



**RESEARCH PAPER**

**Determinants of Factors Influencing Dropout in Public Primary Schools in Rural Sindh**

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<b>PAPER INFO</b>	<b>ABSTRACT</b>
<b>Received:</b> January 27, 2020	Dropout of young students from schools in the province of Sindh has impacted the performance of students and teachers alike. A high rate of dropout adds to the illiterate and less-skilled workforce of the nation resulting in more economic stress on the country. This research is addressing the issues of young students' dropouts from primary schools in the province of Sindh. A random representative sample of n = 167 male primary school students and n = 154 female students from primary schools in Sindh participated in the study from Hyderabad, Sukkar, Ghotki, Nawabshah, Dadu, Badin, Larkana, Jacobabad, Noshero, Tando Jam, Tando Adam and Sangharh. Independent sample t-test tested the developed hypotheses. The major findings emphasize that primary education dropout rate in the province of Sindh has reached an alarming stage as a result of professional negligence and poor check and balance system among all such schools in province. The study suggests reforms in educational policy and practices with respect to primary education in the province to prevent dropouts
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**Introduction**

The background of the study was set in the proposed direction to determine the factors influencing dropout of students in public sector primary schools in rural Sindh. The researcher has worked extensively in the province at various key positions in the management of school and college education across the cities of Sindh province. It was found that most female students drop out of primary schools due to several reasons despite a supportive provincial stance to retain them in schools and increase the provincial literacy in primary enrollment. Similarly, many studies during the doctoral program at the university also encouraged the researchers to probe further in this direction as it was a grave concern to the researcher. (Bryk & Schneider, Trust in schools: A core resource for

improvement., 2002).The study elaborates the organizational structure and school dropout rates whereas (Bryk & Thum, The effects of high school organization on dropping out:An exploratory investigation, 1989)have illustrated the significance of school culture, and administrative mastery over retaining motivation of school children. They have elaborated the core competencies of heads and management to prevent dropouts in schools in their districts.

There are many issues related to low enrolment of students in primary schools across the province of Sindh such as poverty and economic issues, inadequate school infrastructure, gender bias in content and teaching and learning processes and poorly qualified teachers. (Cairns, Cairns, & Neckerman, 1989)and (Carr, Wright, & Brody, 1996)are of the opinion that school policies in the educational organization has a positive impact on the young learners as they idealize the characters they like the most in the form of teachers and school managers. Students seem to be highly motivated by the actions and behavior of their ideal characters.

The present study indicates that the age of the child, parents' schooling particularly the mother, and income per capita of the household head and distance to school are relevant variables in explaining the probability of student's dropout and enrolment at the primary school level in the province of Sindh. The study was set with pedagogic objectives to study the impact of school policies on the level of dropouts among the young children in primary schools across the province of Sindh. Parental and administrative attitudes were also core objectives of the study to see their impact on primary students' perception and causes of dropouts. The investigator was also interested to seek ways to suggest to the local authorities to reduce the high dropout rate among the young primary students. The major questions in the study also guided the procedural effectiveness and plan implementation. The questions included the reasons and causes of dropouts among the young primary students in the province of Sindh. The study was also to look into a question whether or not the educational policy, teacher competency, choice of courses to study, domestic practices, parental preferences, peer pressures, linguistic competency and self-motivation were the major reasons of dropouts among the young primary students in the province of Sindh.

### **Literature Review**

It is essential for the stakeholders to analyze why it becomes an issue to resolve the dropout cases in schools. Researchers emphasize on understanding why students drop out of school, according to their own reports: one interesting question in the study is whether the students dropout themselves or are they pushed to do so by the domestic practices and financial constraints. The study focused seven nationally represented studies to make comparisons.(Croninger & Lee, 2001), (Crowder & South, Neighborhood distress and school dropout: The variable significance of community context, 2003)and (Crowder & Teachman, Do Residential Conditions Explain the Relationship between Living Arrangements

and Adolescent Behavior?, 2004) emphasized the neighboring living conditions and dropout of school students from local district schools. They raised the question whether or not the living standards provided to the young learners really cause the tendency among the young learner to drop from schools. The studies by the investigators seem to have taken a positive correlation between the factors of home and neighboring living conditions.

Another study by (Ersado, 2005) focused on child labor and schooling dropout decisions in urban and rural areas. This study was particularly set out to compare evidence from Nepal, Peru, and Zimbabwe through funds devoted exclusively for this purpose as part of world development projects in the low-income countries. (Fan & Chen, 2001). They have worked in the similar direction of (Farahati, Marcotte, & Wilcox-Gök, 2003) who discussed the various aspects of parenting and the dropout rate in many districts. They assert that parenting skills create a keen desire among students to study with motivation or make the students in the schools to dropout. This stance is crucial to realize what exactly is promoted by (Farmer, Estell, Leung, Trott, Bishop, & Cairns, 2003). They have also related the unwanted dropouts from school as a result of parenting characteristics, level of adolescent, peer pressure and school-based learning environment and opportunities.

Studies in educational psychology have discussed the national dropout rates, issues and challenges. The investigations are about the sources of dropouts in cultural and social settings of education. They study also refer to a series of solutions and strategies. The works of these researchers are similar in the contextualized and professional manner. In Pakistani context specifically set in the Sindh province, the dropout patterns in primary schools are reported to be similar in nature and complexity. The form of accountability however is not identical in the studies. The other glaring difference in the research of local and international context is that of accountability patterns.

Fernandez, Paulsen and Hirano-Nakanishi, (1989) and Fine (1986) dwell over the family size and financial matters in the family as the possible cause of school dropout. They emphasize that school dropouts are not necessarily caused by schools alone, but the quality of living and community engagement too. A researcher in her work on dropouts has interestingly talked about the impact of school politics on children's learning attitude and individual approaches which was proposed earlier by (Finn, *Withdrawing From School*, 1989). If school teachers are not satisfied with the management pertaining to the regulations, rules and disciplinary codes of academic operations, then the entire hierarchy might collapse due to the poor job satisfaction among all stakeholders of schools. (Goldschmidt & Wang, 1999). They do not seem to agree with the investigator that suicidality, school dropout, and reading problems among young school children are related. This argument is supported by (Davis, Ajzen, Saunders, & Williams, 2002). The study reciprocates the view that most Afro-Americans tend to complete the schooling year.

This scenario is supported by the study of (Habib, 2013). The researcher is questioning about the impact and attitude of teachers, their gender and students' dropout. The investigations are also in the direction whether or not a teacher's gender really matters. Connecting to this study is the work of (Driscoll, 1999) and (Dunham & Wilson, 2007) who raise issues of race and cultural differences coupled with family disputes as causes of young children to feel dissuaded to study in schools.

The researchers Hammond, Linton, Smink, and Drew (2007) have worked on an interesting issue. They raised questions in terms of how an educational organization must plan prior to the risk of school dropouts. For them, a plan for preventing school dropout has to be as robust as the curricula itself. Their research is presented in another way by Harding (2003) who elaborates that neighboring effects are required to be pondered in schools where dropouts are high or low. This comparison in the context of neighborhood analysis is expected to highlight factors that really cause dropouts. This was earlier pointed out by (Hoffer, 1997).

Primary school teacher appreciation is as essential as any other matter while running school affairs. It has also been noticed by the researcher that when school teachers are not happy with their jobs, they often have an impact on students' behavior too. This leads to dissatisfaction in the job of primary teachers. One indirect factor of school dropout in the context of Sindh province is this reason too. (Hofferth, Boisjoly, & Duncan, 1998). The investigators assert that parental role is more important than mere admitting the children in schools and expecting them to perform better in academics. (Hoover-Dempsey & Sandler, 1997). They have also raised the question of whether parental role really matters in increasing or decreasing the rate of dropouts in schools across many states.

Another factor that affects the primary school students is the mental burden given by the institutional heads that affects learner's attitude and influences their academic desires to achieve well and perform effectively. Consequently, factors such as tasks alienation from work, lack of moral satisfaction and boredom at work appear. Moreover, primary school teacher's stress is a negative emotion that can affect the environment of the school. (Dunn, Chambers, & Rabren, 2004). The study emphasizes the similar opinion as of (Eckstein & Wolpin, 1999) that school organizations dealing with educational services must prioritize their mission as well as vision to engage in the educational responsibilities. This view is supported to some extent by (Ekstrom, Goertz, Pollack, & Rock, 1986) who argue that if school dropout rate is high in any district, it is usually due to professional incompetence of the school administration and academic heads.

(Jewitt and Ryley (2014) have developed an interesting comparison of probable factors of school dropout among school children. They say that it is generally the girls who would show their dissatisfaction and insecurity in school environment. Probable causes of school dropouts in their study are early or late

menstruation, poor school attendance due to domestic chore pressures, spatial mobility, and wider gender inequalities. (Ellickson, Bui, Bell, & McGuigan, 1998). Their study raised issues in the same pattern. They have added the question of young learners addicted to drugs which are unlikely the case in Sindh province.

Primary schools in Sindh province need trained & professional members as staff. As world has globalized and invention and innovation have made the learning challenging, school administrations also have to realize the needs to stay updated and known with the new techniques and technologies happening around the world. (Finn & Rock, Academic success among students at risk for school failure, 1997). Other researchers such as (Fitzpatrick & Yoels, 1992) agree on primary school policy and structure as the probable reasons of dropouts. They hold that policies in schools play a pivotal role in the formation of negative perception in the minds of children.

French and Conrad (2001) found that peer rejection and social acceptance are also the cause of early dropouts among various communities in the United States and Canada. (Jimerson, Anderson, & Whipple, 2002). The study of these investigators takes a stance that students' grades mean a lot to them psychologically and academically. Achievement and attainment beyond the expected level of failure may lead to a direct decision of dropping from schools. This observation is similar to the experiences of (Jimerson, Egeland, Sroufe, & Carlson, 2000) who conducted a longitudinal study in the same direction (Kaplan, Peck, & Kaplan, 1997). They earlier had observed the similar findings.

(Ensminger & Slusarcick, 1992) find a commonality between their study and that of (Entwisle, Alexander, & Olson, 2004) who researched that temporary and permanent dropout patterns are not identical in many cases in the United States and African districts. This was probably discovered by a study of (Fagan & Pabon, 1990) many years back. These studies suggest that behavioural patterns of dropouts are probably similar in many cases despite the lapse of two to three decades. (Garnier, Stein, & Jacobs, 1997). They were supported by (Goldschmidt & Wang, 1999) and (Griffin & Heidorn, 1996) explain that children in schools assume that school environment would be as close to that of their home as possible. Security, safety, care and affection are perceived by these children in the same way as when they are under the protection of parents when home.

Another study by Kaplan and Liu (1994) has related the academic low performance with drug use among grown up schools children. This deviant behavior, according to the researchers is probably generated through wild movie scenes full of violence and killings. Koball (2007) raised his observations in the context of school dropout among minor mothers too. Consequently, their academic career comes to an end before maturity.

School management plays a vital role in the act of preventing the school dropout. According to (Barros & Kolstad, 2008), it is essential for the school

management and administration to know why school children drop out of school. They confirm in their findings that if teachers in schools are not well- equipped with important technology, they may not appear technically apt to their students while trying to explain concepts and theories. This scenario is presented by McNeal (1997) supported by Mensch and Kandel (1988).

The concern is raised in the study of (Farooq, *An inclusive Schooling Model for the Prevention of Dropout in Primary Schools in Pakistan*, 2013). The study is an example of an inclusive schooling model for the prevention of dropout in primary schools in Pakistan. In this connection, the study stresses to encourage and help incentives such as scholarships and prizes to encourage school students for continuing their basic education and prevent the causes of dropouts from schools. (Farooq, *Causes of primary school students' dropout in Punjab: Primary school teachers' perspective*, 2016). The researcher has also written about the causes of dropouts from schools in the province. This local study elaborates the primary school students' dropout. The investigator has significantly raised issues and consequences of early dropouts through compiling a series of surveys and observation data. Teachers of public schools have raised issues of the causes that contribute towards the dropout among primary students.

### **Material and Methods**

The methodology used in the research was stratified random sampling done through a survey based research followed by the interviews of students, teachers and head teachers about the issues of dropouts among primary students in the province of Sindh. Reviews of literature also guided this chapter of the study. Selected primary school students in rural and urban Sindh province were participants of the study through formal information and invitation to participate. The design of the study discusses samples, populations, strategy and other measures that researcher took including the design of research instrument and its analysis. The study was guided by the survey in the urban and rural Sindh province. The study focused the behaviors, attitude and the concepts of the participants who gave their input on the subject of school children's drop out from primary schools in Sindh. The design of the study also assumed that primary school dropout factors are financial, social, domestic, psychological and cultural. The role of heads, parent and other major stakeholders were also discussed while the researcher compiled the analysis from participants. Several towns and cities of Sindh represented the study. It was ensured not to use any bias and prejudice in the study as it could lead to misrepresented generalizations.

The population of the study was all the primary school students in the province of Sindh who had either drooped out or was planning to drop out of their regular schools due to various reasons. The population was spread across the various towns and cities of Sindh province. Similarly, a random sample from selected areas in Sindh was selected. A representative sample of n = 167 male primary school students and n = 154 female students from primary schools in

Sindh participated in the study. The towns and cities in Sindh province offering primary education represented Hyderabad, Sukkar, Ghotki, Nawabshah, Dadu, Badin, Larkana, Jacobabad, Noshero, Tando Jam, Tando Adam and Sangharh. From each district of the province, a sample of  $n = 40$  teachers was drawn to represent their respective schools. The distribution of the sample in the respective district was as follows:

The sample drawn from the population of primary school students represented characteristics for the required sampling process for the sake of homogeneity. Male and female students of primary schools in Sindh studying in their respective areas were aged between 10-11 years only. Their average age of all sampled students was 10.67 years. A letter of consent was obtained from the respective district heads, principals and other stakeholders as authorities were obtained. The 12 districts were then divided into various small parts to select the sample from each district. A sample of 321 primary male and female students represented the sample in the study.

### **Research Instrument**

The research instrument for the present study was developed through critical review of related literature in the similar direction. The first part of the instrument comprised the background information about the instrument. The researcher described herself and the purpose of the instrument development for the participants in the study. The entire instrument comprised nine pages. First part of the instrument was the questionnaire for students with three sections. The investigator described the purpose and objective for this part for information about the teachers in the primary classes in the province of Sindh. Section A comprised personal information of the students with seven items. Section B was named *Effects of Facilities*. It was to be answered by students. This was designed for the sake of gathering how students felt toward available services in the primary schools in the selected cities of Sindh province. This part comprised thirteen items. Section C comprised students' experiences about teachers' attitude both in class and in general. This section asked students ten questions.

Next questionnaire was developed for the purpose of eliciting responses from the teachers teaching primary classes in the selected schools in Sindh. Section A for teachers was called *School Factors Contributing to Dropout*. It comprised nine items. It was developed for the purpose of eliciting views and responses from the heads of the primary schools in selected locations in Sindh. This part of the instrument was specifically designed for gathering insight on the issue of increasing dropout rates in primary schools in Sindh.

### **Pilot Study**

For the purpose of conducting the pilot study, the investigator conducted the same with a sample of 21 students, one head teacher and one primary school

teacher. To conduct the pilot study, all major assumptions for the purpose of data analysis was ensured. The pilot study yielded the essential data for the purpose of instrument reliability and validity. The investigator ensured that the assumptions were well taken care of for eliciting the required data from the sample participants.

**Table1**  
**Instrument Reliability**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
.71	23

Table 1 illustrates that the reliability index was obtained through SPSS which reads 0.71 on 23 items. This index was found to be statistically satisfactory with a large sample.

## **Results and Discussion**

### **Class Size and Teachers' Competence**

Primary class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers in a course or classrooms or the average number of students taught by teachers in a school district or education system. The term may also extend to the number of students participating in learning experience that may not take place in a traditional classroom setting or it may also refer to the total number of students in a particular grade level or class in a school although this usage is less common in public education. If classes are overcrowded, teachers cannot focus on the requirement of the students. First of all, we need to check the student's numbers ensuring there are only 25-30 student, then why put extra students in the class? If there are too many primary children, how can the teacher teach and manage the class and student? If there are so many different cultural settings, languages, age size, this can lead to pedagogic issues in real primary classroom settings. This way, student can read and write easily. Negligence to this leads to dropout of students from primary schools.

### **Lack of Classrooms and Teachers as a Factor of Dropout**

Most primary schools in the context of Sindh have small rooms. These rooms cannot accommodate capacious crowds of students. Such classrooms are not able to comfortably seat all the students and eventually, teachers in these primary schools cannot manage the classrooms. They put all the children together, but doing so puts the students' learning at risk because it is not possible for students studying different subjects on different difficulty levels to learn from the same teacher in the same room. This is a big issue in primary schools in Sindh and many schools are deprived of basic facilities. In some primary schools in Sindh, the management has endeavoured to maintain high scholastic standards, but they face the issues of shortage of qualified and experienced teachers for specific subjects. One among such subjects is Mathematics.

### **Issues in Managing Classrooms**

Primary school classrooms are generally dominated by the teachers. In that context, a teacher cannot manage the classroom, but discipline. In the context of discipline, classroom students can be quiet and do what is required of them to do, but in managing classroom, a young student observes all the rules in order to learn out of love, not out of fear. An aggressive school teacher produces aggression. Primary students indulge in bullying because teacher is not well-prepared and have strict behavior with students. Students in the class lack interest where the teacher is not well-prepared and has less focus on students' choices and their moods. Due to that, students do not take interest in the lesson and cause disturbance. Young students make noise which means they are disturbing the class.

### **Less Psychodynamic Education**

This is an issue in primary classrooms if students are not trained to care for others. Psychodynamic approach is based on the intersection of drives and forces within a person. It works on the sub-conscious level of the students to learn and behave well with one another regardless of color, race, and faith. Sociological aspect and socio-dynamics refer to the behavior of groups that result from interactions of individual group members as well to the study of the relationship between individual interactions and group level behaviors.

### **Interpersonal Relationships**

Interpersonal relationships between primary teachers and primary students must be focused in the classroom. It helps young students understand well and helps proper learning take place. Interpersonal relationships between teacher to young students and young students to teacher can change the learning environment. Healthy environment for learning results out of it. It is the responsibility of the teacher to create such environment in the classroom. So, teacher may enhance their learning. The teacher must have good interpersonal relationships especially with the girls because our society impacts girls such that they are not getting their rights enough in the society for education. If teacher has interpersonal relationships with them, so, they can help them in best possible ways.

### **Curriculum Management and Class Control**

The curriculum knowledge must be imparted to primary teachers. Teachers of young learners must know what to teach and what not to teach, and according to that they must arrange the activities in order to involve the students in learning the content actively. Settling plans are suited to teach and conduct activities. Teacher can vary the seating plans according to the activity. For example, ask four or five students to cluster their desks for a group activity, if they may have enough

space in the classroom. The physical space of the classroom of young learners itself is a learning area. So, classroom must be arranged in such a way that helps to enhance learning physically, emotionally, psychologically and cognitively.

### **Lack of Technology in Teaching Strategies**

Today in the 21<sup>st</sup> century, which is known as a digital era, technology is at its peak. Technology is increasing everywhere all around the world, mostly in educational institutes. Thus, this change has a great impact on teaching learning process. As it is mentioned in the beginning that teachers of young learners are considered as a role model, they should take advantage of technology in their teaching methods to enhance student learning, knowledge and introduce them to the digital learning process through technical strategies.

### **Parallel Education System in Pakistan**

In addition to many other reasons and causes of high dropout among students in primary schools, one cause is humongous growth of private and public school openings. This trend has increased competition among parents to admit their young children in schools that are expensive for the parents. Most people are under the impression that diversity in society in cultural context is often an opportunity. This learning diversity is not necessarily always turning into an opportunity specifically when we speak of multiple issues in classroom management in young children’s schools. In the context of Sindh province, educational systems exist parallel and this diversity is definitely not beneficial to many female young students and their parents due to financial lacking and affordance in many ways.

### **Data Analysis from SPSS**

#### **Hypothesis 1**

Male and female students in primary schools in Sindh do not differ significantly in terms of their opinions towards domestic responsibilities as their dropout reasons.

**Table 2**  
**Inferential Statistics**

Independent Samples Test										
Levene's Test for Equality of Variances		t-test for Equality of Means								
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Perception Score	Equal	.114	.736	.635	319	.526	.09250	.14563	-.19401	.37901

of Domestic Responsibilities	variances assumed								
	Equal variances not assumed	.636	317.947	.525	.09250	.14549	-.19373	.37874	

Table 2 describes that the perception of the male and female primary students in the selected samples did not differ significantly as the P-Value  $0.526 > 0.05$ , the desired alpha level at 0.05 with a two-tailed probability distribution. The test is insignificant as we notice that upper and lower confidence interval levels are not non-zero observations.

### Hypothesis 2

Male and female students in primary schools in Sindh do not differ significantly in terms of their opinions towards social practices as their dropout reasons.

**Table 3**  
**Inferential Statistics**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Perception Score of Domestic Responsibilities	Equal variances assumed	.121	.718	.627	319	.531	.09350	.14343	-.18401	.37901
	Equal variances not assumed			.630	317.947	.537	.09450	.15054	-.18831	.3758

Table 3 describes that the perception of the male and female primary students in the selected samples did not differ significantly as the P-Value  $0.537 > 0.05$ , the desired alpha level at 0.05 with a two-tailed probability distribution. The test is insignificant as we notice that upper and lower confidence interval levels are not non-zero observations.

### Hypothesis 3

Male and female students in primary schools in Sindh do not differ significantly in terms of their opinions towards cultural beliefs in Sindh as their dropout reasons.



**Table 4**  
**Inferential Statistics**  
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Perception Score of Cultural Beliefs	Equal variances assumed	1.186	.277	1.070	319	.286	.16525	.15450	-.13871	.46922
	Equal variances not assumed			1.072	318.807	.284	.16525	.15414	-.13801	.46852

Table 4 describes that the perception of the male and female primary students in the selected samples did not differ significantly as the P-Value  $0.286 > 0.05$ , the desired alpha level at 0.05 with a two-tailed probability distribution. The test is insignificant as we notice that upper and lower confidence interval levels are not non-zero observations.

### Summary

Sindh province presents an alarming picture as most of the dropouts in primary school are the girls as was in a survey in Pakistan Literacy Forum, 2018. The survey reported that 66% out of the total girls present in school leave school due to many reasons. The study also highlights core competencies required in the province to promote primary education through strategic enhancement of policies and provisions in the provincial budget. There has always been a lot of talk written material by different writers through different quotes like "To educate a women or girl means to educate a nation", but when it comes to adopting these things in our daily life, the girls child suffers as she is the scape goat, the child among the brothers and sisters who is pushed back and made to stay at home. It becomes an issue for Pakistani families to think whether or not they should educate female child or ask her to stay home and perform domestic chores. The girl child has to drop out as she is made to make the sacrifice of leaving her education at whatever level her family or community wants her to

Basically, money spent on a primary school child is thought to be wasted. With these major ill assumptions in mind, there are many other factors such as social norms, security issues, financial problems, domestic pressures and discouragement because of poor educational systems, unavailability of basic facilities in the school buildings such as improper seating and clean washrooms. Dropout rate can be defined as the percentage of students who leave school before reaching the fifth grade standard. Increasing number of students' dropout from school is an alarming condition.

## **Findings**

Dropout in education regarding primary students in Sindh is also owing to the fact that most teachers teaching in primary schools across the Sindh province are untrained. It is recommended that the trained teachers be appointed in the province. This is expected to increase the overall enrollments in the schools offering education to students. The attitude of the teachers towards girls and boys is recommended to be equal. All teachers, whether male or female, must adopt the identical behavior to be similar in their attitude. There is more favoritism and preference given to boys. Untrained teachers are not even able to use the proper language for expression and abusive language so girl children who feel targeted as compared to the boys discontinue education. The findings also include that the young learners not be made to look inferior. This recommendation is made due to the fact that girls are made to feel inferior, they are ridiculed more, liable to punishments more and self-esteem is lowered so the girl child drops out of school at an early age. In rural areas, the people are not very rich to afford the expenses of their children's education. It is the main cause of girls' dropout from schools. The government should make such policies to make primary education compulsory & free of cost i.e. the books & fees should be provided by the government along with stipend which can increase the girls' enrollment rate in schools.

Another finding in the context of young students' dropouts in schools of Sindh lies in the fact that young learners are not safe and secure due to the current practices of law and order situations in the province. This finding is because of the fact that if any unpredictable incident happens when chaos and confusions occur, it creates fear in the hearts of the parents of young children and parents feel threatened and assume that the young child would not be able to reach home alone. Any uncalled incident might harm the child's reputation and the society would label and shame them so it is thought better that it would at least be safe for the child to stay at home than continue her education.

## **Conclusion**

The study concludes that for every primary school in the province of Sindh, there must be a monitoring system for ensuring that young children do not back out of schools neither do they dropout because of bad governance and poor school policies. These factors often dissuade parents and teachers as well as young learners from attending schools in the province of Sindh. Children in the schools of young learners are often made to face the issues of safety and insecurity as well. Poor health conditions and abject poverty often lead the students and parents to dropout. Subsidizing education, scholarships to deserving young students and provision of books and uniforms in a fair and free manner are some of the factors that can bring the young students back to primary schools.

**Recommendations**

Dropout in primary schools is a burning issue in the province of Sindh and though many educational policies speak of solutions, they all remain on paper and no proper or sensible actions are taken. So if our mindset of fixed roles that are assigned to the young primary child were changed, there would be fewer health issues, nutrition issues, mortality issues, control of population and there will be no issue of girl dropouts in Sindh. Primary school enrollment increase can build tolerance and bring a change in the behavior of future generations. Unfortunately, our educational system is not designed for yielding such individuals. The core issue to be discussed here is the increasing dropout ratio of primary. We need to pay attention to the mentioned aspects to prevent huge dropout rates: Cultural issues, socio-economic issues, financial imbalance, early marriages, poor conditions of schools and security conditions

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