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Causes of Primary Students Dropout in Low Cost Private Schools of Punjab

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not only use all the brains that I have, but all I can borrow.” (Woodrow Wilson)

I am pleased to acknowledge full support of PEF management to provide special permission to visit and conduct interview of students, teacher and administration of the schools. I am also very grateful of school owners and teachers to cooperate to conduct interviews of students, parents and school administration despite their busy schedule. Special thanks to parents who give special time to complete this research study.

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Acronyms

Govt	Government
GPS	Government Primary Schools
GER	Gross Enrollment Rate

HT	Head Teacher
CPS	Low Cost Primary Schools
NER	Net Enrollment Rate
OSC	Out of School Children
RA	Participatory Rapid Appraisal
PE	Primary Education
PTA	Parent Teacher Association
SP	School Principal
UN	United Nations

Abstract:

The objective of this research study was to examine the factors of student's dropout in low cost private schools of Punjab, Pakistan as literacy rate of Pakistan is very low as compare to other developing countries. It is common perception that high dropout of primary students is one of the major factors of low literacy rate that is why I preferred to conduct research to know the variables of dropout. Target group of this study was dropout students, their parents and school managements and geographically ten districts of Punjab were selected in which in visited 50 schools and interviewed 100 students and 100 parents. Structured interview technique was used to get responses. Hypothesis of the study were that corporal punishment, poor financial condition of parents, strict rules and regulation of schools, harsh behavior of teachers, and distance of school and difficult syllabus are the major factor of students' dropout at primary level. After the analysis it was learnt that corporal punishment, strict school rules and regulations and difficult syllabus are the major and prominent factor of student dropout in low cost private schools. In the light this research findings it is suggested that government of Pakistan must pay attention on syllabus formulation as well as to take measure to control corporal punishment. Furthermore, government also establishes regulatory authority to formulate rule and regulations for private schools to create interest and maintain interest of students.

The major limitations of the study were lack of time and finance. Secondly data is collected from the only ten districts of Punjab, Pakistan. Results will be effective only for Punjab and will only be helpful to control the dropout in low cost private sector schools

Introduction:

It is the great phenomena of the current age that all nations are worried about the great ratio of out of school of children and high rate of drop out of primary students. Due the instantly, even United Nations had to impose emergency in education and put it at second most priority goal. An till date condition of Education in Pakistan is too weak and all allied nations are worried that why Pakistan is so behind in Education.

Islamic Republic of Pakistan is located in South Asia neighboring India on its east, China on the far north east, Afghanistan and Iran on the west and the Arabian Sea on the south, covering an area of 796,095 km² (340,403 square miles) for a population of 163.76 million inhabitants with a 1.73% population growth rate (Ministry of Commerce, 2009; Ministry of Finance, 2009). The preschool and primary school age population is 27,552,000 (male = 14,163,000, female= 13,389,000). Pakistan stands at the 102nd position out of 130 countries for spending 2.3 percent of GDP on its education sector, at 185th out of 202 with 55% (male= 67%, female= 42%, rural=45% & urban= 72%) literacy and 1169th out of 181 within compulsory primary education (Salden, 2001). The dropout rate at primary school level is

1.3%. The overall school attendance (age 10 years and above) is 57 percent (69 percent for male and 44 percent for female) (Ministry of Education, 2006). The entrance age for primary school is 5 years (Ministry of Finance, 2008).

There are 158,378 primary schools with 17,043,460 students and 447,890 teachers in Pakistan. There are 37.8% schools without fences, 32.3% without drinking water, 56.4% without electricity, 40.5% without toilets and 6.8% without building (Ministry of Finance, 2008). There are 531 organizations to cater for the needs of persons with disabilities who comprise 2.54% of the total population. Out of these, 423 organizations (79.7%) are providing educational services to persons with disabilities while others are providing various other services such as guidance and counseling, vocational training, sports and recreation, assessment, rehabilitation, therapeutic, early identification/intervention, community services, medical treatment/alternative medicine, prevention, social uplift/empowerment, employment, outreach program, and age benefits and/or other services to persons with disabilities (Hameed, 2006).

With rapid technological innovations, the world is becoming a global village. There is a continuous increase in inter-community sharing of experiences in order to improve life for populations in the various territories uplifting members of their territory. Pakistan is an active member of the global community. Education for all children is a common objective for all nations of the world who have already agreed to act collaboratively (United Nations, 1948). The constitution of the Islamic Republic of Pakistan 1973 asserts that all children have equal rights to freedom of expression, quality education and access to a safe and healthy environment

Education is a basic right for all children. This right is protected by The Universal Declaration of Human Rights 1948 which states that,

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall farther the activities of the United Nations for the maintenance of peace (Article, 26).”

The UN Convention on the Rights of Child (1989) guarantees the right of education for all children without any discrimination based on any ground. Later the international community launched its commitment with the title “Education for All” with the vision that education will be provided to “every citizen in every society” in 1990, at Jomtien, Thailand. The main objective of this commitment was to shift the benefits of education to each and every member of the society.

The Six EFA goals include provision of early childhood care and education, equity in quality services, access to free and compulsory education, fulfillment of learning needs for all learners, improvement in literacy rate, decrease in dropout rate, elimination of disparities, and improvement in retention rate and enhancing learning outcomes for all children irrespective of their belongingness especially for disadvantaged and vulnerable children. Due to poor progress in achieving EFA targets, this was again endorsed in Dakar, in April, 2000 and again in September, 2000 by including two EFA goals in the Millennium Development Goals (MDGs). The achievement of EFA goals was considered very important

for the realization of the Millennium Development Goal of achieving the Universal Primary Education (UPE). To achieve these goals primary education was centrally placed. Achieving the UPE means not only is getting children into school but to retain them until the completion of the primary school cycle and hopefully beyond. It will provide basis for future in terms of adult literacy and lifelong learning.

Communities around the globe are focused on the fact that the process of education and training of youth is a major gateway for progress, prosperity, economic wellbeing, social uplift, peace, harmony, respect for humanity, rule of law and self-sufficiency in any country. More than 300 participants from different governments (92) and international organizations (25) from all over the world approved The Salamanca Statement and Framework for Action 1994 at the World Conference on Special Needs Education, by declaring that every child is has a set of unique characteristics and needs which have to be addressed by the authorities. Further it was proposed that all children “with special education needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs”. This statement also claims that the education system which addresses the children with diverse interests and challenges will be the appropriate one in the sense of efficiency and cost effectiveness. Inclusive education primarily originated from the field of special education and has passed through different phases such as mainstreaming and integration with the objective of exploring different means to accommodate children with special needs for their education.

With the passage of time it was found that these initiatives were not the true solution for establishing organizational change in the ordinary education system for accommodation of all children with difficult circumstances. It was felt that the school should be able to address the diversity of students. Their diverse needs should be used as lever for selecting best teaching and learning process. So the framework of ordinary school was expanded to deliver its services for all of the children residing in its vicinity. In these circumstances The Salamanca Framework for Action (1994) also invited states and countries to adopt the challenges and frame work for action to Education for All with clear commitment to inclusive education by fabricating inclusive schooling as;

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (Piechuro-Couture, 1998).”

An inclusive school provides ample opportunities to students with different needs and abilities to work and live together in the same environment. “The fundamental principle of Inclusive Education is that all children should have the opportunity to learn together” (Peters, 2003). It aims at educational as well as societal roles. It has a collaborative nature

because general education teacher and special education teacher with other professionals work together for a common goal. It also welcomes the community and parents to participate in the delivery of educational services to the young generation. The teaching and learning process also becomes a collaborative activity where different professionals are engaged. An inclusive setting arouses a sense of collaboration instead of competition.

A reasonable body of research reveals that the student with special needs and without special needs benefit from inclusive system accordingly (Brinker & Thorpe, 1984; Tichenor & Piechuro-Couture, 1998; Salden, 2001). It first as a mechanism of teaching children with disabilities in general educational settings but now the international community views it in a broader context than this conventional approach (UNESCO, 2001). The international community has now arrived at the point where inclusive school is seen as not only for persons with disabilities but rather for all. The Salamanca Statement and Framework for Action states that,

“Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic population, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (para 3). Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system (Article 2, UNESCO, 1994b).”

The scope of inclusive schooling is now extended to all the children who so ever they are. They may be the children with disabilities, learning difficulties, orphans, refugees, nomads, domestic workers, belonging to poor families, ethnic, religious or language minorities, war affected, migrants, labourers, street children or suffering from HIV. This approach is now seen in the whole school improvement context. It is believed that “education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners” (Ainscow, 2005). Advanced and economically poor countries have different priorities of quality and quantity in education of their masses. This population has different volumes in advance and developing countries. Ultimately the nature and scope of their educational institutions have different modes. Now inclusive education is considered as an agent for change from exclusionary practices to inclusionary practices for developing a harmonious inclusive society. It is against all sorts of exclusion in the society (Ainscow, 2005).

Poor quality primary education and the low retention rate of students at primary school remained a serious concern and barrier in the realization of EFA goals and ultimately for Universal Primary Education. Today's disparities in education at primary school level are the threats for discrimination and inequality of wealth distribution and other human growth facets. Dropouts are not only lagging behind in social aspects but are also threat for the economic, social, cultural

and political imbalances in the society. Dropouts and graduates stand at different positions in wages and social status (Heckman, 2008).

Gender disparity is also of concern in the accomplishment of EFA and UPE goals. The situation has changed, now girls are performing at equivalent basis or better than boys (Ma, 2007, 2008). Girls belonging to poor families from rural areas of Pakistan are usually deprived of quality educational services. Their number in school is only one fourth of their male counterparts belonging to same families. But those who live in urban areas or high income families are at par in number, performance and completion to their male peers (Lloyd, Mete & Grant, 2007). Millions of the school age children are out of school and millions are leaving school devoid of completing primary cycle of education without seeking life skills which are needed in the future life. Pakistan has secured the millennium development goal "Ensure that, by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" of achieving universal primary education only up to 60 % (World Bank, 2009).

To translate the dream of EFA into reality inclusive education was considered as an effective means. International organizations under the umbrella of United Nations Organization stepped forward for ensuring education for all. With developments in the education systems, new initiatives were being undertaken. In the later years of 20th century the focus of the international community changed from quantity to quality of services and products. Inclusive education was acknowledged as a unique stratagem for gaining EFA goals by providing free and easy access to all boys and girls in primary education (Peters, 2003).

It is an emerging trend in international research because this is proving to be most effective way of teaching and learning to students belonging to diverse cultures, family circumstances, interests, potentials, abilities and disabilities (Ainscow, 1991; Boscardin & Jacobson, 1997; Cheng, 2000; Robertson, 1999; Slee, 1996). It is not a product itself but a process for producing a democratic value laden society with equity and mutual respect (Booth & Ainscow, 2002; Jacobson, 2000; Marshall, Ralph & Palmer, 2002; Robertson, 1999; Winzer, Atieri & Larson, 2000). Its success depends on the level of priority and political will of the stakeholders (Rustemier, 2004). Social inclusion leads towards improvements in attendance and reduction of exclusionary practices from the school. Its main focus remains on the students at risk of marginalization or underachievers' groups. Those groups are carefully monitored and provided services and interventions accordingly. As a result the rate of dropout decreases (Ainscow, 2000).

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Inclusive policies, practices and culture are the foundations of a sound inclusive education system (Booth & Ainscow, 2002). Cultures are the source of manifestations of practices. People think and act in their prevailing cultures. Actions and reactions are interpreted in accordance with them (Angelides & Ainscow, 2000; Schein, 1985). For its effectiveness governments, educational authorities and the school personnel have to adapt the situation of school culture which should be healthy and protective for the learners (Rustemier, 2004). The holistic development of learner is carried out under this philosophy. The most effective schools are often inclusive in nature and conduct (Fullan, 1991). This inclusiveness deals with a broad spectrum of learners needs through formal and non-formal approaches to education. The diversity becomes comfortable for the teacher and the learners. Learner related diversities are acknowledged and managed for effective learning (Dyson & Forlin, 1999; Slavin, 1997). In broader context it is assumed as an approach which supports and celebrates diversity among all types of learners (Dyson & Forlin, 1999). It eliminates social exclusion produced due to attitudes or other belongings to different shades of society (Vitello & Mithaug, 1998).

During the last decade many countries have made a remarkable move towards inclusive education by modifying their educational practices and policies (Mittler, 2000). Through this inclusive paradigm of teaching training, quantity is measured along with high quality because the output refers to the formation of a society which contributes the healthy and progressive individuals in society. The merits of inclusive schooling are seen in terms of high achievement scores, improved attendances and reduced rate of grade repetition (Dyson & Forlin, 1999; Slavin, 1997).

The primary school system in Pakistan needs redesigning in the light of challenges faced by it. These are high dropout rate, out of school children and low literacy rates. This low retention rate is the main hindrance for the progress towards Education for All. Although Nursery (Katchi) class was recommended in the National Education Policy 1998-2010, due to financial constraints it is not yet been started formally. It is an established fact that early age school experience provided by the parents and teachers give a good start to a child for onward learning and training. It creates a sense of love for knowledge and learning. This age period is very important in the context of development of motor skills and conceptual nourishment. Language acquisition and other problem solving skills, social upbringing also rooted to this age period. This early education experience also makes the dropout expectancy very low (Irwin, Siddiqui & Hertzman, 2007; UNESCO, 1998; Xiaoming & Melissa, 2004).

Inclusive educational settings value all individuals equally. Schools are restructured in such a way that all types of exclusion of students from the regular system are abolished and participatory sense is developed in the educational organizations. Rights of students and teachers are observed at large. Learning opportunities are open for all. Inclusion in school leads towards inclusion in society where the rights of all the society members are observed (Booth & Ainscow, 2000). They are provided easy and equal success to same system of education.

All types of exclusion whether based on ethnicity, language, colour, disability or parental attributes are eliminated. This approach is right based which guarantees the rights of all individuals or members of the society because they have to live and perform their roles in the same society. The inclusive paradigm was struggling for provision of all children at all times and for all things with equity and equality. Slowly but steadily inclusive education found its roots for

accommodating the needs and challenges for persons with and without disabilities. Today the inclusive school is considered to be a service providing organization which is open for all and welcoming to every individual in the society.

The primary school system in Pakistan needs redesigning in the light of challenges faced by it. These are high dropout rate, out of school children and low literacy rates. This low retention rate is the main hindrance for the progress towards Education for All. Although Nursery (Katchi) class was recommended in the National Education Policy 1998-2010, due to financial constraints it is not yet been started formally. It is an established fact that early age school experience provided by the parents and teachers give a good start to a child for onward learning and training. It creates a sense of love for knowledge and learning. This age period is very important in the context of development of motor skills and conceptual nourishment. Language acquisition and other problem solving skills, social upbringing also rooted to this period. This early education experience also makes the dropout expectancy very low (Irwin, Siddiqui & Hertzman, 2007; UNESCO, 1998; Xiaoming & Melissa, 2004).

Inclusive education has developed a long history of innovations in the field of education and endorsed whole school improvement for accommodating all students (Skrtic, 1991). Inclusion invites and accepts all individuals by valuing and treating them with care and respect. It is an ongoing endless process which continues for the wellbeing of all people (Ballard, 1995). The special features of inclusive school such as: "collaborative teamwork, a shared framework, family involvement, general educator ownership, clear role relationships among professionals, effective use of support staff, meaningful individual educational plans and procedures for evaluating effectiveness" were identified by Mangreco (1997). According to this philosophy all schools have to carry on this journey whatever their present status (Sebba & Ainscow 1996). This approach focuses on whole school improvement through collaboration of students, teachers, administrators, parents and the community at large. This can be done by addressing the school culture, school policies and practices (Booth & Ainscow, 2002). There is no question that an inclusive education system can be successful. A wide range of researches support this fact, when it is planned and implemented appropriately it gives results very effectively. It focuses on equal and similar opportunities for all types of learners (Power-de Fur & Orelove, 1997). In order to establish an inclusive school, a discussion must be initiated from the perspective of whole school restructuring. Different experts provide different models for making a school inclusive; therefore a model in the context of Pakistani schools was developed to eradicate the dropout from primary schools.

Literature Review:

To probe in the problem and to satisfied the thrust of my question I review the many research report of renowned searches. In this regards Raluca and Zharia, Education Officers of UNICEF said that financial problems, par, parents education, siblings education and dysfunctional families, early marriage custom, lack of individual security in the area are the factors which plays very major role in high drop out of primary level students. According to Gulzab Ali Khan, Muhammad Azhar and Syed Asghar Shah (2011) , disinterest of parents specially in the education of girls, high fee rate, poor economic conditions, non-availability school in the area or at great distance, inadequate infrastructure, cultural and religious belief, high poverty, lack of food, illness, lack of schooling choice, unemployment, wage work by child, lack of children interest, failure are all the factors of high dropout ratio in primary schools of Pakistan. Lieten(2004), Khan (2005), NDP(2007) has the view the low performance of primary schools and specially the exclusion of girls has long lasting effects on overall literacy rate and human development ranking.

Furthermore, Ricardo Sabates Kwame Jo Westbook and Frances Hunt (2010) has a view point that poor health, malnutrition and lack of motivation, child labor and poverty, teacher absenteeism, school location and poor quality education are also major factor of high dropout of primary level students. Poverty also influence the demand for schooling it cause inability to pay school fees and other costs and even when children grow older, the opportunity cost of education is even get larger and larger which force children to work and earn income for household instead to spent time on education. In addition to it distance of school, insufficient facilities, overcrowded classes, inappropriate mode of instruction, high rate of teachers' absenteeism and problem of girls safety are all common reasons of high dropout ratio of primary level students.(Colclough et al,2000). Lloyd, Mete and Grant(2009) have the view that mother's education level influences girls education. For instance in Pakistan rural areas, the girls whose mothers have formal qualification get more education and dropout ratio of such girls is less.

Le,2008 has the view that repetition of grade also increase the possibility of dropout ratio. Teaching methodology, curriculum and practices to teach different age groups students also effect the dropout ratio.

Ananga(2010) has the view that teacher unavailability, seasonal economic activities also identified as key factor which contributes to dropout rate. Parents carelessness, poor economic condition of parents, grade retention, students' out of school companionship, difficult learning levels, psychological problems, illiterate parents, poor health condition of students are all the very significant factor of dropout of primary level students.(Muhamad Shahid Farooq,2013). To some extent school environment factors, gender influence, and cultural related factor also influence the dropout rate.(Fagatabu,2013). Brithish Council(2011) had the view that lack of guardians/parents awareness bout children's education, poor quality education system specially in primary schools, untrained and poor quality teachers, bad health of students and less motivation of students and child labour are some major factor which have visible influence on primary student dropout. Some other things as school distance, inadequate teacher student relationship, inadequate resources and facilities, irrelevant curriculum which fails to meet the individual's vocational and intellectual needs are also affects the rate of dropout in primary schools.(Mandina Shadreck,2013). Sweetan(2004, Hunter and MAY(2011) has the point of

view that poor economic condition of parents and high rate of poverty are the main reasons/factor of high dropout of primary level students. Lynch and Cicchetti have the view that quality of teacher students relationship has an important impact on dropout ratio. Neglect on by teachers, poor teaching methods, teacher's discrimination, cruelty, corporal punishments are reasons of dropout.(Govindaraju and Venkatesan 2010). Croninger and Lee(2001) has also the view the good teacher students relationship reduce the chances of dropout. Hale (2000) and Le Comte (1990) also observed that most of the students left the school just due the conflict with teachers or other fellows and due the demeaning teacher attitude and punishments. Stearns and Glennie (2006) noted that some internal factor of school as disciplinary policies and teacher students' conflicts have the impact on dropout rate of primary level students.

Hussain (2010) stated that in Pakistan curriculum related factor that contribute towards high dropout rate as primary level curriculum has no harmony with the needs and abilities of children. Students feel bored and not satisfied with the prescribed curriculum. This deficiency in curriculum pushes the students to out the school. Lynch and Cicchetti (1997), Croninger and Lee (2001) and Hale (2000) and Le Comte (1990) had the view the student teacher relationship is a factor to control the dropout rate.

Sathar and Lloyd(1994) had the point that if school is located at the distance of 1 KM or more it had positive and significant effect on the primary school attendance as well as dropout rate. Swada and Lokshin (2001) stated that accessibility to school within the village seem to contribute to about 18 increase in school admission and on other hand it increase the dropout rate. Hussain (2011) and Ubogun (2004) have the stance that poor infrastructural conditions of schools and poor administration and high cost of schooling and harsh rules and regulations causes of dropout.

Statement of the Problem:

In spite of all the efforts made to decrease the dropout rate and increase the retention of students till the completion of primary education, students are leaving primary schools before completion at a constant rate. Different programs were launched time and again to improve this situation but in vain. Primary school is not welcoming for diverse student population. Low retention and high dropout rates at the primary schools are the primary focus of this study. Keeping in view the causes of drop out, a Pakistan- specific model for prevention of drop out is presented.

Objectives of the Study:

The objectives of the study were to:

- Identify factors of primary school dropout in Pakistan through documenting the opinions of students who have dropped out.
- Document the accounts of parents on decision of withdrawal of their children from primary school before completion.
- Collect the opinions of primary school teachers who experienced the dropout phenomenon.
- Develop a Pakistan/Punjab- specific model for prevention of dropout at primary schools.

Research Questions:

The study answered the following questions:

- What are the factors that influence dropout, according to the opinion of dropouts?
- What are the factors that forced parents to withdraw their children from school?
- What do primary school teachers perceive as the factors that lead students to dropout?
- How can dropout rate at the primary level can be decreased through inclusive schooling approach in Pakistan?

Hypotheses:

- H1: Financial condition is factor to drop students from schools.
- H2: Corporal punishment is a great factor to dropout of students from schools
- H3: Behave of teacher is a factor to dropout of students from school
- H4: Difficult syllabus is factor to dropout of students from school
- H5: School distance is a factor to dropout of students form school
- H6: School's strict rules and regulations is factor to dropout of students fo

Research Methodology:

Following methodology will be carried out to answer the questions of study.

Instruments of the Study:

In the light of literature review about the causes of the problem, the below mentioned instrument will be implemented by the undersigned.

- Likert type of questionnaire for primary school teachers (male &female)
- Structured and scheduled interview of dropout students (male &female)
- Structured and scheduled interview of the parents of dropout students
- Structured and scheduled interview of the industry where dropout students get employed.

Before implementation of the instruments it will be piloted for the sake of improvement.

Sample Size:

Target Schools: 50

School Principals: 50

Senior Teachers: 100

Dropout Students: 100

Geographical Coverage: 10 Districts of Punjab (Chakwal, Khushab, Lahore, Gujrat, Sialkot, Gujranwala,

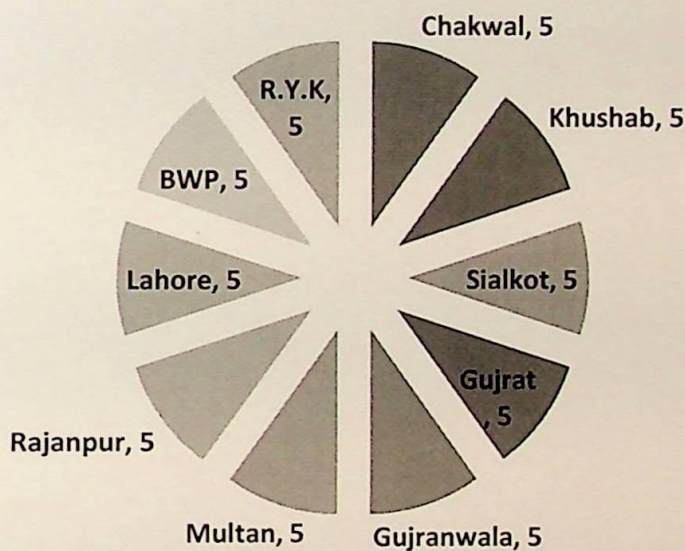
Multan, R.Y.Khan, Rajanpur, BWP)

Data Analysis:

After the data collection, it was punched in MS-Excel for analysis purpose. Findings against the hypothesis are as under.

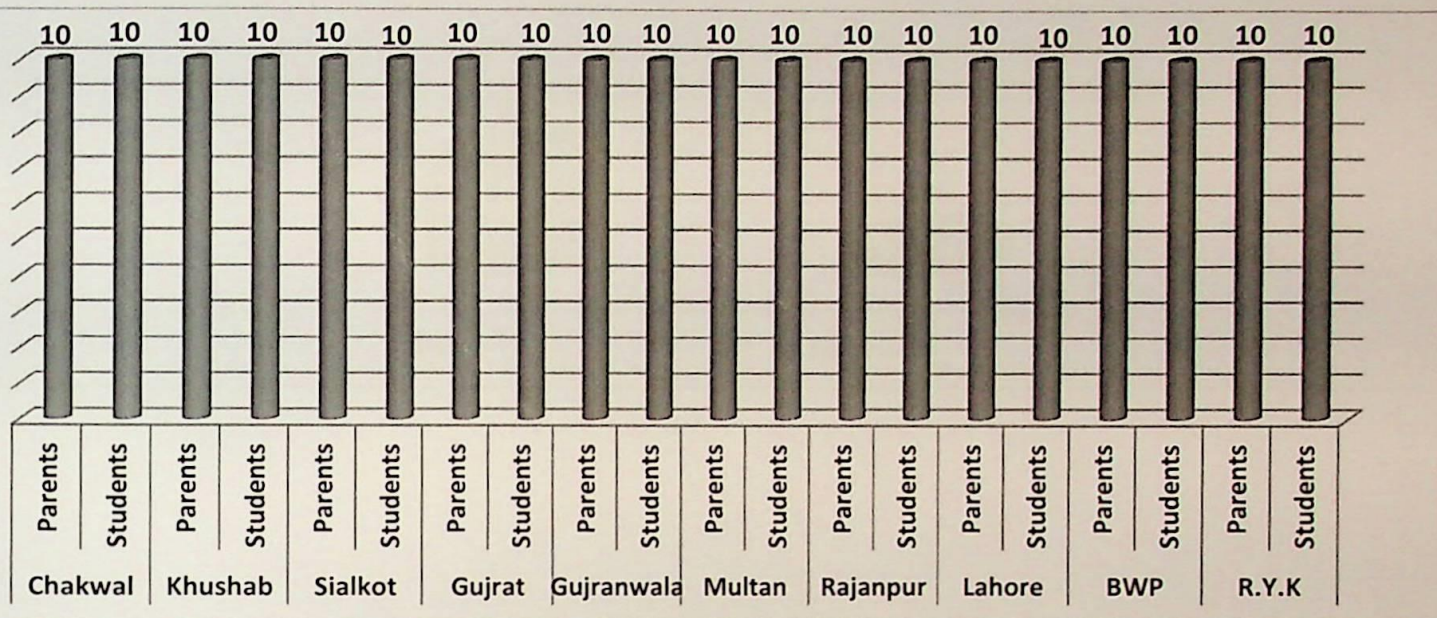
District Wise Number of Schools:

To dig out the causes of dropout, 10 district of Punjab were selected by covering geographically. Most of the cities were industrial because it is common assumption that mostly unskilled people migrate to industrial cities for the sake of labor and later on due to inflation and affordability of expenses they forced to engage their children to earn livelihood. Punjab province was divided into three main regions i.e. North, South and Centre. Some districts were selected where literacy rate and opportunities of employment is very rare or employment is depended on agriculture only. Detail of districts is as following;



District Wise Breakup of Parents and Students:

Ten parents and 10 dropout students were interview to know the exact causes that why and in which class their children left school. Dropout students were also met to know the reason that why they forces to left school. District wise of parents and dropout students is as under;

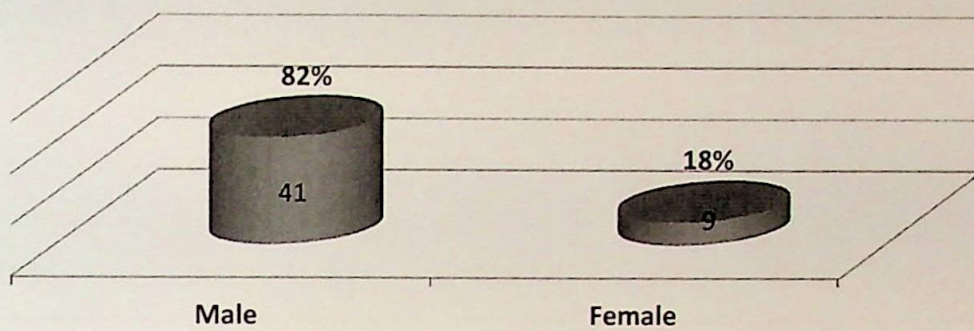


School Owner/Principals:

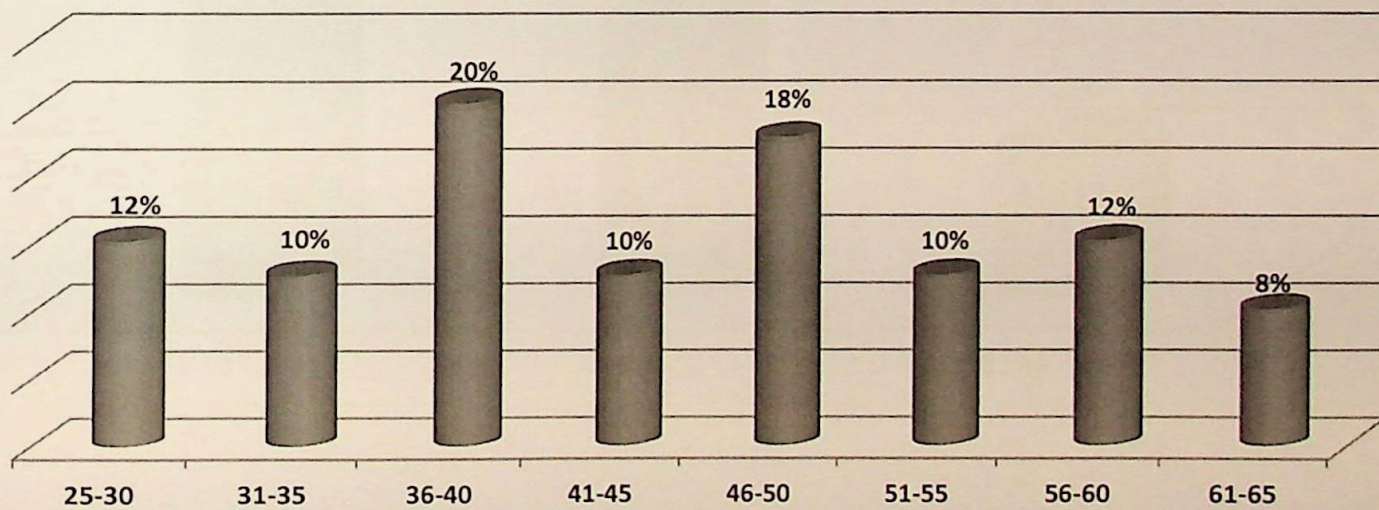
Third target group was the school owner and principal of selected districts of selected districts. To know the reasons of dropout tried to interview the experienced owner and principals as they may know culture, philosophy of parents and students and cultural barriers.

Gender and Age Breakup:

As fifty schools of ten districts were visited. At the time of selection age factor was also kept in mind just to get more benefit from their experience. Out of 50 school owners 41 (82%) were male and 9 (18%) were female so that reasons of dropout of boys and girls may be known in true sense.

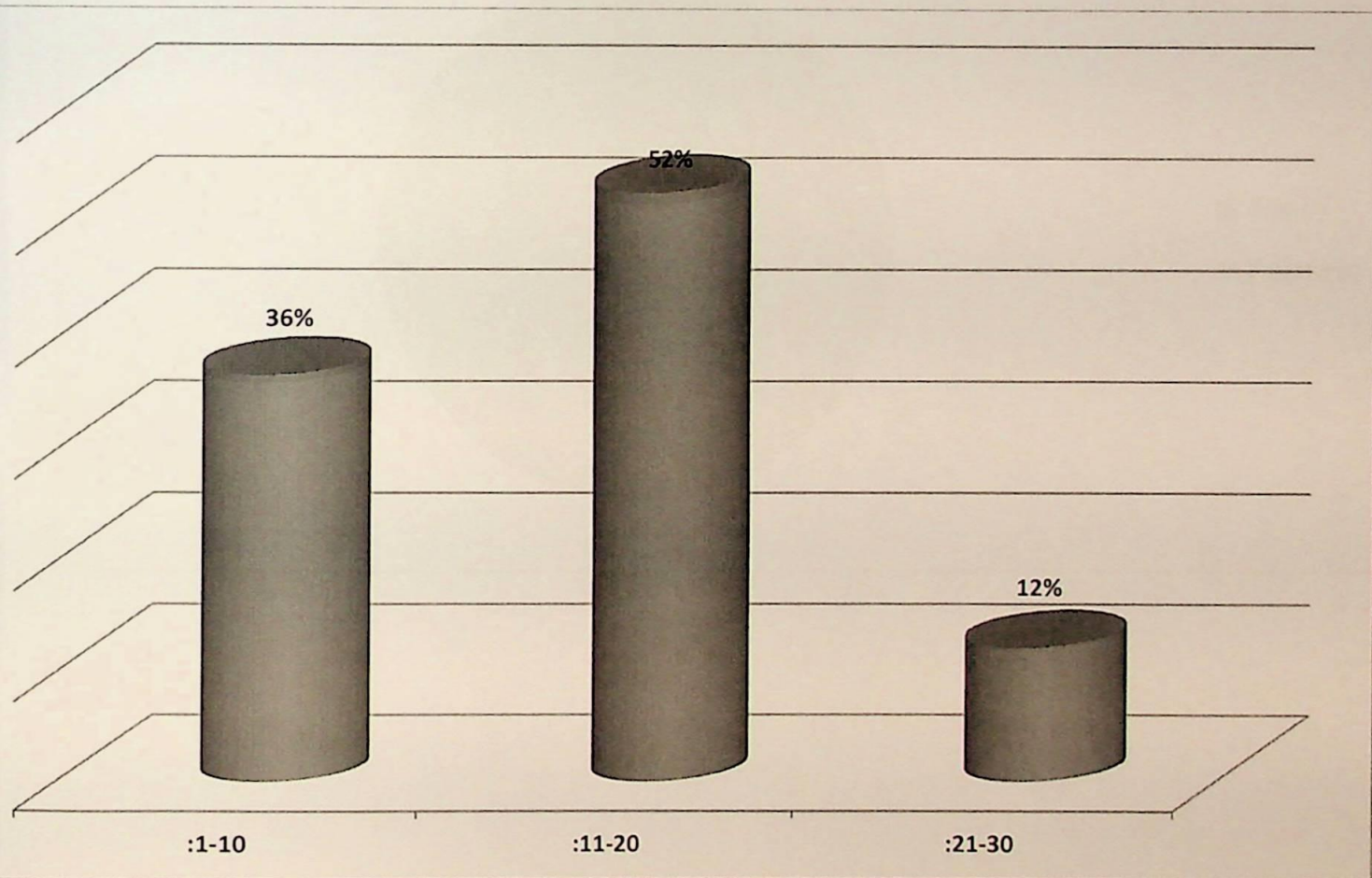


Age Breakup:



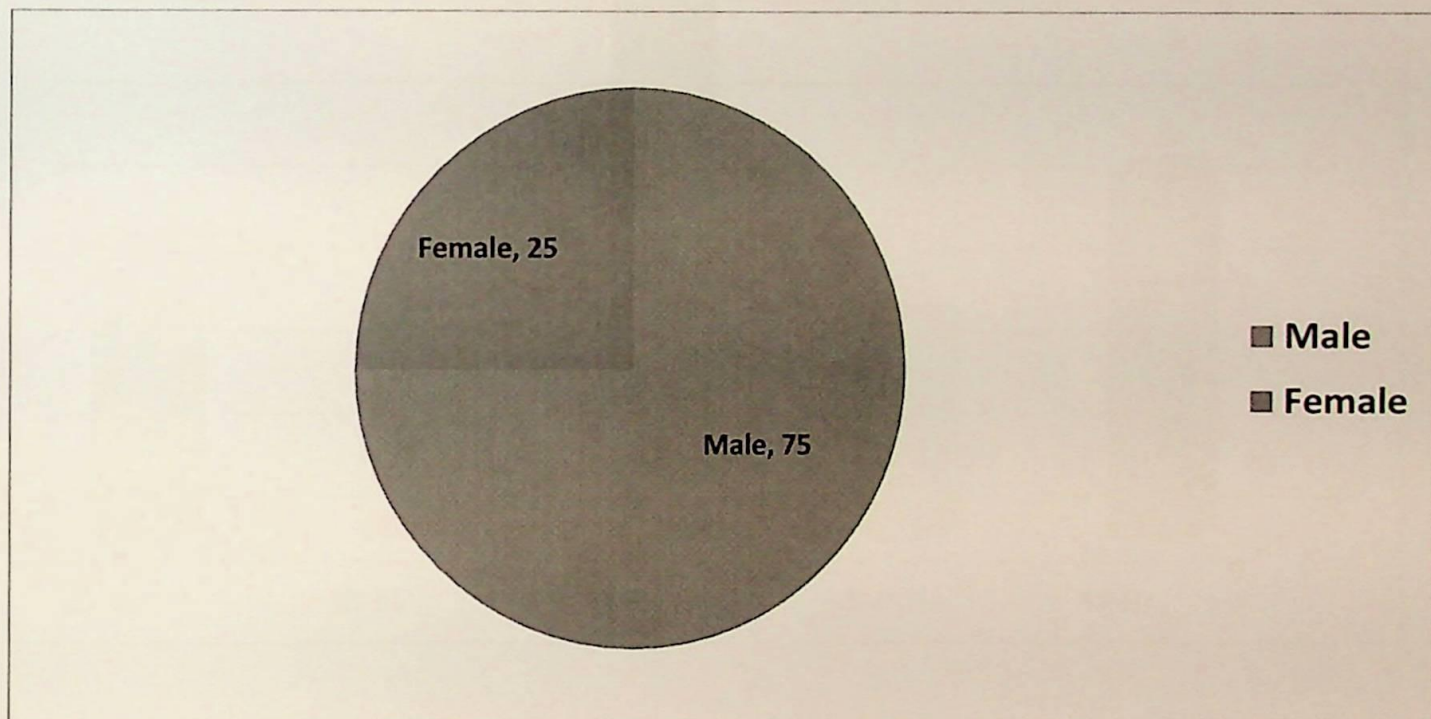
Experience Breakup:

At the time of school selection, it was kept in mind that all school owners or principal must have sufficient experience. So that in discussion benefit may also be get from their experience. It was great that how much experience someone has he as much contribute in discussion. Age details are as under;



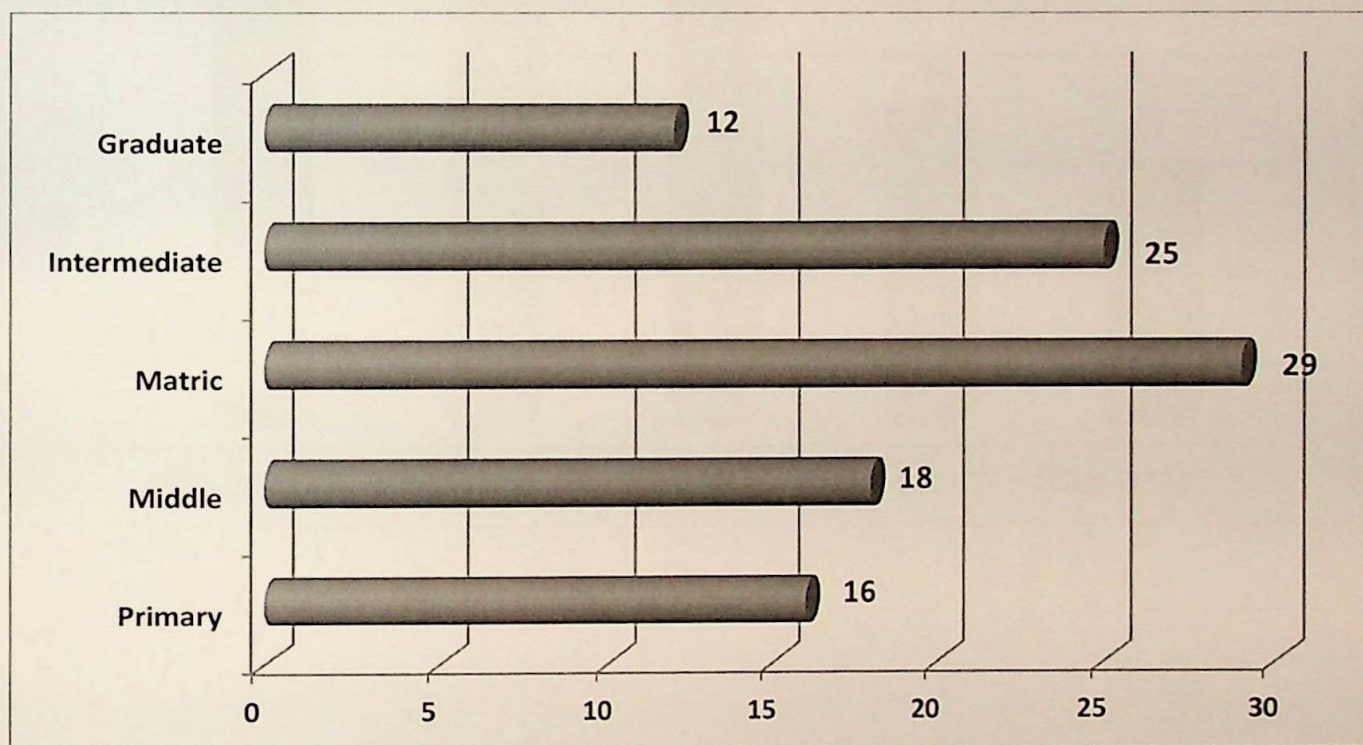
Parents of Dropout Students:

During this study 100 parents of dropout students were interviewed, out of 100, 75 percent were men and 25 percent were women to maintain the gender participation. As many times boys and girls share exact reasons with their mother as compare to father as most of the times he has dominant role in his family and children avoid sharing exact cause.

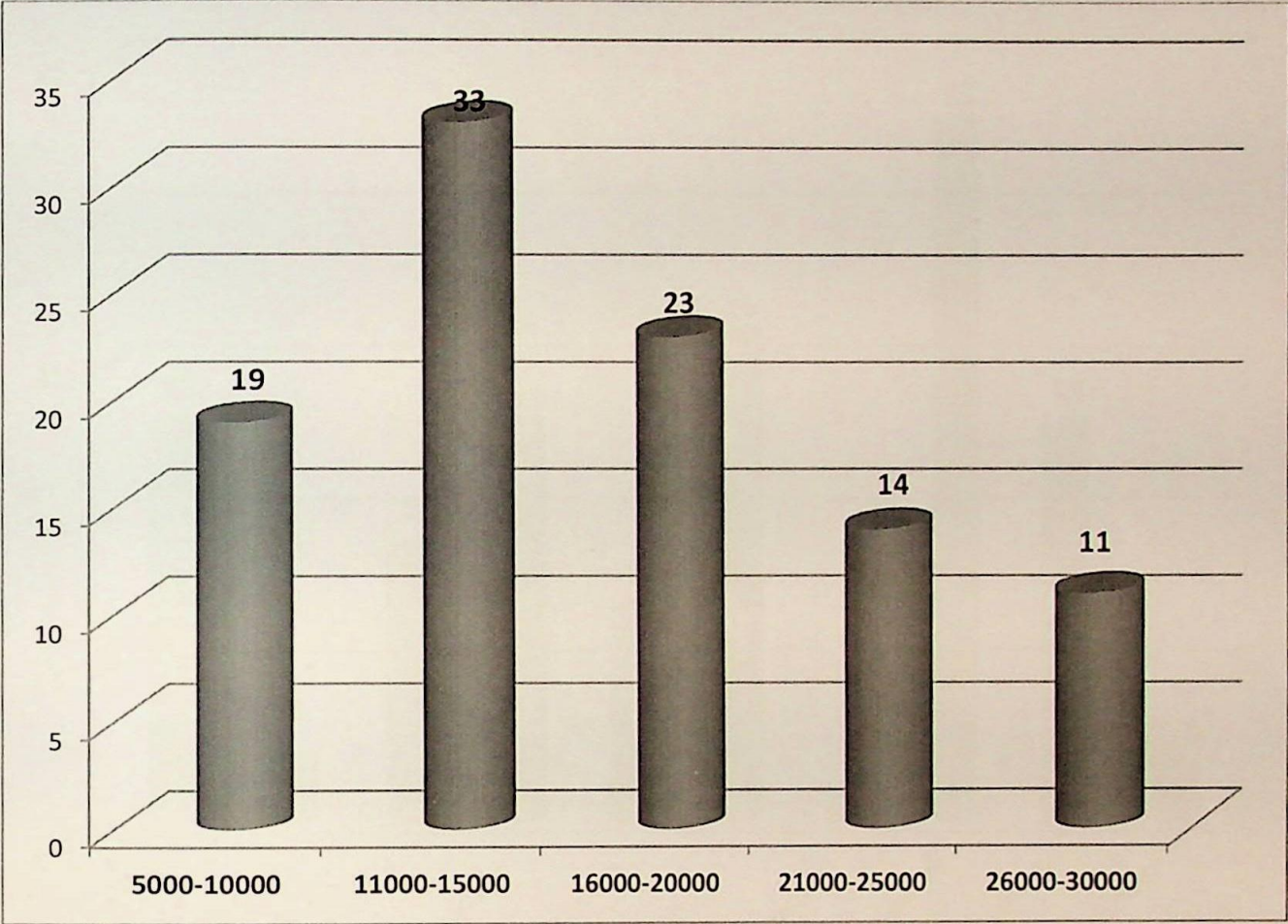


Qualification Status of Parents:

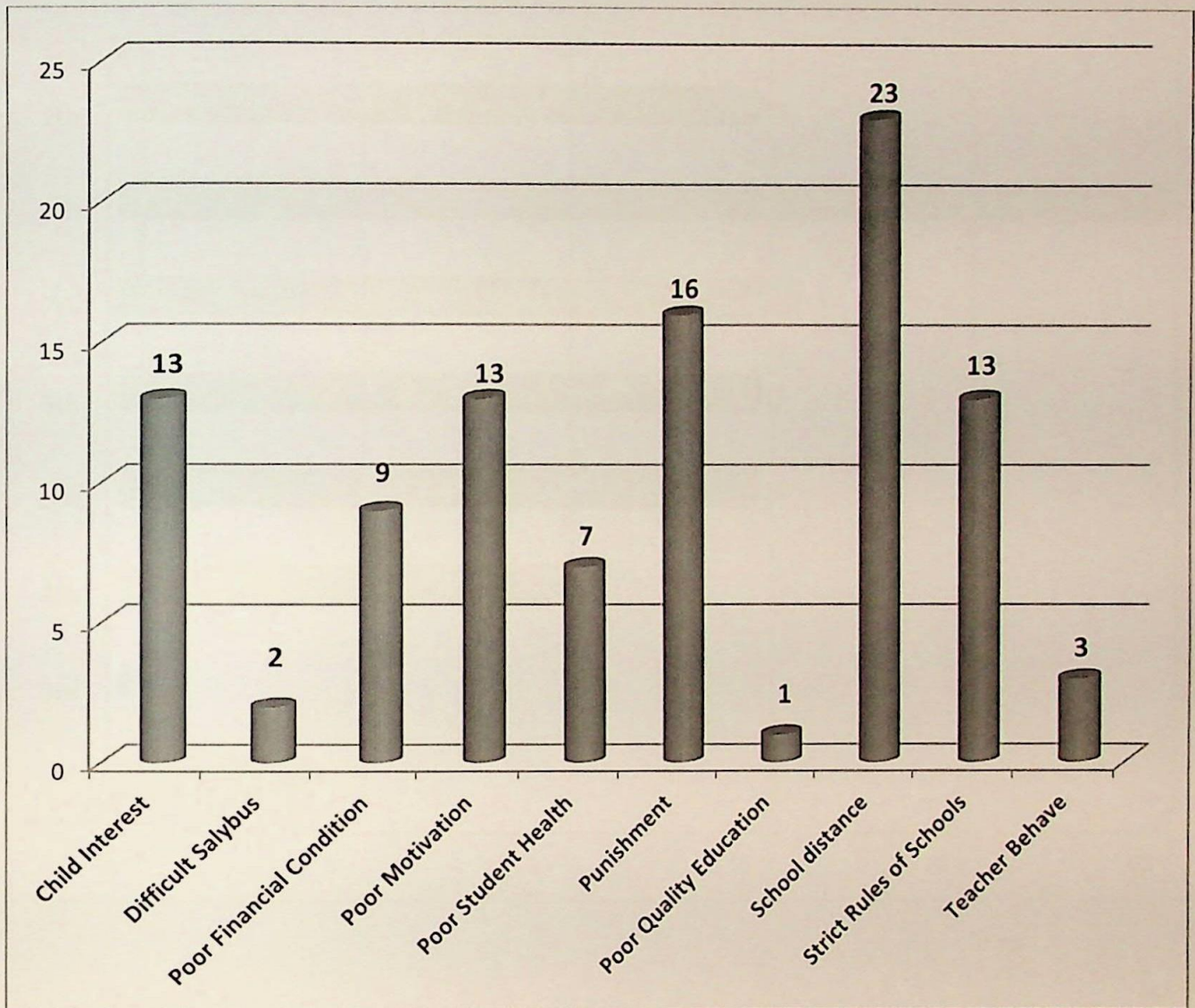
It was common perception that unaware parent is also a great cause of student drop out who do not give enough worth to the study of children. They even compromise for very little amount which they earn from child labour (British Council-2011) due to which we also interview many qualified patents to know that they have sufficient awareness of education then why their children left the school. Out of interviewed parents 16% have primary, 18% have middle, 29 have matric, 25% have intermediate and 12 have graduate.



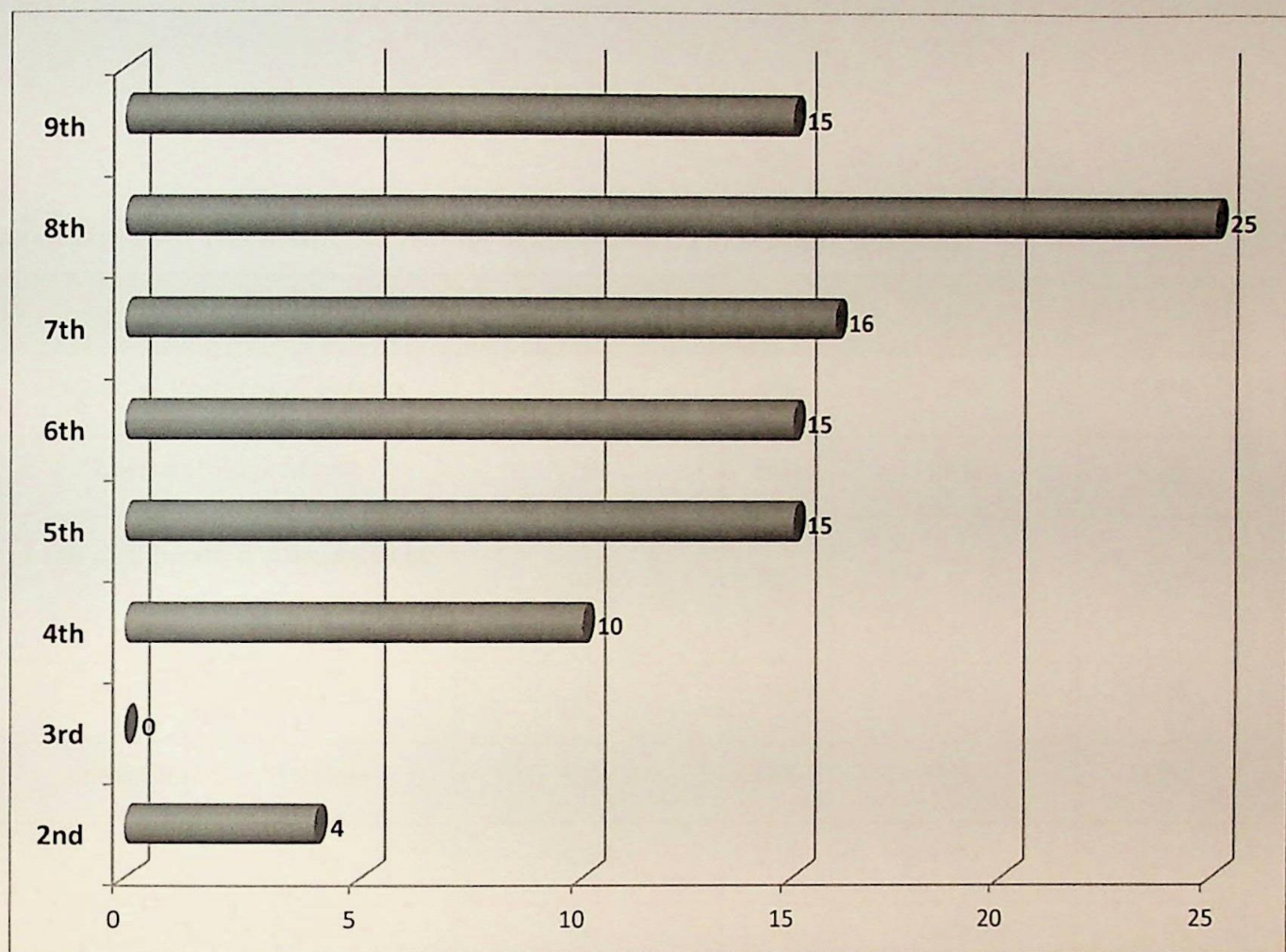
Expenditure Detail of Parents:



Reasons of Dropout:

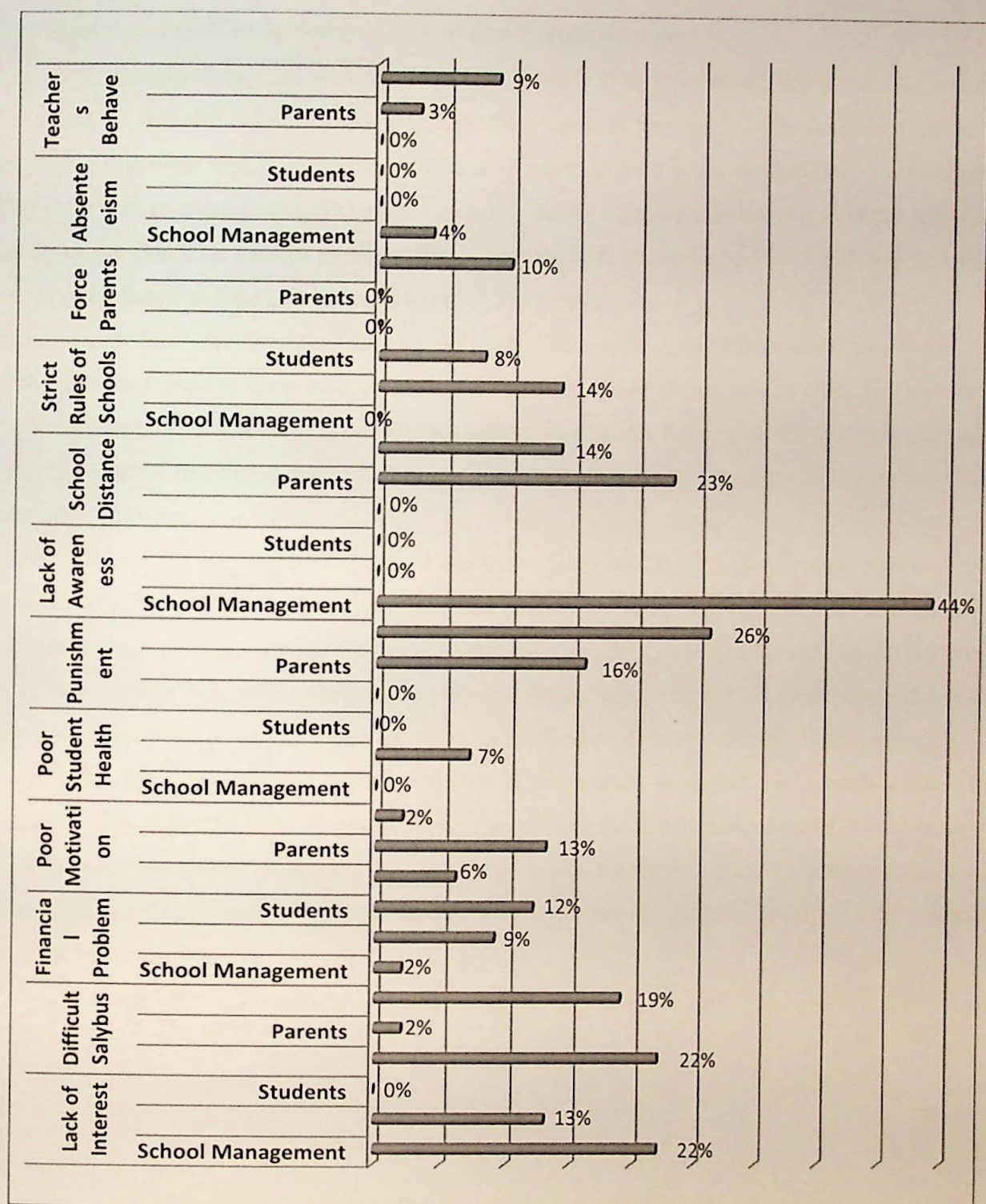


Breakup Of Classes In Which Most Of Students Left The School:



Reasons of Dropout According to School Management, Parents and Students:

Sr#	Reasons	School Management	Parents	Students	Significance
1	Financial Problem of Parents	2%	9%	12%	23%
2	Corporal Punishment	0	16%	26%	<u>42%</u>
3	Lack of Education Awareness in Parents	44%	0	0	<u>44%</u>
4	Rue Teachers Behave	0	3%	9%	12%
5	Strict Rules of Schools	0	14%	8%	22%
6	Difficult Slybous	22%	2%	19%	<u>43%</u>
7	School Distance	0	23%	14%	<u>37%</u>
8	Lack of Students Interest	22%	13%	0	<u>35%</u>
9	Poor Motivation	6%	13%	2%	21%
10	Poor Student Health	0	7%	0	7%
11	Force Parents	0	0	10%	10%
12	Absenteeism	4%	0	0	4%



H1: Financial condition is factor to drop students from schools:

To test the hypothesis all participants were asked the question that whether financial conditions of parents is forced students to left the school. Only 2% school management has thought that financial condition forced children whereas 98% of the view that poor finance condition of parent is not a factor as many poor people as maid, labourer, and widow try their best to teach their children and they did. During the study it was also notices that school managements are least bother to get financial data of parents. They all respondents respond against this particular question on the basis of their assumptions they have no solid ground to justify their stance.

.. 9% of the parents have the view that they were forced to drop their children from school due to their financial position. Most of the parents forced to drop their children in elementary and secondary classes when they were faced difficulties of pay school fees and were forced to arrange extra tuition. Due to also the cost of allied charges they also forced to drop from schools. Most of them also stated if they continue their study it was very difficult to continue their routine life and even the study of the remaining children.

Other hand 12% student stated they left school due to the financial condition of their parents. Some them were asked by their parents and most of them just analyzed that their parents are facing financial problem therefore they preferred to left school to assist their parents. Some of them said that their parents cant afford the expanses of transportation and extra charges of their tuition fees, so they left the school. 8% of the student who left the school due to the financial problem of their parent showed the consent to rejoin the school if they were given opportunity. Whereas remaining 4% refused the school with the logic that now they earned some reasonable amount to support their parents and they have good future expectations in their relevant field. Analysis shows that poor financial condition of parent is not a major factor of student dropout. It is observed that parents who have very low income but their children are going schools and they were much aware about the worth of education. Data of dropout students also showed that income of their parents were reasonable and was not a factor of dropout.

H2: Corporal punishment is a great factor to dropout of students from schools:

16% of the respondent parents stated that their children left the school due the constant punishment due to which children forces to left the school and they clearly refused to go schools. Parents further added that teacher have no other mechanism to handle students accept punishment. When further investigated to probe this particular hypothesis, parents were asked that why their children were given punishment, they said that children often punished to do homework, discipline, absenteeism and not to perform well in class exams. Parents also stated that punishment effects the psychology of children and they fed-up from school.

26% of the responded students stated the major facto of punishment due to which they forced to left school. They stated that they were punished due very common issues like due to improper homework, bad writing, not to learn lesson, poor performance in tests, on absent, on late arrival in school and on the complaint of fellow. Some of them stated that teacher always target them even without any reason. When they were given offer to rejoin school they all refused to go school just on basis of their previous experience. One more interested and relevant question was also asked them that if they were not punishment then where they were now, they very confidently stated that they were in higher class as a good students. Students had also the objection that punishment always given the incapable teacher who don't know how to deliver /impart knowledge to students and how to handle students without punishment. Teacher considered that punishment is the only tool to teach and control students. It also the very wrong perception that students perform well due to the fear of punishment.

It was very surprising that no respondent school management confess that student also left school due to punishment. However they were over defensive to protect or justify the importance of punishment. School representative had the view that punishment is very necessary to control student and to keep them on track. Most of the respondents had the view that if students had not the threat of punishment they never bother to learn and to follow school discipline. When they were asked that is there any worthwhile option instead of punishment to make sure the leaning outcomes of students and to obey students. They all said there is not effective way rather than punishment. Punishment is only the tool /effective method to improve the students.

Corporal punishment is a very significant factor of student dropout and have very long lasting effect on students. Those student who left the school due to punishment are not willing to

H3: Behave of teacher is a factor to dropout of students from school:

3% of the parents have the view that their children left the school due to the rude behave of teachers. Teacher unjustly keep rude behave with their children due to which they forced to left school. Most of the time children explained their parents that teacher structure baseless complaints against them just to narrow down them in the eyes of senior school management or parents. Some parents also stated that their children were insulted in front of their fellows due to which they refused to go school.

99% of the students have also stated that they left school due to misbehave of class teacher as teacher sinisterly focused them to punish, scold, insult and complaint against them due to personal garages. Such behave of teachers forced them to leave school, majority of the students of the view they felt insult and guilty and all was consequently forces them to left school. Whey they were asked that if such behave was not kept with them then where they are now, almost all were said they will be in schools as good and gentle students. When they were give opportunity to join school, they all showed their concerned about bad behave of teacher and refused to rejoin schools.

Surprisingly, school management is not ready to accept this factor that rude behave of teacher plays very visible role to kick students from schools forever. They had the view that teacher had no reason to personalize with students while parents and students endorsed this factor.

It is fact that our education department have no rule and regulation for private school teachers that how much qualified teacher can teach in private schools and there is not training mechanism for the training of private school teachers therefore it is fact that majority of the teachers are inexperienced and have not knowledge that how to teacher and control students. When teachers were asked that if one students is slow leaner and is not following the instruction of teacher have they any strategy to handle those kind of students, teachers have no answer of this question. It fact that teacher must be trained to handle all kind of students like slow learners, medium learners and fast learner and also special students.

HH4: Difficult syllabus and lake of interest of students is factor to dropout of students from school:

44% of the school management had the response that difficult syllabus and lake of interest of students is a major factor forces the students to left school. Management of the view students had extra burden of syllabus which they must qualify to promote next class. if some student remained fail to understand or to pass out syllabus they have to face embracement by school management and parents so they prefer to leave school, on other hand school management is forced to cover full syllabus for the sake of intelligent students and to show better in school and board exams whereas average or dull students failed to perform and consequently they left school.

155% respondent of the parent also stated that their children left school just due to the difficulty of syllabus and interest. Parents further stated that when they children did not perform better in school exams repeatedly due to which they left school.

199% of the students stated that they left school due the difficulty of syllabus due to which they lose their interest so they left school. All education have no reasonable answer about that how syllabus can be made student friendly and attractive. Majority of the students showed lake of interest in studies just because of the difficult and boring syllabus. It also fact the when a students remained fail to follow the syllabus and perform poor in their studies, teacher have no sufficient training to evaluate students and to identify cause and effect that why student remained fail to get good marks and show satisfactory performance. Teacher just got strict with these kind of students and tried to pressurize them to perform better, whereas teacher must know the reason and suggest suitable remedy to overcome such kind of short comings so that students maintain their interest and tried to learn instead to leave school. principles that drive the defining characteristics of child-friendly schools in different contexts can be harnessed into a comprehensive guideline with illustrative practical examples, the great promise of this approach to quality can be fully realized in the form of a consolidated child-friendly school model. As a tool for planning quality basic education in national systems, this model would greatly enhance the chances of achieving the EFA goals and the education MDGs. A consolidated CFS model also promises a more participatory and comprehensive approach to planning for quality education. For example: (a) Stronger links between schools and their communities will facilitate the consultative process, a prerequisite for developing credible education sector plans that can attract external support in line with the good governance requirements of the Monterrey Consensus, the Fast Track Initiative and the UN Decade of Education for Sustainable Development; (b) The same stronger links will make it more likely that communities will identify with and be supportive of their schools, ultimately strengthening the process of providing quality basic education for all children; c) A focus on the well-being of the whole child, including attention to the different needs of different groups according to such factors as their gender, physical ability and socio-economic status, will help address disparities that stem from home and community backgrounds, creating a more level playing field for all learners to achieve their full potential through education; (d) An emphasis on inclusiveness will enable countries to tap and harness the full potential of their human resources; (e) A more conducive learning environment will help minimize the repetition and drop-out rates that also contribute to poor quality due to internal inefficiency within schools and education systems; (f) Child-centred pedagogy is more likely to produce independent thinkers

who can make constructive contributions to a participatory democracy and adapt to changing circumstances;(g) Child-centred pedagogy will also enable teachers to improve their professional status as facilitators of learning, custodians of children's well-being while they are in school and authority figures in the management of links between the school and the community; A child-centred, gender-sensitive pedagogy is also more likely to produce school graduates who will be job creators and entrepreneurs rather than merely job seekers; (i) A focus on the whole child will result in diverse non educational needs of children, including checks of their health and nutrition status, being addressed through the school system, a particularly important consideration for countries with weak service delivery systems that cannot adequately reach populations across all sectors; (j) The holistic philosophy of childfriendly schools is likely to produce a major shift in thinking concerning what schools are change in the wider society through their current child, family and community links and the future activities of their graduates. If this rich potential of childfriendly schools is to be realized, it is necessary to mount a major advocacy campaign that is evidence based and backed by countries and major donor partners willing to invest in the child-friendly approach. In this regard, Other partner agencies must invest in measures that: (a) Provide a mapping of child friendly school types, showing their range and adaptations made to the basic concept in response to different situations;

H5: School distance is a factor to dropout of students from school:

School distance is one of the major factors to dropout of students from schools. Finding of the research revealed that 23% of parents stated their children left school due to the great distance of school especially for the parents of girls. They had the view that they could not afford transportation charges and their daughters were also not safe due insecurity. In addition to it parents of the male students stated that due to long distance we cannot afford transportation charges which are usually three to four times more that is why they preferred to discontinue their studies.

14% of the students stated that they left schools due to distance. Out of 14%, 8% were females who stated their parents forces them to left the school due to distance and non-availability of safe transport on low rates, if transport is available its costs is too high. Female students also added that due the family culture and common perception parents are least interested to teach girls.

6% male students who left the school due to distance stated that long distance was big hurdle to continue education as most of them were not able to charges. The other factor was that they could not reach institutes in time and they waste much of their time in travelling.

Students who left school due to long distance were belonging from elementary or secondary classes as they have no institute in their vicinities.

Again surprisingly school managements are unaware about this fact as during the whole survey even no single school management pointed out this fact. Whereas as per reality government of Punjab unable to establish elementary and secondary school at reasonable distance. Government of Punjab has policy and very well know that schools must be

available within the distance of 1km, it is also a part of policy that if distance is more than 1km it considerable impact on students to keep them out from school. Even the policy of the government they least bother to establish elementary and secondary school at the reasonable distance. Private entrepreneurs also prefer to establish schools in populated area as their main purpose to earn profit and to maintain quality they had to arrange high qualified teacher which increase their expenses.

H6: School's strict rules and regulations is factor to dropout of students form school:

It was very strong assumption that many students left school due to the strict policy and rules of school. Finding of the study indicates that it is very considerable fact as 14% of the parents stated that their children fed-up from student due to strict discipline of school and them always afraid to visit school. They told that they tried their best to teach their but all was in vain, afterward they come to know that school discipline put very negative impact on them. Many parent tried to change the school but children don't want to go again in this system.

8% of the students informed they left school due to strict school discipline; school was for them just like prison where they remained uncomfortable and wait for closing hours. For these student schools have no attraction and worth, they just visit or forced to went their due to the pressure of parents. During the discussion, when they were offered if they are given opportunity to rejoin school would they willing all of them refused even they all are very tight environment. Whereas, school management had opinion that strict rules are necessary to maintain the school discipline and to achieve desired learning outcomes. They think if they compromise on school discipline they remained fail to teach students and develop their carrier.

It is fact and also confirmed for the findings from the study that school management should strict with their school rule but they also know very well how to implement them. If they are unable to do so then they cant successful to drive results which they want.

Other factors of Students Dropout:

Lack of Students Interest in Studies:

22% of the school management had view that students left school as they have no interest in their students, 13% parents also endorse the concern of school management. However, it is still very valuable question who is accountable to maintain the interest of students. When further school management was asked that how interest of students can be maintained than all are silent and had no satisfactory answer.

Poor Health of Students:

There was only 7% parents who stated that may be their children left school due to bad health. When they were asked the reason of bad health they all were unable to tell solid reason of bad health. Most of them were the opinion that might be their children are mentally weak to compete the such difficult syllabus .

Force Parents to Left School:

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10% of the respondents have stated that their parents forced them to leave school. Students who forced them to school by parents were female. They told their parents had a thought that education is not such compulsory and important for girls so they education was discontinue after the complication of primary or elementary level education.

Absenteeism of Students:

Only 4% of the parents had the view that often absenteeism of students without any reason is also a great reason of dropout. It also again indicates that why students don't want to go school it mean schools have no sufficient or suitable environment to attract students towards schools.

Existence of pre-primary education:

Of the twenty-five primary schools visited, eight schools had the provision of pre-primary education. Incidentally three of them were low drop-out schools, while the remaining were high dropout schools. As the study did not intend to investigate the correlation between drop out and presence of pre-primary education, it is not possible to conclusively say that pre-primary education had any positive impact on retention. Because some of these schools with pre-primary classes had recorded high dropout rate. It may be noted that the attendance and other activities pre-primary classes were not well documented in most schools. An assistant teacher in the selected high dropout school however said that *"For the pre-primary classes, the enrollment is better in class one and it is easier for the teacher to teach in class one."*

Flexible School Timing:

Only from one location in the south east participants requested for flexible school timing. This indicates that community people are not aware of flexible school timing. As there has not been much reference to this school timing by the community it is not possible from the available data to say anything about the impact of flexible school timing on low dropout. It can be considered that if some parents drop their children from school just due to their poor financial condition and engage them in child labour to support then flexible school time may effect to control dropout and children have opportunity to go school at alternate time. Furthermore, institute may be established at industrial area with flexible school timings just so that children who engage in labour can attend school according to their convenience. it may also helpful to control dropout.

Parents' Education And Perception:

Nearly three-fifths of the study participants related poor education and perception of parents responsible to drop out of children. Parents lack of awareness and education was perceived as the second most important problem responsible for drop out of primary school children by parents in three locations but on the overall it has been rated as the third root cause of drop out. A local government representative in the south observed, "most of the time they are in the sea catching fish, they have no time to inquire about the children. They are unaware about education. "But there are many parents who understand the value of education well but cannot but compromise with poverty and economic necessity. A teacher in north had this feeling "Guardians are illiterate and lack awareness. They think when children grow a little older, engaging them in earning will mitigate the want in the family." Parents, local government representatives and teachers in some areas had something different to say. They believed that the level of awareness was much better than what it was few years back. In spite of the willingness and good level of awareness of parents, they failed to fulfill their wish because of extreme poverty. We have the feelings of a poor but conscious mother. A poor mother in the urban North regrets the drop out of her child for unavoidable reason

Although there was no disagreement among the research participants that early marriage has declined drastically. It does not exist in all geographical locations. However,, participants in some areas saw this as a major cause for drop out of primary school girls while in other areas it was not graded to be so important. Almost 50 percent of the study participants rated this as the number five cause of drop out. In some areas the guardians perceived early marriage as an important cause of primary school dropout. In some remote char areas, coastal island and conservative areas of the South east, and parts of North Bengal early marriage is more prevalent. It is positively associated with poverty, illiteracy, religiosity, and local culture. Drop out among girls as such in those areas are quite frequently caused by early marriage of the girls. Where the repetition rate is higher, most of the girls if they are repeaters physically grow bigger than other classmates and feel uneasy to attend school and parents think that they are grown up enough to be given in marriage.

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Teachers in a few locations viewed that there is also a custom of viewing girl child as burden/duty for the father and getting released from this burden/duty as early as possible is viewed as an act of piety among the god-fearing parents. So when the girl child reaches the age of 13-14 years the parents, specially poor and illiterate try to give her in marriage to get released from the duty. Some of the girl children had faster physically growth compared to their age.

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"As a rule girls of this area get married at early age so my father gave me in. For this reason I could not continue my school" (Ei alakar niomei khub choto boyoshe biye dey, tai amar baba amak biye diye dey. Biye diye deyar karone amar school bondho hoye gechhe)- a drop out girl of char area in the north

Migration

Rural-urban migration of poor people is another factor which contributes to dropping out of primary school children. Nearly 80 percent of teachers and about one-sixth of parents called migration an important cause of primary school dropout. There is also urban-rural seasonal migration. Teachers said, when families migrate, they usually do not take any transfer certificate from the schools. If those willing to admit their children to school are not in the period of admission time the school going child is likely to discontinue its study. It is known that 28 February is the last date of primary enrollment. After February when they migrate to other districts their children are not enrolled again. After coming back home they again enroll in the class they had previously studied. It was reported by the HT of one urban school in the Central location that intra-city migration of floating population increases the dropout rate of many urban schools. Drop out of girl students is related to the pull factor that girls have better prospect of getting job in the garment factories. Many families migrate with the hope of getting the garment jobs. When a daughter completes grade III to IV, poor parents think that she is capable enough to work in the garments factory. Parents, school teachers, and SMC in one urban school in the South-west of the country reported that boys and girls studying in the school are from migrant laborer families who work in local, 'chatahs' (rice mills stocking and parboiling rice). These families usually stay for 6-7 months and if they fail to manage better earning opportunities after the seasonal work go back to their rural home again.

Conclusion:

As I mentioned in the intro of this study that Pakistan facing lot of pressure from all over the world due the large number of out of school children and dropout students. Pakistan the fall in list of top countries where this number is too high and government still unsuccessful to manage or improve this situation. The result of my hypothesis quite alarming and showing the concerns of all world true. So it is concluded from the findings of study that difficult syllabus is most significant factor to students dropout from schools. It is pertinent to mention here that our syllabus is not according to the need of the modern age. It is also not structured keeping in mind the psychology of students. Normally there are three types of students' intelligent, medium and slow learners. While our education system has no strategy for slow learner. The other dependent variable is quality of teachers. As low cost private school of Punjab, Pakistan are focused in this study, in all these types of teachers having just simple qualification like metric, intermediate, graduation or very rare master degree holders. Very few teachers are having professional qualification like B.ed etc or trainings. It also dilemma that government well aware that due to the quality of government school, people prefer to teach their children to teach in private schools. Currently private schools of Punjab pass out 45% students in primary level which is the total enrollment. Unfortunately there is no mechanism to train teacher of private school that how they teach. There are some private institutes provide teacher training for private schools teachers but their cost is very high due to which low cost private schools cant afford these trainings. On other hand, Government has established department at district level under the National Assembly Act 1984 Private Schools Registration Body but unfortunately this body is also as useless as many government departments. Most of the times registration certificates are issued to guest schools just on some kickbacks. As it is fact that now private sector school established to great extent and government miserably fail to improve their government schools so should establish a department like DSD(Directorate Staff Development) which works for the capacity building of government teachers so this department may provide training to the impart syllabus /knowledge to all types of student friendly and in peaceful environment and how school can be make friendly for students. And Registration Department also make strict policy on the qualification of teachers and there must be strict rule that anybody will be able to teacher in private school after certain trainings so that this very significant factor can be controlled.

Second highest significant factor is corporal punishment which forces students to left school. At the point all over the world all institutes including UN, World Bank, DFID, UNSCO etc and so many other department and NGOs were working to eradicate corporal punishment. It is also a fact that the highest case of corporal punishment are reported for developing countries. In Pakistan as this study also showed corporal punishment is still very big factor of student dropout from school. Again Government of Punjab/Pakistan require to do lot of work to eradicate corporal punishment as teachers of private as well as government have no other alternate to teacher students instead of punishment. Corporal punishment cannot be eradicate till the time focus is made on teachers training and capacity building. If government fails to teach teacher that how he can teacher students without fear and punishment then punishment can not be controlled. It is also pertinent of mention that all departments and NGOs working for corporal punishment control or child right are focusing on awareness campaigns, seminars and forcing governments to develop strict law to discourage punishment whereas not

body is focusing that how teachers can be trained enough that they can impart knowledge in friendly and peaceful environment. The cost being invested on such types of campaigns and activities can must be spent on the training of teachers so that they prove themselves good change agents. There are lots of side effects of corporal punishment like it forces students to leave school, it affects the performance of students, it is also a great barrier to establish good relationship between teacher and student. I strongly suggest that no one should allow teaching in private school until he/she attends some training courses from government institutes for government certified institutes. The other significant factor which forces student to leave school is lack of interest of students, yes it also depends on teacher that how they maintained interest of all types of students by using different methodologies. If teacher is just matric pass and he/she himself not continues their study and then how they teach their students so effectively and maintain the interest of their students.

Drop out is again lower in rural areas where local environment is better in terms of high literacy, availability of other educational institutions, economic opportunity and market access with better road communication. In such situations poverty may not be the prime determinant. However in some urban locations the local conditions are unlikely to influence the family behavior because conditions of slums are not education friendly and some of the catchment residents are seasonal migrants.

Easy availability of child employment such as in north east for extraction of sand and stone by boys, in the south west for catching shrimp fries and working in bidi factories by both boys and girls tempt them to earning. In urban areas boys easily get employment in factories, shops and tea stalls and as transport workers while girls are preferred to work as domestic help and as garment workers.

Shortage of teachers as well as teacher vacancy was reported mostly in inaccessible areas. The same geographical locations also suffer from irregular attendance, late arrival and early departure of teachers. No such problem was however reported in urban or better accessible rural areas. These affect the learning environment and reduce the contact hours causing students to become irregular and less interested in the study. Parents and local government representative also showed concern about the skill and qualification of the teachers. The community also spoke about the teacher's lack of commitment as effective home visits to reduce dropout were rarely authenticated.

The study participants everywhere acknowledged the benefit of the school stipend program that has positively influenced enrollment, attendance and retention. Many parents even with low level of awareness send their children to school with the expectation of receiving the stipend money. As urban poor were not getting stipend, introduction of stipend in urban schools could have reduced drop out. Teachers in many rural schools believe that retention of girls is more influenced by stipend than that of the boys as girls are motivated to continue school to get the benefit of secondary school stipend. Parents in 15 out of 25 locations believed that not getting stipend was a reason for drop out of children. Many deserving families that enrolled their children with the expectation of receiving stipend were frustrated for not receiving it and at some point lost interest in sending their children to school. Stipend recipients who become repeaters for poor academic performance are deprived of stipend and are reported to drop out for the same reason.

School infrastructure seems to be another influencing factor to determine drop out or attract children to school. There are at least three schools which have only one room. Even with double shift more than one class in a single room can neither attract students for long nor there healthy teaching learning environment. Out of the 25 schools visited 11 schools had no tube well and two schools, in industrial areas, had no latrine. There was common latrine in 7 schools used by boys, girls and teachers. Where there was only one or two latrines girls rarely used the latrine. Without latrine facilities boys of upper grades and particularly girl students feel shy and would avoid coming to school.

Family demography such as high fertility among poor families, death, disability or prolonged illness, polygamy, divorce, and separation also may determine the drop out behavior. The study has evidenced in many areas that girls are taken away from school to take care of the younger siblings. Boys are also compelled to stop going to school after the sudden death or disability of father or other earning members.

It was evidenced that in most places SMCs were not performing up to the desired level. Although parents in their FGDs in 19 out of 25 locations and 60% local government representatives said that school management were not doing anything to prevent drop out, teachers in contrast to the parents in 18 locations, however, reported that school management were doing their job properly. Most of the SMC members in their FGD claimed that they had been playing their role to increase enrollment and prevent drop out. But no evidence in this regard was found from any other group. The study also evidenced in a few places from FGDs with school management that some of its their members were not aware of their roles and responsibilities. In many places they also acknowledged that they needed training to understand their role better. Effective role of government could have minimized drop out of school children. In the low drop out schools visited both in rural and urban areas, parents and teachers both reported the school management to be active.

A vast majority of local government representatives perceived that they had little role to play as they were not in the SMC. Almost 90 percent of the female local government representatives interviewed were not aware of the role of SMC while this level of awareness was just reverse among their male counterparts most having reasonable level of such awareness. Although the role of local government representatives is not a determinant for school drop out, the assumption was that the proportion of drop out could have been less with their effective oversight role.

Other issues that indirectly affected school performance included various types of corruption and mis-governance related to attendance of teachers, dependence on para teacher, distribution of stipend money, monitoring and supervision, recording and reporting, misappropriation of development fund and private tuition. There is a governance issue related to the record keeping and reporting system as more than 50% of the schools did not maintain proper record of drop out children. In some schools discrepancies in record keeping was clearly visible as the data provided did not match with what was detected during field visits in the catchment villages. Other determinants included lack of school tiffin, inactive PTA, child beating and eve teasing in a few urban locations.

While interpreting the various causes of drop out question might arise why poverty has been rated on top of all other causes. It is not surprising in a country where more than 40% people live below the poverty line. One main reason

could be that the selected sample areas were not regionally representative as more remote, inaccessible and poverty prone areas were selected. It is, however, important to observe that although poverty has been rated as the number one reason, all other causes of drop out including child labour, cost of education, migration etc. are the results of poverty. So, poverty is the overarching or underlying cause and should not be read in isolation of those other causes that result from poverty. More than 80 percent of study participants acknowledged that poverty of the family was the number one reason for drop out of primary school children. Poor families have low level of awareness and they also need the support of their children for earning. Child labor has been reported by three-fifths of the study participants as the second most dominant reason for drop out of primary school children. Mostly children from grades three and four are sent to work by many poor families. It has been reported by teachers in both urban and rural areas that easy opportunity to earn sometimes lead the families to decide to send children to work rather than to school. Parents' lack of awareness and education was perceived as the third most important problem responsible for drop out of primary school children. Many, however, believed that the level of awareness was much better than what it was few years back. But parents mostly of first generation learners failed to perceive the value of education.

Primary School Drop-Out the study participants perceived that cost of education involved in paying examination fees on time, hiring of private tutor, buying adequate stationeries, uniform/dress, or teacher prescribed guidebook was also directly responsible for drop out of children. Cost of education affects the boys than the girls as girls are likely receive stipend also in the secondary school. When boys put pressure to meet the expenses for private tutor, dress, stationeries and examination fees etc. parents tend to stop sending them to school. Although the practice of early marriage does not persist in all geographical locations, about a half of the study participants rated this as the fifth major cause of drop out affecting primary school girls. Early marriage is more prevalent in remote area of Punjab.

A vast majority of teachers and a few groups of parents found a direct causal relationship between repetitions and drop out. Repeaters, both boys and girls, grow bigger than their peers and feel shy to come to school. Parents also lose interest in the education of repeaters and send them for work. Eighty percent teachers and one-sixth of parents reported that rural-urban and at times urban-rural seasonal migration cause drop out of primary school children. Study participants believed that migration affect the school going children through disruption or discontinuation of study when the possibility of admission into another school is remote. Family migration equally affects both boys and girls but girls are sometimes pulled by the prospect of getting job in the garment factories as reported by parents and teachers in a few locations. Teachers in the central urban location said that intra-city migration by floating/slum population also causes school dropout. As few schools kept any record of the migrated children, it is not possible to tell anything about the trend of migration from this type of qualitative study.

Participants of 4 locations and on the overall about a quarter of the study participants said that in large families particularly among the poverty groups, elder girls are usually required to take care of younger siblings at the cost of school. They also reported that boys are also sometimes required to assist the father in domestic work or are engaged in labor when there are too many mouths to feed in high fertility areas.

Parents in nine locations and about one third of the teachers said that there were the ever reluctant, inattentive, play truant, dull and spoilt (bad association) children who were likely to drop out. Although community perceive such children to be responsible for their academic failure, the school probably fail to attract them or do not take necessary measures to take them back to school.

As per the findings of my study third biggest and significant factor is lack of awareness in parents regarding education of children but this is only stated by school managements whereas parents and students don't think so. This is a fact that some parent provide all things to their children which are required for their studies but not focus so much on their learning outcomes and day to day performance. Even they do not have sufficient connection and liaison with teacher to improve the child so I think that government as well as school managements should device some mechanism to bring parents to schools to know the performance of child and to suggest some improvement. Government may also use media to generate awareness campaign.

Third highest significant factor was distance of school, it is fact and government knows it that distance creates many problems for students as well as parents and forces student to left school. As 65% of the total population of Pakistan lives in rural side where people are attached with the profession of agriculture and remain hand to mouth. Schools specially elementary and secondary are normally at the distance of 5km or more due to which students especially girls are forced to discontinue their study. So it is recommended that government should try their best to establish institutes at reasonable distance or if resources are insufficient then it can be done through public private partnership it also not possible then government can arrange transport for them to reach them school so that parents feel secure and it will also be good step to share financial burden.

Poor financial condition of parents is also a significant factor to dropout students from schools. It very difficult in developing countries to enhance financial position of parents. However as compare to enhance financial position government easily through providing financial assistance in terms of free education, free books and stationery, other allied charges.

Implication of the Study:

Study findings of this study have implication for theory and practicality in addition to some future directive research. Firstly, this study deems to fill the gap in the literature which focused on investigating the factors of student dropout in low cost schools. Although some people tired to fill the gap but most of the researched have been done in European countries or other developing countries so I thought I should be conducted specially in Punjab so gap can be bridge. Secondly finding of the study indicates that government of time needs to do lot of work and if something is going wrong its responsibility is also lying on the shoulder of government.

Limitations of the Study:

The major limitations of the study were lack of time and finance. Secondly data is collected from the only ten districts of Punjab, Pakistan. Results will be effective only for Punjab and will only be helpful to control the dropout in low cost private sector schools.

Future Research Directions:

In future, scope of the research will be expand in all four provinces of Pakistan and factors will also be identified in government schools as well so that high dropout rate can be controlled throughout the Pakistan.

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