

Drop-Out Phenomena at Secondary School Level: A Case Study of Factors of Drop-Out

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Abstract

The purpose of this study was to investigate the factors affecting dropout phenomena at secondary level of district Kech. Quantitative approach was used in this study. The design of the study was descriptive and survey type. The population of the study was consisted of 26 heads of school, 104 teachers, 156 drop out students (male and female) and their parents. By using universal sampling 100% (26) head teachers were selected and by using purposive sampling 50 % (52) secondary school teachers 50% (78) dropped out students during 2013 to 2016 both male and female and their parents were selected. Two tools were used in the study for data collection. Questionnaire was used for head teachers, secondary school teachers and drop out students. The data were collected through questionnaires and analyzed through descriptive statistics (Percentage, Frequency, Mean Score). It was recommended that, for over age children (dropouts) non formal curriculum should be introduced in government schools. For the enhancement of professional capabilities, need base refresher courses, workshops and seminars should be organized for head-teachers and teachers. Follow-up programs would be arranged to bring back dropped out students into school.

Keywords: Drop-Out, Phenomena, Cultural Factors, School Factors, Secondary School Level

Introduction

Globally, there has been a suppressed progress in reducing the rate at which children drop out of school before reaching the highest grade of primary education. For instance, about 137 million children began primary school in 2011, but about 34 million of them drop out of school before reaching the highest grade of primary education (UNESCO,

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2015). Ricardo Sabates (2010) suggested that; ill-health, malnutrition, and poverty have been some of the reasons to school dropouts among students. Regions like South and West Asia are said to have similar problems. It was revealed that Pakistan has the same problem particularly in the primary education system (Gulbaz et al., 2011). A study in Pakistan indicated that about 50% dropouts rates for both girls and boys (Khan, 2011), while a study in Philippine revealed different reasons to school dropouts including loss of personal interest in school, a high cost which comes with obtaining education and looking for employment (Orbeta, 2010). Likewise, Sub-Saharan Africa is no exception, a number of scholarly studies have shown worrisome reports wherein 2007 to 2012 the number of girls dropped out of school had increased from 12 to 15 million in Sub-Saharan countries (Msoke, 2012). Previous studies have identified rural population to be the most affected by the school dropout problem. A study conducted in Kenya by Muganda and Omondi, (2010) indicated that students in rural areas particularly girls easily drop out of school compared to those in urban areas because of undesirable cultural forces prevailing in their families and communities. Ernest (2014) also points out that Ghana has the problem of school dropouts despite the government's efforts to lower the problem.

However, all of the educational policies emphasized the importance of women education and acknowledged their role in national progress. The policies suggested educational reforms for provision of vocational and professional degrees to women. The National Education Commission 1959 emphasized the provision of hostels, transport and other facilities to provide women a vast range of vocational and professional degrees and to make them an active part of the society (Siddiqui, 2016).

In Asia the situation is not different from rest of the continents. A study in India, researcher found that due to financial problems and expenses dropout rate is high. Another reason of students' dropouts is that some parents are not interested in education for their children. Dropout rate in Bangladesh is also high as in other developing countries. According to Bangladesh News, Come the year 2005 to 2006, 1.7 million students were enrolled in secondary education level but about 0.7 million students' dropout without completing their secondary education and higher secondary education examination in 2007. Pakistan being the fountainhead of deep rooted political, socio-economic issues such as bad governance, social injustice and military intervention, is facing challenges to bring advancement in each and every field such as to ensure the quality of education and to reduce the drop rate at high school level (Chaudhary, 2016).

The development of a society can be judged by measuring the issues that extend educational inequality prevalent in the society. The prevalence of unequal distribution of education in male and female students hinders the development at every stage of a nation. According to the World Conference on Education (2001), all children, particularly girls, must have access to and complete quality education by the year 2015. We know it very well that both boys and girls have equal right to be educated and in developing a nation it is important to provide education irrespective of gender. a growing body of literature shows that girls' dropout rates are higher compared to boys' in most parts of the world. For instance, according to UNESCO (2012), the dropout rate

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is higher for girls in 49 countries compared to boys. Chimombo (1999) observes that though the enrolment in school is almost same for girls and boys, boys have a higher likelihood of continuing school compared to girls. Holmes (2003) also found that girls overall attain less education and tend to drop out earlier as compared to boys. Thus, when dropout rate varies by gender and if girls tend to drop out earlier compared to boys, it manifests that there are some unique factors contributing to the increase in the dropout rate, particularly for girls. Dropout rate does not occur through a single factor; it is a composition of several factors. A number of studies have been conducted on girls' dropout issue based on particular regions, societies and cultural perspectives in various parts of the world. In this paper, we accumulate the factors and illustrate a conceptual model of dropout for girls which can give further opportunity to researchers to view the relevant factors on girls' dropout issue. For better demonstration we have divided all the factors into four groups which are (1) economic factors, (2) household level factors, (3) school level factors and (4) cultural factors.

School Level Factors

There are several evidence that shown participation in extra-curricular activities varied by gender and girls are usually less participative than boys. For instance, Jacqueline et al. (2012) investigated gender dynamics in the valuing of extra-curricular activities and their survey results show a significant difference in the proportion of participation in extra-curricular activities of male and female students. Results show that approximately 76% of male students participate in extracurricular activities compared to only 48% of female students. Sometime girls' participation in extra-curricular activities constrained by the lack of facilities in schools. For instance Osiki Jonathan Ohiorenuan (2008) observes that 90% of the schools in the study area had extracurricular facilities for the boys but the facilities for the girls were either not available or were provided minimally. This occurs in schools in most developing countries, especially in the rural areas. Another foremost constraint is that some societies consider sports as a male activity. For instance, in Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sports activities in schools (Benn, 2002; Carroll & Hollinshead, 1993). In fact, Muslim culture does not permit some kit requirements of sports or outdoor games such as wearing short skirts, shorts and tee-shirts and public changing and showering.

Cultural Factors

Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al., 2000).

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Shahidul (2012) also found that in Bangladesh girls with lower socioeconomic backgrounds drop out from secondary school when schooling or higher education inflates dowry in the marriage market of girls. In this research, author argues that if girls have higher education but have lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls.

Cultural Beliefs

Save the Children (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined claim that many cultures favor education for boys more than girls. Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. Sawada and Lokshin (2009) found that purdah (ideal) or seclusion of women was a factor for girls' dropout. However, traditional values can be different from location to location and in this respect, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools.

Conceptual Framework of the Study

The conceptual framework that was examined in this study (see Figure 1) depicts the assumed relationships. This framework illustrates several important components which are based upon both previous research studies and current assumptions. It is well documented that students' educational outcome is related to a range of factors and when some factors produce poor educational outcomes, they which likely increase the dropout rate of students. In this respect, much of the literature examined students' low educational outcomes and among them, low learning level (Croft, 2002), low achievement level (Boyle et al., 2002; Hunter & May, 2003) and low academic performance or academic results (Batbaatar, et al., 2006) are more likely to cause dropout from schools. Therefore, based on the affecting factors of school dropout for girls, we can make the following conceptual model. In our conceptual model we try to illustrate how a range of particular factors can be effective on students' educational outcome which produces the dropout of girls from schools in general.

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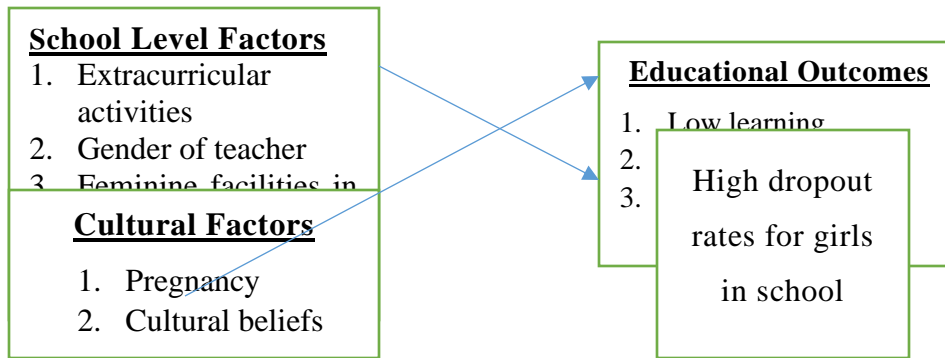


Figure 1. Conceptual Model Shows the Affecting Feature of Factors which Contribute to School Dropout Outcome for Girls. Source: Authors

Objective of the study

The main purpose of this study was to explore factors affecting on drop-out at secondary level students.

Research Question of the Study

Which factors affecting on drop-out at secondary level students?

Research Method

Correlation can be defined as the statistical test used to determine the tendency or pattern for two (or more) variables or sets of data to vary consistently (Creswell, 2012). The present study is descriptive in nature and survey was used as design of the study. Population is a group of individuals who comprise the same characteristics. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would make up the population of administrators (Creswell, 2012). The population of the study was consisted of 26 heads of school, 104 teachers, 156 drop out students (male and female) and their parents. The sample was consisted of 26(100%) head teachers, 52(50%) secondary school teachers and 50(50%) male dropped out students and 28(50%) female dropped out students and their parents. There are 26 higher secondary schools in Tehsil Turbat. By using universal sampling 26 (100%) of head teachers were selected. The researcher developed self-structured instruments. Questionnaire was consisted closed ended questions, while interview guide consisted open ended questions. Pilot testing is a small-scale trial, where a few examinees take the test and comment on the mechanics of the test. They point out any problems with the test instructions, instances where items are not clear and formatting and other typographical errors and/or issues. The purpose is to make sure that respondents understand the questions and also they all understand them in the same way. Questionnaires were sent to 20 participants, which were not included in the sample. After getting their observations and comments they were further amended and improved in light of the respondents' feedback. Validity is defined as a measure of truth or falsity of the data obtained through using the research instrument (Burns &

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Grove, 2001). Content validity was determined from the review of related literature in consultation with experts and personal experiences of the researcher. The researcher obtained permission letter from the Chairman, Department of Education, Faculty of Social Sciences, International Islamic University, and Islamabad for the purpose of data collection. The researcher also got a permission letter addressing all the concerned schools principals in tehsil Turbat District Kech from the D.E.O (Male) tehsil Turbat District Kech. The researcher personally visited all the selected schools and collected the data from the selected respondents. After the collection of data, at first the quantitative data collected through questionnaires were entered into software known as Statistical Package for Social Sciences (SPSS) and were analyzed by descriptive statistics.

Results

Table 1 *Cultural Factors Contributing Dropout*

Statements	SA%	A%	Un%	SD%	D%	Mean	Std. D
Traditional family or clan.	5 (6%)	24 (30%)	31 (40%)	6 (8%)	12 (16%)	3.13	1.008
Lack of socialization	3 (4%)	57 (73%)	18 (23%)	0	0	3.80	.484
Rural area students more likely to dropout as compare to urban.	10 (13%)	28 (36%)	23 (30%)	10 (13%)	7 (10%)	3.33	1.155
Early marriage.	34 (43%)	15 (20%)	0	18 (23%)	11 (14%)	3.47	1.697
Getting pregnant.	31 (40%)	16 (20%)	0	28 (36%)	3 (4%)	3.27	1.818
Becoming parents.	20 (26%)	31 (40%)	2 (3%)	12 (15%)	13 (16%)	3.50	1.408
Nomadic families	12 (16%)	16 (20%)	28 (36%)	4 (5%)	18 (23%)	3.23	1.104
Strong norms and values	7 (10%)	12 (16%)	49 (63%)	5 (6%)	5 (6%)	3.23	.858
Gender discrimination	34 (43%)	10 (13%)	10 (13%)	6 (8%)	18 (23%)	3.57	1.455

Table 1 to investigate the role of cultural factors in dropping out from schools the above scale was used. Scale consisted of nine items. Where these items were asked from the thirty respondent with the diversity of data. Lack of socialization emerged as a main indicator.73% drop out students at secondary level were agreed that they constrained to put an end to their education due to lack of socialization. Furthermore, being the part of conservative society and living in rural areas students are the risk of suspending their education at secondary level especially the girls students are more vulnerable.43% agreed with the statement. Regarding the effect of early marriage on girls 40% respondent were agreed that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after

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getting married. Table reflected that, 40% respondent was considered that the dropout rate of girls is higher than the dropout rate of boys and the foremost cause for girls to drop out is pregnancy. Though some countries permit girls after getting pregnant to return to school, though the re-entry rate is not much higher. Re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their child and if they are able to share or relinquish childcare responsibilities. In rural areas roads and public transport are usually less developed and they have to travel long, particularly out of the village is not considered as safe as travel to a comparable distance. Therefore, 36% students believed that the rural areas students are more at risk to leave their school as compare to urban. Due to long areas and scattered population the deficiency of basic facilities is very common in Baluchistan. As 20% respondents is on the view that they leave their study being inhabiting in nomadic form of families. Table reflected that 16% respondents were strongly agreed that cultural norms and beliefs constrain girls' education especially in many developing parts of the world such as Pakistan. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Many cultures favor education for boys more than girls. Gender discrimination is a universal phenomenon wherever, 10% students believed that girls are considered as the property of others and parents do not let their girls child to complete even their matriculation.

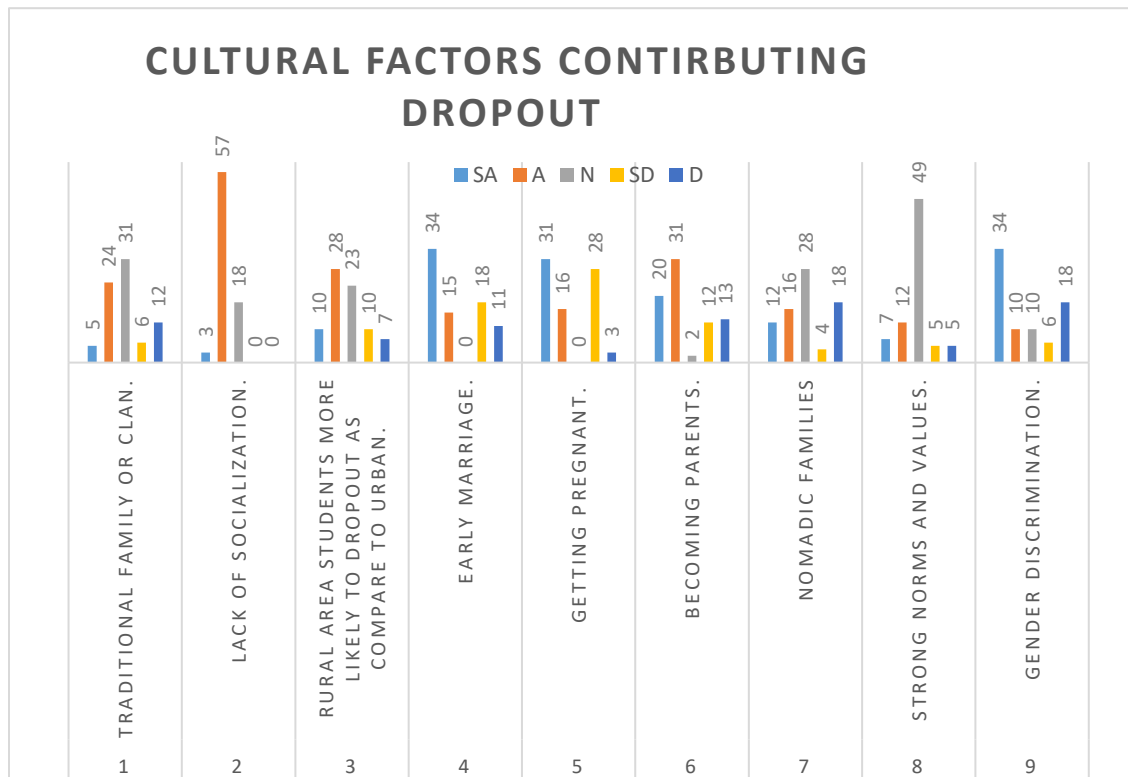


Figure 1 Cultural Factors

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Table 2 School related Factors Contributing Dropout

Statements	SA%	A%	Un%	SD%	D%	Mean	SD
Disciplinary problems	12 (16%)	36 (46%)	23 (30%)	00	7 (8%)	3.73	.828
Poor grades.	15 (20%)	43 (56%)	7 (10%)	6 (8%)	6 (8%)	3.77	1.073
Poor attendance.	16 (20%)	46 (60%)	2 (3%)	3 (4%)	10 (13%)	3.88	1,031
Schools with the students of both gender and the teachers are male.	12 (16%)	15 (20%)	9 (11%)	26 (33%)	16 (20%)	2.67	1.53
Corporal punishment.	10 (13%)	47 (60%)	8 (10%)	8 (10%)	5 (7%)	3.60	1.13
Language of instruction	23 (30%)	33 (42%)	3 (4%)	15(19 %)	4 (5%)	3.60	0.994
Conflicts with teachers	19 (24%)	26 (33%)	12 (16%)	8 (10%)	13 (17%)	3.65	1.308
Unable to make schools the center of attraction	17 (22%)	37 (47%)	3 (4%)	4 (5%)	17 (22%)	3.30	1.218
Extreme course load	15 (19%)	41 (53%)	5 (6%)	13 (17%)	4 (5%)	3.60	1.095
Conflicts between teachers and administrators	9 (12%)	31 (39%)	12 (15%)	9 (12%)	17 (22%)	3.15	.988

Table 2 reflects to investigate the role school factors contributing dropping out perceived by drop out students. The above mentioned items in the table 6 were asked to 78 respondents. 60% students was agreed that corporal punishment is the foremost indicator drove the students to drop out. Similarly, about the poor attendance revealed the same experience as the showed about corporal punishment, that 60% students deprived from continuing their secondary education due to poor attendance. Likewis, 56% students were agreed that they and their kith and kins thought it is fruitless to carry on the further education after the failure in exam. 46% students were reflected the disciplinary problems as the prime handicap which halt them to complete their secondary education. An addition, 20% respondent evaluated Schools with the students of both gender and the teachers are male as another encouraging factor towards drop out. Furthermore, about the language of instruction table showed that, 42% respondents were agreed that it certainly contributing the drop out to be increased. Similarly, extreme course load the table pointed out that, 53% respondents agreed that indicator is also leading the students towards dropout. Other than that, about the conflict between teachers and administrators the table revealed that, 39% respondents believed that it is another factor which lead the students towards dropout. Additionally, about the statement unable to make schools the center of attraction the table pointed out that, 47% respondents agreed the said cause as a principal factor of school dropout.

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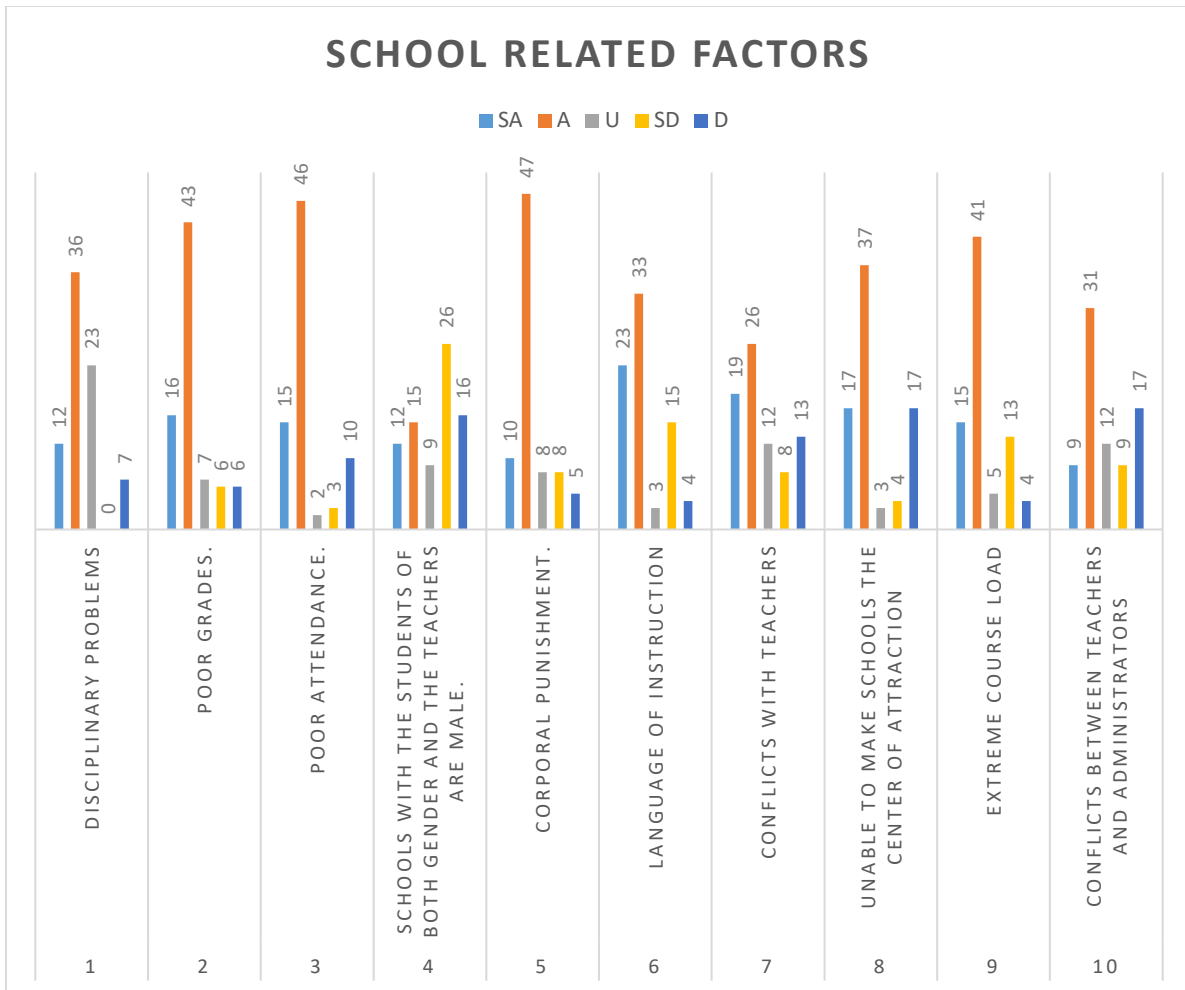


Figure 2 School Factors

Discussion and Conclusion

This study reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes for girls in general. The financial factors constrain parents more especially those who have lower socioeconomic status compared to those who have higher status. Parents with lower socio-economic status face difficulties to bear the expenses of their daughters' education. In addition, parents sometimes use the gender of their children to decide who gets more education so that children can give benefit in the future; in these circumstances male children eventually get more priority compare to female children. Besides these, girls also experience disadvantage for the unequal labor force participation in the world. Female usually experience less opportunities especially in productivity in the labor market and earn

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less compared to males which discourage parents from continuing the education of their daughters. Some school level factors insufficiently affect the increase in dropout rate of regardless of gender. However, most of these factors are allied with school resources and an unequal distribution of school resources markedly linked to the geographical location of schools. Schools in urban regions facilitate more for pupils compared to schools in rural regions. For instance, sanitation facilities, equipment of extracurricular activities, qualitative teachers and other resources and environmental factors which are less available in rural schools. In these respect a goring body of literature has found that students' dropout rate is significantly higher in rural schools compared to urban schools. Inequalities in school resources exist much especially in developing countries such in Pakistan where the most deprived province like Balochistan and its institutions are mostly affected compared to developed countries and this is because dropout rates of students are higher in the developing parts of the world. In Balochistan the cultural values embodied deeply in all aspects of life including education. Cultural reasons also play an important role in high incidence of early dropout for students. Sometime it depends on parents on how to perceive their children ' education. On the one hand, there are human perceptions formed by several factors such as education, socioeconomic status, religion and environment of the community where they live in. These perspectives constrain the most vulnerable students of less developed areas of Balochistan to complete their education as compare developing regions of the country and world. Some traditional cultural practices and beliefs of a particular religion or community massively affect as barriers to' education, especially in deep rooted values dominated in ours societies.

- The data gathered from drop out students about cultural factors revealed that, traditional family or clan, lack of socialization, early marriage, getting pregnant, becoming parents, nomadic families, strong norms and values, gender discrimination are the leading factors driving out the towards drop out at secondary level.
- Furthermore, the school related factors revealed that, for the male students the disciplinary problems, poor grades, poor attendance, schools with the students of both gender and the teachers are male, corporal punishment especially for the female early marriages, getting pregnant, becoming parents, gender discrimination, lack of facilities, preference of male children, language of instruction, conflicts between teachers and administrators are the main causes of drop out at secondary level.

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