Individual and Family Level Causes Affecting Female Dropout from School in Pukhtoon Society

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Abstract

The concept of female dropout form school is one of the major problems in Pakistan. Recent studies show a high dropout especially among female in rural areas. The present study was conducted to find out the individual and family level causes of female dropout from school. Data for the study were collected from 148 sampled parents in three villages from District Lower Dir. The results indicated a high tendency of female dropout from school in the study area. The significance association was found between female dropout and physical disability, poor memory, no motivation, lack of guidance, low literacy level of parents and female education was not a strong priority in family. In the light of the findings of the study it is recommended that government and donors agencies should launch programs which should highlight the importance of female education and should provide counseling facilities to weak and disable students to minimize the rate of dropout.

Keywords
Education, Enrollment, Female Dropout, Individual causes, Family Causes, Rural areas.

INTRODUCTION

Education is a fundamental right of every individual and is directly connected to the development of society and due to its importance.

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It has become one of the main responsibilities of state (Rafi et al., 2012). Education is the right of every child because it is the only way to develop any nation or community economically, socially and culturally (UNICEF 2004). Education is the most accepted way to minimize the hurdles of society as a whole and of women as particular. It is also a tool for empowering women and bringing them to participate in development cycle, sensitize regarding gender mainstreaming and equality. Education is a phenomena which provides knowledge and skills to improve health and livelihoods as well as empowers women mind to achieve their right place in the society as well as defense for her exploitation and equally participate in the development process. Education encourage female to make confidence and participate in decision making. Educating women is the tool for defeating or reducing poverty. The efforts are emphasize and appreciated for female education throughout world this view presented by (Sharma and Sharma, 2004).

Dropout is a phenomena / status that a child or an individual who have not either passed primary or middle school and no more registered in institution or program which lead to high school and before completion he/she left school at a particular point in time is called dropout from school. Many methods were introduced to defining and measuring dropout rates. Dropout is a status or position of an individual who have not passed primary, middle or high level education and who are no more enrolled in school or program which can lead him/her to high level education at a particular point in time. According to this definition, it involves and determining both the means to be enrolled and means to passed primary, middle or high school education. Different ways are introduce of completing primary, middle or high school (Kaufman, Kwon, Klein, & Chapman, 1999). According to NAMCOL "dropout" refers to NAMCOL subject enrolments, which cannot be traced as examination subject entries at the appropriate level, plus subject entries that are given an "incomplete" mark because candidates failed to complete all of the requirements for the examination (NAMOCL Statistical Digest,2003-4). The dropout[1] rate is frequently observed high in rural areas;Dir Lower is one of them,

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[1]Dropout is a term used particularly for those children who lift school even in primary or high and he/ she is no longer enrolled in school without completion at a particular point in time is called dropout from school. (Kaufman, Kwon, Klein, & Chapman, 1999).

where 43 percent girls were dropped out of total enrollment and only 18 percent boys in 2009. It increased up to 39 percent girls and 19 percent boys in 2010, while the same was 35 percent dropout among girls and only 19 percent among boys in 2011 (Annual schools statistical report of District Dir Lower, 2010-11). Many factors which are influence drop out especially of female. The number of students enrolled in school but they were dropout before completing the primary education. In Pakistan, where the enrollment rate is 50 to 60 percent while the dropout rate is estimated at 48 percent Several individual and family level factors influence the phenomena of female dropout (Pakistan academy of educational planning and management, 1985).. Dropout from school and college create a great possibility on child of hopeless and feeling depressed regarding their circumstances. They adopted destructive mechanisms or survival methods. This can direct to negative behavior and attitude such as drug addiction, criminal and illegal action, alcoholism, harmful habits and these destructive habits and attitude negatively affect by society socially and economically(Heath, 2011).

MATERIAL AND METHODS

The study was conducted in District Dir Lower. There were 37 Union Councils in the District; however for present three villages namely KotigramPayan, Ouch and Kityarrai were selected randomly from three Union Councils Kotigram, Ouch and Tazagram. According to the Government of Pakistan population Census Report 1998, there were 1489 households in the selected villages, from which 148 samples were drawn by method forwarded by Sekaran (2003). All the parents or guardians in the selected villages were the potential respondents of the study. The data were collected face-to-face interview as most of the respondents were illiterate. The collected data for this research was analyzed with the help of relevant software like Statistical Package for Social Sciences. The data were categorized and presented in the form of percentage and frequencies. However, chi-square test was also used to test the validity and association between dependent and independent variables.

(Tai, 1978)

$$(\chi) = \sum_{fi} \sum_{fj} (f_{ij} - F_{ij})^2 / F_{ij}$$

(χ) = chi-square for categorical variables

f_{ij} = the observe frequency in I row and j column
F_{ij} = the expected frequency of I and j

The degree of freedom will be calculated as
Df   =   (r-1) (c-1)
Df   = the degree of freedom
r   = number of row
c   = number of column.

Conceptual Frame Work

The dependent and independent variables was designed by the researchers for this study are the following

Table # 1 Variables

Independent variables	Dependent variables
1. Individual level causes	Female Dropout
2. Family level causes	

RESULTS AND DISCUSSION
Results & Discussion

This section first describes the personal demographic characteristics of respondents, univariate and bivariate results. At univariate level it states the results regarding dependent variable i-e female dropout and independent variables these areindividual level causes and family level causes. It is followed by the association between the two variables.

Univariate Analysis
Personal and Demographic Characteristics of Samples Respondent

Personal and demographic characteristics show the abilities and potentials of a person either perform or not in such manner. However for this study included some personal and demographic characteristics, which will help this study and find out major causes of female dropout from school. Below table shows that ratio of parents towards female dropout from school was high in age group of 31-40 years (50.67%)and majority of the sampled respondents were illiterate (54.94%), while within literate there more had matric (16.2%) and above level of education. Table also reported that there were fewer dropouts in extended family (6.8%)because ofless sampled respondents in the data, due to social change in family system from extended to nuclear,and

followed by joint families. However, a number of female dropouts were more from in nuclear (54.07%) family system because of their large number in sampled data and large number of dropout in family had 11-15 percent was more due to large size of sampled respondents in this category of sampled population. Table also shows that (52.2%) percent of the sampled respondents had monthly income between Rs. 1100-20000 where another 18 percent each had income between 6000-10000 and 21000-30000 respectively.

Table 2:- Personal and Demographic Characteristics of Samples Respondent

Age Group of sampled respondents	No	%age
20-30	23	15.40
31-40	75	50.67
41-50	32	21.62
51-60	14	9.45
61 and above	4	2.70
Total	148	100
Educational Status	**No**	**age %**
Illiterate	80	54.05
Literate	68	45.94
Primary	12	8.10
Middle	18	12.2
Metric	24	16.2
F.A	11	7.4
B.A	10	6.8
M.A	5	3.4
Total	148	100
Family System	**No**	**% age**
Nuclear	81	54.7
Joint	57	38.5
Extended	10	6.8
Total	148	100
Family Size	**No**	**% age**
5-10	46	31.08
11-15	73	49.32
16-20	16	10.81

21 and Above	11	7.43
Family Monthly Income	**No**	**% age**
<5000	1	0.6
6000-10000	26	17.56
11000-20000	77	52.02
21000-30000	27	18.24
31000 and Above	7	4.7

Source: Survey

Dropout from school

The major findings of table 3 illustrates that 78.4 percent of the respondents were found agreed that their daughter left school while 48.0 and 52.7 reported disagreed that their daughters were terminated and has not been re-enrolled. Furthermore a total number of 52.7 percent of the respondents were found not sure that their daughter did not complete education. Following by 38.5,48, 40.5, 59.5 and 56.1 percent of the respondents who were found disagreed that their daughter failed and not appeared in exam, were not attending school, partially withdrawal from school, strong tendency of female dropout in their family and education is not basic need for children respectively.

Table 3:- Dropout from school

Statement	Agree	Disagree	Don't Know
Your Daughter Left School	116 (78.4%)	0 (0.0%)	32 (21.6%)
Your daughter terminated	56 (37.8%)	71 (48.0%)	21 (14.2%)
Your daughter has not been re-enrolled	24 (16.2%)	78 (52.7%)	46 (31.1%)
Your daughter did not complete education	23 (15.5%)	47 (31.8%)	78 (52.7%)
Your daughter failed and not appeared in exam	58 (39.2%)	57 (38.5%)	33 (22.3%)
Your daughter not attending school / Abseentism	48 (32.4%)	71 (48.0%)	29 (19.6%)
Your daughter partially withdrawal from school	52 (35.1%)	60 (40.5%)	36 (24.3%)
Strong tendency of female dropout in your family	35 (23.6%)	88 (59.5%)	25 (16.9%)

Education is not basic need for children	11 (7.4%)	83 (56.1%)	54 (36.5%)

Source: Survey * Frequencies represents by figures in the table while percentage and proportion of respondents represents in parenthesis.

Individual Level Causes

Table 4 describes the individual level causes of female student's dropout from school. The majority of the respondents reported that 68.9, 52, 45.3 and 78.4 percent were found agreed about the major causes of female dropout were poor memory, no motivation, absenteeism and lack of guidance respectively. Furthermore 72, 77 and 64.8 percent were found disagreed with the statement that poor health, physical disability and overage enrollment are the dropout causes respectively. A total number of 62.7, 57.4 and 51.4 percent of the respondents were also found not sure about the malnutrition, interest in something else and negative peer group causing dropout respectively.

The table reports mental weakness and lack of parents' interest as the major causes of female dropout from school. The results are supported by the findings of Hunt and Lewin (2008).

Table 4:- Individual Level Causes

Statement	Agree	Disagree	Not Sure
Poor Health	35(23.6%)	105 (72%)	8(4.5%)
Malnutrition	21(13.6%)	35 (23.7%)	92(62.7%)
Poor Memory	102(68.9%)	26 (17.6%)	20(13.5%)
Physical Disability	25 (16.9%)	114 (77%)	9(6.1%)
No Motivation	77 (52%)	51 (34.5%)	20(13.5%)
Interest in some else	31 (21%)	32 (21.6%)	85(57.4%)
Overage enrollment	31 (21 %)	96 (64.8%)	21(14.2%)
Negative peer group	20 (12.2%)	54 (36.5%)	76(51.4%)
Absenteeism	67 (45.3%)	59 (39.8%)	22(14.9%)

Lack of guidance	116 (78.4%)	14 (7.5%)	18(12.2%)

Source: Survey * Frequencies represents by figures in the table while percentage and proportion of respondents represents in parenthesis.

Family Level Causes

The major finding of the table 5 indicates major family level causes regarding female dropout from school. Includes father educational level 74.4 percent followed by mother education 84.4, domestic problems 82.4 and female education was not priority 77.7 percent. On the other hand a 44.6, 55.4 and 71.6 percent were found disagreed with the statements that there is any link between weak, disorganized family system and migration with female dropout respectively.

Result as whole reveal a strong association between father educational level, mother literacy level, domestic problems and female education as was a not strong priority with female dropout from school. The results are covered in the findings of Chug (2011).

Table 5:- Family Level Causes

STATEMENT	Agree	Disagree	Not Sure
Education level of Father	110(74.4%)	26 (17.5%)	12(8.1%)
Literacy level of mother	125(84.4%)	11(7.5%)	12(8.1%)
Weak family system	20(13.5%)	66(44.6%)	62(41.9%)
Domestic problems	122(82.4%)	17(11.5%)	9(6.1%)
Family Disorganization	19(12.9%)	82(55.4%)	47(31.8%)
Female Education is not priority	115(77.7%)	17(11.5%)	16(10.8%)
Migration	14(9.5%)	106(71.6%)	28(18.9%)

Source: Survey * Frequencies represents by figures in the table while percentage and proportion of respondents represents in parenthesis.

Bivariate Analysis

Individual Level Cause of Female Dropout from School

       The number of students enrolled in school but they were dropout before completing the primary education which considered the major problem in primary education. The same problem observed in Pakistan, where the enrollment rate is 50% to 60% while the dropout rate is estimated at 48% (Pakistan academy of educational planning and management, 1985). Table 6 results indicate the major causes of dropout from school related to individual level which lead to female dropout from school. Result show that most of the respondents were replied that our children were poor minded in study, therefore highly significant association (p=0.041) found between dropout and poor memory. Due to majority of the parents and guardian of sampled respondents were farmer and daily labors they were not motivate their children toward education, thus significant relationship(p=0.036) found between female dropout and lack of motivation. Large illiteracy in the sampled respondent also lead to lack of guidance, thusfemale dropout found significant association (p=0.017) with lack of guidance, while the variable such as physical disability is no significant association (p=0.084) with female dropout, same is overage enrollment (p=0.604), peer group pressure (p=0.736) and absenteeism (p=0.495) had no significant association. The results are supported by the findings of Hunt and Lewin (2008).

Table 6 :Individual Level Cause of Female Dropout from School

STATEMENT	Yes	No	Don't Know	Chi square P= value
Poor Health				
Strong Agree	3(2.0%)	4(2.7%)	1(.7%)	x^2=4.169 (.842)
Agree	17(11.5%)	6(4.1%)	4(2.7%)	
Uncertain	5(3.4%)	2(1.4%)	1(.7%)	
Disagree	57(38.5%)	25(16.9%)	8(5.4%)	
Strong Disagree	11(7.4%)	3(2.0%)	1(.7%)	
Malnutrition				
Strong Agree	6(4.1%)	3(2.1%)	1(.7%)	x^2=.6.031 (.644)
Agree	5(3.4%)	4(2.7%)	2(1.4%)	
Uncertain	61(41.2%)	24(16.2%)	7(4.7%)	

Disagree	12(8.1%)	4(2.7%)	1(.7%)	
Strong Disagree	9(6.1%)	5(3.4%)	1(.7%)	
Poor memory				
Strong Agree	56(37.8%)	13(8.8%)	10(6.8%)	
Agree	14(9.5%)	8(5.4%)	1(.7%)	x^2=16.130 (.041)
Uncertain	12(8.1%)	6(4.1%)	2(1.4%)	
Disagree	8(5.4%)	9(6.1%)	2(1.4%)	
Strong Disagree	3(2.0%)	4(2.7%)	2(1.4%)	
Physical disability				
Strong Agree	4(2.7%)	8(5.4%)	1(.7%)	
Agree	9(6.1%)	2(1.4%)	1(.7%)	x^2=13.932 (.084)
Uncertain	6(4.1%)	3(2.0%)	0(.0%)	
Disagree	13(8.8%)	7(4.7%)	5(3.4%)	
Strong Disagree	61(41.2%)	20(13.5%)	8(5.4%)	
No Motivation				
Strong Agree	32(21.6%)	11(7.4%)	10(6.8%)	
Agree	17(11.5%)	6(4.1%)	1(.7%)	x^2=16.496 (.036)
Uncertain	10(6.8%)	8(5.4%)	2(1.4%)	
Disagree	8(5.4%)	9(6.1%)	1(.7%)	
Strong Disagree	26(17.6%)	6(4.1%)	1(.7%)	
Interest in some else				
Strong Agree	10(6.8%)	3(2.0%)	1(.7%)	
Agree	10(6.8%)	3(2.0%)	4(2.7%)	x^2=6.715 (.568)
Uncertain	51(34.5%)	27(18.2%)	7(4.7%)	
Disagree	16(10.8%)	5(3.4%)	3(2.0%)	
Strong Disagree	6(4.1%)	2(1.4%)	0(.0%)	
Overage Enrollment				
Strong Agree	7(4.7%)	3(2.0%)	1(.7%)	
Agree	12(8.1%)	4(2.7%)	4(2.7%)	x^2=6.389 (.604)
Uncertain	13(8.8%)	6(4.1%)	2(1.4%)	
Disagree	40(27.0%)	20(13.5%)	8(5.4%)	
Strong Disagree	21(14.2%)	7(4.7%)	0(.0%)	

Peer Groups Pressure				
Strong Agree	3(2.0%)	2(1.4%)	1(.7%)	
Agree	8(5.4%)	3(2.0%)	1(.7%)	
Uncertain	48(32.4%)	20(13.5%)	8(5.4%)	x^2=5.199 (.736)
Disagree	28(18.9%)	9(6.1%)	5(3.4%)	
Strong Disagree	6(4.1%)	6(4.1%)	0(.0%)	
Absenteeism				
Strong Agree	7(4.7%)	2(1.4%)	2(1.4%)	
Agree	33(22.3%)	18(12.2%)	5(3.4%)	
Uncertain	15(10.1%)	4(2.7%)	3(2.0%)	x^2=7.394 (.495)
Disagree	25(16.9%)	14(9.5%)	5(3.4%)	
Strong Disagree	13(8.8%)	2(1.4%)	0(.0%)	
Lack of guidance				
Strong Agree	50(33.8%)	27(18.2%)	7(4.7%)	
Agree	21(14.2%)	7(4.7%)	4(2.7%)	
Uncertain	14(9.5%)	3(2.0%)	1(.7%)	x^2=18.613 (.017)
Disagree	7(4.7%)	2(1.4%)	0(.0%)	
Strong Disagree	1(.7%)	1(.7%)	3(2.0%)	

Source: *Survey* Frequencies represents by figures in the table while percentage and proportion of respondents
Represents in parenthesis and in the end columns number in the parenthesis represents P value.

Family Level Causes of Female Dropout from School

Family is the first institution of any society throughout world to make sure their children socialization, personality and development. Therefore family has the fundamental role in their children education especially for female education in rural and traditional societies. The below table shows, that several family level causes which support the female dropout from school. The parent education level highly influence the education of their children, therefore highly significant association (p=0.007) found between parent's education and female dropout. Further for children education also need a safe and non-violence environment in domestic level, because domestic problems effect the children education, thus significant relationship (p=0.049) found between domestic problems and female dropout. In rural areas

where still gender disparity practices and female are not encouraging to attend school as compare to male. Therefore significant association (p=0.042) found education as not priority in the family strongly affect not only female education but also force them to leave their studies. The findings are supported by Chug (2011).

Table 7:

STATEMENT	Yes	No	Don't Know	Chi square P= value
Education Level of Father				
Strong Agree	38(25.7%)	21(14.2%)	5(3.4%)	
Agree	37(25.0%)	4(2.7%)	5(3.4%)	
Uncertain	5(3.4%)	5(3.4%)	2(1.4%)	x^2=21.190
Disagree	6(4.1%)	2(1.4%)	3(2.0%)	(.007)
Strong Disagree	7(4.7%)	8(5.4%)	0(0.0%)	
Literacy level of mother				
Strong Agree	50(33.8%)	26(17.6%)	10(6.8%)	
Agree	34(23.0%)	2(1.4%)	3(2.0%)	x^2=29.616
Uncertain	5(3.4%)	6(4.1%)	1(.7%)	(.000)
Disagree	0(0.0%)	0(0.0%)	1(.7%)	
Strong Disagree	4(2.7%)	6(4.1%)	0(0.0%)	
Weak family system				
Strong Agree	6(4.1%)	1(.7%)	2(1.4%)	
Agree	8(5.4%)	2(1.4%)	1(.7%)	x^2=5.914
Uncertain	41(27.7%)	18(12.2%)	1(.7%)	(.657)
Disagree	35(23.6%)	17(11.5%)	8(5.4%)	
Strong Disagree	3(2.0%)	2(1.4%)	1(.7%)	
Domestic Problems				
Strong Agree	32(21.6%)	17(11.5%)	5(3.4%)	
Agree	47(31.8%)	16(10.8%)	5(3.4%)	x^2=15.553
Uncertain	3(2.0%)	2(1.4%)	4(2.7%)	(.049)
Disagree	7(2.7%)	4(2.7%)	0(0.0%)	
Strong Disagree	4(2.7%)	1(.7%)	1(.7%)	
Family Disorganization				
Strong Agree	2(1.4%)	2(1.4%)	1(.7%)	
Agree	9(6.1%)	5(3.4%)	0(0.0%)	x^2=7.948
Uncertain	25(16.9%)	15(10.1%)	7(4.7%)	(.439)
Disagree	44(29.7%)	16(10.8%)	6(4.1%)	
Strong Disagree	13(8.8%)	2(1.4%)	15(10.1%)	
Female Education is not strong priority				
Strong Agree	51(34.5%)	25(16.9%)	7(4.7%)	x^2=15.399
Agree	20(13.5%)	8(5.4%)	4(2.7%)	(.042)
Uncertain	12(8.1%)	3(2.0%)	1(.7%)	

Disagree	9(6.1%)	2(1.4%)	0(.0%)	
Strong Disagree	1(0.7%)	2(1.4%)	3(2.0%)	
Migration				
Strong Agree	1(0.7%)	3(2.0%)	1(.7%)	
Agree	4(2.7%)	3(2.0%)	1(0.7%)	
Uncertain	17(11.5%)	8(5.4%)	2(2.0%)	x^2=7.707
Disagree	33(22.3%)	15(10.1%)	4(2.7%)	(.463)
Strong Disagree	38(25.7%)	11(7.4%)	5(3.4%)	

Source: *Survey* Frequencies represents by figures in the table while percentage and proportion of respondents represents in parenthesis and in the end columns number in the parenthesis represents P value.

Conclusion and Recommendations

Female dropout from school in traditional/rural areas is still a common phenomenon. Many of the girls either don't attend the school or stop schooling from primary to college level at any time. The study has concluded significant association between dependent variable dropout and independent variables individual level causes and family level causes. At individual level cases significant association was obtained these included poor health, no guidance and lack of motivation from the parents. At family level causes the trend of female dropout among the families was also high where both or each of the parents were illiterate or low literate, there were domestic problems and female education was not on the family priority list.

As the findings reports a large gender gap regarding female education, it is recommended that parent's especially illiterate ones should be made aware about the importance of female education and equity among children.

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