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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*

INTRODUCTION

One of the major problem of primary education is that a considerable number of students dropout without completing their schooling. In Pakistan the participation rate in primary education is 50% to 60% and the dropout rate is estimated at 48 %.(Pakistan academy of educational planning and management, 1985). This phenomenon results in educational wastage. Dropping-out is undesirable because it indicates wastage of resources allocated to education sector and it also indicates the poor internal efficiency of that particular educational institution. Ajayi and Ayodele (2002) are of the view that the primary education is a key to success. So the researcher launched study to find out the causes of dropout.

LITERATURE REVIEW

Wastage is a burning issue of the system of education. Wastage has been defined by salami as degree to which the human and material resources developed and made available are grossly under utilized or neglected. To Wijk T.V.(1983, p.432) pointed out that dropping-out is complete but also partial withdrawal, interruption as well as cessation. More often the students leave school due to their personal problems rather than academic, over which the institution has little control. Inadequacies of the education system to retain pupils until the completion of the educational levels is one out of the five major components of wastage in education system. (Brumer and Paul, 1971) According to Hewyood J.A. (1971, p. 190) "students wastage" provides two indications; the inefficiency of an education process and the individual's reaction to the process. Ayodele (2000) determined relatively higher wastage rates in lower classes of primary schools. However, these wastage rates decreases in upper classes. The study of Reis, New and MC Guire, (1997) has found that in a number of cases, the severity of learning disability decreases as adolescents mature into adults. Reiff et al : Sitloington and Frauh (1990) found that the severe learning disability has influenced the dropout phenomenon.

Rumberger (1987) has found that a number of factors strongly correlate with dropping out. Some of these factors remain constant, such as socioeconomic and racial minority status. Other factors are amendable to interventions, e.g. absenteeism, course failure and peer influences. Factors that push students out are repeating grades, low academic achievement and insufficient teachers care.

OBJECTIVES OF THE STUDY

Objectives of the study were to:

1. Investigate the class wise trend of dropout rate in Government Girls Primary Schools in District Mardan in the academic year 2005-06.
2. Analyse the reasons of the dropout trend in Government Girls Primary Schools in District Mardan.
3. Determine a strategy for minimizing the dropout trend.

METHOD

It was a descriptive study. Systems analysis was used as the theory basis of this study, using the adaptation of Coombs-Zwaenepoel Systems Model as a framework. Data was collected through survey and questionnaires. The school records were surveyed to find out enrollment & wastage situation. The researcher administered a self assessment questionnaire on sampled dropouts to gather their perceptions regarding the causes of their dropping out. For demographic profile, percentages, mean and standard deviation were used. Population for the study consisted of all the 10324 dropouts. A stratified random sample of 300 dropouts was drawn out of total population. A separate interview protocols was designed to verify and supplement the data gathered from dropout and to identify what students bring to school, how they studied, and their reasons for dropout.

PRESENTATION AND ANALYSIS OF DATA

TABLE 1 ENROLLMENT & WASTAGE SITUATION IN THE ACADEMIC YEAR 2005-06

	Kachhi	Pakki	Class 2	Class 3	Class 4	Class 5
Enrollment	25038	19886	15734	13824	10094	9637
Dropouts	4001	1561	1222	1194	1096	1250
Dropout rate(%)	15.98	7.85	7.77	8.64	10.86	12.97

Result: Table 1 shows the highest dropout rate (15.98%) in Kachhi which gradually falls up to class 2. But in class 3 it jumps to (8.64%) and then it keeps on increasing up to class

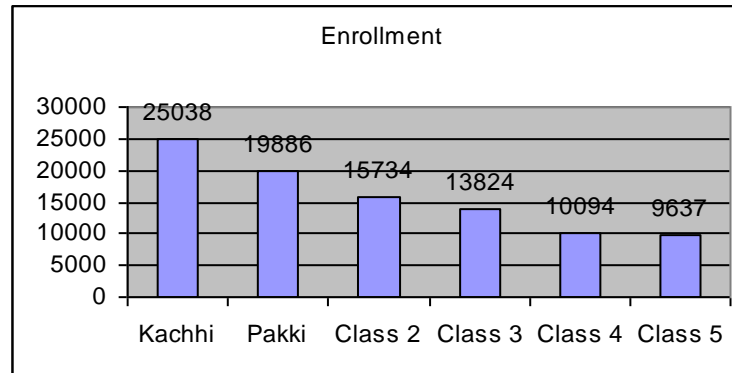


Figure No.1 shows decreasing trend in enrolments from Kachhi up to class 5.

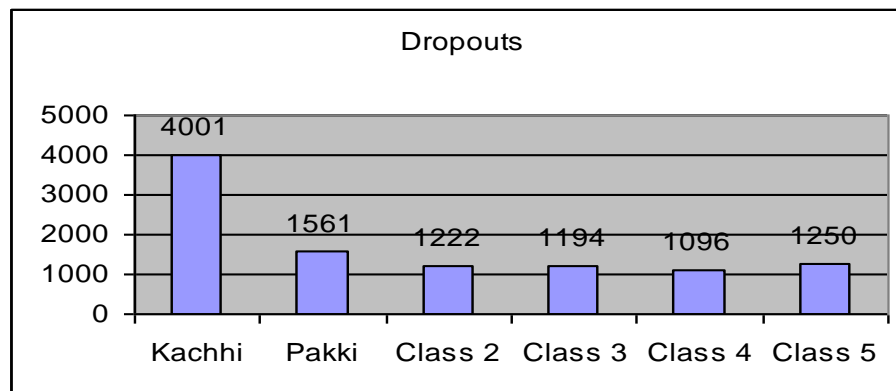


Figure No.2 shows the number of dropouts.

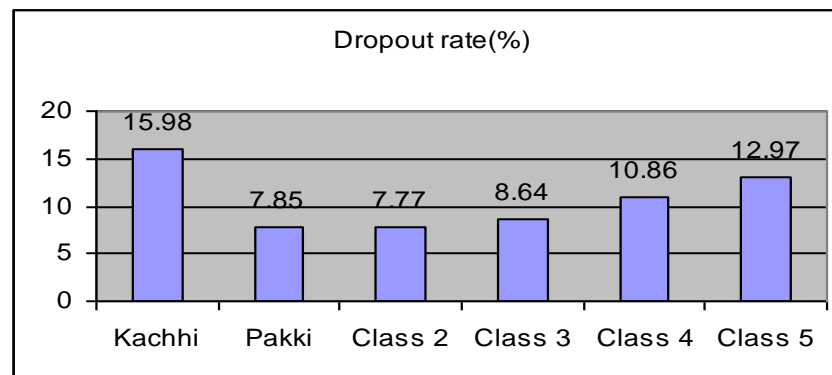


Figure No.3 shows dropout rates in percentages.

TABLE2 PERCEPTIONS OF DROP OUTS REGARDING THE CAUSES OF THEIR DROPPING OUT

S.No.	Statement	Yes	TSE	No	Mean	S D
1	High poverty level was the cause of your dropout.	212 (70.7%)	27 (9%)	61 (20.3%)	1.4967	.81170
2	Lack of transport facilities was the cause of your dropout.	55 (18.3%)	34 (11.3%)	211 (70.3%)	2.52	.78634

3	Frequent migration of your family in search of a livelihood resulted in your dropout.	177 (59.0%)	20 (6.7%)	103 (34.3%)	1.7533	.93563
4	You need to assist your mother in house hold activities.	101 (33.7%)	15 (5.0%)	184 (61.3%)	2.2767	.93615
5	Frequent absenteeism of teachers caused you me to leave schooling.	119 (39.7%)	66 (22.0%)	115 (38.3%)	1.9867	.88455
6	Lack of parental interest in your schooling was the cause of your dropout	115 (38.3%)	88 (29.0%)	97 (32.7%)	1.9433	.84211
7	Lack of immediate returns of schooling was the reason of your drop out.	164 (54.7%)	57 (19.0%)	79 (26.3%)	1.7167	.85567
8	Frequent failure in classes compelled you to dropout.	211 (70.3%)	43 (14.3%)	46 (15.3%)	1.4500	.74567
9	Courses were quite difficult.	198 (66.0%)	27 (9.0%)	75 (25.0%)	1.5900	.86278
10	Teaching learning process was quite unpleasant.	201 (67.0%)	42 (14.0%)	57 (19.0%)	1.5200	.79480
11	Teachers' harsh behavior in classes compelled you to leave schooling.	178 (59.3%)	34 (11.3%)	88 (29.3%)	1.7000	.89405
12	Remote school was the reason of your drop out.	101 (33.7%)	9 (33.7%)	190 (63.3%)	2.2967	.94071
13	You left school due to your illness.	166 (55.3%)	61 (20.33%)	73 (24.3%)	1.6900	.83840
14	Tight school discipline was the reason of your dropout.	98 (32.7%)	68 (22.67%)	134 (44.7%)	2.1200	.87262
15	Poor building and material facilities in the school were the reason of your drop out.	118 (39.3%)	72 (24%)	110 (36.7%)	1.9733	.87283
16	You feel insecure in school.	158 (52.7%)	37 (12.33%)	105 (35.0%)	1.8233	.92102

Table 2 shows the The highest ranked statements were No.1“High poverty level was the cause of your dropout.” with a mean (1.4967) and standard deviation (.81170) and No.8 “Frequent failure in classes compelled you to dropout.” with a mean (1.4500) and standard deviation (.74567). While the lowest ranked statement was No.2 was “Lack of transport facilities was the cause of your dropout” with a mean (2.52) and standard deviation (.78634).

Results: the highest dropout rate(15.98%) in Kachhi and it gradually falls from Kachhi to class 2.but class 3 it jumps to(8.64%) then it keeps on increasing from class 3 to class 5.

70.7% respondents perceived that high poverty level of the parents compels students to leave schooling, with a mean, (1.4967) and standard deviation (.81170).

70.3% respondents perceived that frequent failure in classes compelled them to dropout, with a mean, (1.4500) and standard deviation (.74567).

67.0% respondents perceived that they left school because the teaching learning process was quite unpleasant, with a mean, (1.5200) and standard deviation (.79480).

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66.0% respondents perceived that courses were quite difficult, with a mean, (1.5900) and standard deviation (.86278).

59.3% respondents perceived that teachers' harsh behavior in classes compelled them to leave schooling, with a mean, (1.7000) and standard deviation (.89405).

59.0% respondents perceived that frequent migration of their families in search of a livelihood resulted in their ultimate dropout. 11 on of dropout with a mean, (1.7533) and standard deviation (.93563).

55.3% respondents perceived that they left school due to their illness. 7 I left school due to my illness was found at rank 2 as a reason of dropout with a mean, (1.6900) and standard deviation(.83840).

54.7% respondents perceived that Lack of immediate returns of schooling was the reason of your drop out. The study found at rank 1that the Lack of immediate returns of schooling motivated students to dropout with a mean. (1.7167) and standard deviation (.84211).

52.7% respondents perceived that they feel insecure in school, with a mean, (1.8233) and standard deviation (.92102).

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FINDINGS/RESULTS

Findings

The study determined that the highest dropout rate(15.98%) in Kachhi and it gradually falls from Kachhi to class 2.However in class 3 it jumps to(8.64%) and then it keeps on increasing from class 3 to class 5.

70.7% respondents perceived that high poverty level of the parents compels students to leave schooling, with a mean, (1.4967) and standard deviation (.81170).

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52.7% respondents perceived that they feel insecure in school, with a mean, (1.8233) and standard deviation(.92102).

CONCLUSIONS

- i. The study revealed an increasing dropout trend in Government Girls Primary Schools in District Mardan.
- ii. It was found that the high poverty level of the family causes the student to dropout.
- iii. The study revealed that frequent failure in classes compelled them to dropout.
- iv. The teaching learning process was found quite unpleasant in this study.
- v. The study showed that the courses were quite difficult.
- vi. It was found that the teachers' harsh behavior in classes compelled them to leave schooling.
- vii. The study showed that the frequent migration of families in search of a livelihood resulted in students' ultimate dropout.
- viii. The study found that students left school due to their illness.
- ix. The study revealed that Lack of immediate returns of schooling was the reason of thier drop out.
- x. It was found that students feel insecurity in school.

Recommendations;

The researcher recommends the following measures for dropout rates may be reduced

- i. Teachers' training may be focused to enhance teacher's competency to retain students in schools.
- ii. Academic monitoring system may be introduced for adequate supervision of teaching learning process.
- iii. Strategies may be adopted to reduce frequent absenteeism of students from school.
- iv. Mass mobilization campaigns may be launched for motivating parents for the schooling of their offspring.

- v. Stipends may be given to the poor students for the purchase of stationary and school uniform.
- vi. Special schooling arrangements may be made for the children of migrating families.
- vii. Individualized teaching strategies may be introduced for slow learners.
- viii. Pleasant school systems may be introduced with attractive delivery methods.

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