

Causes of Dropout Rate in Government High Schools (Male)

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Abstract

A high rate of school drop-outs in Pakistan is a matter of concern; it means that social and public policy must adjust to resolve this important issue. The current paper attempted to explore the major causes of dropout in government high school (male) in district Charsadda, KPK, Pakistan and to suggest measures for controlling the dropout level. The population of the study was consisting of teacher, parents and students community in rural area of district Charsadda. There are about 63 government high schools in which 25 are situated in rural areas. Only ten schools were selected as sample using simple random sampling technique. Questionnaire and interview were used as instrument for the collection of information. The collected information were arranged, organized and tabulated for analysis and expressed in percentage. The major findings of this study concluded that our educational system is not able to fulfill the demands of the society. Poverty, illiteracy, unawareness of parents and unemployment of the educated people are the main causes of dropout. This situation may be improved if the government provide scholarships and job opportunities, to the educated peoples and arrange awareness programs for the adults.

Keywords: Dropout, Elementary education, Illiteracy, Poverty, Rural areas

1. Introduction

1.1 Background of the Study

School dropout simply means early departure from school. These students who leave their schools without completion their secondary school, have no certificate. School dropout is a worldwide issue facing by education department throughout the world. A number of researches have been conducted on this issues, the major of which included research work of; Mohsin, Aslam and Bashir (2004); De Cos (2005); Bridgeland, Dilulio, and Morison (2006), and Oghuvbu (2008). Pakistan since independence is facing this problem. The predictable population of Pakistan is 162million. Education system in Pakistan is divided into five stages: Primary stage include (grades 1 – 5), Middle stage (grades 6 – 8), Secondary stage (grades 9 – 10), directed to secondary school certificate; Intermediate stage (grades eleven and twelve), leads to a Higher Secondary School Certificate; and higher education leads to graduate and post graduate degrees (“Pakistan”, 2009). The most incredible element of Pakistan’s education system is its intrinsic inequalities. A total primary enrolment rate is 57%, in which an expected 7 million primary-aged children are out-of-school. According to Vision 2030, “Education is main element of economic growth because it is directly concerned with employability, entrepreneurship, women empowerment and productivity. Because it make possible the youth with enhanced ability, creative and systematically skilled to race with the fast altering Global inclination. Pakistan ranking high in south Asians countries where only ten percent of the whole population highest in South Asia with only an estimated 10 per cent of the population terminating their 12 years of schooling (Dawn, 2008, p. 21). According to the statement of the World Bank 15 %children in the age ranking of 10 to 18years, after admitting and attending school in the earlier period, dropped out before completing primary school in the academic session of 2001 – 02. This high percentage of dropout rate is mainly because of tedious outside of buildings, shortage of facilities and poor physical environment.” Free and good environment increases opportunities for Children to learn (Ahmad, 2008).

Its not difficult to find out the main reasons of dropout, there is no single factor causing dropout. But a number of factor are involved which directed it as a procedure. (hunt, 2008). The main element behind this issue is poverty. Poverty not only influence the demand for schooling decreases the claim for education, but also influences the incapability of family, tuition fees and other charges necessary for nourishment of children. it is linked with some high prospect expenditures of the education for the children. Distance to schools, bad quality of the education, insufficient arrangements, overloaded class rooms, unfit languages of the of instruction, irregularity of teacher and security problem in girls school, are common causes which increase school dropout (Colclough, et al. 2000). Often drop precursors, where kids can be seen as a hazard or vulnerable to simple early withdrawal (Hunt, 2008; Lewin, 2008;

Ampiah and Adu-Yeboah, 2009).

According to Callahan and Clark (288-289); Research has identified a number of reasons why children of school actually dissatisfied with schools usually, only a part of a large picture of discontent encompassing the student overall view of himself, with relation to the world. Poverty along with other social factors, putting pressure on greater extent on vulnerable and study centric children to dropout (Hunt, 2008) For example orphan, migratory kids, lower boxes/planned tribe children and minority group children of different languages, not every individual, circumstance have access distressed, are more compelling to dropout (UNESCO, 2010). Gendered weights, social performance within homes, partnerships and schools, differing pattern of approach for girl and boy (Colclough et al., 2000; Leach et al, 2003)

Teaching different ages have different needs and skills concerning teaching methodologies and learning contents (Little, 2008). Children over the age of late enrollment or grade repetition, limiting older children, children in school years there is greater pressure to earn income for families (EPDC, 2009). Their short-term education Experience included often crowded classroom learning, limited learning opportunities Lack of learning materials and qualified teachers (Alexander, 2008). To make assure quality education and children capacities, progress shown through schooling system, the precedence can manipulate, that is kept on schooling within the household. Obviously those children, whose parents are educated even a little bit upto matric, are themselves more interested to keep contact school for more long. (Lloyd, Mete and Grant, 2009). Children having different age and potentials, combined together in a single classroom, without adoption of appropriate teaching methods, learning and induce to participate in the School (Little, 2008).

Personal and family level factors, such as poor health, malnutrition and poverty, endangering meaningful educational opportunities for many children. As a result, many children registered in the school, but can not participate in school. Dropout often fails to perceive any issue in education. 11As summarized by the general account office (1987), the social costs of dropout problem include an under skilled labor force, lower productivity, lost taxes and increased public assistance and crime. 1.2 Statement of

This kind of educational issues, combined with personal problems and domestic problems, such as poor health, starvation and scarcity, reduces valuable learning opportunities for students. Dropout often fails to perceive any issue in education. As general account office (1987) summarized, the social outlay of dropout problem comprises an under practiced effort strength, lower production, mislaid taxes and increased public assistance and crime.

1.2 Statement of the Problem

This study was carried out to find out the “causes of Dropout rate in Government high schools (male) in District Charsadda, KPK, and Pakistan.

1.3 Research Hypotheses

The following hypotheses were stated and tested;

HO1: Detention at secondary level causes dropout

HO2: Parent's illiteracy causes dropout

HO3: Unemployment of the educated persons causes dropout

HO4: Corporal punishment of the teachers causes dropout

HO5: Poverty is also responsible for dropout

HO6: Difficult subject matter is also responsible for dropout

HO7: The present curriculum does not relate to real life situation and causes dropout

2. Research Methodology and procedure

2.1 Design of the Study

The design employed for the study was a survey, “Descriptive type research”_keeping in view_the most common factors causing dropout, three types of questionnaire were prepared for the current research, and administered to the dropout students, Parents (Especially the mother), teacher of the respective schools.

2.2 Population and sample

The population of the study was consisting of teacher, parents and students community in rural area of District Charsadda. There are about 63 government high schools in District Charsadda in which 25 are situated in rural areas. 10 government's high / higher secondary schools were randomly selected as sample schools. Size of sample was calculated as follows:

Total number of Govt High Schools for boys in district Charsadda = 25, Sample Schools = 10, Sample % = 40% .Total number of

dropout from their sample schools = 30, Sample % =23%. Total number of teachers at their high schools for boys = 30, Sample % = 43%

3. Instrumentation

The instrument used was questionnaire and interview. Three types of questionnaire were prepared, Questionnaire for teachers of sample schools, Questionnaire for dropout students and questionnaire for parents of dropout students.

3.1 Procedure for Data Collection

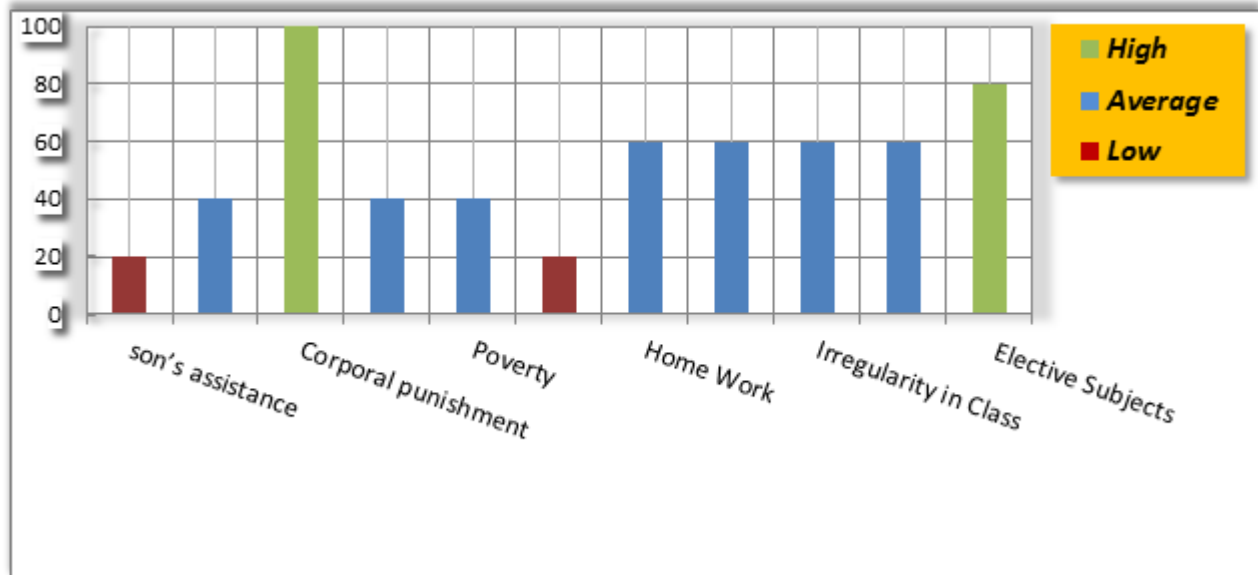
The data used for the study were collected by the researcher personally. Three types of questionnaire were made. The first type of questionnaire having 24 questions was administered among the teachers of the sample schools, while the second questionnaire constituted 25 questions was administered among the dropout students through an interview held with them. The third type having 15 questions was filled in by the researcher through an interview held with the parents of dropout students. All the questions were in Yes/No form.

4. Findings and Discussion

4.1 Causes of drop out as perceived by parents

The withdrawal of students is a threatening signal to our educational system. The following table shows that 100 % parents believed that harsh attitude and corporal punishment of the teachers are the dominant reason of dropout. The second important factor of school dropout is related to the fact that parents involved their Children in responsibilities that are not related to school, such as helping with family tasks instead Of doing school work (60%). 40% parents were believed that Low income make it difficult for the parents to make their home a contented environment for all their children's. This thing influence school attendance and student show irregularity in attending school (it is the view of 60% parents). 40% parents were of the view that the curriculum does not fill the demand of the society, which cause the dropout.

Table 1: Causes of Dropout: Parents Response



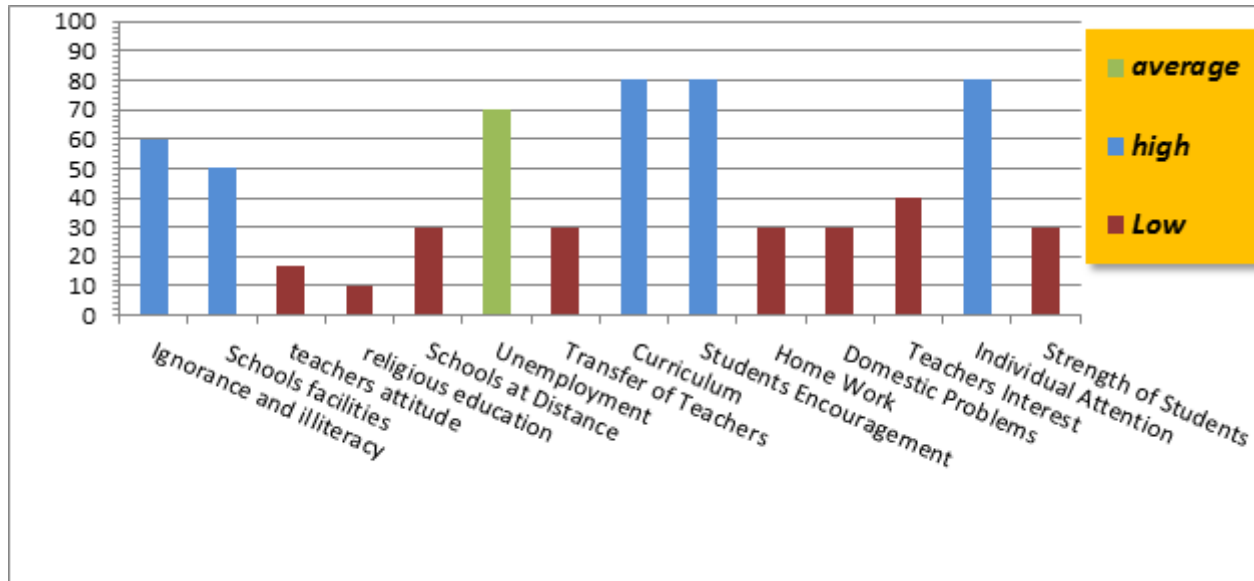
40% parents were of the view that the increase in unemployment of educated persons is also the main cause of dropout. 60% parents were of the view that students are facing many problems in School adjustment which included no promotion, Disciplinary problems, divergence (with teachers, class fellows) and burden of home work which compel students to leave school before completion of the secondary education. 20% parents were of the opinion that failure in detention also causes dropout. 80% parents were of the view that the student should chose the elective subjects according their own interest, without it dropout will occur.

4.2 Causes of drop out as perceived by teachers

The data given in table revealed that 100% of the teachers were of the opinion that illiteracy and ignorance of the parents and domestic atmosphere influences the student's education. The responses show that parents' involvement in school has greatly

influenced the students or even led to their leaving school in almost 50% cases. The parents' low level of education leads to a lack of motivation to attend school. Lack of interest and parents' neglect often associated with domestic violence results dropping out. 80% teachers were of the view that the curriculum does not fill the demand of the society, which cause the dropout. 60% teachers were of the opinion that a great deal of home work also causes dropout .70% teacher were of the view that the increase in unemployment of educated persons is also the main cause of dropout . 60% teachers were of the opinion that failure in detention also causes dropout .40% teacher responded that frequent transfer of teachers is also one of the main causes of dropout .100% teacher were of the view that the student should chose the elective subjects according their own interest, without it dropout will occur.

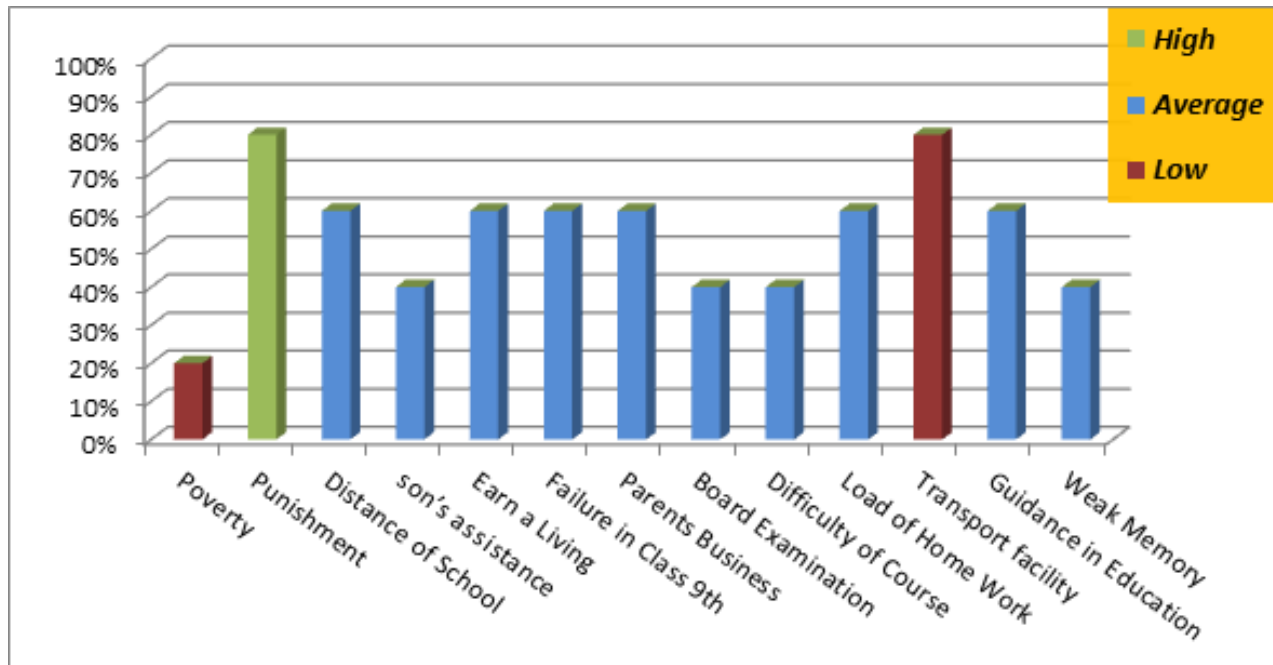
Table 2: Causes of Dropout: Teachers Response



Another factors included perception of irrelevancy of the school curriculum(80%), school environment(50%) and attitude of teachers and teacher interest in students problems (40%)were the factors within school settings which have a large impact on students dropout. Another major reason is perception of the society about unemployment status of educated peoples.70% teacher were of the view that the increase in unemployment of educated persons is also the main cause of dropout.because of this parents take away their sons from schools and engage them in their own occupation. The major causes of dropout in view of 80% teachers were Individual factors which included individual attention , students encouragement, lack of self-esteem, social skills and confidence, Lack of concentrations and self management skills.

4.3 Causes of drop out as perceived by dropout students

As shown in Table 80% students were of the opinion that harsh attitude and corporal punishment of the teachers causes dropout .78%were believed that transport facility is a big hurdle in their way of continuing education.60% of the students were of the opinion that lack of guidance, weak memory, difficulty of course, failure in class 9th and long distance of school forced them to discontinue their studies. In rural areas roads and public transport are usually less developed and long travel, particularly out of the village is not considered as safe as travel to a comparable distance It can be observed that the most common factor is concerned with lack of interest as far as school is concerned, and a very low degree of motivation which is added to low learning abilities, attention deficiency disorder and memory deficiency.20% students responded that they left their schools due to the subject of mathematics . For lower secondary students it can be noted that there is a higher degree of non-promotion correlated with discipline problems, and detention exams or failure in class 9th exam (as 60%respondants).

Table 3: Causes of Dropout: Teachers Response

Due to harder living conditions and lower incomes 60% students were greatly affected, which resulted in their abandoning school. These students have also been forced by their parents to work or help raise their younger ones. The poor economic conditions of the parents often compel them to take away boys from school and connect them in earning activities. To conclude, we should point out that the most frequent causes of dropout are related to the students Family and personal background, which is also the cause of their educational environment.

5. Conclusions

School dropout is a very complex phenomenon, a very dangerous one, due to the fact that it happens Much too easily and frequently. It is enough for one of the mentioned variables to be present, for the Student to fail at school and eventually abandon school. The risk of school dropout is much higher in families with a low standard of living, which have to deal with poverty and marginalization. The perceptions of the parents, Teachers and students were studied to find out possible reasons. The reasons point out by all the Respondents included poverty, employment of their children to perform domestic duties, parent's unawareness of the aims, goals of education and their illiteracy. Lack of government attention to the problems of teachers, students and schools regarding facilities, not providing playgrounds and not providing peaceful environment. The frequent transfer of teachers, their hard and brutish attitude towards the students and their corporal punishment, which causes dropout. The school is also responsible for dropout because of Lack of professional and vocational education, lack of useful skills in the curriculum, lack of basic facilities and co curricular activities at school. students poor performance, increase in unemployment of educated persons, Too much homework, the present system of education which is not a valuable and does not fulfill the demands of the society. It is also concluded that the weak background of the students in the subject of Mathematics is the barrier in the way of their continuation in further studies.

6. Recommendations/suggestions

After a deep study of the causes of the dropout at secondary level in district Charsadda, KPK, Pakistan, the findings and conclusions were drawn. The following recommendations were made on the basis of those findings and conclusions. Most of the parents of this district are below the poverty line. The government must give scholarship to the poor students in greater number and control the price and quality of copies and other stationeries ,school uniform and shoes, so that common man can easily afford these necessities for their children's. Efforts should be made to encourage wealthy and influential people of the society to provide financial assistance to the poor and needy students to continue and complete their education. In addition to this the community must keep itself in touch with schools, so that their problems and difficulties are sorted out. This is also recommended that government should investigate the parents to give proper attention to their children. It is also the prior duty of the government to inform the parents about

the value and importance of education through mass media like TV, Radio, Newspaper, and magazines.

- I. It is also suggested that the government should provide basic facilities like drinking water, electricity, toilet, sitting – mats, furniture, and black boards on priority bases.
- II. Educational awareness programs should be introduced for adults.
- III. Co-curricular activities must be started in high schools on large scale to engage the attention of the students in their daily programs.
- IV. The government should start some religious education programs at secondary school level for the spiritual development of the students.
- V. The curriculum should be designed according to the actual needs of the society.
- VI. Vigorous change should be brought into curriculum and in the method of teaching. Children from agricultural background and environment should be given practical opportunities for gardening and farming in the school.
- VII. Our present educational system is mostly theoretical emphasizing rote memorization. Govt should introduce activity based curriculum and should discourage rote memorization. Activity method should be made compulsory the development of an inquiring mind, a liking for manual and technical work.
- VIII. The government should start teacher welfare programmes to reduce the problems of the teachers in this way the teacher would be able to give due attention to their duties and students.
- IX. Government must setup industries to minimize the problem of unemployment of educated persons.

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