

Causes of Dropouts in Government Secondary Schools of Punjab (Pakistan)

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Abstract

Through this research work, the researcher studied the causes of dropouts in Government Secondary Schools of Punjab (Pakistan). Specifically, the researcher employed a descriptive design to examine and discuss the problems facing the educational institutions and to make recommendations that can be employed to increase the opportunity for student's success within the Province of Punjab. The objectives of this study were to investigate the trend of dropouts at Secondary Schools in Punjab. Several attempts were made by the Government of the Punjab to reverse this trend. The reason of dropouts was studied through the opinion of 32 boys Secondary School Teachers of Public sector along with 160 Parents and 160 Dropout Students from District Kasur, Punjab (Pakistan). Data collected were analyzed by using the SPSS. The class repetition, mismanagement, lack of basic facilities like drinking water, toilets, electricity, desks etc, cleanliness, communication gap between teachers and parents, harsh behavior of teachers and too much homework from school came out as major causes of dropout. The secondary school teachers fixed the responsibility of dropping out on parents and the children. The authorities should take vital steps to minimize the dropout rate by improving schools and by starting Parents awareness campaign about the importance of students' education.

Keywords: Secondary School Dropouts, Causes of Dropouts and the Participants.

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Rationale of the Study

School dropout simply means early departure from school. Students, who leave their schools without completion their secondary school certificate, are known as school dropouts. School education department throughout the Pakistan is facing the issue of dropouts. The study of dropouts has not received due attention generally in Pakistan and particularly in the Punjab province. A few partial attempts were made in this regard (Bhatti, 1987; Farooq, 2010; Khan et al, 1986). Many resources from the limited income of the country were spent on this sector without significant increase in the literate population and no effort was made to address the issue of dropout in the educational institutions. It is difficult for school education sector of Pakistan to provide adequate schools and teachers for increasing school age cohort in the presence of continued fast population expansion rate and under investment (Sathar et al, 1994). Therefore, choice left for the Punjab Government is to use the existing infrastructure of school efficiently.

UNESCO (2010) in his survey about education in Pakistan stated that, Education system of Pakistan is divided into five stages: Primary stage includes (grades 1 – 5), Middle stage (grades 6 – 8), Secondary stage (grades 9 – 10), directed to secondary school certificate; Intermediate stage (grade eleven and twelve), leads to a Higher Secondary School Certificate; and higher education leads to graduate and post graduate degrees. Primary school age in the Province of Punjab is 5 and secondary school age is 12. There are 5 grades in primary as well as in secondary schools.

The Secondary level, which is deciding level for the career of students, where they can choose either science or arts groups consists of grades 9 and 10. The terminal examinations at the end of each of the two Secondary grades are conducted externally and these examinations are important for the students to choose their future options (PSESP, 2013).

Gull et al. (2013) further pointed out that transport facility was a big hurdle in the way of continuing student's education. Almost all the students were of the opinion that deficiency of guidance, weak memory, and difficulty of course; failure in class 9th and long distance of school forced them to terminate their studies. In rural areas roads and public transport are usually less developed and long travel, and particularly out of the village is not considered as safe travel. For lower secondary students, it can be noted that there is a higher degree of non promotion correlated with discipline problems and failure in 9th class exam. 40 percent parents were believed that low income make it difficult for the parents to make their home a contented environment for all their children. 60 percent parents were of the view that this thing influence school attendance and students show irregularity in attending school. The curriculum does not fulfill the demands of the society is the view of 40 percent parents due to which the dropouts occurred.

In spite of all the efforts made by the Punjab Government like provision of free books, abolition of fee and Rs. 1000 scholarship for female students to decrease the dropout rate and increase the retention of students till the completion of secondary school certificate, even then students are leaving secondary schools earlier than completion at a constant rate. The prior studies were mostly conducted on Primary Education and Secondary education was not noticed seriously. Keeping in view the sensitivity of the problem, this study was designed to discover the dropout phenomenon in the light of views of the Secondary School Teachers, parents and dropout students. Secondary school teachers and the managerial institutions could be the potential beneficiaries of the outcomes of this study. They would presumably take advantage from the outcomes as a result of this analysis work because this research work has been given comprehensive information concerning to the dropouts that may facilitate them in stopping the secondary school students from dropping out.

Statement of the Problem

The study was designed to examine the causes of dropouts in Government Secondary Schools of Punjab (Pakistan). The dropout trend is neither a drawback of the past nor it is for present; but if it is not appropriately addressed it becomes a severe problem for future generations. The out of school and out of job youth is an explosive issue for the society. It serves as detonator for socio economic strength of a nation.

Objectives of the Study

The objectives of this research study were as under:-

- a. To find out the causes of dropouts in Government Secondary Schools of District Kasur.
- b. To identify the behavior of teachers in classroom in Government Secondary schools of District Kasur.
- c. To identify the behavior of parents with the drop out students at their home.
- d. To find out the remedies to alleviate the dropouts at secondary level in Punjab.

Research Questions

- a. What were the causes of drop out students which they face at school and home?
- b. To what extent the behavior of boys secondary school teachers affects on the dropouts?
- c. To what extent the behavior of parents affects on drop out students?
- d. What would be the possible solution of dropouts according to parents and teachers?
- e. How does the school academic environment and school social relations influence student's decision to drop out from school?

Delimitations of the study

Due to paucity of time, resources and access, this study was delimited to;

- i. Boys Government Secondary Schools of District Kasur (Session 2014-16).

Review of Related Literature: To conduct this study the researcher searched the relevant literature on sure key words that were able to fulfill the data and needs of the analysis study. To collect the relevant literature, the researcher searched numerous Journals and alternative publications like books in education and alternative material on dropouts at secondary level.

Concept and Meaning of Dropout: *Concept and meanings of dropout are elaborated through different definitions made by different authors as under;*

Kara (2020, p.1) In North Carolina, dropout is defined as “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school”. Similarly, Good (1973, p. 1434) defined dropout as, “Any student who is the regular student of a school term, except death or any other and without admission in school, leaves the school without completing it is known as dropout”. Moreover, Block and others (2007, p.763) defined dropout as, “Any pupil who leaves school prior to graduation for any reason except death and does not enter another school”.

Malik (2002) defined the dropout as, *“any student who terminates the school prior to finishing classes of schoolwork”*. This description does not cover every difficulty of the happening and has not understandable in essence. This is much comprehensive definition and it does not cover all the students who cease their schools before their course completion.

From the above mentioned definitions, it can be concluded that “the term dropout means those students which leave their course of study before completing their secondary school certificate”.

Causes of Enrolment and Dropout

Different causes of enrolment and dropouts are discussed as under;

Enrolment and Retention

In Pakistan, why do enrollment and retention rates jump down at primary school level? The Pakistan Education Statistics 2014-15 factsheet compiled by Alif Ailaan showed that in Government Schools attendance rate is 62% whereas, only 20% offer pedagogy in Government schools. In such circumstances private schools are associating in filling the

gap left by the deficiency of Government schools. However, everybody has not capability to afford a private school. Out of school youngsters have been dropped from 25m to one million in the last year. However, retention rate has been improved in the previous year. Almost, fifty percent of all the kids having age between 5 to 16 are out of school and quite 18m have not seen the inside of the school.

SPARC (2008) during working on Children Rights has pointed that 35000 students dropped out due to physical punishment each year from schools. It further pointed out that child abuses are badly increasing dropouts at secondary schools. It also claimed that due to dropouts the figure of road children is growing. Currently, above than 70,000 street kids are present in Pakistan.

According to Stephen (2007) in Pakistan dropout rate of girls is higher than the boys. Most of the Pakistani inhabitants are settled within the rustic areas wherever notably women are facing millions of difficulties, at some places social limitations and at some places schools are distant. Particularly, at secondary schools women face brutal harms, typically, they face a distance of 10 to 15 kilometer that is far away and their folks cannot afford it so, they forbid them to travel to high schools.

Dropping of Retention Rate after Primary Schooling

Naaz (2016) conducted a study on dropouts and stated that in Pakistan, children enrollment starts at primary school level, from which until class 5, 69% are retained and until class 10 only 28%. The good thing is that from previous years this is a 3% increase from the 25%. Enrolment and preservation may vary from Province to Province. Baluchistan and retention rates of Fata until class five are the lowest one from 34% to 32% respectively while Islamabad and Gilgit-Baltistan (GB) have the highest rates from 92% to 93% correspondingly with a countrywide in general of 69%. After the primary level, Enrolment drops drastically, more sharply for girls than for boys.

Lack of Basic Facilities

The factsheet says, a lot remains to be accomplished even after improvements in Government school facilities. About 38% of schools are running without a building in satisfactory condition while 9% are running without a school building. This crisis is more prominent in Azad Jammu and Kashmir, where additional 29% of single classroom schools and 31% of Government schools are working without a building. This rate is very good in Punjab which is 1% without building and 6% with single class room schools. Schools under Government of Sind are even inferior to Baluchistan's in this respect with 17% of schools operating without building and an additional 32% of single classroom schools without building in contrast to Baluchistan's 14% and 30% respectively in both categories. In the light of recent attacks on schools in Pakistan, the absence of a boundary wall in 30% of all Government schools is also a source of concern (Naaz, 2016).

Health as an Educational Input

Ding et al. (2007) conducted a study on health problems and concluded that responding to negative health outcomes by the parents, schools or peers by increasing investment into other inputs may equalize the harmful effects of poor health on achievement. On the contrary the reaction of these persons could move in a direction that reinforces the harmful impact of health like prejudice. For example, due to observed health status of their child, parents may decide not to invest or invest less on education of their child. Since data available with us has lack of information on family and school inputs as well as peers, we will acquire a combined impact of health on education.

Social and Economic Factors

Hanafia (2008) focused on two aspects of family socio economy that is mothers and father's educational level and reading materials in the home. Four hundred thirty five students from three secondary schools in a district in Kedah were involved in this case study. The findings of this study support previous studies where both parents' level of education and reading materials available in the home were related to children's academic achievement.

The Saifi and Mehmood (2011) conducted a study regarding the effects of socio economic status on student's achievement. They used income, parent's education and occupation, material possessed at home, transport and servants as the indicators of socio-economic status and data were analyzed through percentages. The findings indicated that parent's education, occupation and facilities at home affect the student's achievement. Most of the research studies discussed above was conducted in Pakistan. The researcher's of these researches taken the general factors affecting the student's achievement.

Unpredictable Home Environments

Adell (2002) during interviews with learners and teachers indicated the following factors leading to school dropout given as under:

- Unpredictable home environment
- Death of Parents
- divorce/ separation
- Domestic quarrels by parents
- child neglect
- unstable homes

In support of the above, a teacher regretted strongly that the exposure of the ordinary level learners to divorced parents, unstable homes which are characterized by domestic quarrels by parents and negative role models from an early age contribute not only to poor academic performance but also to learners dropping out. Thus, children from intact homes were less likely to drop out of school even when socio economic status was removed.

Snowman and Biehler (2012) in their study about unstable families pointed out that learner from unstable families are emotionally disturbed and therefore underperform. Many studies indicate that the types of attributions that individuals make influence their subsequent behaviours in predictable ways. Both the expectancy beliefs and the emotions that individuals experience as a result of the attributional process tend to determine future behaviours.

Assessment of the Related Resources

During reviewing definitions of other academia, comprehensively, OECD (2012,p.13) dropout may be defined as, “*a terminology used for the student who left his education incomplete, before the completion of the specific level of education for which he was enrolled in the school, for any reason and he is no more enrolled in the same level or in any equivalent qualification*”.

After reviewing the literature, the researcher confirmed that lack of awareness in Parents about the importance of education, lack of trained and well qualified teachers, lack of student’s interest in studies, lack of understanding powers, poverty, social and cultural limitations, poor education culture in the society, formal strategies of teaching, teachers’ negative behaviors, continuous failure, advanced program, physical penalization, over laden rooms, deficiency of faculties, lack of important facilities like Water, Electricity etc., deficiency of conveyance like Taanga, Cycle, Raksha etc., no future job surety, very inhabited families, , domestic work burden, early age marriages, family enmities and threat from terrorist parts square measure the potential issue behind dropouts. Once a broad study on the matter and as per the researcher understanding, a number of factors were not clearly expressed within the studies, however surfaced out.

Method of the Study

The method of study was consisted of the following sequence;

Design of the Study

Current research study was descriptive in nature. Survey was used to collect the information.

Population of the Study

All the ninety-three (93) Boys Government Secondary Schools of District Kasur (Punjab) were selected as a population.

Sample of the Study

Thirty-two (32) teachers were selected from four Tehsils of Government secondary schools of District Kasur. Four (04) boys (two from rural and two from urban) Secondary Schools from each Tehsil of District Kasur were selected randomly. Two Secondary School Teachers from each urban and two Secondary School Teachers from each rural secondary school were selected randomly. 160 parents were selected randomly from a list of dropout students of secondary schools in which complete particulars of dropout students and parents were mentioned. Ten (10) parents of dropout students whose qualification was above matric were selected randomly. In the same way 160 dropout students were selected. Ten (10) dropout students, both from science and arts group from each school were also selected randomly. List of dropout students and their parents as per requirements of the sample were collected from the in-charges of class during session 2014-16.

Data Collection Tool

A research questionnaire consisted on three parts, one for teachers, one for parents and one for dropout students was used as a tool of research.

Procedure of the Study

This study work was consisted of following procedural steps mentioned as under,

Formulation of Questionnaire

Five point Likert type questionnaire ranging from '1' indicating strongly disagree to '5' indicating strongly agree (One for teachers, one for parents and one for dropout students) was prepared for the current research. The questionnaires were consisted of different types of questions each. All the three questionnaires were sent to different experts for validation. Experts suggested different types of modifications in these questionnaires. In the light of these opinions 38 questions were selected out of 56 for secondary school teachers, 36 questions were selected out of 55 for parents of dropout students and 29 questions were selected out of 51 for dropout students respectively.

Validation of Questionnaire: -Validity of the questionnaire was determined through pilot study. The questionnaire for teachers was sent to five Principals/ Senior Headmasters of Government High schools in District Kasur (Punjab) having 10 years of teaching cum administration experience for content validation. They were not part of the sample. In the light of the opinions of the experts the tool was improved. There were no major changes except minor mistakes. In the same way questionnaire for parents and dropout students was sent to the 3 parents of dropout students whose qualification was

above matric and having better understanding about dropouts. They were not part of the sample. In the light of the opinions of the parents the tool was improved.

Reliability of Questionnaire: - To ensure the scale reliability and measure of internal consistency of the questionnaire, Cronbach's alpha was calculated. The value for secondary school teachers was .90, for parents of dropout students was .76 and for dropout students was .91 which showed that consistency of the answers was excellent for secondary school teachers, acceptable for parents of dropout students and excellent for dropout students respectively.

Finalization of Questionnaire: - After determining the content validity and assessing the reliability tool was finalized. There were 56 questions initially but after the opinions of the experts 38 questions for secondary school teachers, 36 questions for parents of dropout students and 29 questions for dropout students were finalized for data collection.

Administration of Questionnaire: The researcher himself distributed the questionnaire to all the secondary school teachers, parents of dropout students and dropout students. The researcher briefed individually to each respondent about the details of the questionnaire.

Collection of the Questionnaire: - The researcher personally visited the schools and received data from 25 secondary school teachers, 138 parents of dropout students and 145 dropout students in three steps. Some of the secondary school teachers and parents asked the researcher to visit on any other day. The researcher visited two to three times and collected the remaining data. So, the return rate was 100%.

Results of the Study

Data collected through questionnaires were prearranged, tabulated and analyzed through SPSS by using one sample statistics. Mean score, standard deviation, significant value and the value of "t" was calculated against each statement carefully in order to find the significance difference among the opinions of different categories of the respondents. The issues similarly treated by the respondents were coded by labeling the information. Consequently, tables were generated for further interpretation and analysis of the data.

Data interpretation and Analysis

Data interpretation and analysis was performed through tables generated from each category of the respondents.

a) Opinion of Secondary School Teachers: - Opinion of Secondary School Teachers is shown in Table 1.

Table 1
One-Sample Statistics Value Related to Domestic Problems (N=32)

	Statements	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>	95% CI	
						LL	UL
1	Illiteracy of parents is a cause of dropouts.	4.16	.987	23.813	.001	3.80	4.51
2	Ignorance of parents is a cause of dropouts.	3.69	1.203	17.337	.001	3.25	4.12
3	Domestic/family problems of students causes dropout.	3.72	.991	21.219	.001	3.36	4.08
4	Early age marriage causes dropout.	2.84	1.322	12.164	.001	2.37	3.32
5	I feel that parents send their children to Madrassah instead of school.	3.06	1.268	13.658	.001	2.61	3.52
6	Student's absence in school due to parent's lack of interest.	3.38	1.338	14.269	.001	2.89	3.86
7	Harsh behavior of parents at home.	3.63	1.157	17.723	.001	3.21	4.04
8	Huge strength of students in class room.	3.94	1.014	21.966	.001	3.57	4.30
9	Mismanagement in schools causes dropout.	2.91	1.254	13.114	.001	2.45	3.36
10	Lack of communication between teacher and parents.	3.34	1.066	17.746	.001	2.96	3.73
11	Lack of basic facilities in schools (drinking water, toilets, electricity, desks etc) causes dropout.	3.00	1.344	12.627	.001	2.52	3.48
12	Lack of cleanliness in school.	3.25	1.586	11.590	.001	2.68	3.82
13	Harsh behavior of teachers at school.	3.25	1.107	16.605	.001	2.85	3.65
14	Too much homework from school.	2.66	1.234	12.175	.001	2.21	3.10
15	Insufficient student teacher ratio (STR) is a cause of dropouts.	3.53	1.135	17.592	.001	3.12	3.94
16	Sudden transfer of teacher causes dropout.	3.09	1.376	12.716	.001	2.60	3.59
17	Lack of transport facilities at school.	2.81	1.306	12.182	.001	2.34	3.28
18	Poor evaluation system of exam.	3.66	1.181	17.517	.001	3.23	4.08
19	Curriculum is beyond the capability of students.	3.34	1.004	18.849	.001	2.98	3.71
20	Failure in 9 th class prevents students to come in class room.	3.53	1.135	17.592	.001	3.12	3.94
21	Low IQ/memory is hurdle in learning process.	3.22	1.385	13.146	.001	2.72	3.72
22	Very lengthy syllabus is a source of dropout.	3.25	1.344	13.679	.001	2.77	3.73

23	Rough attitude of teachers during exam causes dropout.	2.84	1.462	11.007	.001	2.32	3.37
24	Flaws in examination system causes dropout.	3.28	1.224	15.161	.001	2.84	3.72
25	Bad company of friends is a cause of dropout.	4.00	1.107	20.437	.001	3.60	4.40
26	Students have to work for earning instead of attending school.	3.72	1.054	19.950	.001	3.34	4.10
27	Poverty is a cause of dropouts.	3.59	1.365	14.899	.001	3.10	4.09
28	Insufficient pocket money is a cause of dropout.	3.06	1.216	14.241	.001	2.62	3.50
29	Political pressure groups cause dropouts.	3.06	1.216	14.241	.001	2.62	3.50
30	Drug addiction in students is a source of dropout.	2.88	1.185	13.729	.001	2.45	3.30
31	Emotional attachment with school and school mates.	3.06	1.294	13.392	.001	2.60	3.53
32	Students lack of interest due to poor health.	3.91	1.201	18.398	.001	3.47	4.34
33	Some time students have nothing to eat.	3.22	1.157	15.743	.001	2.80	3.64
34	Poor Hearing of students causes dropout.	3.59	1.043	19.493	.001	3.22	3.97
35	Poor eyesight of students is a cause of dropout.	2.91	1.304	12.607	.001	2.44	3.38
36	Students are too mentally weak to attend school.	3.47	1.319	14.872	.001	2.99	3.94
37	Lack of medical examination of student.	3.28	1.198	15.498	.001	2.85	3.71
38	Provision of basic necessities for students is a source of dropout.	3.31	1.230	15.238	.001	2.87	3.76

b) Opinion of Parents of Dropout Students: - Opinion of Dropout Students' Parents is shown in Table 2.

Table 2

One-Sample Statistics Value Related to Domestic Problems (N=160)

	Statements	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>	95% CI	
						LL	UL
1	My son will adapt bad company from school.	3.26	1.559	26.418	.001	3.01	3.50
2	My illiteracy about importance of education.	3.03	1.432	26.726	.001	2.80	3.25
3	My harsh attitude at home is a reason of dropout.	2.66	1.355	24.789	.001	2.44	2.87
4	I am too busy to follow my child in school.	2.83	1.375	26.053	.001	2.62	3.05
5	Parents quarreling all the time at home.	2.69	1.488	22.901	.001	2.46	2.93
6	Religious education is more necessary than school studies.	3.05	1.440	26.796	.001	2.83	3.27
7	Unsafe for my child.	2.77	1.424	24.593	.001	2.55	2.99
8	Very far from my home.	3.15	1.446	27.557	.001	2.92	3.38
9	Low interest of teachers in student's studies.	3.04	1.288	29.830	.001	2.84	3.24
10	Lack of basic facilities in schools (drinking water, toilets, electricity, desks etc) causes dropout.	3.39	1.449	29.565	.001	3.16	3.61
11	Unavailability of books, copies and other learning material.	3.41	1.271	33.967	.001	3.21	3.61
12	My child is unable to gain anything in school except wastage of time.	2.83	1.450	24.693	.001	2.60	3.06
13	Rude attitude of teachers with students causes dropout.	2.79	1.392	25.382	.001	2.58	3.01
14	Communication gap between teachers and parents causes dropout.	3.36	1.333	31.839	.001	3.15	3.56
15	Sudden transfer of teacher during the session is the source of dropout.	3.24	1.286	31.843	.001	3.04	3.44
16	Lack of individual treatment with the students causes dropout.	3.49	1.203	36.680	.001	3.30	3.68
17	Lack of interest in elective subjects causes dropout.	3.34	1.327	31.867	.001	3.14	3.55
18	Lack of regularity in class causes dropout.	3.03	1.327	28.839	.001	2.82	3.23

19	Outdated examination system is the source of dropout.	3.23	1.322	30.856	.001	3.02	3.43
20	Lack of consistency and sustainability due to policy changes.	3.09	1.340	29.199	.001	2.88	3.30
21	Poor policy implementation regarding uniform examination system.	3.38	1.307	32.670	.001	3.17	3.58
22	Every day changing of text books causes dropout.	3.13	1.331	29.708	.001	2.92	3.33
23	Failure in 9 th class prevents students to come in class room.	3.27	1.363	30.332	.001	3.06	3.48
24	My poverty is a hurdle in studies of my child.	3.29	1.416	29.369	.001	3.07	3.51
25	Lack of financial assistance for deserving students.	3.19	1.367	29.559	.001	2.98	3.41
26	Present educational system is non supportive for poor students.	3.50	1.550	28.562	.001	3.26	3.74
27	Books and stationary is very expensive.	3.60	1.240	36.729	.001	3.41	3.79
28	Lack of family interest in studies for the children.	3.50	1.284	34.489	.001	3.30	3.70
29	Rich people discourage the poor students.	3.36	1.295	32.780	.001	3.15	3.56
30	Political intervention in schools causes dropout.	3.23	1.288	31.664	.001	3.02	3.43
31	Unavailability of Conveyance (Taanga, Cycle, Raksha etc.)	2.99	1.360	27.791	.001	2.78	3.20
32	My child is mentally weak.	3.03	1.416	27.076	.001	2.81	3.25
33	Unhealthy atmosphere of the school due to improper arrangements of basic necessities.	3.13	1.326	29.814	.001	2.92	3.33
34	Lack of medical examination of students.	3.32	1.324	31.705	.001	3.11	3.53
35	Unavailability of good quality food items for students in the school.	3.14	1.354	29.359	.001	2.93	3.36
36	Poor hygienic and drainage system of the school.	2.96	1.470	25.485	.001	2.73	3.19

c) Opinion of Dropout Students: -

Opinion of Dropout Students is shown in Table 3.

Table 3
One-Sample Statistics Value Related to Punishment (N=160)

	Statements	M	SD	t	Sig.	95% CI	
						LL	UL
1	My parent beat me, while studying.	3.36	1.735	24.467	.001	3.09	3.63
2	My teachers often push me.	1.54	1.115	17.512	.001	1.37	1.72
3	My teachers snatch my hair.	1.57	1.032	19.233	.001	1.41	1.73
4	My parents beat me with stick.	1.67	1.126	18.753	.001	1.49	1.84
5	My teachers often kick me.	1.49	1.040	18.092	.001	1.33	1.65
6	I have been punished upon missing my lesson.	2.84	1.378	26.053	.001	2.62	3.05
7	I am insisted on knowing where I was by my parents.	3.64	1.527	30.122	.001	3.40	3.88
8	My parents ignore my capabilities.	2.29	1.516	19.144	.001	2.06	2.53
9	I am threatened to get out from home.	1.56	1.131	17.476	.001	1.39	1.74
10	My parents threat me to ban my study.	1.52	1.133	16.962	.001	1.34	1.70
11	My parents forced me to study in my leisure time.	3.19	1.603	25.158	.001	2.94	3.44
12	My fellows forbade me to go to school.	1.75	1.374	16.115	.001	1.54	1.96
13	I have to earn myself for my studies.	1.56	1.109	17.753	.001	1.38	1.73
13	My family members ignore me.	1.97	1.468	16.959	.001	1.74	2.20
14	My friends provoke me for drug addiction.	1.53	1.070	18.035	.001	1.36	1.69
15	My parents withhold my pocket money at my mistake.	2.93	1.469	25.187	.001	2.70	3.15
16	My father's income is very low.	3.09	1.457	26.856	.001	2.87	3.32
17	I like to stay at home and sleep rather goes to school.	1.56	1.217	16.175	.001	1.37	1.75
18	I dislike being at school for hours.	1.86	1.326	17.703	.001	1.65	2.06
19	Our work in the school is boring for me.	2.93	1.469	25.187	.001	2.70	3.15
20	I think I could learn more on my own than at school.	1.72	1.328	16.373	.001	1.51	1.93
21	School is like a prison.	1.69	1.229	17.438	.001	1.50	1.89
22	School is very far from my home.	2.28	1.602	17.966	.001	2.02	2.53
23	Lack of transport facilities for school.	2.44	1.605	19.262	.001	2.19	2.69
24	My class fellows make me humiliation disguised as a joke to me.	3.41	1.695	25.467	.001	3.15	3.68
25	Lack of cleanliness in my school.	2.46	1.671	18.645	.001	2.20	2.72
26	I often feel sickness due to malnutrition.	3.06	1.399	27.682	.001	2.84	3.28
27	Lack of medical checkup in my school.	3.40	1.687	25.496	.001	3.14	3.66
28	Lack of clean and clear water in my school.	2.47	1.644	18.992	.001	2.21	2.73
29	I have nothing to eat.	3.42	1.654	26.146	.001	3.16	3.68

After interpretation and discussion on data following analysis of opinions of Secondary School Teachers, parents of dropout students and dropout students has been made:

a) Secondary School Teachers

1. Mean score values of table having $M > 3$ which indicated that illiteracy & ignorance of parents, family problems, emphasis on religious education, and lack of parent's interest and harsh behavior of parents are the major causes of student's dropout at secondary level while according to statement having mean value 2.84, there is no impact of early age marriages on students dropout at secondary level (Table 1).
2. Mean score values of table having $M > 3$ which indicated that huge strength of students in the class rooms, lack of communication between parents and teachers, lack of cleanliness, harsh behaviour of teachers, insufficient student teacher ration and sudden transfer of teachers have an impact on dropout of students at secondary level. Whereas the statement having mean value $M < 3$ indicates that mismanagement, lack of basic facilities, too much home work and lack of transport have no significant impact on dropout of secondary school students (Table 1).
3. Mean score values of table having $M > 3$ which indicated that poor evaluation system of exams, curriculum, and failure in 9th class, low IQ, very lengthy syllabus and flaws in examination system are the causes of dropout. Whereas the statement having mean value $M < 3$ indicates that rough attitude of teachers have no significant impact on dropout of secondary school students (Table 1).
4. Mean score values of table having $M > 3$ which indicated that bad company of friends, students have to work for earning, poverty, insufficient pocket money, political pressure groups and emotional attachment with school and school mates are the causes of dropout. Whereas the statement having mean value $M < 3$ indicates that drug addiction has no significant impact on dropout of secondary school students (Table 1).
5. Mean score values of table having $M > 3$ which indicated that students lack of interest due to poor health, some time they have nothing to eat, poor hearing, too mentally weak, lack of medical examination at school and provision of basic necessities are the causes of dropout. Whereas the statement having mean value $M < 3$ indicates that poor eyesight has no significant impact on dropout of secondary school students (Table 1).

b) Parents of Dropout Students

6. Mean score values of table having $M > 3$ which indicated that bad company of school, illiteracy of parents and emphasis on religious education have an impact on dropout of students at secondary level. Whereas the statements having mean value $M < 3$ indicates that harsh attitude of parents, busy schedule of parents and family quarrel have no significant impact on dropout of secondary school students (Table 2).
7. Mean score values of table having $M > 3$ which indicated that low interest of teachers in students studies, lack of basic facilities, unavailability of books, communication gap between teacher and parents, sudden transfer of teachers and lack of individual treatment with students are the major causes of student's dropout at secondary level while according to statements having mean value $M < 3$ there is no impact of slackness of children, rude attitude of teachers on students dropout (Table 2).
8. Mean score values of table having $M > 3$ which indicated that lack of interest in elective subjects, irregularity in class, outdated examination system, lack of consistency and sustainability due to policy changes, Poor policy implementation regarding uniform examination system, every day changing of text books and failure in 9th class are the major causes of dropout (Table 2).
9. Mean score values of table having $M > 3$ which indicated that poverty, lack of financial assistance for deserving students, present educational system is non supportive for poor students, books and stationary is very expensive, Lack of family interest in studies for their children, rich people discourage the poor students and political intervention in schools are the causes of dropout. Whereas according to statement having mean value $M < 3$ unavailability of conveyance (Taanga, Cycle, Raksha etc.) is the cause of dropout in secondary schools (Table 2).
10. Mean score values of table having $M > 3$ which indicated that mentally weak children, unhealthy atmosphere and improper arrangements in schools, lack of medical examination of students at school and unavailability of good quality food items are the causes of dropout whereas according to statement having mean value $M < 3$ poor hygienic and drainage system is the cause of dropout at secondary level (Table 2).

c) Dropout Students

11. Mean score values of table having $M > 3$ which indicated that parents and teachers punishment upon missing the lesson by students are the major causes of children dropout whereas all other factors does not affect the students dropout as the mean value $M < 3$ (Table 3).

12. Mean score values of table having $M > 3$ which indicated that insisting to know where he was by the parents and forced to study in leisure time have an impact on dropout of students at secondary level. Whereas the statements having mean value $M < 3$ indicated that ignoring children by the parents, threatened by the parents to get out of home and banning of study have no significant impact on dropout of secondary school students (Table 3).
13. Mean score values of table having $M > 3$ which indicated that meager income of parents is the cause of dropout whereas mean value of statements having $M < 3$ indicated that students fellows forbade them to go to school, they have to earn himself for their studies, ignoring by the family and withholding of pocket money on any mistake by the parents have no affect on students dropout at secondary level (Table 3).
14. Mean score values of table having $M > 3$ which indicated that making students humiliation disguised as a joke by his fellows are the causes of dropout whereas according to statements having mean value $M < 3$ indicated that they like to stay at home to sleep, dislike to stay long at school, over work is boring for them, think that they could learn more at home then at school, school is very far and like a prison and lack of transport facilities have no affect on students dropout at secondary level (Table 3).
15. Mean score values of table having $M > 3$ which indicated that sickness due to malnutrition, lack of medical checkup of students at school and often nothing to eat are the causes of dropout whereas according to statements having mean value $M < 3$ indicated that lacks of cleanliness in school, lack of clean and clear water in school have no affect on dropouts (Table 3).

Findings

After analysis of the data in the view of Secondary School Teachers, parents of dropout students and dropout students, results are discussed as under:

Throughout the information assortment procedure the researcher was ascertained that the majority of the secondary school teachers failed to build the impression to awake the importance of the student's presence for his skilled accomplishment as secondary school teachers and as parents. Most of secondary school teachers had specifically no in-service or pre-service professional development training for teaching at secondary level and within the same pattern most of the parents are unaware of their responsibilities as guardian. On the opposite hand students are not well aware of their responsibilities regarding learning about the respective subject area further the same was observed within the home atmosphere. It has been proved that the amount of students' interest in education for their learning can have an excellent pressure that has directly linked to the interest regarding learning. It has been also proven that in learning process listening plays a vital and pivotal role.

Discussion

Most of the research work confirmed that lack of educational awareness in parents, lack of student's interest in studies, poverty, social and cultural limitations, poor education culture in the society, formal ways of teaching and negative behavior of the academics, advanced programme continuous failure, corporeal penalization, over laden school rooms, distant schools, lack of significant facilities like Water, Electricity, convenience etc., because of early age marriages, domestic work load square measure the doable issue following dropouts. As per the investigator perceptive when a broad study on the matter were acknowledged a number of the higher than factors that were not clearly declared within the studies.

According to Hussain et al. (2011) this research work is somehow different from earlier researcher as the former researchers used only Primary School Teachers data to make the conclusion about the drop out of students while in this research work secondary school teachers, Parents of dropout students and dropout students were the focus point of this research regarding drooping out. Mostly, researchers in Pakistan carried out research work in remote areas of Pakistan especially, on girls not on boys. Prior to this research work only percentage and frequencies were used to make the conclusions about dropout of students while in the current research one sample statistics was used to find out the mean, standard deviation, value of "t" and significant level to compare the opinions of Secondary School Teachers, Parents of Dropout Students and Dropout Students.

Conclusions

On the basis of findings of this study following conclusions were made;

- i. Focus on religious as well as formal education and to force the children to study in their leisure time by the parents.
- ii. Children's health and lack of child friendly atmosphere.
- iii. Lack of parent's teacher meetings and parent's awareness campaign about the importance of student's education.
- iv. Lack of appropriate strength in class rooms.
- v. Lack of establishment of new schools at minimum possible distances.
- vi. Lack of basic facilities in all the schools like drinking water, toilets, electricity, desks etc and cleanliness.
- vii. Lack of consistent and sustainable policies regarding curriculum, conduction and evaluation of exams.
- viii. Lack of policies to cope with poverty and to provide necessary financial assistance for deserving students.
- ix. Political interference in educational institutions.
- x. Lack of regular medical checkup of students as well as malnutrition and quality edibles.

Conclusions made on the basis of findings of the data fulfilled all the research questions developed regarding the problems of drop out students which they face at school and home, opinions of boys Secondary School Teachers, opinions of parents of dropout students, academic environment of school and that social relations influence student's decision to drop out from school.

Recommendations

On the basis of conclusions of this study following recommendations are given;

- i. School management should make arrangements for parent's teacher meetings so that parent's teacher gap may be minimized and should provide child friendly atmosphere to all the students.
- ii. School management should provide appropriate strength in class rooms so that each student may be treated individually and to make arrangements to provide quality edibles.
- iii. Government of Punjab should plan to establish new schools at minimum possible distances moreover, discourage political interference from educational institutions.
- iv. Government of Punjab should make consistent and sustainable policies regarding curriculum and conduction and evaluation of exams moreover, financial assistance for deserving students should be arranged.

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