

Study to Analyze the Dropout of Female at Primary Level in District Bahawalpur

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Abstract

The major purpose, of this study was to identify the factors effecting female dropout at primary level in District Bahawalpur. The govt. girls' school heads and teachers of district Bahawalpur formed population for the present study. For the sample 60 schools, 10 from each four tehsil were selected randomly; sixty Heads of institution and 180 Teachers, three from each school of Girls Primary, Elementary and secondary school level were selected. Data were collected by using self-constructed questionnaire of five point likert scale consisting of 14 items. The data were analyzed by using descriptive statics. The study concluded that majors factor affecting dropout of female students were use of AV Aids, financial problems of parents and lack of transport facilities It was recommended that use of AV aids in the class rooms and financial support to reduce the female dropout.

Keyword: Dropout, female, primary & elementary

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Introduction

Education is a process of learning in which Knowledge, skills, values and attitude acquires from one individual to another. It is also known as the transformation of information from one to another. Education formally take place under the guidance of another human and also by self is known as autodidactic and learning through experience. Education has an enormous influence on any human society and it can safely be assumed that no society is optimally functional until it is properly educated (Priest, & Gass, 2017).

Education is life long process of preparing an individual to play his vital role and contribution in the development of society. It is the development of mental abilities and all capacities of a man which allow him to cope with his responsibilities. In the global perception, it is an undeniable fact that the education of citizens plays a vital role in the progress of the nation. It is generally acknowledged that education is amongst the most important factors contributing to poverty alleviation (Hart, 2013).

John Dewey said as cited by (Kolb, 2014), “Education is the process of living through continuous reconstruction of experiences. It is the development of all those capacities in individual which will enable him to control his environment and fulfill his responsibilities.”

The word education is originated from Latin word “Educatum” consisting of two words “E” and “Duce”. “E” implies a program from inward to outward while “Duce” means developing or progressing. Literally education is defined as developing or progressing from inside to outside. Thus Education can be defined as the procedure of developing the inner abilities and power of individual (Agarwal, 1981)

Pakistan Economic Survey 2013-14 as cited by (Shah, 2003) discussed primary education as: “This stage consists of five classes 1 to 5 and enrolls the children of age five to nine years. Since independence, the policy makers pronounced to make education free and compulsory.” Primary education plays a vital role in the entire education system. It set the base of secondary, college and tertiary education. An effective and efficient primary education 14 will be helpful to accomplish the goals of secondary education.

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Progress and development of any country depends on the literacy. 52% of total population of Pakistan is women; therefore the literacy of women is important in the overall progress and development of the country. In the past years, the women were not allowed to acquire the education; especially in the rural areas of the South Punjab. It was a general thought that education is not suitable for women, because they are confined to the household work and not allowed to take a job. The enrollment of girls is 60 percent as compared to 84 percent of boy's enrolment at primary level. Enrollment of girl's is 32 percent as compared to 46 percent of boy's enrollment at secondary level. The attendance ratio of female students is very low as compared to male students, 41 and 50 percent respectively. Now different efforts are made to sustain the girl's education. Different projects are in progress including offering scholarships and incentives to motivate the girls for education (Unicef, 2007); (UNESCO, 2007).

Gender in equality is seen in primary and secondary education in Pakistan. Eliminating gender gaps in basic education/literacy is the cornerstone of the Government of Pakistan policy for social development in general and education in particular. The Ministry of Education has a policy framework in place to advance gender equality in its Education Sector Reforms (ESR) and Education for All (EFA) program. It is estimated that during 2002-03 female gross participation rate at the Primary level will increase from 72% to 76% (Toor & Parveen, 2004).

Hussain (2006) explain that a dropout is defined as "a child who enrolls in school but is not succeeded to continue the applicable stage of educational cycle. At the primary level dropout means that a child fails to reach the final grade, which is grade v." Someone who quit school is also included in dropout". In Pakistan officially children in age group of Five to Nine years are enrolled at the primary level grade I to V. In the year of 2004 20 million of population was in this age group. Out of this 13,953 million generally girls are not attending school. Whereas 45% of total 13.95 million enrolled students, are not attending school at various grades (From grade I to V). Thus 6279 children leave the School before completing Class V. (Hussain, Salfi & Khan, 2011)

Toor and Parveen (2004) explain one of the major factors is the high level of poverty. It is estimated that over one-third of the population is living below the poverty line. Due to financial

restriction, if a family can afford the education of a single child they prefer to educate their son. Another hurdle to female education in Pakistan is the deficiency of sufficient school amenities.

The major internal factors that contribute to high dropout rates include; lack of basic facilities in schools, poor quality of education which include pedagogical practices, inappropriate and unexciting curriculum, inexperienced and incompetent teachers, teachers harsh attitude, poor school administration, security hazards, frequent change in teaching staff, managerial training of school administration, more students than a class can accommodated (Qureshi & Niazi, 2011).

From the above studies Primary education is the most important stage in education process. It contributes to the development all foundation of the individual. Primary education means the education of children up to the age ten to twelve year. 52% of total population of Pakistan is women; therefore the literacy of women is important in the overall progress and development of the country. This study was an attempt to identify the difficulties of female students which faced during studying at Primary level and to highlight the causes of dropout. This study will helpful to arousing the interest of students in their studies and overcome the problem of dropout. Therefore the title of the research is “A Study to Analyze the Dropout of Female at Primary Level in District Bahawalpur”.

Objectives of the Study

The objective of the study were as follows:

1. To identify the factors effecting dropout at primary level in District Bahawalpur.
2. To suggest some remedial to the problem of dropout at Primary level in District Bahawalpur.

Significance of the Study

Significance of this study includes Students, Teachers and Heads of Primary Schools and also for the reimbursement of Planning commission and Ministry Of Education. This study will helpful to arousing the interest of students in their studies and overcome the problem of dropout.

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Delimitation of the Study

The study was delimited to all the Heads and Teachers of Secondary, Elementary and Primary Girls Schools of District Bahawalpur.

Research Procedure

The study was descriptive in nature. The overall framework of the study including sampling, population, research spot, data collection instruments etc. is presented.

Population

As the study conducted was descriptive in nature the population of the study was as follows; All the Heads of Girls Secondary, Elementary and Primary Schools. All the Teachers of District Bahawalpur.

Sample

Sixty Secondary, Elementary and primary Schools were selected randomly as a sample of the study. Sixty Heads of the institution from Secondary, Elementary and Primary level were selected as a sample. One hundred and eighty teachers of the Primary level were selected as a sample.

Research Tool

As the nature of the study is descriptive, a questionnaire was developed to investigate the factors responsible for the dropout of female students at primary level. Research objectives were kept in mind while developing the questionnaire.

Data Analysis

The data was tabulated and analyze by using MS Excel and described data in form of graphs, charts and further data is interpreted on the basis of results.

Table 1*Opinion of respondents about lack of motivation*

Statement	Level	Percentage	Mean
Lack of motivation from the teachers is the reason of dropout.	SA	16	3.42
	A	48	
	UN	4	
	DA	26	
	SDA	6	

Opinion of respondents about lack of motivation from the teachers is the reason of dropout. Sixty Four percent of the heads and teachers were agreed that lack of motivation from the teachers contribute to the increase in dropout, where as 32 %were disagreed. However 4% were uncertain that whether this factor contributes to dropout or not. The mean score value is 3.42 which means the data is statistically significant (Table 1)

Table 2*Opinion of respondents about teacher behavior*

Statement	Level	Percentage %	Mean
Teacher behavior is the cause of dropout.	SA	5	2.94
	A	34	
	UN	23	
	DA	24	
	SDA	13	

Opinion of respondents about teacher behavior being the cause of dropout. When respondents were asked about teacher behavior being a cause for dropout, 34% were agreed whereas 24 % were disagreeing with the statement. 23 % were uncertain. Data is not statistically significant as the mean score value is 2.94 (Table 2).

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Table 3

Opinion of respondents about lack of attention of teacher

Statement	Level	Percentage	Mean
Lack of attention by teacher on below average student is the reason of dropout.	SA	25	3.3
	A	28	
	UN	12	
	DA	22	
	SDA	13	

Opinion of respondents about lack of attention by teacher on below average student is the reason of dropout. When respondents were asked about lack of attention by teacher on below average student is the reason of dropout, 53% were agreed whereas 35 % were disagreeing with the statement. 12 % were uncertain. Data is not statistically significant as the mean score value is 2.94 (Table 3).

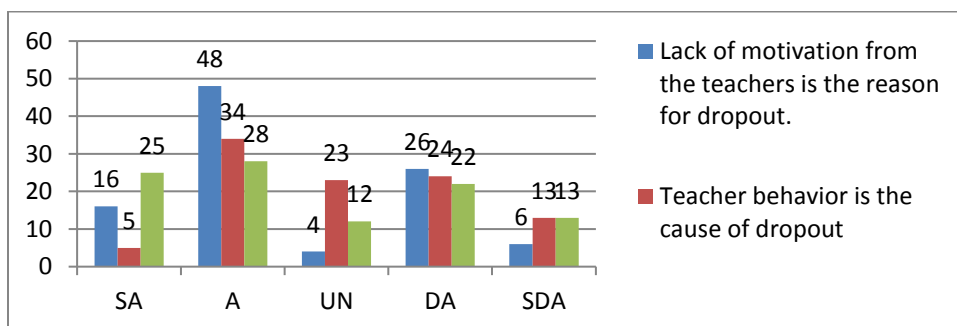


Figure 1 *Opinion of heads and teachers about teacher attitude*

Opinion of respondents suggests that lack of teacher motivation, teacher behavior and lack of attention of teacher is contributing to dropout with 48%, 34 % and 28%. However 26%, 24% and 22% of the subjects were disagreed (Figure 1).

Table 4*Opinion of respondents about medium of instruction*

Statement	Level	Percentage	Mean
Medium of instruction is the cause of the dropout.	SA	10	2.84
	A	30	
	UN	17	
	DA	16	
	SDA	25	

Opinion of respondents about the medium of instruction being the cause of dropout suggests that 40% were agreed with the statement and 41 % were disagree and 17% were uncertain about medium of instruction being the cause of dropout. Mean score value is 2.84 which means that data is not statistically significant (Table 4).

Table 5*Opinion of respondents about inappropriate feedbacks of students*

Statement	Level	Percentage	Mean
Inappropriate feedback of students becomes the reason of the dropout.	SA	9	3.15
	A	38	
	UN	22	
	DA	21	
	SDA	10	

Opinion of respondents was obtained about the inappropriate feedback of students being the reason for dropout, 47% were agreed with the statement while 31% were disagreeing and 22 % were uncertain about the statement. Data is statistically significant with mean score 3.15 (Table 5).

Table 6*Opinion of respondents about use of A/V aids*

Statement	Level	Percentage	Mean
Use of A/V aids can reduce the dropout.	SA	42	4.21
	A	43	
	UN	6	
	DA	6	
	SDA	1	

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Opinion of respondents about use of A/V aids can reduce the dropout. Most of the teachers and heads think that use of proper A/V AIDS can reduce the dropout with 85 % of respondents being in favor of using A/V AIDS whereas only 7% were disagree and 6% were uncertain. The mean score value is 4.21 which means data is highly statistically significant (Table 6).

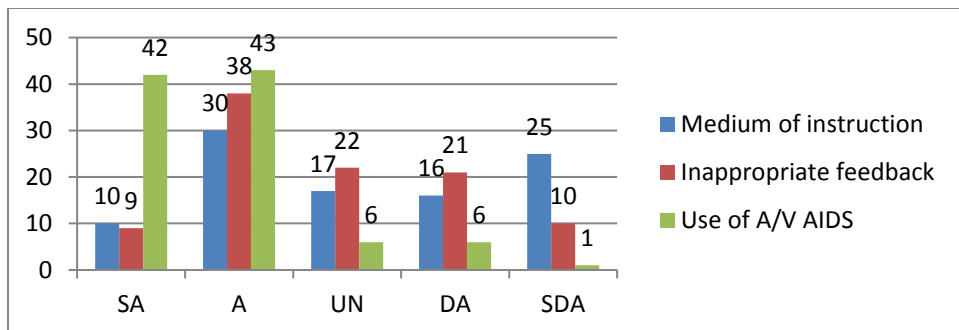


Figure 2 *Opinion of respondents about medium of instruction, feedback and use of A/V aids*

Opinion of respondents suggests that medium of instruction, difficulty level of lecture, inappropriate feedback of students and use of A/V AIDS is contributing to dropout with 40%, 42%, 47% and 82% respectively. However 41%, 41%, 31% and 7% of the subjects were disagreed respectively (Figure 2).

Table 7

Opinion of respondents about strict rules and regulation

Statement	Level	Percentage	Mean
Dropout is due to strict rules and regulation of the institution.	SA	19	2.66
	A	17	
	UN	24	
	DA	29	
	SDA	20	

Opinion of respondents about dropout is due to strict rules and regulation of the institution. Twenty six percent of respondents were agreed that dropout is due to the strict rules and regulation of institute. 49 % were against the statement whereas 29 % were uncertain. The mean score value is 2.66 which suggests that data is not statistically significant (Table 7).

Table 8*Opinion of respondents about lack of transport*

Statement	Level	Percentage	Mean
Lack of transport facilities can cause dropout	SA	27	3.68
	A	36	
	UN	11	
	DA	19	
	SDA	3	

Opinion of respondents about lack of transport facilities is the reason for dropout, when asked to teachers and heads they were agreed with 63% whereas only 11 % were uncertain and 22 % were disagree with the problem. The mean score value is 3.68 which suggest that data is statistically significant (Table 8).

Table 9*Opinion of respondents about distance of school*

Statement	Level	Percentage	Mean
School is situated far away from home is a reason for dropout	SA	23	3.45
	A	38	
	UN	8	
	DA	23	
	SDA	8	

Opinion of respondents about school is situated far away from home is the reason of dropout. Sixty one percent of the respondents were agree that school being situated far away from home is the reason for dropout whereas 31 % were disagrees with the statement and 8 % were uncertain. The mean score value is 3.45 which means data is statistically significant (Table 9).

Table 10*Opinion of respondents about unavailability of reading material*

Statement	Level	Percentage	Mean
Children do not continue school because of the unavailability of reading material	SA	17	3.1
	A	31	
	UN	17	
	DA	16	
	SDA	19	

Opinion of respondents about children leaving school due to unavailability of learning material like books, notebooks etc.

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shows that 48% agreeing with the statement and 35 % disagreeing whereas 17% were uncertain of the statement with 3.1 mean score suggesting data is statistically significant (Table 4.12).

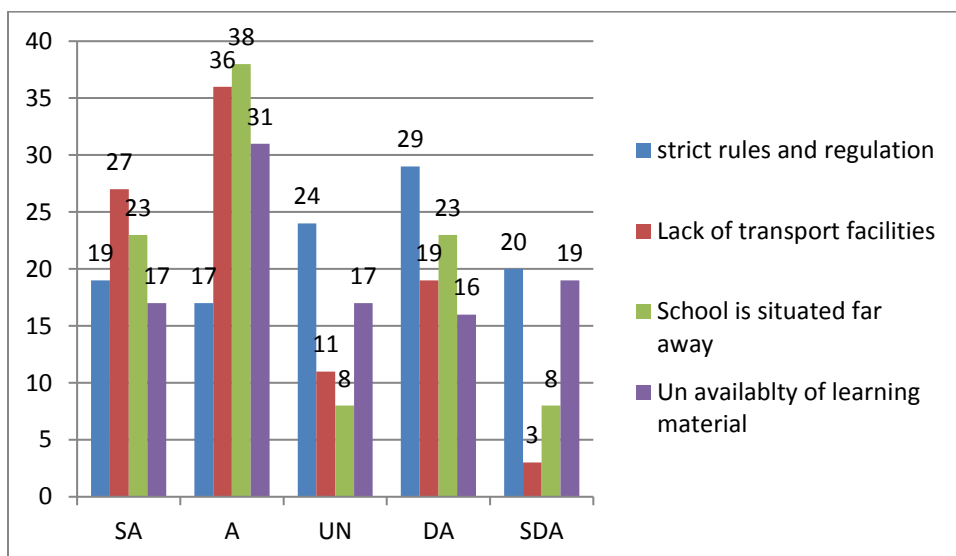


Figure 3 Opinion of respondents about *rules and regulation, lack of transport, distance of school and learning material*

Opinion of respondents suggests that strict rules and regulation, lack of transport, school being situated far away, and lack of facilities and unavailability of learning material is contributing to dropout with 26%, 63%, and 61%, 38% and 35% respectively. However 49%, 22%, 31%, 52% and 35% of the subjects were disagreed respectively (Figure 3).

Table 11

Opinion of respondents about Stressed environments

Statement	Level	Percentage	Mean
Stressed environments is responsible for the dropout	SA	20	3.38
	A	39	
	UN	11	
	DA	19	
	SDA	11	

Opinion of respondents about stressed environment of school being responsible for dropout increase; result shows that 59%, 30% and 11% were agreed, disagreed and uncertain about the statement respectively. Mean score is 3.63 which means data is statistically significant (Table 11).

Tab12

Opinion of respondents about lack of co-curricular activities

Statement	Level	Percentage	Mean
Lack of co-curricular activities loses the interest of students towards the education.	SA	24	3.63
	A	44	
	UN	7	
	DA	21	
	SDA	4	

Opinion of respondents about lack of co-curricular activities loses the interest of students towards the education. Sixty eight percent of the respondents were agreed to the statement that lack of co-curricular activities loses the interest of students toward the education whereas 25% were disagreed and 7% were being uncertain of the problem. The mean value is 3.63 suggesting that data is statistically significant (Table 12).

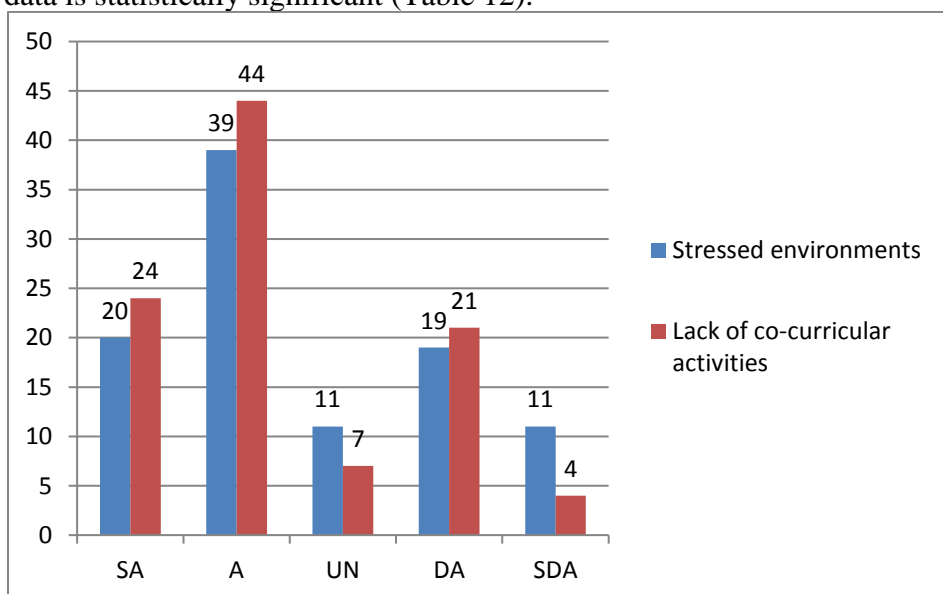


Figure 4: *Opinion of respondents about school environment and co-curricular activities*

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Opinion of respondents suggests that stress environment; lack of co-curricular activities is contributing to dropout with 59% and 60%, respectively. However 30% and 25% of the subjects were disagreed respectively (Figure 4).

Table 13

Opinion of respondents about financial problems

Statement	Level	Percentage	Mean
Children leave school due to serious financial problems.	SA	53	4.2
	A	31	
	UN	4	
	DA	7	
	SDA	5	

Opinion of respondents suggest that eighty four percent of the teachers and heads were agree to the statement that children leave school due to financial problems. 12% were disagreeing and 4% were uncertain that children leave the school due to financial problem. Mean score is 4.2 which suggest that data is highly statistically significant (Table 13)

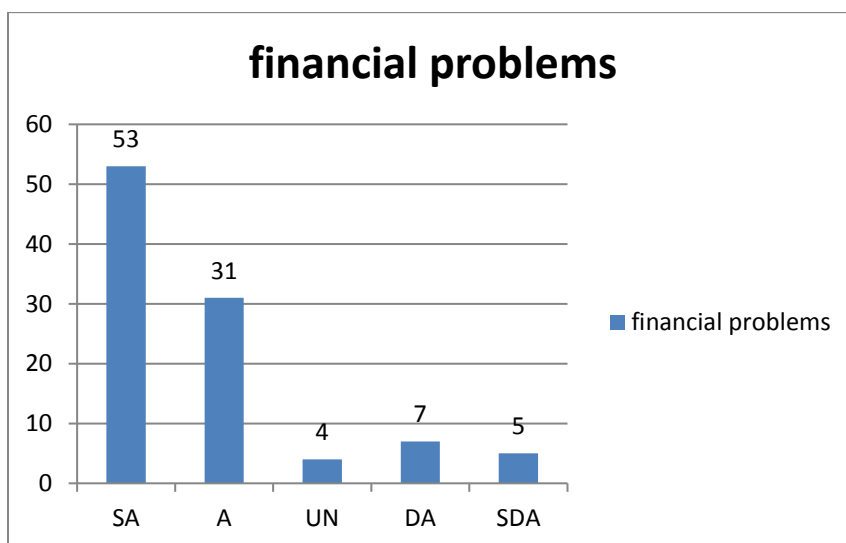


Figure 5 *Opinion of respondents about financial problems of students, family*

Opinion of respondents suggests that financial problem of students, family is the cause of dropout with 84%. However 12% of the subjects were disagreed respectively (Figure 5).

Discussion and Conclusion

The primary aim of this study was to identify the factors effecting female dropout at primary level of district Bahawalpur. Five factors were identified i-e teacher attitude, language and A/V AIDS, circumstance, School Environment, Financial problems for female dropout primary level In this regard, this study concludes that most of the respondents agreed about teacher attitude. Therefore it is clear that teacher attitude like lack of teacher motivation, teacher behavior and lack of attention of teacher is contributing to dropout. Most of the heads and teachers agreed about use of language and A/V AIDS. Therefore it is concluded that medium of instruction, inappropriate feedback of students and use of A/V AIDS is contributing to dropout. Most of the respondents agreed about circumstance. Therefore it is concluded that strict rules and regulation, lack of transport, distance of school, lack of facilities and unavailability of learning material is contributing to dropout.

Qureshi & Niazi, (2011) conducted study on dropout and their findings support the findings of current study. Majority of the heads and teachers agreed about School Environment. Therefore it is concluded that school environment like stress environment; lack of co-curricular activities is contributing to dropout. Shami, (2007) conducted study on dropout and the results of this study also supported the findings of current study. Most of the heads and teachers agreed about financial problems of students' parents. Therefore it is concluded that financial problem is a big factor to dropout. Qureshi and Niazi, (2011) conducted study on dropout and found that financial problems of parents has a big influence on continuity of education.

Recommendations

Following are the various recommendations to tackle the various factors contributing in the increase of dropout;

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- Use of A/V aids in the class room and co-curricular activities to reduce the female dropout.
- Transport facilities must be provided to students coming from far areas.
- The quality of education must be improved by improving the quality of teachers training and reading material.
- Financial condition of parents must be enhanced to eliminate dropout

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