

## **Reasons of High Dropout Rate of Students in Grades 5-6 at Public Schools of District Kashmore (Sindh-Pakistan) in 2010-11**

Tayyaba Zarif

Email: [dr.tayyabazarif@gmail.com](mailto:dr.tayyabazarif@gmail.com)

The research aims at seeking out different reasons behind the high dropout rate of students in Grade 5-6 at public schools of district Kashmore during 2010-11. It involved an analysis of a number of possible factors and indicators which were social, political, geographical and economic in nature so that their impact on dropout can be gauged. In this particular instance, 30 schools of district Kashmore were conveniently selected; 10 schools from each of the 3 Talukas of Kashmore. The data were collected through administration of a close ended questionnaire for the teachers and interviews of the community members and parents while the percentages of responses have been used to analyze the data. The overall results of the study depict lack of basic facilities, non availability of books and learning material, lack of parents interest due to irrelevant curricula, teachers' apsenteeism, poverty and case based discrimination were the important reasons behind the tendency of high dropout rates in district Kashmore.

**Keywords:** dropout, students, teachers, parents, social & economic conditions

### **Introduction**

Education has a huge impact on any human society and it can safely be assumed that no society is optimally functional until it is properly educated. In the global perspective, it is an undeniable fact that the progress of a nation is very much dependent on the education of their citizens. It is widely acknowledged that education is amongst the most important factors contributing to poverty alleviation. Education plays an overarching role and has a cross cutting impact on all aspects of human life. It is a vital investment for human and economic development. Unfortunately, Pakistan's standing on this front has historically been poor, as can be seen in the given table;

**Table 1: Comparison of Public Sector Spending on Education**

Country	Public sector spending (As % of GDP)	Literacy rate in (%)
Bangladesh	2.6	55.0
India	3.3	-

Indonesia	3.5	-
Iran	5.2	-
Malaysia	4.7	92.1
Nepal	3.2	57.9
Pakistan	2.1	57.0
Thailand	4.5	-
Vietnam	5.3	92.5

Source: World Bank, UNDP, UNESCO, FBS, Ministry of Education

With public spending on education as a percentage of GDP amongst the lowest in some of the developing nations as shown above, the outcome with regard to literacy levels is not surprising. While the literacy rate has improved gradually over a period of time, Pakistan's indicators on this front continue to rank at the bottom end of global rankings. Pakistan is a developing country and from an international perspective, its literacy was ranked 142<sup>nd</sup> in the world (Govt. of Pakistan, 2000) and at present it is ranked<sup>1</sup> 159<sup>th</sup> amongst the 174 nations of

<sup>1</sup> <http://www.studysols.com/pakistan-literacy-rate/>

the world. Within the South Asian region, only Bangladesh has a worse outcome on both indicators, spending by the public sector as well as literacy rate. Nepal spends a substantial fraction more than Pakistan on education, while its literacy rate is marginally higher (Economic Survey of Pakistan, 2009-10).

Pakistan presents a paradoxical situation. The country was able to record 5 percent annual growth rate over a fairly long period of three decades: between 1960-90, bringing down the incidence of poverty to 18 percent. This happened when Pakistan's social indicators were dismally low in absolute, as well as, in relative terms. In 1990, after such impressive growth performance almost two-thirds of the country's population was illiterate, enrolment ratios were dismally low, the drop-out rates were quite high, gender disparities in access to education were rampant and the quality of higher education was on a declining path. By most indicators, basic schooling investments in Pakistan were low and growing less rapidly than on the average for low income countries. 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).

The implementation of the Education for All (EFA) Plan of Action is likely to have profound impact on the social development of the country. The attainment of universal primary education including basic literacy leading towards functional literacy could produce educated citizens who could spearhead social, economic and political changes required to meet the challenges of the twenty-first century. The realization of EFA targets would also put the demands on the education system for expansion of facilities at all levels (Chapter 8, National Plan of Action - Pakistan).

Apparently, besides all the economic and socio-political constraints, efforts are made to enhance the budget allocation for education sector and improve the literacy rate. For making education free and compulsory for all, new schools and colleges are opened, basic facilities are provided and sustainable mechanisms are implemented (Govt. of Pakistan,

2003). However, to meet the demands of the modern world, such efforts may not be sufficient. Among the numerous factors affecting the situation of education in the region, the dropout poses a major problem and remains uncontrolled. In the year 2003, only half of the children who enrolled in Grade-1 completed primary education (Govt. of Pakistan, 2003).

According to World Bank's Study<sup>2</sup> of Educational Indicators<sup>3</sup>, policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Children are starting primary school in greater numbers than ever before but drop-out rates are significant and lead to low levels of primary school completion in many countries. In Benin, for example, the primary school completion rate in 2005 was 62 percent, although it increased steadily from 38 percent in 2000. In the Democratic Republic of Congo, the primary school completion rate in 2007 was 51 percent, which was the same completion rate for the country in the early 1990s. In Bangladesh, the primary school completion rate has remained around 60 percent since 2000. As a result of substantial rates of drop out and non-completion of primary school many children are leaving schooling without acquiring the most basic skills. Their brief schooling experience consists frequently of limited learning opportunities in overcrowded classrooms with insufficient learning materials and under-qualified teachers (Alexander, 2008).

It is clear that the number of children enrolled in school has increased over time. Nevertheless, a significant proportion of children who start primary school are not completing this cycle. There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition and motivation. Others emerge from children's household situations such as child labor and poverty. School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor quality educational provision. The system of educational

---

<sup>2</sup> <http://web.worldbank.org/>

<sup>3</sup> <http://data.worldbank.org/topic/education>

provision at the community level generates conditions that can ultimately impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different (Background Paper of Education for All Global Monitoring Report 2011, UNESCO).

Hence the key focus of this paper is to find the reasons of high drop-out rates in the rural area context of Pakistan through the target sample of district Kashmore, Sindh province.

**Justification of the study**

The literacy rate in Sindh province in Pakistan has been an area of serious concern in recent times. According to the Pakistan Economic Survey 2010-11, the literacy rate in Sindh was 58.2%. It is clear that a number of factors contribute to this position and one of these factors has been a high dropout rate in lower grades at public sector schools. According to the ‘Statistical Bulletin Annual School Census 2010-11’, a high dropout rate of 38.28 has been observed in Grade 5-6 as shown below;

**Table 2: Dropout rates of 2010-11 Class Wise**

Class	Promotion rate	Repetition rate	Dropout rate
Class 1-2	68.67%	6.25%	25.08%
Class 2-3	80.63%	3.72%	15.65%
Class 3-4	82.82%	3.02%	14.16%
Class 4-5	82.90%	2.38%	14.71%
Class 5-6	60.05%	1.66%	38.28%

(Including promotion rates and repetition rates)

**Table 4: Dropout rates of Grade 5-6 of Sindh, 2010-11**

Dropout rates in Grade 5-6	Badin	Dadu	Hyderabad	Thatta	Mirpurkhas	Tharparkar	Sanghar	Karachi
	40.15%	54.61%	20.18%	59.60%	28.80%	36.53%	43.24%	9.60%
	Jacobabad	Larkano	Shikarpur	Khairpur	Naushero	Benazirabad	Sukkur	Ghotki

(Extracted from *Dropout Rates, ‘Statistical Bulletin Annual School Census 2010-11’, SEMIS-RSU Govt. of Sindh*)

The dropout of students from public schools poses a major hurdle to achieving the Education for All (EFA) targets and Millennium Development Goals (MDGs). According to ‘Statistical Bulletin Annual School Census 2010-11’, it is also a growing concern to find out that this tendency is the highest in 2010-11 at Sindh as compared to last three years as shown below;

**Table 3: Dropout rates of 2007-08 till 2010-11 Class Wise**

Class	2007-08	2008-09	2009-10	2010-11
Class 1-2	36.23%	36.54%	26.21%	25.08%
Class 2-3	19.33%	12.22%	13.79%	15.65%
Class 3-4	17.04%	9.94%	11.80%	14.16%
Class 4-5	16.26%	9.37%	12.63%	14.71%
Class 5-6	37.29%	37.94%	35.76%	38.28%

(Extracted from *Comparative Dropout Rates of years 2007-08 to 2010-11 Class Wise, ‘Statistical Bulletin Annual School Census 2010-11’, SEMIS-RSU Govt. of Sindh*)

In this case, among all the districts of Sindh province, district Kashmore has indicated the highest dropout rate as depicted in the following table;

	<b>48.34%</b>	<b>38.56%</b>	<b>45.11%</b>	<b>31.53%</b>	<b>43.68%</b>	<b>41.74%</b>	<b>41.61%</b>	<b>56.60%</b>
		<b>Umerkot</b>	<b>Jamshoro</b>	<b>Matiari</b>	<b>T A Yar</b>	<b>T M Khan</b>	<b>Kashmore</b>	<b>Kamber</b>
		<b>39.23%</b>	<b>39.05%</b>	<b>36.26%</b>	<b>30.23%</b>	<b>52.09%</b>	<b>61.02%</b>	<b>45.94%</b>

(Extracted from *Comparative Anne 4, Dropout Rates of Districts of Sindh 2010-11*, 'Statistical Bulletin Annual School Census 2010-11', SEMIS-RSU Govt. of Sindh)

### Research Questions

- What are the causes of high dropout rate of student in Grade 5-6 at public schools of district Kashmore during 2010-11?
- What are the possible remedies to ensure the continuation of education after Grade 5-6 in public schools at Kashmore?

### Objectives of the study

- To find out the reasons behind high dropout rate in Grade 5-6 in district Kashmore.
- To analyze the different economic, social, political, geographical, and demographical factors that affect the dropout tendencies in Grade 5-6.
- To chalk out remedial measures in order to minimize or nullify the factors which adversely affect the student retention in Grade 5-6.

### Methodology

The research universe in this context is the

province of Sindh (Rural) where drop-out rate in Grade 5-6 has been an area of serious concern over the years. More specifically, the population under consideration is the district of Kashmore.

In the past year, the district Kashmore depicted the highest drop-out rate of students in Grade 5-6 (Refer to 'Justification of Study', Table 4). Through the convenient sampling technique, a sample of 30 Schools was selected from the 03 Taluka/Towns of District Kashmore. Furthermore, using purposive sampling, 60 Class teachers were selected for the study and the relevant data was gathered using a research tool i.e. an open ended questionnaire was used. In addition to that, 30 parents were also selected based on snowball sampling technique. Lastly, a sample of 30 community members was selected using convenient sampling for this study. The information from parents and community members was obtained through interviews as many parents & community members were not literate. The detail of selected sample is given below:

**Table 5: Sample details for study**

S#	Talukas / Towns	No. of Schools	No. of Teachers	Parents	Community members
1	Kashmore	10	20	10	10
2	Kandhkot	10	20	10	10
3	Tangwani	10	20	10	10
<b>Total</b>	<b>03</b>	<b>30</b>	<b>60</b>	<b>30</b>	<b>30</b>

The data gathered from the teachers and the information collected from parents and community

members was analyzed using the percentage method.

**Findings of the study**

**Table 6: Responses of teachers regarding reasons behind dropout of students**

S#	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Many people of the community are not aware of the existence of the school in their vicinity.	8	15	2	25	50
2	Children do not attend school due to parent's lack of interest.	70	6	2	12	10
3	Children are not allowed to attend school because of the caste differences.	50	30	4	11	5
4	Children go to work and earn a living instead of coming to school.	50	25	1	18	6
5	Children stay back home and help their parents and family in work.	40	20	2	25	13
6	Children are not sent to school due to serious financial problems at home.	30	13	2	20	25
7	Parents do not send children to school for reasons of early age marriages.	20	22	3	25	30
8	Parents send their children to Madrassah instead of school.	40	25	2	25	8
9	Parents feel that the school is not safe for their children.	25	15	5	40	15
10	Parents feel that the school is very far from their home.	30	4	1	15	50
11	Children are not sent to school due to lack of facilities in schools (drinking water, toilets, electricity, desks etc)	75	12	2	4	7
12	Children are not sent to school because of the unavailability of books, copies and other learning material.	70	15	5	8	2
13	Parents think that teachers treat children harshly at school.	10	18	23	19	30
14	Parents believe that children are given too much homework from school.	20	12	8	27	33
15	Parents do not send children to schools because they think that there is no attention given to physical development of their children at schools.	35	20	15	22	8
16	Parents believe that failure in exam means that it is meaningless for children to continue school.	62	22	4	7	5
17	Parents believe that their children will	33	23	9	14	21

	adapt bad habits/attitudes from schools.					
18	Parents believe that education is not necessary for their children.	61	23	1	7	8
19	Children are too weak or too sick to attend schools.	15	23	1	23	38
20	Children are least interested in education.	60	15	5	12	8

### Findings of teachers' perspective

1. 75% of the teachers complained that the children are not sent to school due to lack of basic facilities in schools such as drinking water, toilets, electricity, desks etc.
2. 70% teachers said that children do not attend school simply because of parents' lack of interest.
3. 70% teachers think that children drop-out of schools due to unavailability of text books, copies and relevant learning material.
4. 62% teachers think that parents believe if their children fail in exams then it is useless and irrelevant for them to continue studies.
5. 61% teachers feel that parents consider education useless for their children.
6. 60% of the teachers pointed out that children are not interested to continue schools and are least interested in education.
7. 50% teacher also highlighted that number of children were not allowed to attend schools due to caste differences.
8. 50% teachers also emphasized that the children could not attend schools simply because they had to go for work and earn a living.
9. 40% teachers stated that children have to stay at their homes and help their parents and families at work, hence drop-out of schools.
10. 40% teachers highlighted that a number of children are sent to Madrassahs to acquire

religious education and hence many of them drop-out of schools.

### Findings of parents' and community members' perspective

1. 70% parents and community members think that the building is there but the teachers are least interested in coming to schools.
2. 80% parents and community members said that basic facilities are not there in the schools.
3. 58% parents and community members said that the schools are not in working condition and some of the schools have even been transformed into barns for keeping animals.
4. 42% parents and community members said that the infrastructure of schools was not at all acceptable.
5. 50% parents and community members believe that caste system creates a serious problems in the area due to which they have to take keep their children at home.
6. 71% parents and community members think that it takes many years for their children to complete primary education and due to a number of reasons such as economic conditions, social backgrounds, marriages etc, they have to leave the schools.
7. 40% parents and senior community members argue that after spending so much time in schools, children still do not learn any practical skills which can help them in their daily lives. The children usually tend to rote memorize things which is useless especially in their scenario.

8. 70% parents and community members said that there is no attention given to the development and growth of children in schools.
9. 58% parents and community members said that there was a dearth of fruitful activities in the schools to attract the children while at the same time the conduct of teacher also scares the children away.
10. 65% parents and community members said that teachers had political influence and did not come to schools at all.

### Conclusions

According to the data collected from the teachers the prime reasons for high drop-out rates of focus area are due to lack of basic facilities at public schools, unavailability of books and learning material and the parents' lack of interest in sending the children to schools.

The teachers also highlighted a range of significant reasons for the high drop-out rates such as many parents consider education as useless while many parents perceive that it is useless for their children to continue schooling if they fail in exams. The teachers also revealed that a number of children dropped-out because they were simply not interested in acquiring education.

The data gathered from the parents and community members also suggest that a number of children were not allowed to attend schools because of caste problems while a number of children dropped-out because they either had to work full time to earn a living or help their families in their work.

On the other hand, by probing the parents and community members, it was revealed that they very firmly believed that there was a clear lack of basic facilities at the public schools and that if their children were to spend such a long time at schools then the schools should have all the basic facilities such as proper infrastructure, clean drinking water, proper toilets, electricity and a viable environment for teaching and learning.

Furthermore, it was also obvious that the parents

and community members believed that the teachers are least bothered to come to schools. They also thought that schooling is very time consuming and that their children, as they age, have to attend to social and economic issues, family and tribal issues, get married and other such concerns. Another reason for high dropout rates includes little or no attention given to the holistic development of children which is why parents and community members believed that their children were becoming physically and cognitively weak if they continued to go to schools.

Another category of responses of parents and community members depicted that the schools were not in proper working condition and that some influential people used schools for housing their pets and farm animals. It was also highlighted by the parents and community members who were interviewed that the caste system, still prevalent in the region, also created too many security and social issues and disparities for them and their children so it was better not to continue sending their children to schools. In furtherance to that, they also thought there was a lack of fruitful activities at schools to attract children and to top that, the teachers' conduct did not help the cause of retaining children in schools or persuading the parents and community members for the same. It was also discovered that a huge number of teachers and public schools in general were under political influence which discouraged parents and community members from sending their children to such institutions.

### Recommendations and suggestions

#### *Ensure the presence of teachers at schools*

Government must ensure the presence of teachers at schools in school hours. For this purpose involvement of parents and community members is vital. Furthermore, accountability standards should be improved on the whole with effective implementation of Standard Operating Procedures (SOPs) at grassroots level. The parents and community members should report anomalies to District Govt. officials and monitoring / supervision teams.

#### *Better conduct of teachers*

Teacher-student relationship plays a dynamic role in the learning processes of children. It is one of the most essential areas through which teachers can

not only attract students to schools but also make the teaching-learning a fun experience for the children. In addition to that, it is also imperative to highlight that a good relationship of teachers with parents and community members is also a key motivational factor for retaining children at school.

#### *Provision of basic facilities*

It should be made sure by the district Govt. officials that all the necessary infrastructure requirements are met and that the basic facilities such as clean drinking water, utilities, toilet facilities, seating arrangements etc. are met. This implies the procurement, maintenance, and renovation of the resources.

#### *Schools should be made academically functional*

A school does not only just imply a building where there is a gathering of individuals. A school should be academically made functional and sound. This means that the teaching-learning processes in the schools, curricular and co-curricular activities and all the academic, administrative and academic-administrative tasks and processes should reflect the essence of an academically sound institution.

#### *Monitoring and supervision of schools*

Another important area of improvement is the monitoring and evaluation processes of public schools. Neutral and unbiased monitoring and evaluation of academic and administrative processes on regular basis against the set standards and benchmarks would motivate the stakeholders to go for school improvement and effective management of processes.

#### *Schools as a place of interest*

Introducing student-centered learning and effective pedagogies at classroom level, using activity based teaching-learning and fun active methodologies can transform the image of schools into a place of interest and fun learning.

#### *Balance of knowledge, skills and attitudes in curriculum*

Identification and understanding of the needs of children according to their socio-economic context is very important. In this regard, the schools in focus should reform their curriculum to cater the needs of the children.

#### *Awareness regarding importance of education*

There is a dire need to revive the perception of parents and community members in rural areas regarding the current education system of public sector. Community mobilization and sharing of facts and findings by Government at grassroots on frequent basis can improve the current situation.

#### *Eliminate irrelevant political influences from schools*

Our public sector schools are famous for being under the influence of political entities. This influence is having adverse effects, especially in rural contexts. All such negative influences should be expelled out of the education system on prompt basis.

#### *Teachers training programs*

Introduction of innovative teacher-training programs encompassing content, pedagogical focus and activity centered strategies (such as cascade models) for the teachers of public schools of rural areas on frequent basis accompanied by practical exposure can greatly motivate the teachers.

#### *Awareness of action research and implementation*

Teachers and relevant stakeholders of public schools in rural areas should be oriented with action research methodologies and implementations in order to resolve such issues in a systematic manner.

#### *Formation of a district wise standing committees for research management in education department*

A focal group of Govt. officials should be assigned the responsibility of facilitation of researchers at grassroots level especially keeping in view the demographical realities and dynamics of the region such as the caste system prevalent in the rural areas which hinders the research work as experienced in this effort.

#### *Sharing of information with parents and community members at grassroots level*

Keeping in view the data compilations such as annual assessment reports and census reports, it is suggested that a committee or focal group of locals should be assembled with whom the findings can be shared and the reasons can be discussed.

*Conduction of a similar research on large scale*

Different reports and Government surveys such as Economic Survey of Pakistan 2009-2011 suggest that the dropout rate of children in Grade 5-6 in Sindh province has been on the higher side as compared to the other provinces. In this regard, the Government or any Educational Institution should carry out a large scale research to find out the reasons behind such trends while involving other stakeholders such as students and core administrative staff of school as well in order to meet the requirements of Millennium Development Goals (MDGs).

**References**

Alexander, R. (2008). 'Education for All, the Quality Imperative and the Problem of Pedagogy', CREATE Pathways to Access No 20. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex

*Economic survey of Pakistan: 2009-10*  
[finance.gov.pk/survey/chapter\\_10/10\\_Education.pdf](http://finance.gov.pk/survey/chapter_10/10_Education.pdf)

*Economic survey of Pakistan: 2010-11*  
[http://finance.gov.pk/survey/chapter\\_11/10-Education.pdf](http://finance.gov.pk/survey/chapter_11/10-Education.pdf)

Federal Ministry of Finance, Pakistan  
<http://www.finance.gov.pk/>

Ishrat Hussain (2005), Inaugural Address delivered at the Conference on Education held at Woodrow Wilson Center, Washington D.C. on April 15, 2005

News articles <http://www.studysols.com/pakistan-literacy-rate/>

Ricardo Sabates, Kwame Akyeampong, Jo Westbrook and Frances Hunt (2010), *School Drop-out: Patterns, Causes, Changes and Policies*, Background paper prepared for the Education for All Global Monitoring Report 2011, UNESCO.

The World Bank, Educational Indicators, 'Education at a Glance'  
<http://www.oecd.org/dataoecd/61/2/48631582.pdf>