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RESEARCH PAPER

Reflections of the Parents of Dropout Children: A Qualitative Study

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PAPER INFO	ABSTRACT
	Basic Education is compulsory in Pakistan by law and all the education policies from the birth of Pakistan endorse free basic education. Now the question is that, can they attain their objectives in time? Instead of taking many effective initiatives by the government, Pakistan is unable to cop this situation due to many reasons. This study explores the reflections of seventy five dropout children parents by documenting their voices. Cultural, demographic, psychological, socioeconomic factors and policy barriers emerged from the thematic analysis of semi structured interviews by NVivo 11 plus. Illiteracy, poverty, distance, teachers' behaviour, subject and language problem, and policy structure and organization become the major causes to leave school. The description of parents towards dropout children problems helped the researchers to design new interventions in the form of policy implications, which would keep up the literacy rate, retention of children in schools and quality of education.

Introduction

Education is the only why which sharpens the outlook and intellect of a person. So it is necessary for both males and females. It is a fundamental human right that builds and models the character and future of one's life. Latif (2015) also explored that education is a key component of economic growth.

We have many examples of countries where education is free of cost, especially developed countries. Education is free in most of the Nordic Countries. No fee has been charged from students even from foreign students in Norway and Finland. Greece and Argentina, Brazil, and Sri Lanka provide free education at all levels. In all these countries the government provides funds for education. Educated people who are human resources become a green economy of any country. Our government also speaks loudly about the free of cost education, but the political situation of our country has become a hurdle against the number of educated people and becomes a cause to decline the quality of education. Now Pakistan is amongst the countries which have the lowest literacy rate. To keep pace with the developed nations of the world Pakistan should increase its literacy rate. So the literate people play an active part in the prosperity and development of society.

UNICEF (2013) wrote the message of Hon. Mohan LalGrero the Monitoring MP of Education, in out of school children country study of Sri Lanka by these words "When people possess the advantage of literacy they become empowered; they are open to the world and will be encouraged to be vigilant about their fundamental rights. At the same time, a high literacy rate reflects the progress achieved in the country's development process".

In Bosnia and Herzegovina, MDG Achievement Fund (2011) found that all children have not the right to complete and get free primary education. We know that education is very important and long-lasting effects on the mind, personality, physique, and talent. Children become familiar and take respect to parents, values of oneself and other-selves, values of a country, human rights, cultural identity, language, and fundamental freedoms. Children know about the civilization of their country. So, education is necessary for the growth of any country. Universal primary education is a paved path for the progress of any country which leads to the height of success. Education for all has been connected to human rights for a long time.

Ministry of Planning of Pakistan (2013) explained the second MDG goal was related to Universal Primary Education. For this purpose, Pakistan has set some targets such as 100% primary school enrollment, 88% literacy rate, and 100% completion of education from one of five grades. Before the mid-2000s net primary enrollment rate and completion rate were increased, but after that, these decreased and vary as in 2011-12 in which these were 57% and 50%. Now the literacy rate is 58% (70% males + 47% females).). On the other hand, According to the Ministry of Education (2015), the numbers of Out of School Children are 6.7 million; of which 55% are girls.

The Economic Survey of Pakistan 2017-18 showed that Pakistan had 169.6 million primary schools in 2016-17 with 22,521 thousand children and 475.2 thousand teachers. It exceeded in the next year. Pakistan Economic Survey 2018-19 found that in 2017-18 Pakistan had a total of around 172.2 million primary schools in 2017-18 with an enrollment of around 22.9 million pupils and 519.0 thousand teachers. Unfortunately, Pakistan has been lagging in a global context.

Pakistan took many steps for the improvement of enrollment in schools e.g. UNESCO (2012) showed that the Pakistan Government gives importance to basic education, especially on primary education. To accelerate literacy, Government form centers of Non-Formal Basic Education and the objectives of these centers were to educate that unlucky population who has no access to formal education and have no opportunity to register informal primary schools at a suitable occasion. By some cost-effective and supple approaches, NFBE Centers provide the learning opportunities to the out of school population. Local community helps in the formation of classes at any available place where one or more educated person of that community teaches the out of school children. After completing the primary level's set of courses, students can enroll in the next level. It provides an alternate form of education.

Conceptual Framework

Figure 1 showed that there are two types of groups of OOSC (out of school children), i.e. (a) dropped out children and (b) children who had not entered in any school(UNICEF, 2015).

Children of group (b) further divided into two subgroups i.e,

   i.   Small children who will enter into formal schooling system in the upcoming years and

   ii. Those who will never enter school; it means they have not exposure to formal schooling.

And the relative size of these groups varies from country to country. Theoretically, all the children who dropped out may be get admission in school in their near future; however, the probability chance to get education is low for these children due to many reasons.
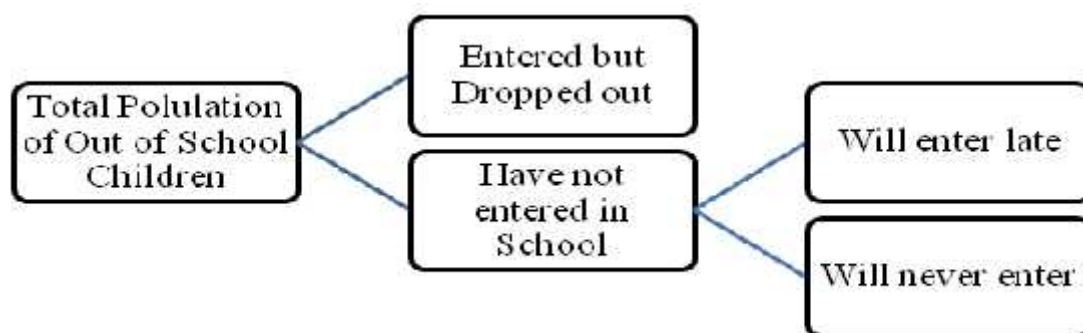

Figure 1: Classification of the Out of School Children by School Exposure.

Delay towards primary school enrollment is directly proportional to the increased risk of dropping out of school and low academic performance. Late entered children into school at primary level can be further categorized into two groups, i.e.

1. Carried over (children who get late admission in primary education level due to delayed completion of pre-primary education)

2. Pure (late entry)

In Nigeria's country study of global initiatives UNICEF (2012a) explained that this framework does not only show the magnitude of OOSC other than, but it also gives a nomenclature that illustrates the children who are currently not in school and their actual school exposure. It classifies out of school children on the base of exposure into three types, i.e.

a) Children who are expected to never enter school

b) Children who are expected to enter in school by age 17

c) Children who are dropped out

There are three groups of out of school children divided on the base of visibility model as shown in figure 2.

All Out of School Children

Invisible Out of School Children

Semi visible out of Children (Dropouts) who are still "enrolled" & school age children who never attended school

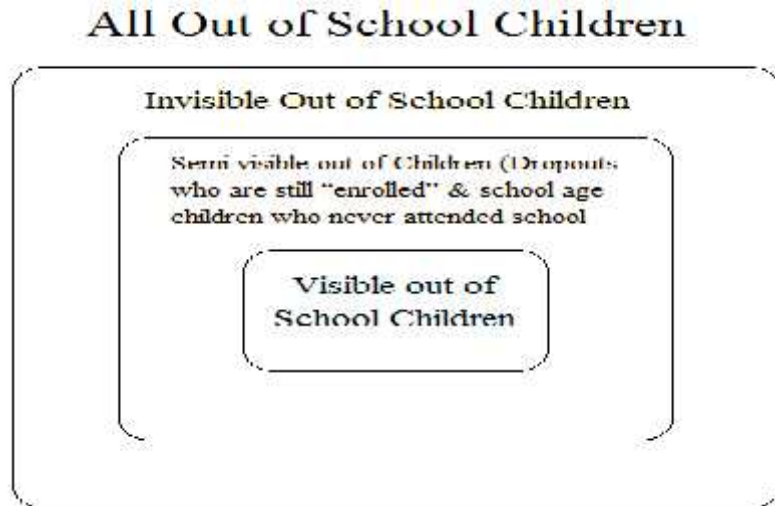#### Visible out of School Children

Figure 2: Out of School Children Visibility Model.

The further explanation of these three groups Visible, Semi-invisible, and Invisible elaborated in figure 3 below.
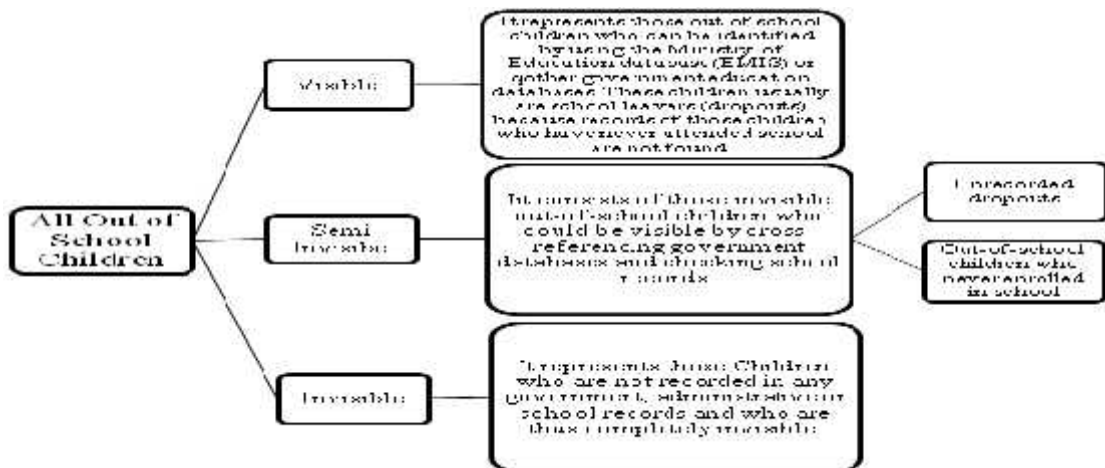
Figure 3: Visible, Semi-invisible and Invisible out-of-school children (OOSC)

In 2012, Assessment Capacities Project Kenya assessed the Dadaab refugee camps to find out school from the causes for not going to children. UNICEF (2012b)

again employed five dimensions of exclusion for studying the profiles of out of school children in Liberia in such a way that each dimension is related to the particular profile in the fields. It can be seen in Table 2below.

Table 1
Characteristics of Out of School Children

Field Profile	Dimension	Characteristics of children
1.	1.	A boy or a girl, most likely residing in a poor household in a rural community, heavily bogged down with household chores either at home or on family farms.
2.	2.	A boy or a girl, most likely residing in a poor household in a rural community, heavily involved with household work either at home or on family farms.
3.	3.	A boy or a girl, most likely residing in a poor household in a rural community, either doing basic household chores at home or on the farm.
4. & 5.	4. & 5.	Mostly a boy who is a rural resident within a poor household, lightly engaged in basic household chores, but on account of other factors such as being overage, is most likely to drop out of school.

Reasons for Dropout

An Indian Government Programme, Sarva Shiksha Abhiyan (The Education for All Movement) worked for the universalization of education. Sarva Shiksha Abhiyan explored some reasons which are responsible for children being out of school in India. For this purpose, Kulkarni has written in The Hindu (2014, February 23) some other reasons e.g. Severe physical disability, Migration, Street child or rag picker, Unattractive school environment , Household work, Married, Fear of teacher, Puberty, School far away, Work in other households, Engaged in other work, Other

reasons related to girls, Runaway children, Death and others. These are accountable for out of school children in Karnataka, India.

The researcher found from different countries studies that all reasons that hinder the education of children were the part of five basic factors either they are demand side or supply side and these factors are policy barrier, socioeconomic factors, cultural factors, psychological factors and demographic factors (UNICEF, 2012; 2012a; 2012b; 2012c; 2012d; 2013; 2014; Ababa, 2012; Assessment Capacities Project, 2012).

Again in a country study of South Africa, the Department of Basic Education (2013) focused on reasons for not attending school for 7 to 18 years old children.

In the regional report of Eastern and Southern Africa on Global Initiative on Out-of-School Children, UNICEF (2014) described the demand side multiple barriers as; hidden (indirect) and opportunity costs, Traditional social hierarchies, barriers to girls' education, corporal punishment, gender violence, safe schools, quality teaching, access to education and disasters or conflict communities. Supply-side barriers are; quality schools, adequate infrastructure, provision of basic education, a safe walking distance from homes, incompatibility of livelihood rhythms with school timetables, as learner-friendly pedagogies, overage, trained and qualified teachers, deployment of female teachers, and teacher's attitudes, discipline, and absenteeism. To educate out of school children,'s government should involve private providers, show political sensitivies to certain population subgroups, decentralized educational systems, coordinate among education, health, and social protection ministries, increase limited data, and funding(Tatlah,2014;15).

In the operational manual of global out-of-school children Initiative UNICEF (2015) identified that environment, supply, demand, and quality are the reason tat limit the access of children to education.

Finally, the researcher presented the causes that are responsible to hinder the education of out of school children in Pakistan. For example, InEducation Progress in South Asia, Weil (2013) described thatin 2010 South Asia has the highest number of children enrolled in primary schools worldwide, i.e. 188 million (27.3% of global enrollment) and among them, nearly half are girls (48%). In South Asia millions of children cannot be able to complete primary education, e.g. In Pakistan, the number of primary school entry age pupils is 100% and the Net Intake rate is 95%, while the net completion rate is only 45%. Among these primary age children, 34.4% are in schools, whereas 65.6 are out of school children. These out of school children are from the poorest households, sometimes these are girls, Children in rural areas, children in child labour, and children from ethnic and religious minorities, scheduled caste and tribes. According to the National Plan of Action 2013-16, the Ministry of Education (2013) explained different factors which are the main causes of the deterioration of the education system of Pakistan.

1. It faces inequalities and has a distinct division in parallel streams of primary and secondary schooling

2. Public and private arrangements, catering to different socioeconomic classes in the country.

3. A series of natural disasters.

4. Political events

Previously, qualitative approaches used only to find out the reasons for dropouts only by collecting the views of children and teachers. This study is unique on its own as it takes voices of dropout children parents by using interpretive paradigm.

Material and Methods

It is assumed that there are two paradigms in social science research. First is the positivist paradigm that includes objectivist ontology and the positivist epistemology, and the second is the interpretive paradigm that includes constructionist ontology and interpretive epistemology. The ontological assumptions give rise to epistemological assumptions which further give rise to methodological considerations and finally, these considerations give rise to instrumentation and data collection (Cohen, et al, 2007: 3).

According to Grix (2004) from an interpretive point of view, the reality is a complex social construction of meanings, values, and lived experience. Interpretivist paradigm developed as a reaction of positivism, so it is also called an anti-positivist paradigm. It is a sense-making activity and in its knowledge is constructed through the social construction of the world, henceforth it is also known as constructivism.

Interpretivist tests his or her research assumption on qualitative research (Bryman, 2001). He or she uses a naturalistic approach to understand any phenomena in a context-specific setting, a "real world setting and the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001: 39) and uses those data collection methods that are flexible and sensitive to the social context in which the data are being produced (Grix, 2004). Hughes (1990) said that research that is not resulted in employing statistical procedures or other means of quantification is known as qualitative research. Case study and social context is the main focus of qualitative research, therefore "qualitative research involves the interpretation of data whereby the researcher analyses cases in their social and cultural context over a specific period and may develop theories that emphasize tracing processes and sequences of events in specific settings" (Grix, 2004).

Sample was purposefully selected as multisampling technique. So the actual size of the sample from 9 Districts of Punjab was 75 parents of dropout children.

The researcher started the data collection process for interviews in five of the Districts and administered interviews in person by visiting those areas where the possibility of out of school children was more. The data from the remaining sample were collected through research assistants (PhD scholar).

The researcher adopted a systematic process of analyzing and interpreting the data. The process including collection of data, organization of data, giving meaning to data, and writing a coherent story that helps others to grasp meaning which is required (Braun, & Clarke, 2013a). The responses obtained through the above-mentioned research instruments were analyzed by the following software:

- NVivo 11 plus Qualitative Data Analysis Software

- Ncapture Software

This study was using the qualitative research design so qualitative research analysis software was suitable for data analysis. While a little bit demographic part of the interviews was analyzed by SPSS for the measurement of frequency counts.
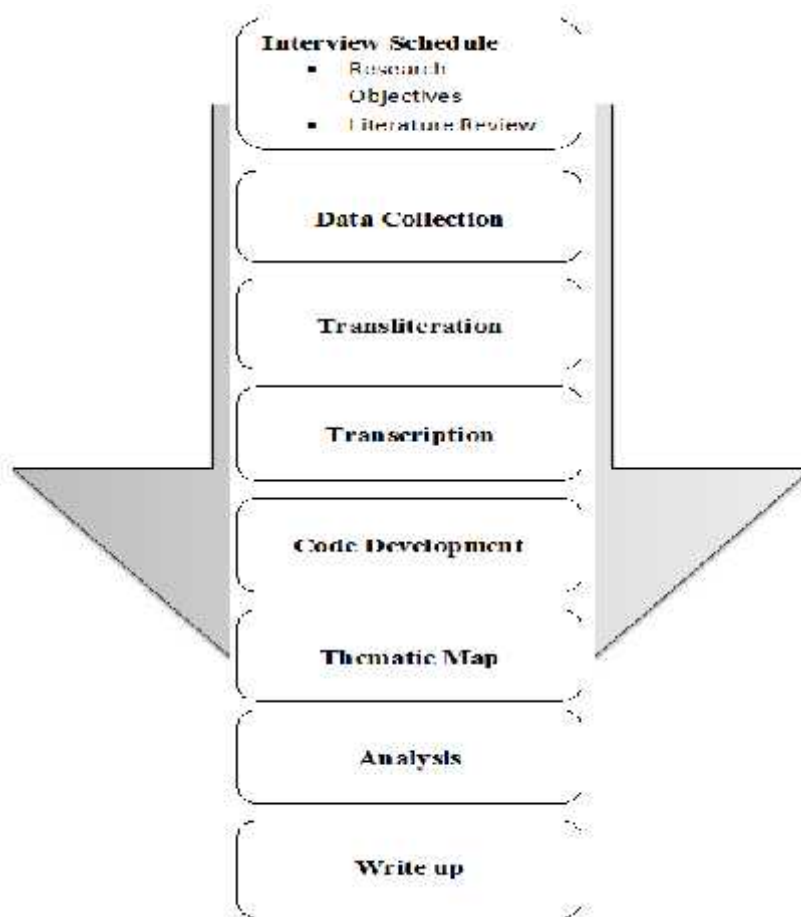

Figure 4: Procedure of Study

This study was delimited for interviews with only one Tehsil from each division of Punjab. The study was further delimited data collection to one urban union council in contrast to two rural union councils from the same Tehsil.

Results and Discussion

This part contains the thematic analysis of interviews of parents. The researcher developed five categories of barriers after extensive reviews from literature and found that almost all types of barriers fall in these categories. During the data, collection procedure the researcher found some reasons for being out of school that was not discussed in most of the studies. Another reason for developing these five categories is that most of the participants of the study are illiterate or less educated, therefore extraction of problems to children schooling from them is another problem.

The qualitative results from the interviews of dropout children's parents were processed by NVivo 11 plus.

Figure 5: Word Frequency Cloud of most Repeating Words in Interviews of Dropout Children Parents

There were five themes identified regarding views of Dropout children's parents towards the reasons of their children's drop out in analysis by NVivo 11 plus.

According to the parents' point of view five major factors e.g. "Socio economic Factors", "Policy barriers", "Demographical Factors", "Psychological

Factors", "Cultural factors", and "Policy Barriers" were responsible of their children's dropout.

Cultural Factors

This theme of thematic analysis of dropout children's parents was "Cultural Factors". The common sub themes that come after coding process of thematic analysis were "Area environment", "Teacher's behaviour", "Female Problems" and "Literacy". These sub themes showed common similarities that different parents associate with "cultural Factors". The below figure 6 elaborated it as follow;
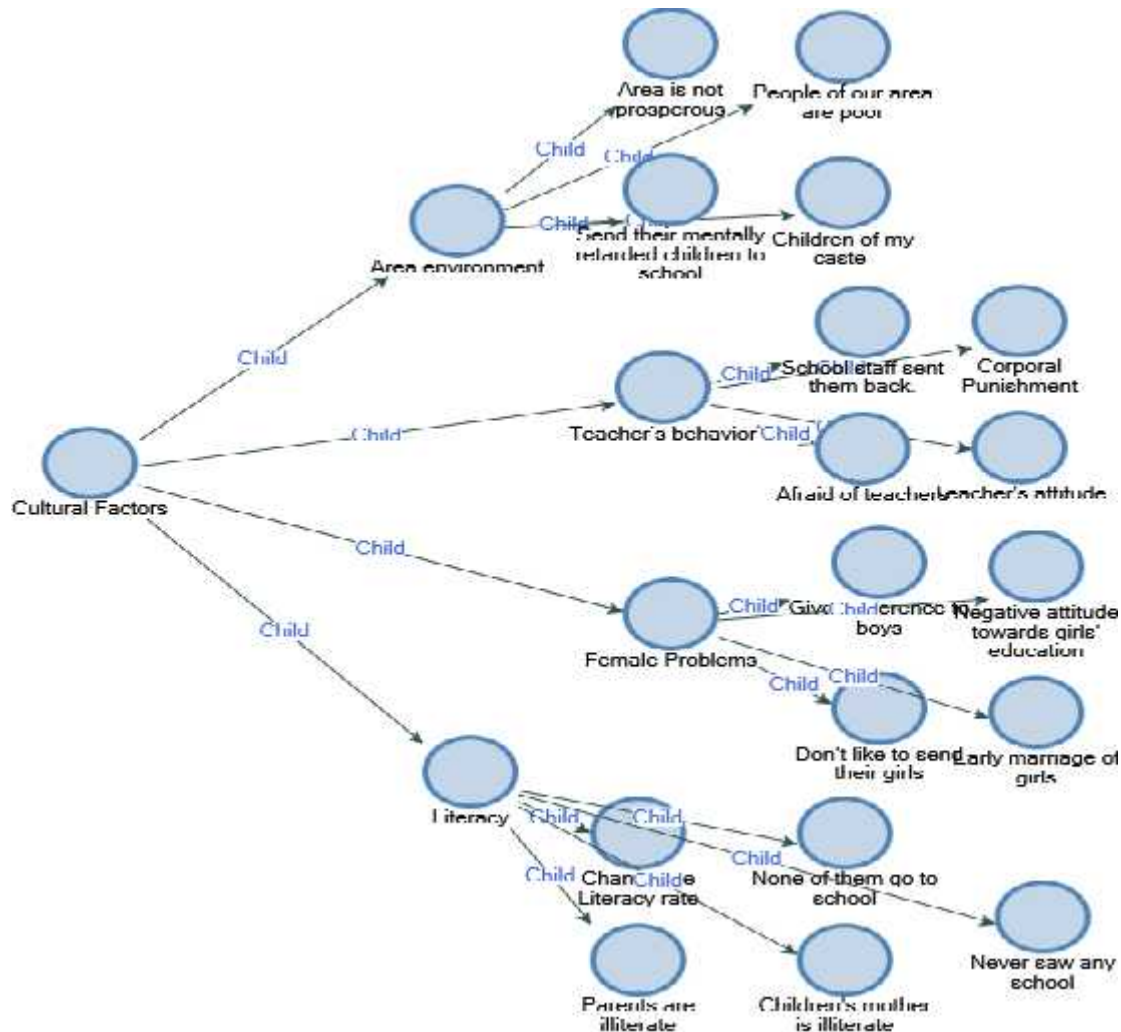

Figure 6: Hierarchy of Identified Sub Themes Map of Thematic Analysis in NVivo11 for Cultural Factors.

Area environment makes culture of any area and reflects the way of living of people. As participants reported that:

DP 2:

"Children of my caste go to school. My children's class fellows are studying now a day, but they can't. They always wish to go to school and like to get an education in their mother tongue".

Teachers are the reflectors of any nation and culture. Their behavior modifies on the base of their culture's requirements. Many times the burden of society affects their teaching.

DP 10:

"Many times when teachers punished my children due to the lack of educational resources, I always stepped forward to give emotional support to my children".

Many times females are the deprived persons of a society. Just as:

DP 43:

"People of my area send their special children in school, but give preference to boys".

Some people like to send their girls to school but they can't afford their transportation and educational expenses.

DP 72:

"I like to send my daughters to school as I am not worried about sexual harassment".

Knowledgeable society becomes helpful in increase of literacy while ignorant society produces illiterates. Illiterates don't know the importance of education. They live in a dark hole of ignorance. Interviewees reflected it as:

DP 35:

"I had never learned in any school".

Demographic Factors

There were different demographic factors responsible for dropout of children. Parent's point of views were same as dropout children said that family size, distance and living area status can directly or indirectly affect education.
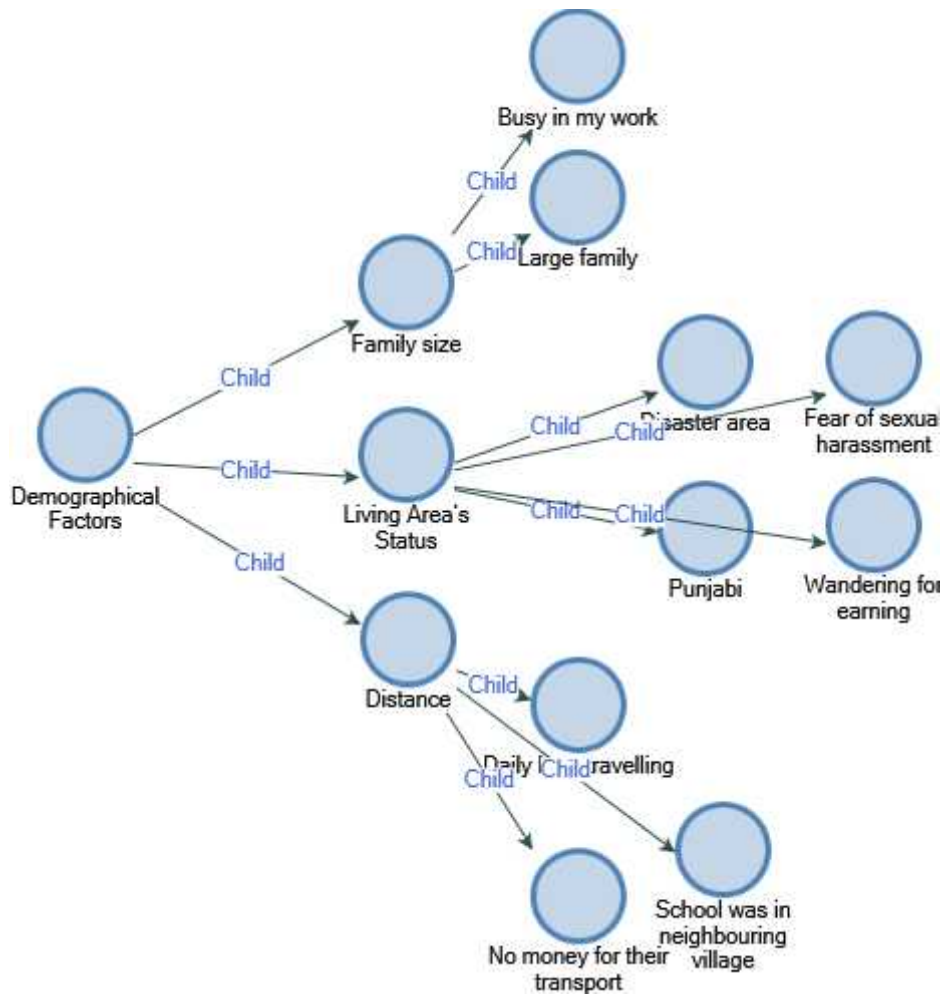
Figure 7: Hierarchy of Identified Sub Themes Map of Thematic Analysis in NVivo11 for Demographic Factors.

The following figure 7 indicated that "Family Size", "Distance", and "Living Area's Status" were the main demographic hindrances against dropouts. These sub themes had some codes that had been extracted from interviews of dropout children's parents. Such as "Large family", "Busy in my work", "Disaster area", "Fear of sexual harassment", "Wandering for earning" "Daily long travelling", "transport" and "School in neighbouring village".

In our country only one family member work and the other family members eat in many large families. This member can't be able to fulfil all the needs of family. Education is not the first priority, first priority is survival. As, the interviewees reported that:

DP 14:

"Thirteen people are in my home. I have nine children. It is a large family".

Distance was again a sub theme emerged from interviews of dropout children's parents. After a daily long travelling without any transport get tired of students and the results were increase in dropouts.

DP 34:

"My children could not go to school due to long distance to school. They could not go to school daily that's why their teachers abused them. They became weak in studies. At last they left the school. I can't angry with them in that situation".

The next demographical sub theme was "Living Area's Status". It affected the way of living, earning and schooling. As participants described that:

DP 3:

"We change our places due to earning and labour. Where we find there we eat as we are living in disasters area".

Psychological Factors

The "Psychological Factors" theme emerged from dropout children's parent interviews had five sub themes that were "Adjustment Problems", "Future Dream", "Parents and Children's Relationship", "Personal Problems", and "Subject Problems".
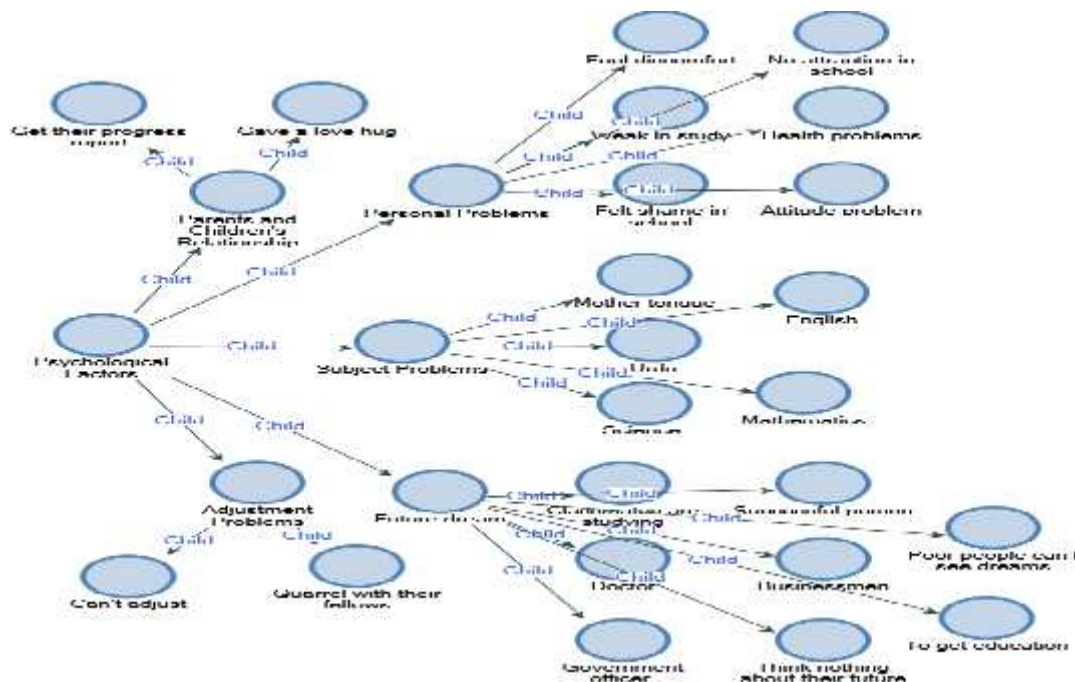

Figure 8: Hierarchy of Identified Sub Themes Map of Thematic Analysis in NVivo11 for Psychological Factor.

According to drop out children's parents the sub theme "Adjustment Problems" can be originated from psychological upset of mind. If children are not adjusted in class, then the result is that they drop out of class. Many times people are not adjusted in society due to attitude problems. Interviewees narrated it that:

DP 3:

"My children have some attitude problem; they quarrel with their fellows that are why they feel discomfort in school. We are poor so we are not able to encourage our children to go to school. In these conditions many times we quarrel with each other".

The next sub theme was "Future dream". Everyone has its own dreams, according to its own thinking, interest and ideas. Dreams require a consistent hard work. To see dream is the right of every person. Parents of dropouts said about the dreams of their love ones as they want to become "Successful person", "Doctor", Businessmen", "Government officer", and "To get education". Parents told that their children's class fellows were studying, but they did not. So, how poor people can see dreams? They can't think about their future.

DP 14:

"If we are not poor, my children go to school too. Poor people can't see dreams, but my children told me that they want to become doctors. If they study, they will become successful persons".

The next or third sub theme emerged after coding the common similarities in interviews of dropout children's parents was "Parents and Children's Relationship". Good relations support and motivate children to work hard for their future education otherwise they are disheartened. Parents indicated that:

DP 22:

"Sometimes they said that their teacher beats them. At that time I consoled them".

The fourth sub theme generated from the common similarities was "Personal Problems". Interviews described different personal problems of their children. These problems affected their education and they left their studies due to these problems. Some of them felt discomfort in class and school. They had no attraction in studies, they were weak in studies, they had some health problems, they had some attitude problems and they felt shame at school due to lack of educational accessories. As interviewees narrated it:

DP 1:

"When I sent my children into school they feel discomfort in school due to poverty. At last they left their school due to poverty".

The next and last sub theme was "Subject Problems". Children liked different subjects and those subjects whom they don't like become difficult for them and many times these become the cause of their failure. Parents indicated the likes and dislikes of their children towards different subjects in their interviews just as:

DP 3:

"My children like to get an education in their mother tongue. They like Urdu, want to learn English, and find difficulty in Mathematics".

Socio Economic Factors

The fourth theme of thematic analysis of dropout children's parents was "Socio Economic Factors". The common sub themes that come after coding process of thematic analysis by NVivo 11 plus were "Poverty", "Occupation", "Unemployment" and "Family Problems". These sub themes were same as dropout children's sub themes.
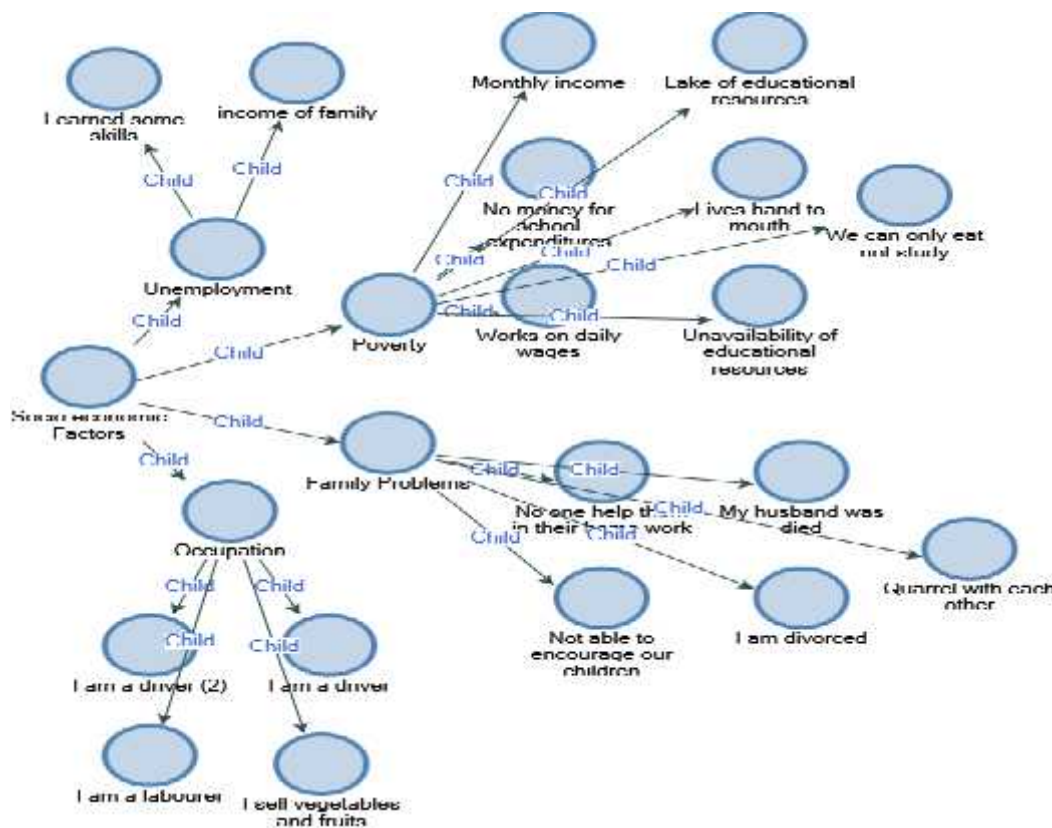

Figure 9: Hierarchy of Identified Sub Themes Map of Thematic Analysis in NVivo11 for Socioeconomic Factors.

The first common sub theme of "Socio Economic Factors" theme generated from the similarities of interviews of dropout children's parents was "Family

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Problems". Family problem many times become the main cause of dropout. Parents told that no one help in their homework, father died, parents was divorced, parents was not able to encourage their education and parents quarrel with each other were some of family problems that can become the reasons for children's failure. As interviews of dropout children's parents narrated it as:

DP 20:

"A labourer whose income is thirty five thousand per month, can't able to send their children to school as my wife is ill. She was an acid victim".

The second important sub theme of "Socio Economic Factors" theme was "Poverty". Poverty is the main reason for being out of school. "Low income", "Lack of educational resources", "No money for school expenditure", "Lives hand to mouth", "Works on daily wages", "We can only eat not study" and "Unavailability of educational resources" reflected poverty of a family. Parents described it in their own words as:

DP 36:

"When I sent my children into school they feel discomfort in school because we can't afford their educational expenses. At last they left their school as we don't like to send them to school".

Next common sub theme was "Unemployment" which was again a great hurdle in the way of getting an education. Unemployment causes many socioeconomic and psychological problems. Now a day without money there is no survival or life. It decreases the income of family and children are forced to learn some skills for earning by stopping their education. Parents told about this sub theme as:

DP 7:

"I am an unemployed person and after very hard work of all family, we earn three to four thousand".

The last common sub theme was "Occupation". An occupation of parents determined level of children's education indirectly. In our country some occupations have low levels of earnings or income. In interviews parents related their occupation to the education of their children as:

DP 22:

"I work in a house as a cook. My monthly income is 11000-18000. I sent my children to school, but now none of them go to school".

Policy Barriers

The fifth and last theme of thematic analysis of dropout children's parents was "Policy Barriers". The common sub themes "Organizational", and "Structural" were extracted after coding process of thematic analysis by NVivo 11 plus. Organizational barriers originate before the implementation of policies while structural barriers originate after the implementation of policies. The questions relate to policy barriers were asked only from parents as children don't know about the policies. The below figure 10 showed these common sub themes by coding process.
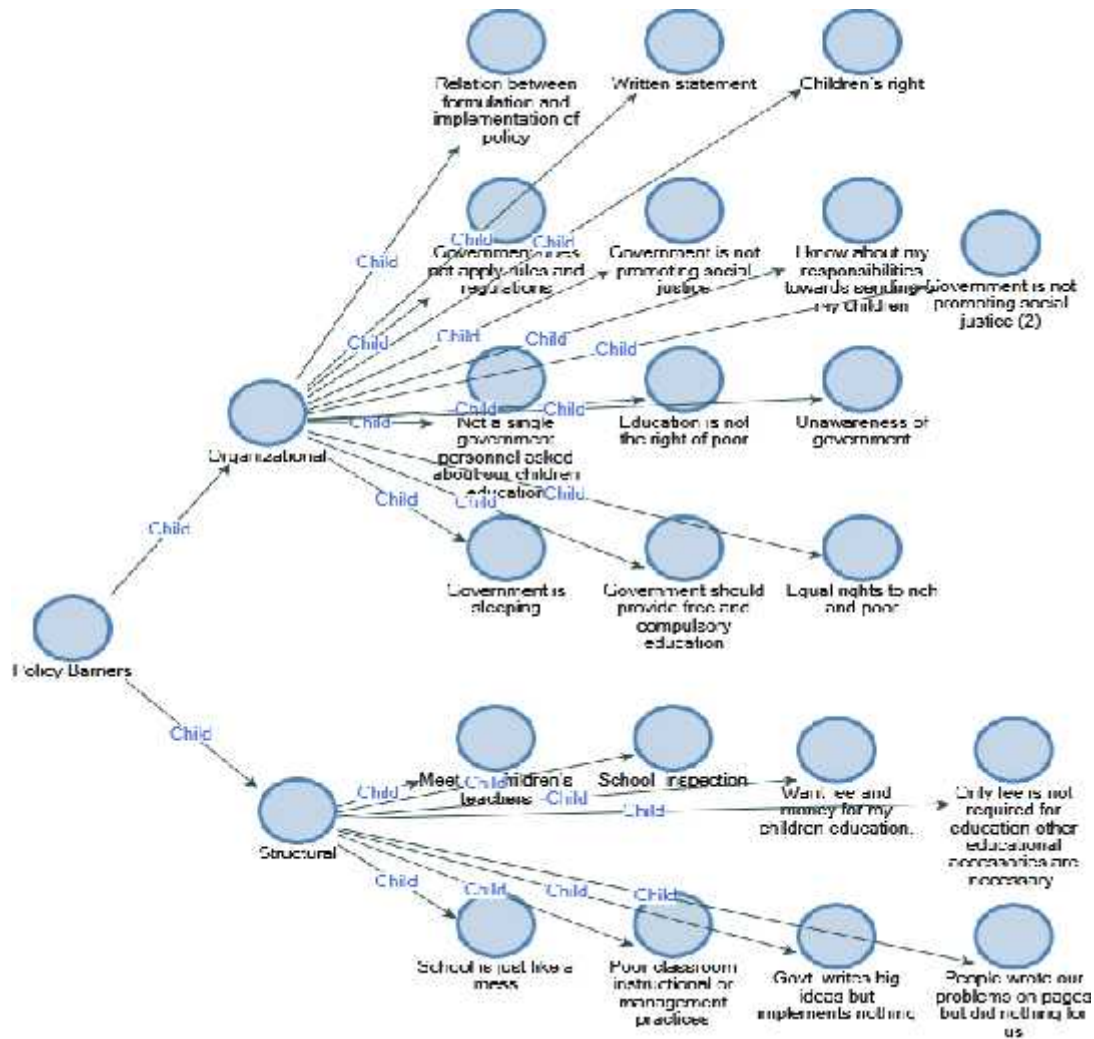

Figure 10: Hierarchy of Identified Sub Themes Map of Thematic Analysis in NVivo11 for Policy Barriers.

The figure 10 indicated that "Organizational" and "Structural" were the main policy barriers. These sub themes had some codes that had been extracted from interviews of dropout children's parents. Such as "relation between formulation and implementation of policy", "Written statement", Children's right", "Government does not apply rules and regulations", "Government is not promoting social justice",

"My responsibilities, "Not a single personnel asked about our children education, "Education is not the right of poor", "Unawareness of Government", "Government is sleeping", "Government should provide free and compulsory education" and "Equal rights to rich and poor" were the main policy barriers related to organizational barriers and the codes of "Structural" sub theme that had been extracted from interviews of dropout children's were "Meet children's teachers", "School inspection", "Want fee and money for children education", "Other educational accessories are necessary", "School is just like mess", Classroom instructional and management practices", "No implementation". As, the interviewees reported that:

DP 54:

"I think our Government is unable to form a relationship between formulation and implementation of policy; and it becomes only a written statement. Government does not apply rules and regulations towards children's rights and does not provide free and compulsory education to all of them. In that sense Government is not promoting social justice for our children. I know about my responsibilities towards sending of my children to school but I can't. Not a single person of government or non government institution asked about the education of our children. If they want to increase the literacy rate of the country, they should provide fee and money for the education of our children".

DP 33:

"Government wrote thousands of pages for free and compulsory education for all, but implementation is zero. Poor becomes poorer day by day. The government asks nothing about our problems of fee and money".

Discussion

Most of the dropout children and their parents said that school was situated in the range of 1 Km which was less than most of the views of out of school children and their parents, i.e. 2 to 3 Km. It means distance was the problem but did not the real problem for dropout. Again, just like out of school children; large family and its necessities becomes a great hurdle against the education of children. UNESCO (2015) also examined the obstacles of out-of-school children and adolescents and identified practical, financial, and social barriers. Children left their school as parents can't afford the education of all children, so mostly they left schools after primary education but researcher observe during the interviews that if the number of family members is more than 8 then it causes problem to the education of children. Low family income destroys the educational future of the majority of the children. Just as, Vayachuta et al (2015) identified three other main problems of dropouts were poverty, low achievement in school, and risky behavior. A large number of dropout children and parents clarified that their father's occupation was labour and most of them were worked on daily wages while most of the mothers' were housewives. That was the actual reason for the low income and poverty of dropout's family. Mothers of dropout children were illiterate whereas, fathers were literate to some

extent. Dropout children and their parents said that majority of children felt discomfort in school due to poverty, but some were unhappy due to their attitude or they were weak in their studies. Some children explored that teachers beat them, but others did not. Parents said that teachers did not punish them. This time, it is very difficult to understand who speak truth. It would be better for the researcher to ask from peers about the actual situation. Teachers' behavior was one of the causes to leave school and it is not the supreme cause to dropout. Thematic analysis of interviews of some dropout children and their parents identified some other reasons for dropouts, e.g. long school timing, feel the hunger in school, no water and washroom in schools, parents discouragement, no attraction at school, no one help in homework task, no time for lesson preparation, health issues, weak in the study, and fear of others. Kamran et al (2017) found causes behind primary dropout. Poverty, school environment, attitudes of the parents, social behaviors are the main reasons for the discontinuity of school. Demir et al (2016) found factors associated with absenteeism. House chores and house rent and electricity bills spoiled much of children's education. These children and their parents work on daily wages so many times their masters ran away without giving them a salary and sometimes their masters beat and spank them. Only a small number of children and their parents explored these reasons for dropouts. The age of most dropout children was more than 12 years. So most of the children identified puberty related problems while some parents also explored this problem. These children mostly felt fear of sexual harassment in school or on the way to school. Some of the young girls did not in school due to early marriage and girls' education was in threat due to the negative attitude towards girls' education. Most of the parents of dropouts said that their relatives send their mentally or physically retarded children to school, but children did not think so or some thought it a little bit. Dropout children identified that people of their caste send their children to school and their parents did not quarrel with each other. Mostly dropout children recognized that their teachers punished them and their parents gave them emotional support at that time, while parents identified it to some extent. These dropouts felt sorry, as they lagged to their classmates and their classmates were studying further. The majority of these dropouts wanted to start their studies again in their mother tongue, but parents did not like to start their studies. Farooq (2016) documented the voices of primary school dropouts about their decision to leave school. These children identified some factors which are accountable for their dropout and among them are the school-related factors, the family-related factors, the individual related factors, and the community-related.Dropout children thought that their parents changed their living places, but parents did not agree. Again, there was a conflict among dropout children and their parents. Most of the children said that they were living in a disaster area, whereas most of the parents did not agree about the status of their area. Dropout children identified that their mother tongue was different from the instructional language, but parents did not think so. They wanted to get an education in Urdu language and found difficulties in learning English. Doll et al (2013) reported that students' dropout is due to some push, pull, and falling out factors. They analysed seven studies from 1955-2002 and identified these factors from these studies. According to

them; attendance and discipline are push factors. Out of school enticements like jobs and family are pull factors and disengagement in students is a falling out factor. Most of the dropouts wished to become army officers. Parents identified the same policy barriers just as out of school children's parents and mostly they meet their children's teachers to get their progress report. Dropouts' parents said that mostly their children's school was inspected, but sometimes they found good instructional and management practices in school and sometimes did not. The biggest problem for dropout was poverty. There are also many studies on the problems of out of school children, and the main focus was only on the problems of dropouts (Ananga, 2011; Bongani, 2014; Kalinga, 2013; Moore, 2017; &Wagle, 2012).

Conclusion

Data of this study shows that most of the mothers of dropouts are illiterate and housewives. The egocentric unawareness becomes hazardous for the education of a child especially girls. We can't forget the tyranny of distance against the retention of education. The long distance and fear of sexual harassment increase the rate of dropouts. Girls are more underprivileged as they require transport or parents' time to drop in school. Parents invest more for boys than for girls. Sudden domestic problems, such as father's death, parent's illness, parent's divorce, take care of siblings, parent's discouragement, and parent conflicts become the causes of drop out.

Data reflects that drop out children's domestic and earning responsibilities leave no time for studies and homework. Similarly, no support from parents in studies leaves them weak in studies and they can't pay full attention to their studies. They are the earning member of their family, lack educational support, and are forced to do some kind of job instead of pursuing their education.

Generally, teachers make the nation but their harsh and unfriendly attitude spoils the future of buds of the nation. Data of this study show that children who are weak in studies or have some other attitude problems face teacher's dislike and hate. Actually, teachers fail to judge the hidden qualities in these children and ignore their diversity. Teachers' favoritism, unprofessional teaching style, unproductive or boring curriculum, lack of motivation, and forced to memorize the lesson make children hate studies. Parents' support and classroom instructional and management practices improve the quality of education, school environment, and literacy.

Overall the data reflect that since the majority of classmates of dropouts are studying further whereas dropouts are now busy in child labour and feel jealous for their fellows. Sometimes peer influence and drug addiction become the cause to leave the school. Preference for religious education and early marriage increases the rate of dropouts.

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