



Identification of Causes Leading towards Spreading Dropout of Primary School Students in District Sukkur

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ABSTRACT

The study entitled, "Identification of Causes Leading towards Spreading Dropout of Primary School Students in District Sukkur." The study was survey and descriptive in nature. The quantitative approach was used for data analysis. The explanatory sequential technique was adopted for the study. Population of the study head teachers, primary school teachers, parents of dropout students studying in primary classes. The stratified random sampling was applied for data collection. Sample of the study consisted of sixty four (64) head teachers, one hundred and ninety two (192) primary school teachers and sixty four (64) parents of students. The researcher personally visited and collected the data. The collected data was analyzed through SPSS-24 using relevant statistical formulas as frequency, percentage, standard deviation, mean etc. Findings of study showed that the basic and primary schools are the most ignored sector in Sindh. The shortage of funds for primary schools and poor management are basic reasons. The political interruption is one of the major factors leading to exploitation; liking and disliking of authorities, poor educational quality. The interaction and collaboration is poor especially at primary school level is the reason of less admission rate and rising students' drop-out rate. The shortage of resources for teachers' training and lack of other facilities are causes of parents' confusion; difficulties in admission process and students' leave ratio from primary classes. The education policies, rules and processes to discourage the mismanagement from primary education.

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1. Introduction

The rising rate of students' drop out from primary classes has fascinated the devotion of scholars all over the world (Naz, Zafar, Khurram, & Kamran, 2023). Dropout refers to the students *leaving their study early without completing their education* (Shafqat, Muhammad Zafar, & Hussain Bhadroo, 2024). According to Anjum (2022) statement that learners dropout in Punjab and NWFP; they viewed that students' dropout is minor especially in private sectors then government sectors schooling. The research similarly showed that student's dropout is lesser in those institutes which offer evening classes. Adams (1998) stated that learners' dropout in regions. They opined that strict behavior help students in enhancing the students' retention in rural schools while the strict behavior was not accepted in urban schools (Fatima, Ullah, & Zafar, 2024). Holmes (2003) discussed those learners' friendly indicators to get their primary education. Further, she explored that girls get primary education less than boys. Zafar et al. (2022) described that females don't accomplish their basic education due to economic, social and cultural challenges. Girls' attendance may be enhancing 16% in rural school if primary schools are easily in range for females (Sawada & Lokshin, 2001). Jamil and Iqbal (2020) discussed that students' dropout is a word applied for primary students, who leave education for any reason

without death and disconnect their primary schooling without completion". Atta, Zafar, and Hussain (2024) its' comprehensive meaning and comprised those students who left their education uncompleted the education due to any reason. Shafqat, Muhammad Zafar, and Hussain Bhadroo (2024) expressed that students' drop-out may be, a learner who discontinued education uncompleted. UNICEF & Government of Pakistan (2000) defined students' drop-out as students' disconnect their schooling before completion of primary education (B. Rasheed, Zafar, & Shaheen, 2024). According to Joubish and Khurram (2011) the illiteracy, poverty, less motivation, lacking of understanding, child-labor, and corporal punishment, teachers' attitude and academic atmosphere are the indicators contributing to students' dropout (H. R. Rasheed, Zafar, & Munawar, 2024).

2. Literature Review

A literature review is a summary of a subject field that supports the identification of specific research questions. a literature review needs to draw on and evaluate a range of different types of sources including academic and professional journal articles, books, and web based resources (Akram, Zafar, Aziz, & Asghar, 2022; Cheema, Maitlo, Ahmad, & Jalbani, 2023; Zafar, Asif, Akram, & Aslam, 2021). "Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study. It also divulges what has previously done by giving advanced concepts for new research. Moreover, it helps researchers in replacing their work in larger contexts, for showing better results from their researches." (Ahmad, Rao, & Rao, 2023). Following is the literature review for the present research. According to the Farooq (2006) indicators caused the students' drop-out. Some of these factors, Fatima, Ullah, and Zafar (2024) stated, that continual failure of students, deficiency as students may not bear for school going, less interest in students' going may not ready to get admission in different discipline, low quality of university teachers and their attitude with learners and punishment to students in schools (Khan, Akbar, & Zafar, 2022).

Jamil and Iqbal (2020) discussed students' factors comprised long travel, poor families, over-crowded, physical penalty and grade retaining. The ten percent of total admitted female students are promoted to upper grade during an educational sessions (Akhtar, Zafar, Shoukat, & Naseem, 2022). Low sustention of girl students is a severe task for experts performing to increase the ratio of girls' literacy and decision makers (Mumtaz, Zafar, & Andleeb, 2024). The low girls' admissions rate and occurrence of students' dropout is declining the literacy percentage of female students. One of the aspects which is source of addition to students' dropout in primary classes is workload that students are involving (B. Rasheed, Zafar, & Shaheen, 2024). Stearns and Glennie (2006) stated that decline of academia, disciplining difficulties, job chances, populous relatives, weddings, prenatal period causes and care children's are that are contributing to high school dropout of both females and males. Zafar et al. (2021) many cultures have dissimilar communal problems causing for the dropout of childrens from schooling. Naz et al. (2023), find out that awareness about pregnancy, marriages issues and child caring matters are the causes of female drop-out. Furthermore, learners' ethnical context, lack of choices, school atmosphere and family perceptions about academia affecting the admissions and students' drop-out (Christle, Jolivette, & Nelson, 2007). The indicators for students' drop-out consisting the house income, societal and emotive issues, race and culture, socio-economic position, concern for attaining superior ranks and school matters (Yousaf, Shahid, Zafar, & Ullah, 2021).

The UNESCO, Center for Developmental Research Bangladesh CDRB (2002), female learners' dropout for dual causes named as extreme poverty and girls' early marriages (Naz et al., 2023). Poverty is the most critical issue of drop-out from schools In Bangladesh. In the same way, girls' premature matrimonies are main reasons for students' dropout (Zafar & Akhtar, 2023). The reason behind girls' early marriage is further associated with cultural matters. The students' drop-out is only because of above mentioned factors from schools in Pakistan as background of Pakistan as well as Bangladesh seems same (Mughal, Zafar, & Ullah, 2023). Naz et al. (2023) discussed that parents' opinion about children' education may be beneficial for admission and students' drop-out. It is explored that parental education is more inclined to send their kids than those families who are not educated (Holmes, 2003). Mumtaz, Zafar, and Andleeb (2024) the illiterate parents and their kids are more disposed to be drop-out. However, in few matters the illiterate families may enrolled their kids because they don't wish their kids to remain illiterate (Shabbir, Zafar, Rafiq, & Bhuttah, 2020). That families wish their children to achieve better education and search their suitable jobs (2023). According to Kukreti and Saxena (2004) stated

that the poverty, teaching skills, educational interest, reasons of illiteracy and girls' early marriages rises drop-out. Lone, Shakir, and Zafar (2011) stated that the girls' early marriages is linked to rising the drop-out that varies from society to society. This factor raises girls' drop-out from school (Ullah, Zafar, Sarwat, & Bhuttah, 2020).

Kotwal, Kotwal, and Rani (2007) described that families socio-economic background and qualification play significant role of their kids education, on the other hands parents' poor socio-economic background, their kids may be identified students' dropout and may be a wonderful opportunity of gender perception. Zafar and Akhtar (2023) in their research study find out that the values of the cultures linked to social order is not in the favor of co-education in schools on any level. Consequently, girls are not allowed to get their education in co-education schools. Rao, Jeevan, and Ahmad (2023) pointed out that Pakistani government is presently spending fewer amount on education department, for example lesser than 2.1 % of the GDP. In this situation it is difficult to build extra schools only for girls (Hussain, Lodhi, Aslam, Zafar, & Shakir, 2017). SPARC (2008), working on rights of children has demanded that 35000 students drop-out each year due to corporal-punishment (B. Rasheed, Zafar, & Shaheen, 2024). It demands that children misuses are the causes of dropout. The street children ratio rises due to drop-out. Currently, more than seventy thousand street children are present in Pakistan (Hina, Zafar, & Naeemullah, 2023). The girls' students' drop-out ratio is greater than boys especially in rural areas of Pakistan (Shakir, Lone, & Zafar, 2012). The girl students are facing variety of difficulties like cultural limitations and long travel of schools (Zafar & Akhtar, 2023). Particularly, in primary girl schools they are facing many difficulties on daily basis (Bhutto, Zafar, & -, 2023). They cover a travel of 10-15KM. That is far away from their homes and their families can't bear it and send their daughters out of school (Mohiman, Ullah, & Zafar, 2024).

2.1. Research Objectives

Research objectives of the study were:

- To identify the causes leading towards spreading dropout of primary school students in rural Sindh
- To compare the causes leading towards spreading dropout of boys and girls primary school students in rural Sindh
- To compare the causes leading towards spreading dropout of urban and rural primary school students in rural Sindh

2.2. Research Questions

Research questions of the study were:

- What are the causes leading towards spreading dropout of primary school students in rural Sindh?
- Is there any difference of causes leading towards spreading dropout of boys and girls primary school students in rural Sindh?
- Is there any difference of causes leading towards spreading dropout of urban and rural primary school students in rural Sindh?

3. Research Methodology

"The methodical procedure used for data collection to resolve the problem is called research methodology; its function is to provide systematic structure of the research study, moreover its part of study in which the researcher give account of the research methods used in research." (Ahmad, Farhat, & Abbas, 2024). The study was survey and descriptive in nature. The quantitative approach was used for data analysis. The explanatory sequential technique was adopted for the study. Research population represents the larger population from which sample is drawn (B. Rasheed, Zafar, & Shaheen, 2024; Sadaf, Rasheed, & Ahmad, 2024). Population of the study head teachers, primary school teachers, parents of dropout students studying in primary classes. The stratified random sampling was applied for data collection. Sample of the study consisted of sixty four (64) head teachers, one hundred and ninety two (192) primary school teachers and sixty four (64) parents of students. This sample was collected for data collection as Younus, Farhat, and Ahmad (2023) stated the "purpose of collecting data is to obtain quality evidence that leads to convincing and reliable answers to the questions that have arisen" (p.3524). The researcher personally visited the sites and collected data from the research contributors. Rao, Jeevan, and Ahmad (2023) stated that statistical package of social sciences commonly abbreviated as SPSS is considered effective software to maintain the fairness in data

analysis. Keeping this point in mind the researcher analyzed collected data by using SPSS-24 by using relevant formulas as frequency, percentage, standard deviation, and mean etc.

4. Data Analysis

Table.1: Factors/ Causes of Students’ Dropout at Primary Level

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Poverty	F	0	0	8	96	216	320	0.41	4.41
	%	0	0	3%	55%	42%	100%		
Insecurity	F	0	0	12	82	216	320	0.45	4.41
	%	0	0	4%	51%	45%	100%		
Long travel	F	0	0	14	96	210	320	0.85	3.45
	%	0	0	7%	49%	44%	100%		
Teachers’ behavior	F	0	0	2	92	226	320	0.41	4.51
	%	0	0	1%	47%	52%	100%		
Total	F	0	0	36	366	872	1280	0.53	3.19
	%	0	0	3%	51%	46%	100%		

Table 1 present the Indicator: Causes of Students’ Dropout at Primary Level. Data analysis presents that Item.1 showed that 55% of the respondents agreed that poverty is one of the causes of students’ dropout at primary level and 42% were strongly agreed whereas 3% were undecided. Mean value 4.41 and 0.41 standard deviation supported. Item.2 indicated that 51% of respondents agreed that Insecurity is one of the causes of students’ dropout at primary level and 45% were strongly agreed. Mean value 4.41 and 0.45 standard deviation supported. Item.3 indicated that 49% of respondents agreed that long travel of school is one of the causes of students’ dropout at primary level and 44% strongly agreed whereas 7% were undecided. Mean value 3.45 and 0.85 standard deviation supported. Item.4 indicated that 52% of respondents strongly agreed that teachers’ behavior is one of the causes of students’ dropout at primary level and 47% were agreed whereas 1% were undecided. Mean value 4.51 and 0.41 standard deviation supported. Collectively, 51% of respondents were agreed that poverty, insecurity, long travel of school and teachers’ behavior were the causes of students’ dropout at primary level and 46% were strongly agreed whereas 3% were undecided. Mean value 3.19 and 0.53 standard deviation supported.

Table 2: T-Test Gender Analysis of Causes of Dropout at Primary Level

Items	Gender	N	Statistics				
			Mean	SD	T-value	df	Sig.
Poverty	Male	90	4.54	.649	-1.728	158	.001
	Female	70	4.71	.485	-1.787	157.9	
Insecurity	Male	90	4.60	.561	-1.051	158	.246
	Female	70	4.67	.557	-1.052	148.8	
Long travel	Male	90	3.04	1.24	1.190	158	.004
	Female	70	2.85	1.12	1.212	156.2	
Teachers’ behavior	Male	90	4.63	.483	-1.351	158	.023
	Female	70	4.75	.464	-1.356	150.4	
Total	Male	90	4.20	0.73	1.33	158	0.068
	Female	70	4.24	0.65	1.35	152.7	

Table.2: Gender-based Analysis: Indicator: Causes of Dropout at Primary Level Item.1 data analysis reflects that mean value of male is 4.54 and female is 4.71 that reflects that poverty is one of the causes of students’ dropout in female students than males at primary level. The standard deviation .649, T-value 1.78, df 158 and Sig. 0.001 also supported. Item.2 data analysis reflects that mean value of male 4.60 is and female is 4.67 that reflects that insecurity is one of the causes of students’ dropout in female students than males at primary level. The standard deviation .561, T-value 1.051, df 158and Sig. .246 also supported. Item.3 data analysis reflects that mean value of male 3.04 is and female is 2.85 that reflects that long travel is one of the causes of students’ dropout in female students than males at primary level. The standard deviation 1.24, T-value 1.21, df 158 and Sig. .004also supported. Item.4 data analysis reflects that mean value of male 4.63 is and female is 4.75 that reflects that teachers’ behavior is one of the causes of students’ dropout in female students than males at primary level. The standard deviation .483, T-value 1.35, df 158 and Sig. .023 also supported. Collectively, data analysis reflects that mean value of male is 4.20 and female is 4.24 that reflects that poverty, insecurity,

long travel and teachers behavior are the causes of female students dropout than males. The standard deviation 0.73, T-value 1.35, df 158 and Sig. 0.068 also supported.

Table 3: T-Test Locality-based: Indicator: Causes of Dropout

Items	Locality	N	Statistics		T-value	df	Sig.
			Mean	SD			
Poverty	Urban	94	4.56	.641	-1.318	158	.007
	Rural	66	4.69	.495	-1.374	155.9	
Insecurity	Urban	94	4.62	.554	-.620	158	.589
	Rural	66	4.65	.568	-.617	137.9	
Long Travel	Urban	94	3.09	1.23	1.740	158	.004
	Rural	66	2.78	1.11	1.783	150.7	
Teachers' Behavior	Urban	94	4.65	.478	-.950	158	.127
	Rural	66	4.74	.474	-.949	139.7	
Total	Urban	94	4.23	0.725	1.157	158	0.181
	Rural	66	4.21	0.66	1.180	145.4	

Table.3: Locality-based Analysis: Indicator: The Causes of Dropout Item.1 data analysis reflects that mean value of Urban is 4.56 and Rural is 4.69 that reflects that poverty is one of the causes of students' dropout in rural area schools than urban. The standard deviation .641, t-value 1.37, df 158 and Sig. .007 also supported. Item.2 data analysis reflects that mean value of Urban is 4.62 and Rural is 4.65 is that reflects that insecurity is one of the causes of students' dropout in rural area schools than urban. The standard deviation .568, t-value .620, df 158 and Sig.589 also supported. Item.3 data analysis reflects that mean value of Urban is 3.09 and Rural is 2.78 that reflects that long travel of school is one of the causes of students' dropout in rural area schools than urban. The standard deviation 1.23, t-value 1.78, df 158 and Sig.004 also supported. Item.4 data analysis reflects that mean value of Urban is 4.65 and Rural is 4.74 that reflects that teachers' behavior is one of the causes of students' dropout in rural area schools than urban. The standard deviation .478, t-value 1.180, df 158 and Sig. 0.181 also supported. Collectively, data analysis of all items reflects that mean value of urban is 4.23 and mean value of rural is 4.21 that reflects that poverty, insecurity, long travel of school and teachers' behavior are the causes of students' dropout in rural area schools than urban. The standard deviation 0.72, t-value 1.180, df 158 and Sig 0.181 also supported.

5. Findings

The findings of the results of the results are enough to find the answers of the research questions because it finds the causes of dropout, causes of spreading dropout and difference of causes which are leading to dropout in particular settings. Following are the research findings of the present research.

5.1. The Indicator-based Analysis

- 55% of the respondents agreed that poverty is one of the causes of students' dropout at primary level and 42% were strongly agreed whereas 3% were undecided. Mean value 4.41 and 0.41 standard deviation supported.
- 51% of respondents agreed that Insecurity is one of the causes of students' dropout at primary level and 45% were strongly agreed. Mean value 4.41 and 0.45 standard deviation supported.
- 49% of respondents agreed that long travel of school is one of the causes of students' dropout at primary level and 44% strongly agreed whereas 7% were undecided. Mean value 3.45 and 0.85 standard deviation supported.
- 52% of respondents strongly agreed that teachers' behavior is one of the causes of students' dropout at primary level and 47% were agreed whereas 1% were undecided. Mean value 4.51 and 0.41 standard deviation supported.
- Collectively, 51% of respondents were agreed that poverty, insecurity, long travel of schools and teachers' behavior were the causes of students' dropout at primary level and 46% were strongly agreed whereas 3% were undecided. Mean value 3.19 and 0.53 standard deviation supported.

5.2. Gender-based Analysis

- Mean value of male students is 4.54 and female is 4.71 that reflects that poverty is one of the causes of students' dropout in female students than males at primary school level. The standard deviation .649, T-value 1.78, df 158 and Sig. 0.001 also supported.
- Mean value of male 4.60 is and female is 4.67 that reflects that insecurity is one of the

causes of students' dropout in female students than males at primary level. The standard deviation .561, T-value 1.051, df 158 and Sig. .246 also supported.

- Mean value of male 3.04 is and female is 2.85 that reflects that long travel is one of the causes of students' dropout in female students than males at primary level. The standard deviation 1.24, T-value 1.21, df 158 and Sig. .004 also supported.
- Mean value of male 4.63 is and female is 4.75 that reflects that teachers' behavior is one of the causes of students' dropout in female students than males at primary level. The standard deviation .483, T-value 1.35, df 158 and Sig. .023 also supported.
- Collectively, data analysis reflects that mean value of male is 4.20 and female is 4.24 that reflects that poverty, insecurity, long travel and teachers behavior are the causes of female students dropout than males. The standard deviation 0.73, T-value 1.35, df 158 and Sig. 0.068 also supported.

5.3. Locality-based Analysis

- Mean value of Urban is 4.56 and Rural is 4.69 that reflects that poverty is one of the causes of students' dropout in rural area schools than urban. The standard deviation .641, t-value 1.37, df 158 and Sig. .007 also supported.
- Mean value of Urban is 4.62 and Rural is 4.65 is that reflects that insecurity is one of the causes of students' dropout in rural area schools than urban. The standard deviation .568, t-value .620, df 158 and Sig.589 also supported.
- Mean value of Urban is 3.09 and Rural is 2.78 that reflects that long travel of school is one of the causes of students' dropout in rural area schools than urban. The standard deviation 1.23, t-value 1.78, df 158 and Sig.004 also supported.
- Mean value of Urban is 4.65 and Rural is 4.74 that reflects that teachers' behavior is one of the causes of students' dropout in rural area schools than urban. The standard deviation .478, t-value 1.180, df 158 and Sig. 0.181 also supported.
- Collectively, data analysis of all items reflects that mean value of urban is 4.23 and mean value of rural is 4.21 that reflects that poverty, insecurity, long travel of school and teachers' behavior are the causes of students' dropout in rural area schools than urban. The standard deviation 0.72, t-value 1.180, df 158 and Sig 0.181 also supported.

6. Conclusions

6.1. The Indicator-based Analysis

The study concluded that majority of head teachers, primary school teachers and parents opined that poverty is one of the causes of students' dropout at primary level, majority of head teachers, primary school teachers and parents opined that insecurity is one of the causes of students' dropout at primary level, majority of head teachers, primary school teachers and parents opined that long travel of school from home is one of the causes of students' dropout at primary level, majority of head teachers, primary school teachers and parents opined that teachers' behavior is one of the causes of students' dropout at primary level, Collectively, majority of respondents viewed that poverty, insecurity, long travel of schools and teachers' behavior were the causes of students' dropout at primary level.

6.2. Gender-based Analysis

The study concluded that majority of head teachers; primary school teachers and parents opined that poverty is one of the causes of students' dropout in female students than males at primary school level. The study concluded that majority of head teachers, primary school teachers and parents opined that insecurity is one of the causes of students' dropout in female students than males at primary school level. The study concluded that majority of head teachers, primary school teachers and parents opined that long travel of school from home is one of the causes of students' dropout in female students than males at primary school level. The study concluded that majority of head teachers, primary school teachers and parents opined that teachers' behavior is one of the causes of students' dropout in female students than males at primary school level. Collectively, majority of head teachers, primary school teachers and parents opined that poverty, insecurity, long travel and teachers' behavior are the causes of female students' dropout than males.

6.3. Locality-based Analysis

The study concluded that poverty is one of the causes of students' dropout in rural area schools than urban. The study concluded that insecurity is one of the causes of students' dropout

in rural area schools than urban. The study concluded that long travel from home is one of the causes of students' dropout in rural area schools than urban. The study concluded that teachers' behavior is one of the causes of students' dropout in rural area schools than urban. Collectively, the study concluded that poverty, insecurity, long travel of school and teachers' behavior are the causes of students' dropout in rural area schools than urban.

6.4. Recommendations

On the basis of the results the researchers presented following recommendations:

- Scholarships for poor and needy students may be provided. Punjab government allocate proper funds for poor and needy students.
- The special security for little boys and girl students may be provided. The higher authorities appoint security guards for especially for primary school students.
- The boys and girls primary school may be opened in remote areas. Punjab government give special attention for opening of new primary schools.

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