of students. It also describes that the calculated value of χ^2 was found to be 14.134 which is statistically significant because it is greater than the table value of χ^2 at

0.05 level. Furthermore both male and female teachers possess the same views about the statement. They both agreed to the statement that “conservativeness of the humanity” is a social cause of dropout of students. It also indicates that the calculated value of χ^2 was found to be 11.173 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level and Lack of comparable social rights to students” is a social cause of dropout of students. It also indicates that the calculated value of χ^2 was found to be 15.087 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level”.

5. Conclusion

- “Low literacy or the illiteracy of parents in our society, who are not aware about the importance of education, only have the ideas how to earn money and that when their child will be their support, causes the drop out of students .Further more family affairs such as enmity and conflict between mother and father also cause drop.

- Moreover “Inferiority complex due to social reasons” is also a cause of drop out of students. It is a problem of complex situation of social reasons both to parents and students as they belong to low cast and the ultimate result will be the dropout of students. The bad company of the students in the society also leads to such situations.

- The poverty of parents and the thinking part of students in meetings the financial needs of the family is the main course of drop out.

- The conservativeness of the society, lack of comparable rights to students, low rate of literacy, unequal partition of knowledge, Eco-financial desires of family and lack of job opportunities in future are the major causes of dropout at primary level. Both the teachers (male and female) agreed that lack of convenient guidance, illiterate parents, multi children case and more expenses, sloppy nature of parents and different family affairs causes drop out at primary level.

- The conclusions are aligned with other studies on similar subject [Ghafoor and Baloch (1990) & Joubish & Khurram (2011)]”.

6. Recommendations

- Conflicts between parents and teachers is also considered a cause of the drop out so it is suggested that Parents Teachers Association should be made effective and it must held meetings with the illiterate parents to create understanding between teachers and parents and avoid the conflicts between the teachers and the students.
- Government should provide counselling to uneducated parents through seminars and NGOs to give them awareness about importance of education for their children and encourage them to choose better career than their parents.

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