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## CAUSES OF STUDENTS' DROPOUT AT ELEMENTARY LEVEL IN PAKISTAN

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### ABSTRACT:

This study aims to find out the causes of students dropout. According to Kotwal "A dropout is considered, a student who for any reason other than death leaves school before graduation without transferring to another school". Kotwal (2007). The ratio of students' dropout in Pakistan is also increasing day by day, especially at the elementary level in government schools. To collect the data on causes of students' dropout from government elementary schools a questionnaire is developed. The responses of teachers and parents were computed in figures and

further qualitatively analyzed. According to 89% teachers' agreed that death and migration of parents is the major factor affecting the students' dropout from schools, further 80% agreed that lack of parents' interest, 65% agreed on the factor of poverty and 60% of teachers are blaming the governmental educational policies. Further according to 79% of parents' domestic, social crises and bad environment are great causes in students' retention from school. According to 69% of parents, carelessness and lack of awareness in parents are increasing students' retention from school. On the other side, 84% of parents consider that poor academic performance affects students mind and they have to leave school. Further, 75% of parents agreed that social vices: drug abuse, alcoholism, and sex-related cases also affect students' dropout. 61% of parents believed that failure/refusal to live under authority/rules in schools/examination are malpractices effect on students' dropout. According to 88% of parents, lack of government interest and capitalism are also affecting students' dropout. The findings of the study reveal that a lot of factors like financial problems, lack of government interest and fake policies, social factors, poverty, migration and death of parents effecting on the students' dropout from government schools in Pakistan.

## 1. BACKGROUND OF THE STUDY:

Globally, more than a hundred million still do not have any access to schooling, mostly in poor countries. This lack of basic education means that young people have fewer choices and opportunities, thus, making it harder for countries in the developing world or third world countries especially in Africa and in Nigeria in particular, to achieve sustainable development and efforts to tackle poverty and diseases which are associated with the high level of illiteracy in the country. Oladunni(2004) says, "Primary schooling for every child has only been achieved in fifty countries mostly the developed countries of the world. A further fifty-seven countries are currently experiencing several difficulties which are preventing them from meeting the Millennium Development Goals (MDGs) in education". The Millennium Development Goals on education is to ensure that by the year 2015, children every where, boys and girls alike will be able to access quality education. Unfortunately, the rate at which young people drop out of school prematurely is also one of such problems bedevilling the success of the MDGs by the year 2015. Almost all less Developed Countries (LDCs) are concerned about the problem of low school completion rate. This issue is actually generated by many different perspectives but the difficulty from a policy perspective, however, is not uncertainly about the desirability of increasing completion, instead, it is of lack of fundamental information about why students drop out of school.

Despite the several policies today, the dropouts' figures are always dramatic and startling. The percentage of dropout varies from country to country, state to state, and from community to community. The dropouts and the increase in youth involvement in crimes and other forms of violent activities spur out the researcher's interest in this particular area. In different countries today, quite several policies are undertaken by the government and other stakeholders in the educational system at different intervals and other innovations in the system to make educational opportunities affordable, admirable and desirable by all and for all. These efforts over the years look more of theory than practical. Lagan (2007), buttresses this point in his work emphasizing that "school drop out... remain a marked feature of our educational system, especially at our elementary and secondary levels of education". The policy focuses on school completion and dropouts' behaviour. Remarkably little is known about the underlying determinants of school dropout. While completion levels and aggregate on the age-grade distribution of students provide

some overall sense of the dropout situation, they are however insufficient for the investigation of underlying factors responsible for the high rate of dropouts. The concentration on aggregate masks all individual specific factors.

Though a lot of attention seems to be attracted from a couple of researchers, the response is still below expectations. Several researchers had advanced some factors responsible for this menace such as peer group, the school itself, the media, the home and the society as most relevant in explaining dropout in our school system (secondary level) while others see the students' Intelligent Quotient (IQ), Interest and lack of employment opportunities for school leavers or graduates as some basic factors for such attitudes of dropping out of school. In the researcher's view, several factors have advanced from the foregoing and more will still be discovered, but the need to curtail the rate of dropouts should pragmatically and urgently not be overlooked, alongside the factors considered to be responsible should be critically alienated. Consequently, the desire to identify potential dropouts early enough to facilitate the development of vehement precautionary measures contributes to the progress and the relevance of this research work.

## **1.2 STATEMENT OF THE PROBLEM:**

There are a few examples of educational wastage. In some school frameworks, educational wastage implies that there are lacking empty spots in the following class or the following degree of school for all children who need to keep schooling. There is additionally much educational wastage between the essential and auxiliary school levels in Pakistan because of restricted optional school places; for instance, the basic placement test is pointed toward choosing skilled contender for auxiliary instruction.

Mallum (1981) observes that "another form of educational wastage is the repeats and dropouts, or premature withdrawal of students from schools. This means that school places remain unfilled because large numbers of children fail to continue at school. In this sense, there is much educational wastage in different schools for despite the provisions made for such students to stay in school, they refuse to continue their schooling".

The example of school dropout in government schools especially in the limit North, present a bleak and disillusioning picture because these school dropouts regularly make arranged advancement in some part of the educational framework practically unthinkable. On the off chance that the number of dropouts keeps on expanding, the circumstance will be with the end goal that educational organizers won't assess the number of teachers, homerooms, and different offices are required throughout a given timeframe at different degrees of training nor can financial organizers gauge the country's labour yield at various degrees of abilities since numerous individuals don't finish specific phases of their schooling.

Accomplishing the objectives of secondary instruction generally relies upon the positive commitment to scholarly work by students and instruments execution of teachers. The consistent presence of the issue in outside assessments, truancy, delay, drug misuse and dropout especially among students in secondary schools is another challenge facing educational administrators. The increase in the quality of teachers produced for teaching in secondary schools does not help or make any difference. It must be borne in mind that education is an instrument of empowerment, which provides one with the essential knowledge and experience needed to meet life challenges and societal growth and development. Osanyin (2001) says "the expected end product of education is a matured individual who is skilful in his chosen field and a cultured person. Akpotu and Jike (2004) added by saying that "realistic education must develop the talents

and character of individuals and prepare them to be active participants in life and for nation-building".

Indeed, dropouts are a menace to any society, especially in Asia where their situation is helplessly looked upon with disdain. Consequently, the criminal record revealed that "most of those involved are mostly potential dropouts or the dropout themselves. Therefore, the unending problem of dropout has thus increased youth involvement in crimes and all forms of anti-social activities as the resultant effects" (Ubogu, 2004).

The investigation of the causes of school dropout in elementary schools within district Okara is a child of necessity in this regard. In addition, the likely causes of dropouts and the levels to which these factors influence students' dropout in the schools should be seen as a cancerous infection that is in dire need of urgent attention of all stakeholders in the educational sector.

### 1.3 PURPOSE OF THE STUDY:

Periodically, the schools are subjected to sharp criticism. In our decent realized system, citizens feel that schools are a personal concern. Our educational system has nurtured the school-community concept, has promoted Parent-Teachers Associations, has invited laymen to sit on advisory committees, has emphasized the importance of cooperating with the home and has put up shows and athletic contest for the community. Frequently, they also serve as scapegoats for other ills in our society, and since most persons have attended schools or at least one of their family members for at least a few years, each person feels himself or herself to be an education expert; Indeed, the society at large now make judgments about education as about politics and football. It is far easier to criticize the home, the church, or the mosque, or society in general.

This piece of work wishes to bear in the mind of every reader of this work that, the study is far from mere and endless criticism of any particular, stakeholder which though may be necessary. Rather, it is focused on investigating the general and specific causes of school dropout in some selected secondary schools in Jos North L.G.A. with emphasis on the following specific objectives in mind.

- a. To dig out the individual and general causes of dropouts in the schools.
- b. To investigate the levels at which these factors are responsible for the dropout in the educational sector.
- c. To find out some pathways towards identifying potential dropouts righteously in the elementary schools to provide possible remedies that would reduce the dropout rate.
- d. To ascertain whether or not the dropout rate is an increase in the elementary schools.
- e. To give suggestions on how to avert dropout situation from our schools.
- f. To classify the dropouts into different types.

### 1.4 RESEARCH QUESTIONS:

Therefore, to achieve maximum success in this research work, the following research questions are posed to help the researchers achieve the objectives of this study. These include;

- a) What are the causes of students' dropout from government elementary schools in Pakistan?
- b) What is the role of teachers and parents have in the retention of students from government schools?
- c) What is the effect of the social and domestic factors on students' dropout from government schools at the elementary level?

### **1.5 SIGNIFICANCE OF THE STUDY:**

One fundamental significance of the study is that it will create awareness among parents to know their roles in reducing the challenges of those who drop out of schools.

Likewise, all stakeholders in the educational sector will come to realize that there is no singular cause to the phenomenon of school dropout. This fact should stimulate the hearts of all for the need to collaborate in their efforts to avoid this form of educational wastage. Thereby the success of achieving educational goals will soon be a reality in little or no time at all. Parents and guardians will also come to the realization of the indispensability of their task for properly caring for their children in school both economically and in terms of relating with their peers, this will reduce drastically, if not eliminate the danger of the peers' influence and the likelihood of dropping out of their children.

The educational planners will stand a better chance of responsibly estimating how many teachers, classrooms and other facilities are needed over a given period at various levels of education, especially at the secondary school levels. The government here on its part will come to realize the need for creating and providing a conducive learning environment that is not only attractive to students but also capable of sustaining the desire to learn in the students till completion. The result of this work is expected to go a long way to helping the entire public to have a new and correct view of education. Not as a means of getting employment or a basis for engaging in political activities only, but also a means of getting individuals empowered for self-actualization. This will grossly disabuse the mind of some dropping out of school because of unemployment.

## **2. REVIEW OF RELEVANT LITERATURE:**

### **2.1 CONCEPT OF SCHOOL DROPOUT:**

The concept of school dropout(s) has been given several definitions, though varying from one person to another. Yet they all mean the same thing in different ways. Mallum (1981) sees school dropout as "Premature withdrawal of students from schools. This means that school places remain unfilled because large numbers of children fail to continue at school". In the words of Zajar (2001), a school dropout "is a child who has failed in general school adjustment which is not necessarily a matter of specific learning disability but rather a broad educational disability". This means that dropping out of school is due to failure to cope with the school environment and system.

According to Bedard (2001), "Individuals who leave school before high school graduation can be defined as school dropouts". "A dropout is considered, a student who for any reason other than death leaves school before graduation without transferring to another school." Kotwal (2007).

### **2.2 TYPES OF SCHOOL DROPOUTS:**

There had never been any recognizable and universally acceptable classification or types of school dropouts in any educational kinds of literature of all times. However, an attempt is hereby initiated for constructive criticism and modification where it is deemed necessary. This classification as earlier noted is not based on any prior pattern and/or standard.

1. Circumstantial dropouts.
2. Status dropouts.
3. Cohort dropouts.

All dropouts from school may fall into one of the classifications based on the explanations below:

### **2.2.1. CIRCUMSTANTIAL DROPOUTS:**

This is the type of dropout arising from all situations or the circumstances that are prevailing in their environment at a particular time which forces the student who may be or may not be a potential dropout, to drop out of school. In essence, all environmental factors like poor access to the appropriate type of education or school, changing nature of climate and weather conditions, security and safety of the environment, quality of the school, availability of jobs, motivation, ill-health among others.

### **2.2.2 STATUS DROPOUTS:**

When students drop out of school because of certain social, economic and political factors. This type of dropout is already a potential dropout before eventually dropping out of school. For example, students who leave school before graduation because of family background, the caste system in the society, poor educational development of both the family and the society, disabilities, due to genetic reasons, gender preference and political reasons.

### **2.2.3 COHORT DROPOUTS:**

The cohort dropouts are those who as a result of the influence of the group to which they belong now or originally, the impact of religious belief and education hitherto being held in high esteem. The influence of peers or friends here is of great relevance to the nature of the dropout, for example, early marriages, unwanted pregnancies, among others.

## **2.3 CHARACTERISTICS OF POTENTIAL DROPOUTS:**

Various aspects of the secondary school programmes have been examined in connection with the early withdrawal of students by several educationists. However, the question of identifying who a potential dropout for remedial programmes against the scorch of this phenomenon seems to have remained vague.

Nevertheless, research has established that on average, the early school-leaver is less talented academically than his/her contemporaries who graduate from secondary school. Livingston (1999), asserts that “the performance of a dropout in the academic area of the school programme rates low below that of his/her classmates, who win high school diplomas, and his/her achievement in the non-academic prestige-bearing facets of their achievement than students who graduate”. Palmore (1967) also supported this point as he declares that the intellectual ability of a child contributes immensely to his early dropout from school. This he observed from a sample of 196 students, that 9% of 4 above-average students dropped out from school while 54% of the 154 below-average students left school prematurely”. This finding suggests that a bulk of potential dropouts come from the below-average.

Contrary to the above view, Litcher (1967) opined that “most students who stay in school to completion have been found to possess IQs lower than some dropouts. Considering these two opposing view, one finds it difficult to conclude that Intelligence Quotient (IQ) is a yardstick for identifying potential dropout since a reasonable percentage of students with above-average IQ dropped out of school” in Fobih (1987).

According to Elliot (1988) “Students in detached networks are at an expanded danger of not accomplishing their possibilities due to components like restricted admittance to students’

administrations and programmes, and lack of cultural diversity. As such, for the fear of the unknown, their interest in schooling is reduced and this eventually leads to dropping out of school.

Livingston (1999), stated that “students who as a result of any retardation are not promoted to another class, are likely to drop out of school. To, the situation becomes worse when a student is asked to repeat twice or thrice “a grade” before graduation. Thus the very reality that a youngster was not advanced should promptly alarm the whole... school staff to the way that... is a student who needs exceptional support and individualized exercises if he/she is to grow... full savvy and social potential”. Therefore when a student does not pass from one class to another is a signal that the student is under duress, which could lead to dropping out of school.

Poor attendance and absenteeism is the start of a tricky slant toward exiting school. When students begin to fall behind in their investigations, they may think that it's hard to get up to speed. The lower confidence that outcomes from not having the option to keep up can likewise imply that the students are enticed to abandon school out and out. The ethnic bunch that a youngster has a place with, may likewise have an impact on their danger of exiting school.

## **2.4 FACTORS OR CAUSES OF STUDENTS' DROPOUT:**

In looking for reasons why students' dropouts preceding graduation, researchers have zeroed in on three distinct sorts of components. The previous line of this work is accentuating general variables. This covers the qualities of students and their prompt conditions, notwithstanding the part of school attributes.

Another set of investigations concern the impact of broader factors outside of schools, including policies of the overall educational system.

### **2.4.1 STUDENT AND FAMILY FACTORS:**

Considering the articulated relationship between effectively perceived student qualities and dropout rates, it isn't amazing that examiners have dedicated thoughtfulness regarding the expected effect of such attributes. Notwithstanding these individual attributes, research has likewise inspected the effect of certain family qualities, including single-parent families, and families that are less associated with the educational cycle.

Dung (2004) stated, "that children tend to take up the values prevailing in their own family through their daily observation and where the family interest is not in schooling, such children even when lured by others to school, as soon as they encounter difficulties they drop out of school easily."

Iyamu and Obunu (2006) noted that the developing indifference to schooling among guardians and children in Pakistan is somewhat identified with the changing worth framework in the framework. As per the current discoveries, individuals presently love cash and abundance in Pakistan and seldom have respect and regard for training and taught individuals. To them, there is a misinterpretation that one gets rich speedier without going to school and the individuals who go to school seldom get rich. Thus, numerous guardians and children have been misdirected in this manner empowering drop out in Pakistani schools.

### **2.4.2 SCHOOL FACTORS:**

Taking note of contrasts in dropout rates among schools, researchers have explored the qualities of schools and their projects that seem, by all accounts, to be related to early school

leaving. These examinations have thought about the scholarly and social elements of schooling just as the issue of the accessibility of schooling.

As indicated by Rumberger and Thomas (2000), schools in which students have restricted freedoms for scholastic achievement seem to have more prominent or higher dropout rates. Probably the most grounded connection of early school leaving in studies of students is the absence of scholastic achievement. Students who all the more regularly get low evaluations, fail subjects, and are held in grade are bound to leave school before graduation. Students encountering trouble allotting the scholarly requests of the school will in general leave as opposed to proceeding notwithstanding the disappointment of failing to accomplish passing marks.

The absence of chances for progress can be seen as an irregularity between the scholarly requests of the school and the assets students need to satisfy those needs. The accessibility of such assets has all the earmarks of being identified with the construction and association of schools. Public, metropolitan, and huge schools and those with higher student-teacher proportions would, in general, have higher dropout rates.

Lee (2001); additionally discovered lower dropout rates in schools where students report getting more help from teachers for their scholarly work and where teachers report that students get more direction about both school and individual issue.

The failure of students to discover positive social connections in schools and the absence of an environment of mindfulness and backing likewise give off an impression of being identified with expanded rates of exiting. Positive connections between teachers-students and among students are essential for those that hold students until graduation.

### **2.4.3 FINANCIAL REASONS:**

Some students do leave school for financial reasons and to assist their families. Secondary school education involves both apparent costs and concealed expenses. Many schools assess several student fees, the bulk of which go to provide materials for courses. Oliva (1964), "Although it is a general practice for public schools to furnish textbooks at public expense, some schools require their students to buy all or some of their books at the expense of their parents. The poor student who cannot pay the fees is confronted with a serious problem. Many students from lower socio-economic level homes have left school because their fees and other expenses were so great that they could not afford to remain".

In research, Bulus (2008) also discovered that "socio-economic factor caused school dropout in Jos North L.G.A. of Plateau state. It was discovered that poverty could cause dropping out of school." Thus it could be said that poverty is conversely related to dropout. This equally means that children from rich homes or families have a lower risk of dropping out of school than their colleagues from poor families in homes.

### **2.4.4 SOCIAL AND PEER INFLUENCE:**

It has been established that there is no single reason that can be said to have attributed to dropout alone. This is because the causes of dropouts are multiple, complex and interrelated.

There are instances where children might be given the necessary supports by parents or guardians for schooling, yet students drop out of school. Since children grow up and interact with different people in society. The tendencies from such interactions are often obvious in the behaviour of the individual especially the adverse effects which could also influence the interest of the child's schooling which may lead to withdrawal from school before graduation.



Fobih (1987) cited in stated that peer group also exercises considerable influence on the adolescence by setting a pattern of values and behaviour for an individual. In his study, peer group was found to have influence members to drop out of school to join in activities such as going to the beach and parks to work as carriers of luggage and baggage during school hours. Even some of the dropouts themselves attributed withdrawal from school to peer group influence.

Therefore children who are not school inclined are influenced by their friends to drop out of school and engage in truant activities. Adams (1976) stresses that "as a child associates with friends who are smokers, drunkards or drug-addicts he is likely to develop a negative behaviour to school. This is because adolescents adopt the group's behaviour in their quest to be acceptable in their peer groups leading them to deviant behaviour. This deviant behaviour also results in suspension and expulsion from school. Morrish (1978) added that deviant behaviour as stealing, smoking, dishonesty, disobedience, drug abuse, examination malpractice, cultism, armed robbery among others could result in dropping out of school.

"A survey focusing on the alcohol-related problems experienced by 4,390 students in secondary schools and dropouts found that 80 per cent reported either getting drunk, binge drinking (drinking more than one brand of alcohol at a time)...

More than half said that drinking has caused them to feel sick, miss school or work, get arrested or have a car crash" (Ellickson, 1996).

#### **2.4.5 GENDER AND EARLY MARRIAGE:**

Most scholars accepted that early sexual relationship constitutes one of the factors responsible for students dropping out of school. Also associated with this development is the gender-related and early marriage cases. Litcher (1962) states that "the early sexual relationship is a vital factor associated with dropping out among adolescent students".

Oragande (1981) revealed that "... Unwanted pregnancies and early marriages... could cause school dropout.

Many of the students dropped out on sex differences and gender discrimination. Thus female students drop out of schools in greater number than their male counterparts. According to Kotwal (2007). "The huge dropout rates, however, indicate that children, girls more often than boys, are needed for other activities such as looking after other siblings, domestic work and help with farm work." To use Amartya Sen's felicitous "the capabilities of girls will be severely restricted by the denial of education. If freedom is the goal of development, it will be substantially restricted by the fact that illiterate girls will become illiterate women."

The attitude regarding the education of girl child was and is still negative in most communities today. Thus, making the social environment such that education is considered meaningless for the girls and this brings to light the reason why some asked the question "what will a girl gain by studying" since they believe that the girl education is beneficial to only her husband. Thus, only attach much relevance to the education of their sons whom they perceive that they will support them in their old age.

#### **2.4.6 PERCEPTION OF INDIVIDUALS' GOALS FOR EDUCATION:**

How many people see the objectives of instruction are steady or how much schooling is seen as applicable to the current or future existences of students clarifies their effect on exiting. Backing for schooling by and large or for the proceeded with an enrolment of students through graduation can differ from one local area to another and society to society. For instance, in

Pakistan, the since a long time ago held view that schooling is fundamental for popularity based society, as supported in the base capability for certain political workplaces or positions and the idea that schooling is crucial for meeting the expanding specialized prerequisites of the Pakistani economy.

These belief systems of help for schooling are reflected in explicit strategies, like educational prerequisites for occupations, and in media, crusades underlining the significance of remaining in school.

#### **2.4.7 OTHER FACTORS:**

While quite several factors have been considered from the afore pages, yet multiple of them may not have come to mind. These among others include; quality of their prospective, cost of education, efficiency perspective, having a disability (physical, intellectual, or emotional), being offered a job, lack of extra attention, poor access to school, loss of parents, broken home, ill-health, lack of motivation, frequent students and civil unrest.

#### **2.5 CONSEQUENCES OF SCHOOL DROPOUT ON THE SOCIETY:**

Regardless of what the causes of school dropouts are, there are distinct results of leaving school before graduation.

Fobih (1987) opined that some of the dropouts engage in "useful part-time" with age-mates by roaming about commercial centres and parks to carry goods for money. Most of the menial job seekers and those that littered our streets hawking are dropouts. Rumberger(1983) said that dropouts are almost certain than other youngsters to participate in wrongdoing and drinking issues. Since dropping out of school was because of their inability and the effect of externalities, in their quest for adjusting to their society as well as competing with the graduates, they are more likely to engage in immoralities through drinking.

A white paper from the good communication committee Springfield Missouri(1995) stated that the productivity capacity of educated workers in industry suffers when students drop out of school, in addition to their diminished earning power dropouts make a similar proportionate contribution to the government through tax and the dysfunction associated with dropped out, thus higher rate of admission to mental hospitals, higher rate of incarnation and increased number of inmate in the prison.

The problem dropouts are likely to encounter after they leave school are mostly personal, some of which are unemployment rates, lower aspiration and higher incidence of delinquency which of course are similar to the ones that make them drop out of school. Gerber (2009) stated that "an individual who exited school is bound to be jobless than a secondary school graduate. If they can look for some kind of employment, it will be moderately a low paying one and offer close to nothing, assuming any, opportunity for professional success and secondary school dropouts are more probable than graduates to be on open help. She added that "if the overall graduation rate for high school students were to increase by only one per cent, it would result in a \$1.4 billion savings in the cost of keeping offenders incarcerated".

#### **2.6 POSSIBLE REMEDIES TO POTENTIAL DROPOUTS AND THOSE DROPPED OUT OF SCHOOLS:**

All together for the neighbourhood to intercede and help dropouts, the neighbourhood ought to comprehend what dropouts, themselves think about their situation. In such a way, the sound families and children relationship, in their paper on "Dropout

Countering", uncovered that in another gathering of dropouts, asked them what they thought would have improved their ability to finish school? Responses showed that sensible sponsorships gave inside a school environment and besides from the organizations would improve a probable dropout's opportunities for staying in school. Dropouts said the going with could help them:

- Improve teaching and educational projects to improve the relationship between school and work. 81% of dropouts said there should be more opportunities for a "certifiable world" acknowledging so students can see the relationship among school and tracking down another profession.
- Improve induction to help for engaging students. 81% of dropouts outlined required "better" teachers. 78% required more unobtrusive classes. 70% acknowledged that truly training, summer school and extra time with teachers would have improved their chances of graduation.
- Foster scholastics. 70% of dropouts said that "growing oversight in school" and 62% said "more study corridor discipline" which is critical to ensure a positive outcome. 57% said that their schools "didn't enough better" to assist students with having a suspicion that all is well and good from brutality and
- Finally, advance comfortable relationship with adults. Only 41% of dropout uncovered having someone to chat with about up close and personal issues. 62% said they should see schools achieve more to help students with issues outside of class. Simply 47% said the schools even attempted to contact them after they left. (Source: Civil Enterprises 2006)

Additionally, youth checking programs exist to give genuine models and help a child with making and internally. Coaches help students with understanding and grant their feelings, relate to their companions, make the relationship with various adults and stay in school. The neighbourhood is routinely willing and prepared to fill in as aides anyway haven't the foggiest how to take part in schools.

Natriello (1990) communicated that the huge approaches to manage drop out expectation attempt to use data on the components related to leaving to make interventions to assemble the chances that students will remain in school through secondary school graduation. With this effect, he explained three critical procedures which are according to the accompanying:

1. School-based procedures
2. Environmental Approaches
3. System building Approaches

### **3. METHODOLOGY AND PROCEDURE:**

This chapter examines the research methodology and issues that are important to the purpose of the study earlier stated, under the following sub-headings:

1. Research Design
2. Population and sample of the study
3. Sampling technique
4. Instrument for data collection
5. Procedure for data collection
6. Method of data analysis

#### **3.1 RESEARCH DESIGN:**

The purpose of this research work is to investigate the causes of students' dropout or school dropout in some randomly selected government schools at the elementary level in district

Okara Punjab Pakistan. Therefore the Survey Research Design is hereby adopted by the researcher.

### **3.2 POPULATION AND SAMPLE OF STUDY:**

To get the set target or objectives, in this research 50 parents of students and 50 highly and well-experienced teachers were randomly participated, who belongs to district Okara, Punjab Pakistan. Their opinions were taken in the form of open-ended answers on the developed questionnaire.

### **3.3 SAMPLING TECHNIQUE:**

The research uses both purposive and simple random sampling techniques. The purposive sampling techniques are used here particularly for the principals of the selected schools to get records about the school and for getting the address of students' parents.

### **3.4 INSTRUMENT OF DATA COLLECTION:**

For this research work, the essential instrument of research was the polls. A bunch of surveys were developed for the assortment of information.

The first questionnaire is for the teachers' questionnaire which is questionnaire 'A' designed to get responses relating to the number of dropouts from school at the elementary level with their percentages, reasons why some of their students dropped out and to also suggest some ways it can be reduced.

The second questionnaire termed questionnaire 'B' is also designed to obtain information about the causes of the dropout. This questionnaire is developed for the parents whom children left the school in past due to different reasons.

Both questionnaires use the Likert rating scale questionnaire to get responses for twenty statements based on agree, strongly agree, neutral and disagree, strongly disagree.

### **3.5 PROCEDURE OF DATA COLLECTION:**

The procedure through which the data are collected involved the administering of the questionnaires earlier designed to all the respective elements as required by the questionnaires.

The researcher visited the five (8-10) elementary and high schools randomly earlier and delivered the questionnaires directly to each category of the respondents. The major components of the questionnaire deal with areas:

1. Financial problems
2. Educational policies and syllabus designing
3. Role of teacher
4. Role of parents
5. Role of government
6. Domestic and social factors
7. Death of parents and immigration

### **3.6 METHOD OF DATA ANALYSIS:**

The simple percentage will be used to analyze the research questions as applicable which will be shown in the next chapter.

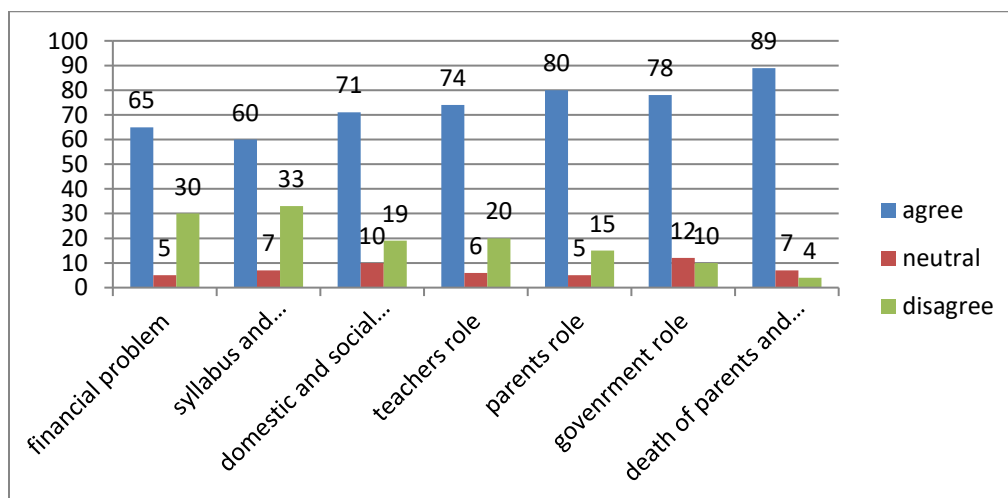
#### 4. ANALYSIS and INTERPRETATIONS:

##### 4.1 TABLE 1: QUANTITATIVE ANALYSIS OF TEACHERS' RESPONSE

**Note: Total number of participants is 50.**

No.	Statement	agree	neutral	disagree
1	School fees and lack of funds are causes of learners' dropout.	65%	5%	30%
2	Unsuitable syllabus and educational policies are affecting students dropout.	60%	7%	33%
3	Domestic and social Crises and a bad environment are great causes in students' retention from school.	71%	10%	19%
4	Carelessness and lack of awareness among parents increasing students' retention from school.	80%	5%	15%
5	Lack of guidance and counselling in Schools are also affected by children' dropout.	60%	8%	32%
6	Poor academic performance affects students mind and they have to leave school.	74%	6%	20%
7	Social vices: drug abuse, alcoholism, and sex-related cases also affect students dropout.	85%	4%	11%
8	Failure/refusal to live under authority/rules in schools/Examination malpractices effect on students dropout.	69%	11%	20%
9	Loss of parents and migration effect on students' dropout.	89%	7%	4%
10	Lack of government interest and capitalism effect on students' dropout.	78%	12%	10%

##### 4.1.1 DIAGRAPH



**Figure 1: Teachers' response**

#### 4.1.2 QUALITATIVE ANALYSIS OF TEACHERS' RESPONSE:

1. **According to 65% of teachers** school fees and lack of funds are causes of learners' dropout.
2. **According to 60% of teachers**,unsuitable syllabus and educational policies are affecting students dropout.
3. **According to 71% of teachers**, domestic and social Crises and bad environment are great causes in students' retention from school.
4. **According to 80% of teachers**, carelessness and lack of awareness among parents increasing students' retention from school.
5. **According to 60% of teachers**, lack of guidance and counselling in Schools are also effected children' dropout.
6. **According to 74% of teachers**, poor academic performance affects students mind and they have to leave school.
7. **According to 85% of teachers**, social vices: drug abuse, alcoholism, and sex-related cases also affect students dropout.
8. **According to 69% of teachers**, failure/refusal to live under authority/rules in schools/Examination malpractices affects students' dropout.
9. **According to 89% of teachers**, loss of parents and migration affect students' dropout.
10. **According to 68% of teachers**,lack of government interest and capitalism affect students' dropout.

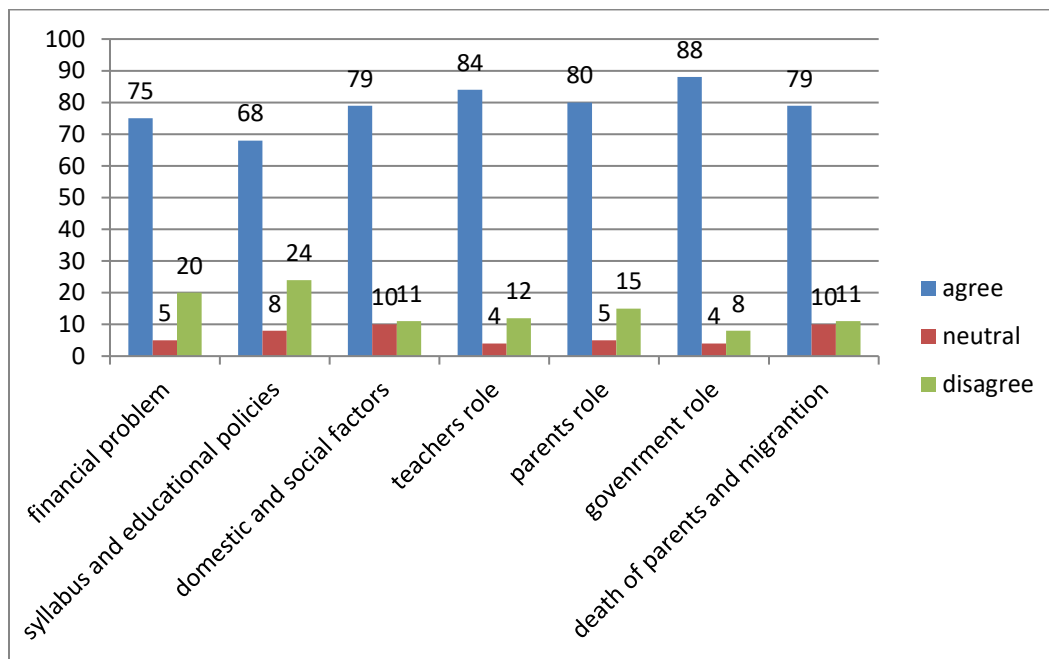
#### 4.2 Table 1: Quantitative analysis of Parents' response

**Note: Total number of participants 50.**

No.	statement	agree	neutral	disagree
1	School fees and lack of funds are causes of learners' dropout.	75%	5%	20%
2	Unsuitable syllabus and educational policies are affecting students dropout.	68%	8%	24%
3	Domestic and social Crises and a bad environment are great causes in students' retention from school.	79%	10%	11%
4	Carelessness and lack of awareness among parents increasing students' retention from school.	69%	5%	26%
5	Lack of guidance and counselling in Schools are also affected by children' dropout.	76%	6%	18%
6	Poor academic performance affects students mind and they have to leave school.	84%	4%	12%
7	Social vices: drug abuse, alcoholism, and sex-related cases also affect students dropout.	75%	10%	15%

8	Failure/refusal to live under authority/rules in schools/Examination malpractices effect on students dropout.	61%	30%	9%
9	Loss of parents and migration effect on students' dropout.	79%	10%	11%
10	Lack of government interest and capitalism effect on students' dropout.	88%	4%	8%

#### 4.2.1 DIAGRAPH



**Figure 2: Parents response**

#### 4.2.2 QUALITATIVE ANALYSIS OF PARENTS' RESPONSE:

- 1. According to 75% of parents,** school fees and lack of funds are causes of learners' dropout.
- 2. According to 68% of parents,** unsuitable syllabus and educational policies are affecting students dropout.
- 3. According to 79% of parents,** domestic and social Crises and bad environment are great causes in students' retention from school.
- 4. According to 69% of parents,** carelessness and lack of awareness among parents increasing students' retention from school.
- 5. According to 69% of parents,** lack of guidance and counselling in Schools are also affected children' dropout.
- 6. According to 84% of parents,** poor academic performance affects students mind and they have to leave school.
- 7. According to 75% of parents,** Social vices: drug abuse, alcoholism, and sex-related cases also affect students dropout.

8. According to 61% of parents, failure/refusal to live under authority/rules in schools/Examination malpractices affects students' dropout.
9. According to 79% of parents, Loss of parents and migration affect students' dropout.
10. According to 88% of parents, lack of government interest and capitalism affect students' dropout.

11.

## 5. RECOMMENDATIONS AND CONCLUSION

### 5.1 RECOMMENDATIONS:

It is obvious from this study that grade schools dropout stay one of the significant worries to numerous specialists since it adds up to another type of educational wastage and mind channel, despite the educational renaissance of this millennium. It has become obvious that school dropout is still a challenge to the Millennium Development Goals on education by 2020. Everybody should be reminded that the task to phase out this problem is dependent upon no single individual but for all people, whether parents, school authorities, government, NGOs and other stakeholders to put their hands on deck to fight this scourge to finish.

The researcher therefore strongly recommends here that;

1. Provision for free education in secondary schools will reduce the rate of dropout.
2. Encouragement or proper motivation from parents, teachers and close associates helps in reducing the menace.
3. Free education for all at the secondary school level should be supported fully and given proper attention. Where the government is constrained to do so, it should reduce fix maximum amount for school fees or tuition which can be affordable by the masses.
4. Learning facilities should be regularly provided in the school environment. Such facilities will make not only the school environment attractive but will give some kind of motivation to the students to learn.
5. Career guidance and counselling should be given their proper place in the schools to enlighten the students on various occupations and other opportunities they stand to enjoy if they endure completing their educational pursuits.
6. Teacher-student relationship should be made very cordial and harmonious giving rooms for students with threats to drop out of school to freely come out to report for proper action. In addition, the need to take care of poor performance in students' academic struggles can be reduced through individualized learning and instructions.
7. Government should still make room for job opportunities for secondary school leavers as a form of motivation for those who are potential dropouts due to lack or poor motivation, after studies.
8. Parents and civil societies should be enlightened on the significance of education to the progress of the country as well as personal development. This would go a long way in discouraging drop out in Pakistani elementary schools.

### 5.2 CONCLUSION:

The researcher wishes to conclude that the aspects responsible for school failure are numerous and interrelated. No particular factor or cause can be said to have contributed to school dropout in secondary schools In Jos North. The requirement for the guardians, government and all partners in training to investigate every possibility to destroy the tent of dropout in our educational framework can't be overemphasized. Figuring out which impacts are engaged with explicit students' dropout examples will allow the plan of more intense intercessions.



At last, Pakistan needs to build up a superior comprehension of the students' dropout treatment needs of students. Students should be compulsorily drilled in vocational skill acquisition programme during school time irrespective of their area of specialization. Secondary school curricula should integrate vocational and entrepreneurship skills into their programmes. This should be made compulsory in schools. This is one of the ways government can save its face from the cries about students' dropout.

### 5.3 LIMITATIONS OF THE STUDY:

This research work was conducted in the government schools of district Okara Pakistan. Therefore, all data gathered and investigated are pertinent just to the space referenced aforetime. Moreover, the study was confined to just primary school students' dropout as required by the research work, in light of a legitimate concern for the researcher.

### 5.4 SUGGESTIONS FOR FURTHER RESEARCHERS:

The researcher wishes to pressure here that further research work can be completed with secondary school students in different districts of Pakistan on aspects not touched by this study. Other suggested areas for further research are:

- i. Whether sex of students has any relationship with their involvement in dropout.
- ii. Whether the rate of dropout in the schools are increasing or decreasing.
- iii. Whether there are more/fewer dropouts in the private schools or public schools.

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