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**ANALYSIS OF THE DROPOUT TREND IN GOVERNMENT GIRLS
 PRIMARY SCHOOLS IN DISTRICT MARDAN (PAKISTAN)**

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ABSTRACT

In this paper the dropout trend in Government Girls Primary Schools in District Mardan was analyzed through a descriptive research study. This study has investigated the class wise trend of dropout in Government Girls Primary Schools in District Mardan, analyzed the reasons of the dropout trend and determined a strategy for minimizing the dropout trend. The research was conducted by using systems analysis as theoretical framework of this study. Population for the study consisted of all the 10324 dropouts. A stratified random sample of 300 dropouts was drawn out of total population. Survey and questionnaires were used as tools for collecting data. Data regarding enrolment, dropouts and dropout rate was collected through survey. The researcher

administered a self assessment Questionnaire on sampled dropouts to gather their perceptions regarding the dropout phenomenon in Government Girls Primary Schools in District Mardan. The study found the highest dropout rate(15.98%) in Kachhi which gradually falls down in class 2. But in class 3 it jumps to(8.64%) and then it keeps on increasing up to class 5. The perceptual analysis of the responses of the Questionnaires revealed that the factors were divided into three main categories i.e. the institutional problems and procedures: including; frequent failure in classes, unpleasant teaching learning processes, high level of difficulty of courses, harsh behavior of teachers and insecurity in schools; Home based factors: including; high poverty level of the parents, frequent migration of their families, and community factors such as Lack of immediate returns of schooling. The study recommended: Teachers' training focused on enhancing teachers' competency to retain students in schools; introducing academic monitoring system; adopting strategies for reducing absenteeism of students; Mass mobilization of parents towards schooling of their kids; provision of stipends; special schooling arrangements for migrating families and introduction of individualized teaching strategies for slow learners.

KEYWORDS: *Enrolment, Competency, Unpleasant*

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