Factors Affecting Enrollment and Dropout of Children in Primary Schools in District Hangu

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CERTIFICATE

This is to certify that this thesis entitled: *"Factors Affecting Enrolment and Dropout of Children in Primary Schools in District Hangu"* submitted by Mr. Arif Islam is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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DEDICATION

Every challenging work needs self-efforts as well as guidance of

elders especially those who were very close to our heart.

My humble effort I dedicate to my sweet and loving

Father and Mother

Whose affection, love, encouragement and prays of day and night

make me able to get such success and honor,

Along with all hard working all respected

Teachers

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ABBREVIATIONS

- **MDG's**   Millennium Development Goals

- **SDG's**   Sustainable Development Goals

- **UNESCO**   United Nations Educational, Scientific and Cultural Organization

- **UIS**   Unit Identification System

- **MOE**   Ministry of Education

- **KPK**   Khyber Pakhtunkhwa

- **IQ**   Intelligence Quotient

- **OLS**   Ordinary Least Square

- **EFA**   Education for All

- **DEO**   District Education Officer

- **FPE**   Free Primary Education

- **FDG's**   Focus Group Discussion

- **NSSO**   National Sample Survey Organization

- **SPSS**   Statistical Package for the Social Science

- **SSPR**   Structural, Syntactic and Statistical Pattern Recognition

- **NFBE**   Non- Formal Basic Education

- **BED**   Bachelor of Education

- **FSC**   Faculty of Science

- **SDPI**   Sustainable Development Policy Institute

- **UDC**   Unit of Data Collection

- **PKR**   **P**akistani Rupee

ABSTRACT

This research study has three basic objectives which are to investigate the potential factors of dropout rate, to investigate the consequences bred from dropout of children from school, and to assess the influence of parent's education level on pupil dropout from school at primary education level in KPK Hangu. The study has employed quantitative research methodology considering objectives of this research study. Research strategy is such that this study has used descriptive statistics and regression analysis to draw a conclusion from the collected data. For data collection, structured questionnaire has been used from parents and teachers of children and sample of 180 parents and 135 teachers were randomly selected form the whole area of District Hangu. The study found that there is significant association between dropout rate and teacher education, school environment, school fee and number of students under a single teacher. In other model of parents, the study found that checking the home work of kids (Follow up), absentees and distance to school is highly and significantly associated with dropout from the parent's perspective. The study concluded that education of parents and behavior of teachers are important for kid's education at primary level. Punishment and strict school environment increase the chances of kids to get dropout from school. It is recommended that Teacher should frequently contact parents of students and discuss issues with them. Teachers and parents meeting should be conducted on monthly bases to discuss problems of student. So, it is recommended to government, that government should take responsibility to check and balance of teachers and parents through monitoring and this is to ensure that the teachers training on monthly basis, about modern teaching style, checking the behavior of students will help to improve the result of student academic performance and also ensure the parents teachers meeting on monthly basis to discuss issue of students.

Keywords: Dropout, Primary education, Child education and Parent's education.

CHAPTER 1

INTRODUCTION

Due to rapid globalization education has become one of the most powerful weapon in modern era. Education is playing key role in development and management of every sector. Education delivers mental, moral, and practical field training to individuals and it is the most important source in understanding purpose of life. (Carrel, 2004). Education is an instrument for faster development, which helps to utilize human resource more effectively. Education is a key to enlighten common masses and quality education plays a constructive role in making better and peaceful societies. The importance of education has undeniably proven the fact that nations improve their standard of living with the help of quality education and implementation (Guthrie, 2003). Primary education is an essential and effective tool to maintain better life standard because it delivers central trainings to further pursue higher education and brighter future. Targeting the better living standards MDGs and SDGs are set of multiple goals and targets, which includes health, education and human rights.

Millennium Development Goal (MDGs) has provide a set of targets to achieve. One of these targets is to provide universal primary education till 2015, after that Sustainable Development Goal (SDGs) has developed a set of targets. One of these targets is to ensure 100% free and compulsory education to complete full course of the primary school at the age between 5 to 16 (Farooq, 2015). The world report about (MDGs) reported that during the time period of 2000-12 the number of children dropout has decreased from 100 million to 58 million and completion of the primary level enrollment has sharply increasing from 81% to 92% (World Bank, 2015).

UNESCO Institute of Statistics (UIS) (2016) reported that over the world 263 million children are out of school at the age between 6-17 due to dropout and non-enrollment. At the age between 15 to 17 years' dropout children ratio is significantly high in continent Africa, which contribute up to 55 percent, the drop out percentage in Asia continent as South East Asia is 37 and South Asia is 30% and in West Asia is 33%. A dropout child in Nigeria has reached to 8.7 million in 2015. India 2.9 million, Sudan 2.7 million, Ethiopia 2.1 million and Indonesia has 2.0 million drop out kids. Some countries have large number of children dropout from schools (UIS, 2016).

Dropout has become an alarming issue in primary level education throughout the world (Young & Chavez, 2002). However, High dropout rate countries are Pakistan, India, Somalia, Indonesia etc. About 58% of children are reported out of the schools throughout the world in which half of the children belong to Africa continent. The dropout ratio is much higher in Africa than other countries (Imoro, 2009). In term of education facilities and budget Pakistan is an average ranking country with 5.6 million kids out of children, which has increased in past few years by 3.5 percent. Constitution of Pakistan Article 25-A has clearly mentioned that government must provide free and compulsory education to children at the age between 5 to 16 years. Pakistan is facing serious issue of dropout at school college and university level. Only 2% of total spending is allocated for education, which has resulted in a set of fragile consequences by increasing drop out and not enrolled children to 25.02 million all over the country. It is quite fascinating to think for faster and sustainable development but education with such kinds of issues often restricts the process of development. Pakistan national policy states that dropout rate is increasing very rapidly, and it is too hard to control and eliminate this issue with budget constraints. Out of total aprox.30 percent people are dropout in primary level, 16% are dropout after the elementary school, 16 percent are dropout children in secondary level school (Ministry of Education, 2007). Currently the dropped-out students in Pakistan are 43%. Few years back it was only 31.3% in 2005-06 and during crises of 2008-09 it increased to 41%. (Ministry of Education 2009).

Every fifth child is out of school, as provincial data set confirmed that half proportion of girls in KPK, Baluchistan, Sindh, and rural Punjab are out of schools. Almost every kid wants to get good education but unfortunately, because of strict education policies, lack of quality schools and transport facilities to school, gender discrimination, weaker IQ (Intelligence Quotient) level and many others factor students face the issues of dropout at very early ages (Alif Ailaan, 2014). There are many reasons for a student to get dropped out at primary level. The reason might be the large household size, financial constraints, child labor, discouraging school environment, grade retention, parent's education, and distance to school, language problem, and early marriage, which cause health issues (Kukreti & Saxena 2004).

 Shahid (2010) states that in KPK the student is dropped out from schools because of some specified reasons, which include lack of interest in school or studies, learning

difficulty, parents uneducated, class repetition, overcrowded classrooms, lack of basic facilities, lack of qualified teachers and so on (Shahid,2010).

This research has focused on few important aspects of dropout phenomenon on both ends for understanding the issues from parent's perspective as well as from teacher's perspectives. The focus of this study is District Hangu. The demographic and school level factors are still influencing the dropout phenomenon, which include distance to school, transport facility, untrained teachers, illiterate parents, corporal punishment, teacher behavior, age of kid, study hours at home, parents check, and balance and school related factors. This research investigates the influencing factors of dropouts at primary level in district Hangu. The study is focused on parents as well as on teacher's perspective and influencing factors. This study uses to important regression analysis. First, regression built on data collected through questionnaire from parents and second regression is based on data collected from schools. Both the models have dependent variables about dropout students. In parent's side data the dependent variable is dropped out, which takes value one if his daughter or son or any kid in his family is dropped out from school otherwise zero. In second data set school side analysis the dependent variable is percentage of students dropped out from school each year. The study has used binary logistic regression for parent's side data and OLS for school side data. This study is quite helpful for policy makers and development advocates to extract conclusions for reducing dropouts from schools at primary level education.

1.1 Statement of the Problem:

The inadequacy of education system in Pakistan is visible through higher dropout rate both at primary and higher education level. Due to various factors, both at family and school level, almost 25 million children are out of school. School level problems reflect from their respective school culture where the relationship between student and teacher is not an ideal relationship. Teacher have harsh attitude and give corporal punishment to students. Teachers are not well trained how to control and understand each and every child because all children are not equal and some area more than weak from each other. Again, Children are facing problems to complete their education due to poverty and financial constrained which are family level problems. Most of the parents in the district have low socio-economic status as well as illiterate and they don't understand

how to give education for their children. Socio-economic disadvantages means on that study as environment of rural areas has bad effect on children life style like different kinds of abused, hard smoking, poverty, no awareness about importance of education for their parents, involved other bad activities and so on. It is important to understand the basic psychology of school kids, teacher and parents to keep students educating. Children may be facing IQ level problems and limited abilities to carry on formal education, which can be because of bad health, child labor, location of school, bad attitude of teachers and so on. Secondly, quality education is another important factor in education sector, quality education enhances the capability of students to pursue further higher education. Student gets interest in studies within a quality education system. Moreover, SDG's have clearly defining that all girls and boys have the right to get free, quality and equitable primary and secondary level education. Government is trying to achieve the SDGs by promoting effective policies for the improvement elementary schools to maximum children enrollment in schools. KPK reports the higher dropout rate in primary level schools as compare to other provinces. The study focuses on District Hangu (KPK) school's students at primary level. The poor infrastructure, unqualified teaching staff, bad teacher behavior, sexual harassment on boys and girl's children, family size, social norms, child labor, culture constrained, security issue are the most visible factors that influence the dropout rates at school.

1.2 Research Problem Operationalization into Research Questions and Objectives:

Based on the discussion above the targeted data is to narrower down to the most important Factors responsible for the dropout of children from primary schools in district Hangu and operationalized my research into following research questions and objectives.

1.3 Research Questions:

- What factors are responsible of dropout from primary school in district Hangu?
- What are the consequences of dropout from schooling on household?
- How does parent's education level influence pupil's dropout from school?

1.4 Objectives of the Study:

➢ To analyze the factors responsible of dropout from primary school in district Hangu.

➢ To investigate the consequences bred from dropout of children from schooling.

➢ To assess the influence of parent's education level on pupil dropout from school.

1.5 Explanation of the Key Terms/Concepts:

1.5.1 Dropout:

Dropout word is used for the students who leave school his/her before completing of the specific level of education. Those students have enrolled in the school, but he/she hasn't no more enroll in the same level of current qualification due to some reasons. Dropout is a situation which directly affects socio economic development, community bas as wall in a whole nation. There are different reasons of drop out in school. There dropout effect students negatively because it can waste time and resources of the students. These students are unable to use scarce resources and the drop out can also create negative impact on the economy as well as on the future cost. UNESCO, 2005).

1.5.2 Universal Primary Education:

Millennium Development Goal to ensure that all girls and boys have to provide free and compulsory education at the age between 5 to 16 years. Universal primary education has taken step with Education for All (EFA) to give opportunity for all of primary education who is citizen in state. Pakistan amended Article 25a states that government is responsible to provide 100% primary education free and compulsory both male and female who are citizen in state.

1.5.3 Child Education:

Early Childhood Education is a term that refers to educational programs and strategies geared toward children from birth to the age of eight to eleven . This time period is widely considered the most vulnerable and crucial stage of a person's life. Early childhood education often focuses on guiding children to learn through play. The term commonly refers to preschool or infant/child care programs

1.6 Significance of the Study:

The study is significant for several reasons:

Firstly, it is helpful for policy makers to legislate policy like adore, not punishment. Secondly, it also gives directions to the parents and teachers as well, to have work hard with children. Thirdly, government have to combat poverty and child labor by passing several bills and laws of reinstruction and amendments in those laws of child labor. Child labor is one of the important factor of our society. Child labor when engaged in labor activities than goes more in-depth in crime, bribery and illegal activities. This study is significant for government that why so many students and children are out of school and why it is happened. So, in reverse the government provide an alternative for the people to send their children and to motivate them to quality education.

1.7. Organization of the Study:

The study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, objectives of the study, research questions, explanation of the key terms and organization of the study. Chapter two gives a review of the literature related to the study thematically as per the study objectives, summary of literature review and Theoretical framework of the study.

Chapter three consists of research methodology to be used. It consists of the following areas: The research design, research strategy, sample size, unit of data collection, study area and locale and regression estimation. Chapter four focuses on data analysis, presentation and interpretation while chapter five contains the summary of findings, conclusions and   recommendations.

CHAPTER 2

LITERATURE REVIEW

The review of this chapter is related to the study based on the primary school education dropout rate. The study looks throughout those factors that can cause and affects the kids' education and increase the dropout rate. Firstly, the study has discussed the basic concept of dropout of children in school. Secondly it discusses the Influences of school base factors on dropout of children which will try to more elaborate effects of children on transportation facilities, behavior of teachers, different curricula, untrained teaching staff available etc. Thirdly it focuses on to study of economic factors of students which lead to dropout in early stage of school such as parent's income, direct and indirect schooling costs. Fourthly the discuss of family based factors on this chapter which is most important factor on that study such as parent's income, type of family, family size. Finally, the study briefly deliberates to connect on Pakistani context of dropout of children in elementary school, how dropout of children in school and also discuss determinants of dropout of children in primary school and so on.

2.1 The concept of drop out in schools:

This topic has been discussed from time to time and there are many varied views as to why youth or children are dropped out from school. The general understanding of the word dropout is a student who leaves school or college without graduating. Primary education is the base of the entire education system, as important to serve subsequent foundation association of education is raised. According to report of Advanced level workshop on Universalization of education of dropout in 1984 states that, "Any child who enters in primary school but does not complete five years cycle, whatever the reasons, will be considered a dropout" (Malik, 2002).

Primary schooling is important for the achievement of national development and access to primary school has been formally accepted as a basic human right for over half a century. However, many nations have not achieved Universal Primary Education, and about 101million children are out of school. There are many reasons hampering the achievement of Universal Primary Education. The major concern in basic education is ensuring that students stay in school until they complete their education. Dropping out is a serious problem because it denies individual students their

fundamental human right to education. Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as The 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for all. There is general consensus that the school dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry round the world. In this regard, a UNESCO report (2000) on the state of the world's children, points out that about 130 million children in the developing world are denied their right to education through dropping out. The problem of dropping out should be the concern of every member of society since it has negative consequences at both the individual and social level. Thus dropout is not a mere problem that affects or impacts an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime. (Mbita EMIS 2012).

2.2 Influence of School base Factors on Dropout Rate in Primary Schools:

A study conducted by Eisenman (2007) on the primary education reported that the rate of dropout in developing countries is often too high. The study found that the highest rates of dropout were found in sub- Saharan African countries where 22% of the primary and 21 % of the secondary school students. The reason behind this was fewer single stream schools than double. This study also established that most of the stake holders in education sector prefer large school size on the grounds having the large-scale production (Mwingirwa, 2014).

Dzombo (2013). Presented paper Factors affecting the enrollment of primary school pupils in the era of free primary education system. A case of kilifi County that in Kilifi county have very low enrollment while as education are free and compulsory on that area since 2002. Researcher tried to find of three basic questions answer, what are the trends, what factor affect and what opinions of their parents in enrollment, attendance or retention in Kilifi count ry. Study was based on survey research and also used Human capital theory and Robert Merton's goal means gap theory. In research was select four schools which has two Urban and two were Rural. Participate of study 125 people as children who are in school or who are not, parents, teachers, head masters, and DEO were selected for interview. Purposive sampling was used for the children, teachers, and head masters and snowballing technique was used for the

parents. Major study was found in Kilifi area school responsible are charge taxes on monthly base of their children, but parents were not able to give expensive fee and school stationaries, because extreme poverty are privilege on that area. Second factor was the government side which has not involved parents in Free Primary Education (FPE) programs. Parents have no idea of important of education.

Segumba (2015). Factors leading to problems of dropout in primary school pupils in Temeke District of that paper was investigate the situation of the primary level schools in Temeke district. Study were used mixed method research and participate 30 teachers, 30 children who were dropout recently and IDEO as well to selected for interview. Purposive and sample random sampling techniques were used for selected respondent and also 6 teachers and 6 dropouts were also selected on for (FDG) focus group discussion. Study concluded major cause which affects the performance of the primary level enrollment and high dropout in Temeke district. Dropout percentage of girls higher than of boys. As conducted FDGs from respondent point of view that high dropout reasons were face many problems prevail in primary level such as distance to school, class repetition, teacher behavior, overcrowded class, unqualified teacher etc. Are the major reasons found in that study?

Thriruane (2016). Investigating the Causes of Pupils Dropout in Public Primary Schools in Imenti North sub County, Meru County, Kenya. Socio-economic factors, school-based factors and characteristics of dropout pupil in primary schools were the objective of that study. Descriptive and questionnaire design in nature, used stratified random sampling through analysis data from SPSS to select school, teachers, and head teachers for information as well. Major study was confirming that financial problem leads to poverty. low socio-economic status, poor school building, lack of basic necessities, drug and substance abuse by teachers and parents and so on.

Lekhetho (2013) Presented paper the impact of Free Primary Education on access and quality of primary education in Lesotho. Lesotho is small mountainous country of the Republic of South Africa with a population of only 2.2 million. Country has down mark 158th ranked on a least developed of the total 186th overall countries. Lesotho Human develop Index has very low with compare to other countries. People are earning source on the Farming occupation and some people are abroad neighbor country for working in South Africa mines. Poverty is the main problem which does

not survive even basic facilities to take easily. Major study was found that children are do not go to school which are a lot of responsibility such as look after of livestock or engage on a child labor on a household. School based is the main dropout factor especially in rural areas, in government sector they have insufficient and unqualified staff. They are discouraging of people/children on different ways he is not able to study properly. Suffering from different illness on childhood, they have no proper treatment on the time of illness. Government takes good initiative step to introduce Free Primary Education (FPE) for every child. They have promoted quality education and maintain the high qualified staff on every single school.

Loduze (2010) examined of paper by author Average distance travelled to school by Primary and Secondary school students in Nigeria and its effect on attendance. 144 respondents were simple random sampling technique used selected on three different states such as Anambra, Enugu and Ebonyi by primary and secondary schools. There are no independent variables just one variable has done pilot survey only asked four questions e.g. less than one Km, 1-2 Km, 3-5 Km and 5 or above Km about distance to school. Distance are play major role on education. Absenteeism is badly effect on child schooling performance. Major result found that Anambra states attendance on travelled 77.78% and 71.43%, Enugu states were record 85% and 70% and last one Ebonyi were distance travelled recorded by participation observation was 96% and 93.7 respectively.

Chouhan (2017) paper explained Factors affecting the school dropout in Rajasthan: A study based on NSSO data. Education is the key indicator of human development. It gives employment opportunities and changes the lifestyle with increasing of income level. In India Rajasthan states have collect data of dropout at the age between 5-29 and the focus of elementary school data. In 1990 world conference were held which named Education for all. All girls and boys have must completed primary education till 2015, but the government responsible to give free primary education to all. For survey conduct through cross tabulation logistic regression technique with the help of NSSO 64th Round (2007-08) data on education. Major result found that determinants of dropout not only socio-economic and demographic characteristics of household but also school characteristics were involving. 59% of children have not go to school properly in the age 5-29. Distance to school, gender

discrimination and age of the going school, differential caste were the main determinants which were influenced to send their children to school.

Adam *et al.,* (2016) Paper examined the major factors that influence basic school dropout in rural Ghana: The case of Asunafo South district in the Brong Ahafo Region of Ghana. Education is an essential tool of any society development to promote increase per capita income and improve the living standard. Sustainable development has significant work for education to give awareness of world to important of education and needs education for every child and bound of government to provide free education to girls and boys at the age between 5-16 years. In Ghana is a developing country, there is a lot of issues burning on few decades like poverty, education, less economic condition and so on. Study was cross-sectional design for mixed method approach. 176 simple size with different respondents such as dropout of children, head teachers/teachers, administrative education. Data were collected through questionnaire, focus group discussion, interviews, and participant observations to analyze with the help of SPSS software to get unbiased information. Major finding of research like harsh attitude of teachers, corporal punishment, parent's illiterate, parent's death and sickness, financial issues, child labor, distance to school specially to create problem for female children, poverty and so on.

Sajjad *et al.,* (2012) Paper investigated Socio-Economic determinants of primary school dropout: evidence from South East Delhi, India. 129 respondents were collected information through questionnaire with sample random technique with equal chance to all primary school children. Four school were selected in Delhi like Noor Nagar, Batla house, Abdul fazal enclave, and Okhla which are belonging to Muslim community. Socio economic one of the most important factors in education sector. Socio economic helps to develop proper growth rate, employment opportunity, better attitude, sharp thinking and innovative views and ideas comes to every society people who build human resources which convert to national economy. Reason of dropout found that study as sickness of child health, no proper nutrition, and lack of motivation scale individually. Harsh attitude of teachers, distance to school, location of school, absenteeism, poor quality of school is the school level factor which are increasing pressure of child to go dropping out on early age of schooling.

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2.3 Influence of Economic Factors on Students Dropout Rate in primary school:

Economic factors are one of the most important factors the plays a vital role in children's education and is linked as direct and indirect school cost. Some of the researches indicate that costs of school such as school fees are the central reason of dropout from schools. While some of these schooling costs are linked to gender of the children as sometimes parents become unwilling to pay the school fees for their daughter. For instance, brown and park (2002) explored that in rural China the parents are incapable to pay their children school fees and they are unable to compensate school fee which was the reason of children dropout of 47% of girls and 33% of boys in elementary school. In junior secondary high school fees were half for the girls but only 8% for the boys. In South Africa the main reason for dropout in schools is the school fees which are a significant reason for dropout reason of 27% of boys and 30% of the girls before secondary school graduation.

Mike *et al.,* (2008) Presented Socioeconomic Determinants of Primary School Dropout: The Logistic Model Analysis was used data of National Services Delivery Survey at Uganda objective of the study has to establish a possible polices to control dropout rate and give free education to remove the influence of household socioeconomic factors. After the estimate model marginal effect has showed each variable to put on that study. Major result obtained the insignificance impact of Universal free primary education such as distance to school, gender of household head, gender of pupil and average of school dues paid by student. Economically side had important variable to affect marginally in primary education of parental education, household size and number of people in household members and direct and indirect cost of education by students economically chance to dropout people.

Huisman *et al.,* (2014) Paper explored Keeping children in school: effects of household and context characteristics on school dropout in 363 districts of 30 developing countries. Multi-level discreate time hazard models used and taking clustering divides into districts vase of household and national base survey in each country. Socio-Economic one of the important factors to mostly children dropout in elementary school. Children has an economic resource with family likely to stay in school mostly in develop and also developing countries. (Coleman et all, 1966). Direct and indirect cost are effect of their children school, family not able to pay expensive

fee (stationary, books, uniform, transport) for all at a time. Opportunity cost of children goes to school but in East Asia and Africa counties is deeply poverty to send their children for work (child labor). Household structure other important factor of this study result found that number of children stay in a single house (joint family system) were more effect on education. Parents are wanting some children are help to household work in a part time or full time. They try to identify children habit on a age of going school, if he/she want to carry out the study than parents are pay expensive fee or other dues otherwise he involve in household work.

Beagle *et al.,* (2015) investigated primary education and dropout in Nepal that what is the main reason behind the high dropout in primary level. Many programs and policies were established such as MDGs, EFA and SSPR but result is negative. Major study was confirming that main reasons of high dropout or non-enrollment in primary level was such as poor family, less income, migration of family, social status and so on. Migrated families are not willing their children to continue study while they have difficulty to access basic necessities such as food and clothing. Parents are disappointed on Government side; they have not support of their children in the shape of different school scholarships. Direct and Indirect costs of schools are much difficult for parents to enough bear these costs. Lack of job opportunity or corruption in education sector found to be one of the dominant reasons on that area even if anyone has a good education.

Moitra *et al.,* (2017) examined paper Education status, school dropouts and its reasons, determinants and perspectives among young girls of a city of Western India. Social factor of education is the main factor of young/ youth girls. Cross-sectional was carried out for the study from the 653 responded selection of two phases, firstly 30 slums were selected by probability proportional, secondly each slum has 22 participants select by consecutive sampling. Survey analyzed was done by MS Excel with the help of SPSS 2017. Major study was found that half of girls approximate 49% girls had complete our elementary education, 26.2% passed secondary education, and 14.2% had only complete higher secondary education. On the other hand, majority of the girls about 74% have left the school on primary level for some serious issue such as financial constraint and early marriage. Mostly parents have done not support our children of expensive fee and burdens of poverty and very difficult to achieve basic needs our daily life usage (food, clothes, water). Parents want to get early marriage of young girls on

culture constraint. Data were analyzed that those girls which are create financial constraint and un married girls are wants to give opportunity to complete higher education and full support our whole family. Some girls are said we are not going to school because parents do not give permission us to culture bondage. Females are discriminate in every step of life, but male are dominant to achieve everything which they want.

Adala (2016) investigate paper Factors influencing girl child drop-out in primary schools in Terekeka County, South Sudan. Around 45.7 contributes girl's child dropout due to early marriage. Terekeka community people have do not give opportunity our girl child completes their education, these girls haven't participation in any of development sector to survive for a long term. Girl child is one of the important educations for any country and community to easily adjust in long run development or short run development. If girl is educating so, try to all family to convince get good education. Qualitative approach was used for the pilot study. 70 girls were participating on Terekeka County of three different localities Lingkango, Wasat and Wehida. Community was involving for Focus group discussion. Major result found that economic factor is one of the important factors which parents are do not pay school dues due to extremely poverty on a community. They can't afford large type of dues include direct and indirect expenses. Insecurity, corporal punishment, sexual harassment has large number influences by government and private both type of school.

Brown *et al.,* (2001) analyzed of paper by author that Education and poverty in rural China. In survey conducted six poor provinces of china and try to analyze of dropout reasons in elementary and secondary education. Credit constraint and effects of wealth (measured by expenditures per capita). Major finding that former of these provinces were improve skill on the timing of learning technology but on the hand, they have much lost or decreased educational investments. Weak girls were more damage on education, boys are preferable for education than women are neglected in any development sector even in school going age. Total sample were taken 472 randomly selected with the help of analyzed logistic regression technique. Ever enrolled in primary school 90%, never enrolled primary school was only 10% and while only 6.4% dropout rate. Secondary school were enrolled 24% while the 27% dropout rate.

2.4 Influence of Family Factors on Students Dropout Rate in primary schools:

Kibirige *et al., (2014)* presented factors affecting primary school enrollment and retention of pupils in Kotido District, Uganda. Descriptive analysis was carried out in the study. There were 177 respondents to participate, total number of male participations were 108 while the female was 69. Major result of the study confirm that majority of people are effect on culture related, stick culture values which do not give chance for female to get education, pastoral lifestyle means many children are responsible of keep sheep and cattle for searching of water from one to another place, parents are uneducated, there is no one understand of importance of education, child labor are the main factor affecting of dropout or non-enrollment. On the other side social factor, economic and environmental factors are also affecting factor of non-enrollment or dropout in District Kotido.

Al-Zboun *et al.,* (2015) argues paper Influence factors for the enrollment of children in primary school from the perspective of school principals that as many factors are important to encourage the pupils to achieve the specific goals. Descriptive analytical methods were used in research through the sample random questionnaire on different 250 primary school's manager which find the influence factors of enrollment in primary schools. Major study was found the encourage factors for enrollment such as social, economic and family background. On that factors were calculated on arithmetical mean or standard deviation. Data were present mean are much higher on these factors and it is a major role play encourage enrollment of children in primary level.

Manandhar *et al.,* (2012) analyzed paper Retrospective cohort study on primary school dropout children of Chitwan & Nawalparasi District of Nepal. Study was descriptive in nature. 19 schools were selected on each district in a country for randomly respondents. Nepal is one best country in terms of culture and climate. 80% people are engaged on farming occupation, but that country has still suffering a lot issues on basic factors one is education. Illiteracy is the main problem; overall literacy rate is 53.4% especially Female literacy rate 42.4 one of the ten least country of the world. Major study was found that household poverty, unemployment, gender and caste discrimination, family drug abuse. There was much contribution on farming occupation they do not have any idea the important of education. Farming session a lot of children

has involve in child labor on that they have good bye to school all time. The main issue has suffered in a different institute such as government and private institute. Private institutes have better than from the government sector but they have much expensive for their people, they do not send their children school. Some children have no parents which has responsibility to look after of sibling that's he is searching much tried full part time or full-time job. Family based has a lot of problems for Nepal children to dropout on elementary education, they do not serve for higher education because do not take proper action.

Gouda *et al.,* (2014) explained paper Factors leading to school dropouts in India: An analysis of National Family Health Survey-3 data. Selected respondents were belonged to Muslim religion, scheduled caste, and Tribes families. About 75% children go to school at the age between 5-16 years while 14% of children never attended school and 11% children dropout from school. Parent's education is an important role play for an education, they knew the important of education to select better choice our child and make good ideas and motivate child for every moment of education life. Influence of family and household were major contribution finding of study that coming years is expected to chance dropout 2.7 times. Muslim community has increase 1.7 times dropout rate due to increasing family size while remaining ration were from Hindu community. Another study has estimate mother education has more significant role of child to reduce dropout of school. Poverty is serious element to help dropout of child, parents are wanting their child to go to school but not fulfilled of basic needs of life to send them for child labor at school going age.

Chawanangwa (2016) Paper analyzed Factors influencing rural female pupil's dropout from primary schools in Nkhata-Bay South district, Malawi. The study was important for Nkhata-Bay district which were focus on female dropout specially, the two theories of motivation were include on the study as Bernard Weiner's attribution theory and Abraham Maslow's theory on human motivation. Qualitative approach and descriptive in nature were used to collect data from only thirteen participants. Five rural female primary school were selected based on different characteristics through snowballing and purposing sampling. Semi structure interview were used through on Skype technology. Data analyzed on frequency tables and graphs with the help of SPSS software. Major reasons of dropout of female children were recorded as grade repetition, overcrowded classrooms, absenteeism of teacher, harsh behaviors of

teacher, academic performance, pregnancy, early marriage, financial problem, parent's illiterate and lack of interest in school as well.

2.5 In Pakistan Context:

Jingdong *et al.,* (2015). Presented paper the province wise literacy rate in Pakistan and its impact on the economy. UNECSO conducted survey on each four provinces. Pakistan overall literacy rate 55% standing 160th number on 1950-2014. It's very worst literacy rate throughout the world. Study based on descriptive in nature. Punjab is covered about 56% population living in, 3.8 million children has reported not go to school. Sindh has covered 25 million are living and literacy rate is up to 56%. KPK are standing on third position which has perform in education only 53%. Baluchistan is the backward province which has do not support on education sector, its literacy rate 50%. Study founded major reasons of the worst literacy in Pakistan such as bad government policies, increasing population, poverty, distance to school, transport facilities especially for girls in rural areas and so on.

Imtiaz (2010). Investigated Factors of dropout at primary school's level: Case studies from the Islamic republic of Pakistan has targeted of two extreme cities one is KP (Lakki Marwat) while the other in Punjab (Rawalpindi). In Rawalpindi has enrollment ratio in primary level about 95% while Lakki has enrollment children 63%. Study was based on qualitative approach and exploratory or descriptive in nature used on this research. 30 respondents were selected such as students, Teachers, parents and DEO for the in-depth interview. Major study was founded as political interference are the major problems such as corruption, favoritism on quality of education, lack of coordination, bad communication between teacher and students or parents as well. In Lakki Marwat has dropout rate increase up to 39 percent while in Rawalpindi has only 2 percent. KPK district has badly effected on government policies with comparison to Punjab district. There is a lot of difference between them.

Farooq (2010). Presented Causes of Primary School Students, Dropout in Punjab; Primary school Teachers Perspective. Study used quantitative approach. The descriptive survey was based on the selected area. Eight districts were randomly selected on total population. 781 total teachers were selected which has 379 were male while 402 were female teachers. Data analyzed was used through the Green's Successive scaling technique of statistical method. Major result there were many causes

of dropout of students such as class repetition, family crises, friendship out of school, distance of school, uneducated parents, difficulty in learning, no further study at home, child labor as well and so on.

Shah *et al.,* (2015). Paper presented from Gomal University in Dera Ismail khan and Institute of education and research Bannu, Causes of dropout at primary level in Khyber Pakhtunkhwa. Study aim of this paper to provides new information from Action Plan 2010-15 facilities of achievement target towards of universalization of primary education in Pakistan and Khyber Pakhtunkhwa. Researcher targeted area of Bannu and Lakki Marwat in KPK. 49 Managers and 200 primary schools' teachers were too selected for self-develop questionnaire to collect specific data. Research was used quantitative approach on primary data means (questionnaire) and data analyzed was used Chi-Square of statistical technique. Major study was founded there is negative relation between dropout student and Action plan by KPK. Causes of high dropout of children to find by Chi-Square analyzed such as Unawareness of parents about the importance of education 74%, poverty 69.2%, and heavy work at home 56%, child labor 53.8%, shortage of teachers 50%, frequent absenteeism of student and teachers51.6%, untrained teacher 50% and so on. Government should facilitate parents by seminars and programs about important of education. Ensure the increment in teacher's salary and also training course on the level base.

Ali *et al.,* (2013). Investigated paper Dynamics of dropout of students in government schools: A case study of Lower Dir, Khyber Pakhtunkhwa. In mostly developed countries have dropout children due to social and economic problems like Pakistan, India, and Bangladesh and so on. Study was used qualitative approach. Stake holders and education managers were the respondents through the questionnaire, interviews and filed observation. Major study Lower Dir has standing in 6th number on the total 24 districts in KPK due to bad policies on government schools. Gender was the main issue high dropout in government schools. Females were the top of the ratio on high dropout about 70 %. Lack of Transport facilities, distance to school, poverty, uneducated parents, untrained teachers were the main issue of high dropout.

Hashmi (2016). Presented paper discussed main problem of the students at primary level in rural area in Tehsil Ferozwala, District Sheikhupura. Descriptive in nature and quantitive approach were used in study. 100 respondents selected for close

ended interview which 50 were male while 50 were female. Study founded major issues of low enrollment and high dropout such as poverty, lack of basic facilities (no proper medical facilities, toilet, classrooms, fan, white board, furnish water filter etc.), different curriculum, transferring teacher form one school to another, no proper recreational activities and so on. Study suggested that quality education will improve in low dropout and rise high enrollment. Improve your living standard with physically, morally, economically and culturally.

Akram *et al.,* (2015). Explored paper factors affecting low enrollment and high dropout of children at primary school level in Kohat division. Random sampling technique and quantities approach were used on study. 260 respondents who were dropout, enroll and parents were selected for the questionnaire. Major study founded Kohat division has facing many problems such as children kidnapping, snatching, harsh behavior of teacher with students, untrained/unskilled teachers, poverty, security issues, transport facility.

Suleman *et al.,* (2015). Investigate paper of Factor affecting quality of primary education at Kohat division, Pakistan. 240 heads of schools, 800 teachers were selected on the basis of sample random technique. Descriptive and semi structure interview were used. Study founded the main reason of affecting the quality of education in that area such as lack of educational facilities, corruption, political interference, unawareness of parents about important of education, low budget, different curricula, child labor or heavy work at home, lack of basic facilities specially for females (transport, distance to school, kidnapping, enmity etc.), overcrowded classrooms and so on.

Kamran et al., (2017) explored paper Out of School children: Causes behind primary dropout. Research done by both approach qualitative and quantities in Tehsil of Taxila of the Rawalpindi district. Study was design in descriptive in nature to collect from primary survey and FDG's with the help of SPSS software. Selected 189 respondent for interview such as Private Teachers, Government Teachers, NFBE and Madrassah education as well. Interviews were divided into two phases, firstly analyzed those students or pupils which have dropped out from elementary school, secondly were those which have didn't accept Formal education and have adopted Non-Formal Basic Education Institute of the selected areas. Major result obtained as Economic factor highly influence in formal education to show the weightage of pie graph 42%.

Social, culture and religious effect were also contributing in dropout in rural areas such as 29% and 19% respectfully. Lack of quality of education, corporal punishment, and lack of control in government schools, lack of motivation and skills, lack of parents-teacher or teacher-student's relationship and so on. The main point of dropout pupils has believed that educated people and uneducated people have no difference on life style. Government and private institutions do not provide different kind of workshop, services, internship, or full-time jobs for people. Private institutes a lot of expenses with comparison of Government institutes.

Khan *et al.,* (2014) Investigate paper an analysis of school level Dropout rates and Output in Pakistan. Dropout is the serious issue of Pakistan earlier 1947. Pakistan Census Organization, Pakistan Bureau of statistics and also Pilot survey both urban and rural areas throughout the country to put relevant data for check the overtime dropout data in elementary and secondary level school. Dropout formula for calculation Et Enrollment in base year and E1-t Enrollment year. Main objective of this paper to analyze of dropout on early stage of school children throughout the country. Major result found that dropout is higher rural to urban. In Punjab low dropout in elementary classes, Sindh, Baluchistan, and KPK has higher dropout rate especially in rural areas. Gender discrimination has higher in Punjab and Baluchistan, but the religious affect is greatest on seen in KPK. There are many burning issues of consistently dropout such as illiteracy of parents which do not much understand how much important of education, bad health of child hood, corporal punishment by teachers, unqualified teacher staff, no basic facilities available, no proper recreational activities, overcrowding in classes and so on. On female dropout has overall higher than boys, there is a lot of issue which female has facing day by day, discourage on female gender by teachers and also parents, they do not support female because religious affect. They have only important of Male gender they have thinking Male is responsible person when he gets education than he looks after of whole family and on the other hand female gender has no permission to go outside home for work, for education, they are limited in our house. Jawad *et all.,* (2014) paper explored Gender based dropout at primary level in rural areas of District Rawalpindi. Mixed method approach and sample random technique was used to carry out the research. 100 respondents were selected for interview which has divided on different groups such as 50 dropout students both girls and boys, 25 were selected of parents of these students and 25 teachers were select

as well. Researchers try to identify the major issue to find, questionnaire were design to all those questions which are related to study. Major finding of study that lack of motivation to select goal and plan for future, child labor main issue of boys, financial constraints, sibling's responsibility, corporal punishment, harsh attitude towards teachers, badly school environment, distance to school, learning IQ problems. On the hand girls major finding as low motivation from parents or family, illiterate parents, degrade or discourage every time do not survive on future, conflict with teacher-student, different curriculum, societal pressure. Data were analyzed with the help of Cronsh's Alpha Reliability test to draw tables, grapes. Grapes and tables show that female about 60% have do not earn income, boys were better from girls 80% earn income, Teachers qualification Matric 55%, FSC 30% and other at least BED or Bachelors.

Khan *et al.,* (2011) paper examined that Gender dimensions of dropout in basic education in Pakistan: A Probit analysis. socio economic indicator has analyzed of different three important environment types on surroundings area such as home, social and societal influence to dropout occur. Quantitive approach was used of total sample size 744 which were divided into teachers, parents and dropout student on selected area Vehari and Chakwal district. Researcher tried to design structured questionnaire for respondent to take better and unbiased information. Data were analyzed through SPSS econometric model of suitable result. Illiterate parents, drugs addiction, family problems, child labor and so on were the companied impact of three environments in basic education. Distance of school and corporal punishment was the common problem of basic education. Many literatures have observed corporal punishment and harsh behavior of teacher mostly influence on dropout cause. Khan *et all.,* (2011) Paper explored Causes of Primary school dropout among rural girls in Pakistan. Study was conduct by SDPI for lack of primary schooling education in Pakistan. Multistage random sampling technique and descriptive in nature was used to collect data which were divided into three phases. Total 1000 interviews were on dropout girl child students, parents and teachers. Information collects on three environments such as school, home, & society. Major reasons of dropout were found that poverty one of the major problems to create for girls child its estimate 21.7 percent, Girls child security 19%, parents death no look after11%, distance to school/ no transport facility8% were recorded, teacher harsh attitude, migration, lack of schools in rural areas as well.

2.6 Conclusion

On the basis of above review literature, it can be said that there are numerous factors originated from multi-faceted dimensions that influence dropout of children from school at primary level. These factors have been labeled as school base factors such as transportation facilities, behavior of teachers, different curricula, untrained teaching staff available etc. In the same way, economic factors that lead to dropout in early stage of school such as parent's income, and direct and indirect schooling costs. Finally, in this sections family based factors have been discussed such as as parent's income, type of family, family size.

2.7 Theoretical Framework

Theoretical framework of this study is such that researcher has used the dropout of children from schools at primary level as dependent variable. Many factors determine dropout of children from schools at primary level and those factors originates from three sources. Dropout of children from schools at primary level can be affected by family background factor such as household size, family institutions, early marriages, gender because girls dropout is higher than their male counterparts, language problem, and parent's education (Gouda et al., 2014, Manandhar et al., 2012, Imtiaz, 2010, and Hashmi, 2016). Economic factors such as family income, direct and indirect schooling costs, financial constraints, child labor, and tuition fee can also explain dropout issue of children from school at primary level (Brown et al., 2001, Mike et al., 2008, Huisman et al., 2014, Beagle et al., 2015, and Moitra et al., 2017). School base factors such as distance to school, discouraging school environment, grade retention, class repetition, lack of qualified teachers, and physical punishment in school are the crucial school base factors that explains dropout of children from school (Eisenman, 2007, Mwingirwa, 2014, Farooq, 2010, Chouhan, 2017, and Adam et al, 2016). In this study, researcher has employed two models for dropout of children from school considering it as dependent variable with their respective independent variables. For instance, for parent's side model, the independent variables are age, gender, parent's income, household size and education, direct and indirect schooling costs, distance from school, parent's education physical punishment in schools, and Parents Perception about Kid IQ. As per Eisenman (2007) in most of the dropout cases the victims are girls because education of girls has not been appreciated in many developing countries. According

to Farooq (2010) household size and education accompanied by parent's income and education can explain the dropout of children from school. And for school side model, the independent variables are teacher's education level, school facilities and students per teacher at school. According to Adam et al, (2016) and Chouhan (2017) school facilities are one of the major factors that can explain dropout of children from school. As per Huisman et al. (2014) lack of qualified teachers and the subsequent punishment has increased dropout of children from school.

CHAPTER 3

RESEARCH METHODS AND METHODOLOGY

This chapter presents research methodology of the study which is quantitative in nature. Research strategy will be followed by research design which is descriptive as well as empirical in nature. Research strategy is such that this study has used descriptive statistics and regression analysis to draw a conclusion from the collected data. For data collection, structured questionnaire from two UDC's parents and teachers of children and sample of 180 parents and 135 teachers were randomly and conveniently selected respectively form the whole area of District Hangu. In the last section of this chapter, econometric model has been presented which have been derived from theoretical model of the study which is accompanied by specification of econometric techniques used in this study.

3.1 Research Strategy:

Quantitative research deals with different social problem, explain phenomena, collecting the relevant data about problem and also analyzed using mathematical form method. (Aliaqa and Gunderson, 2002). Quantitative approach is adopted on a different reason, used scientific methods, quickly response or result, testing hypothesis on relevant problems and analyzed with different statistical methods and to explain what to observe the research. Quantitative research is an empirical inquiry of observable phenomena. It's using both in natural science and social science. It also develops the mathematical models, theories, generate hypothesis of existing problem. In quantitative research different statistical or econometrics models without unbiased result are used. (Fellows and leu, 2008).in simple words the quantitive analysis of the existing problem is conducted in quantitative research or seeing the problem through mathematical or statistical lens is a part me quantitative research. Current research is a quantitative and empirical study of students dropped out and its influencing factors. This study has used quantitative techniques to draw conclusion from the collected data. Regression analysis and cross tabs along with descriptive statistics are used as quantitative research techniques in this study.

3.2 Research Design:

Research design is basically descriptive and empirical in nature to know about the factors responsible of dropout situation. Descriptive statistics frequency and cross tables are used in social research. Descriptive research tries to explain the variables and quantify and describe the meanings according to selected topic. On the purpose of selected design to study insight the problem. In quantitative study the select variables of causal relationship are used to find out dropout and enrollment factors mentioned in the questionnaire. (Borg & Gall, 1989).

3.3 Methods of Data Collection:

Research has Structured questionnaire is used to collect the data from respondents. A primary measurement instrument known as structure questionnaire is used to conduct the survey for this research. This method was first pioneered by social researcher known as Francis Galton[1]. Methods of data collection include deciding the units of data collection and sampling technique.

3.3.1 Units of Data Collection:

The following UDC's (unit of data) are include: -

UDC 1: -

The UDC1 data is collected from parents as they are more aware of their children education and other activities, in case of deceased parent's data is taken from guardian. On the basis of culture constraint, female's parents are not allowed to give interview, so study focus is only to conduct interview of male parents.

UDC 2: -

The UDC2 data is collected from primary school teachers. As school teachers are one of the most important source of data collection. Teacher has know-how of his or her students about interest in school education and other concern activities. Data is collected from male and female primary school teachers.

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[1] https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2888

3.4 Sampling:

UDC 1: -

Sample Random sampling is used for **UDC1** (Parents or guardians) during collection of data. Respondents are selected on random basis. Every respondent had an equally chance to get selected. Questionnaire is used for household to collect specific information.

UDC 2: -

Convenience sampling technique is used for UDC 2 as during data collection. Convivence sampling has the best sampling technique which helps to easily pick respondents. Researcher has selected those respondents which were free. Some teachers were not ready to provide information about school and students, which were skipped.

3.5 Study Area or Local:

District Hangu is located in Khyber Pakhtunkhwa. Three agencies are linked with district Hangu, which are Kurram agency, Orakzai agency, North Waziristan. Before 1985 Hangu was the part of Kohat Division. It was prominent tehsil of Kohat district. Jouzara place is a border between Kohat division and District Hangu. Total population of the District Hangu is 518,798 which have Hangu Tehsil 270,295 while Tall Tehsil is 248503(Census 2017). It's total Area 1097 sq. km covered. So many tourist sites such as Samana range one of the top height place for the tourist site in that district. It has a beautiful weather just like Murree and Swat. There is only one dam known as Naryab dam, which was constructed in 2005-06 which is valuable for the farmer to get benefits easily cultivate seasonally crops. Hangu is a green place, tourists come on vacation or holidays to visits beauty of high mountains, Naryab dam, and also Tall Army Fort. Hangu district has only 196 boy's schools and 115 girls' schools, where one out 196 boys' schools is closed and 9 out of 115 girl's schools are closed temporarily.

Table 3.1: Number of Govt. Primary schools in District Hangu.

Gender	Functional	Not functional	Temporary closed	Newly Construction	Total
Boys	195	0	1	0	196
Girls	106	9	0	0	115

3.6 Regression Estimation/Model:

The study will assume the use of dropout and its effect on primary school in district Hangu and will analysis the data in the response of dependent variable of dropout in primary school.

Dropout Ratio= Age + Household education + Direct and Indirect schooling costs + Distance to school + Parents education + Physical Punishment in school + Parents Perception about Kid IQ.

The above equation examines the dependent dropout in binary form yes =1 otherwise zero, while age, household education, direct and indirect schooling costs, distance to school, parent's education, physical punishment in school and parent's perception about Kid IQ are included as independent variables.

According to the above mention variable the study has first used the logit model because the logistic regression can be applied when the response variable is binary in nature (1,0). The logistic regression analysis is one of the mostly preferred regression methods that can be implemented, when response is dichotomous. Logistic Regression is a mathematical modelling approach used to define the relationship such as independent variable as X1, X2…. Xn and Y binary dependent variable which is coded as 0 and 1. (Korkmaz *et al.*,2012).

1. Binary logistic model for induvial is used as follow.

$$P(Y=1) = \frac{e^{\beta_0 + \beta_1 X}}{1 + e^{\beta_0 + \beta_1 X}} = \frac{1}{1 + e^{-(\beta_0 + \beta_1 X)}}$$

2. For Multiple Binary Logistic Regression is as follow.

$$P(Y=1) = \frac{e^{\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_p X_p}}{1 + e^{\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_p X_p}}$$

$$= \frac{1}{1 + e^{-\left(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_p X_p\right)}}$$

P: Observing probability of an analyzed event

ß0: Another statement for the value of dependent

Variable when independent variables get a value

Of zero

ß0, ß1: Regression coefficients of independent

Variables

X1 X2… Xp: Independent variables

P: The number of independent variables

e: Error Term

3.7 Model one of the Studies: Parents Side Data:

Logit [P (Dropout = 1)] f (βo + β1age + β2gender + β3parents income + β4household size + β5 HH education + β6Direct and Indirect schooling costs + β7distance from school + β8parents education + β9physical punishment in schools + β10 Parents Perception about Kid IQ + et

Where,

- Age of student drop is taken in number of years at the time drop
- Gender is binary choice if the learner is male takes value one otherwise zero
- Parents monthly income PKRs
- Household Size number of members at single household
- HH education is taken the education of Household head in numbers of years
- Direct and indirect cost includes School Fee Books cost and cost daily life transport for school
- Distance from home to school is taken in kilometers
- Parents education is the education of Father and mother education and average is taken as parent's education

- Physical punishment is the dichotomous choice variable takes value one if the learner

- Perception about kid IQ is taken from parents if the person thinks that his/her kid IQ level or understanding level is good take value one otherwise zero.

3.8 Model 2 OLS regression for school's side data

$$Yi = \beta oxo + \beta 1xi + \beta 2xi + \cdots \ldots + \beta kxi$$

Where y is dependent variable, which is percentage of students dropped out every year in this case last year.

The slop of equation is βo β1 is slop of first independent variable followed by the other beta signs as a representation of slop for other coefficients and so on.

Xi is representing independent variables with it observations. The model shows that dropped out percentage of student is dependent upon many factors from school side, including teacher's education school facilities and students per teacher at school.

3.9 Basic Assumptions of OLS:

There are certain assumptions and avoidance of these basic assumptions can doom study results biased and inconsistent. Following are the famous assumptions of OLS:

The Assumption of Linearity:

This assumption states that the dependent variable should be linearly related with regression parameters. If it in case non-linearly related to the regression parameters then we cannot employ OLS technique to investigate the relationship between dependent variable and independent variables.

The Assumption of Homoscedasticity:

According to this assumption the variation between observed value and fitted value should be constant for each observation. In other words this assumption states that the error terms in the regression should all have the same variance. If this variation between observed value and fitted value is not constant then the linear regression model has heteroscedastic errors and likely to give incorrect estimates.

The Assumption of No Autocorrelation:

As per this assumption, correlation between error-terms from different observation should be zero otherwise positive or negative correlation among these error terms creates the problem of autocorrelation.

The Assumption of No Multicollinearity:

Not only error-terms should not be correlated but the correlation between independent variables can also doom us to have biased and inconsistent estimates. In a simple linear regression model, there is only one independent variable and hence, by default, this assumption will hold true. Nevertheless, in multiple linear regression models, many independent variables are include in the model and if they are correlated with each other we cannot employ OLS technique.

The Assumption of Endogeneity:

In the same way, there should not be any correlation between independent variables and error term. In other words, on average independent variables should not depend on error terms otherwise study results will biased and inconsistent. In most of the time, violation of this assumption directed the researcher to use more advanced econometric technique such as fixed effect model, random effect model and GMM.

CHAPTER 4

RESULT AND DISCUSSION

This chapter is results of the study, which are extracted from the data, which is collected through questionnaire. The chapter is to provide demographic results first followed by the empirical estimations of each model in the study.

4.1 Demographic Characteristics of Teachers:

The table 4.1 shows frequency of the male respondents is 91, which is 67.4% and the frequency of female persons is 44, which is 32% of total respondents. According to above table 135 participants of teachers are divided into 4 groups. 30.4% percent of teachers have started teaching from last few months with experience of less than a year. 38 % teachers are teaching from last 5 years. 14.8 percent teachers have the experience of 10 years, while 23 people have higher teaching experience more than 10 years, which comprise of 17% respondents.

The results of this study show that total number of teacher respondents is 135 teaching to different classes at primary level in government schools. For the 1st grade 11 teachers are our respondents with percentage of 8.1 percent. 18 teachers are engaged with teaching to grade 2nd. From 3rd grade teacher 29 teachers are the respondents of this studywhich is 21.5%. From Grade 4th teachers 29.6% are included as respondents teaching to students while from grade 5th teachers 27.4 respondents are included in this study. The study has included quite balance respondents from each grade at primary school level. It is quite important to understand the education background of these teachers. The results show that maximum number of teachers is have owned master's degree in their subjects. More than 30 percent have achieved BSC level education and only one teacher has minimum education of 10 years but very extensive experience of teaching at primary level.

4.2 Teacher's Perspective:

Table 4.1: Demographic Characteristics of Teachers

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	91	67.4	67.4	67.4
Female	44	32.6	32.6	100.0
Total	135	100.0	100.0	
Duration of teaching experience in year				
Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Less than a year	41	30.4	30.4	30.4
1-5 years	51	37.8	37.8	68.1
6-10 years	20	14.8	14.8	83.0
More than 10 years	23	17.0	17.0	100.0
Total	135	100.0	100.0	
What is the highest level of formal education have completed				
	Frequency	Percent	Valid Percent	Cumulative Percent
High school degree	1	.7	.7	.7
Secondary school degree	4	3.0	3.0	3.7
Bachelor's degree	41	30.4	30.4	34.1
Master's degree	89	65.9	65.9	100.0
Total	**135**	**100.0**	**100.0**	

4.3 Factors commonly effect the dropout of children in early stage of elementary school

Various factors either can directly or indirectly affect the dropout of children particularly in early stage of elementary school. For instance, level of economic status is more effect on their children education life. Some parents are poor as far as socio-economic indicators are concerned and consequently higher dropout of children. Some children are good status on income base but unfortunately still parents are illiterate on rural areas they do not understand how to give education for their children. Socio-economic disadvantages means on that study as environment of rural areas has bad effect on children life style like different kinds of abused, hard smoking, poverty, no

awareness about importance of education for their parents, involved other bad activities and so on. 30 and 60 number of people was strongly agreeing and agree to more effect of children of dropout on early age of education life. 19 people were select option for undecided and 19 number of people disagrees and 7 were strongly disagree as well.

Table 4.2: Factors commonly effect the dropout of children in early stage of elementary school.

Low academic ability or special educational need				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	22	16.3	16.3	16.3
Agree	48	35.6	35.6	51.9
Undecided	21	15.6	15.6	67.4
Disagree	33	24.4	24.4	91.9
Strongly Disagree	11	8.1	8.1	100.0
Lack of individual motivation or goals				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	29	21.5	21.5	21.5
Agree	56	41.5	41.5	63.0
Undecided	23	17.0	17.0	80.0
Disagree	22	16.3	16.3	96.3
Strongly Disagree	5	3.7	3.7	100.0
School culture (negative student-teacher relation)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	7	5.2	5.2	5.2
Agree	33	24.4	24.4	29.6
Undecided	23	17.0	17.0	46.7
Disagree	50	37.0	37.0	83.7
Strongly Disagree	22	16.3	16.3	100.0
Total	135	100.0	100.0	

IQ level (Have capability to read and write at the age of Grade level				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	30	22.2	22.2	22.2
Agree	59	43.7	43.7	65.9
Undecided	18	13.3	13.3	79.3
Disagree	13	9.6	9.6	88.9
Strongly Disagree	15	11.1	11.1	100.0
Total	135	100.0	100.0	
Parental education (Have good impact on education of children)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	55	40.7	40.7	40.7
Agree	56	41.5	41.5	82.2
Undecided	11	8.1	8.1	90.4
Disagree	10	7.4	7.4	97.8
Strongly Disagree	3	2.2	2.2	100.0
Total	135	100.0	100.0	
Absenteeism (absent in school or absent while teacher is in class)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	39	28.9	28.9	28.9
Agree	69	51.1	51.1	80.0
Undecided	13	9.6	9.6	89.6
Disagree	12	8.9	8.9	98.5
Strongly Disagree	2	1.5	1.5	100.0
Total	135	100.0	100.0	

4.3.1 Low Academic ability or Special Educational need:

According to above table 135 total observation were taken for different opinion. Low academic ability means low level education or old education since 20 or 25 years, there is no update information about national or international levels. Information technology, science information and Islamic history and background have must be providing by government to new coming generation. 22 number of people were strongly agreeing

with 16.3%. Agree with 48 teachers with the percentage of 35.6 to affect this factor of dropout child mostly. 21 people were undecided, 33 number of people with 24.4% were disagree of that question and 11 people were very strongly disagreeing with 8% there is no need of that kind of question or dropout of children.

4.3.2 Lack of Individual Motivation or Goals:

Lack of individual motivation have good factor; every child has a different technique with different minds. Many children are dropout on a learning stage because they have no one to motivate for education or set the future plan. Total 135 people participate to give our opinion about that question. 29 people were strongly agreeing with 21.5% and 56 were agree of important factor which are mostly children are effect to dropout. 23 people were undecided with 17%, 22 or 5 number of people were disagreeing or strongly disagree with 16.3% and 3.7% respectively.

4.3.3 School Culture (negative student-teacher relation):

According to table which shows that school culture one of the important factors which means negative relation of teacher and student. Teacher have harsh attitude and give corporal punishment to students. Teachers are not well trained how to control and understand each and every child because all children are not equal to good on study, it wants to contribute teacher's behavior to improve ourselves. Some of student has no ability to afford that kind of punishment. They are out of order and can't able to continue further study. Total 135 participants which were 7 strongly agree with only 5%, 33 number of people agree with 24.4%, 23 people to stop undecided, huge number of observations 50 were disagree with 37 percent and 22 number of people were strongly disagree about that question with 16.3%.

4.3.4 IQ level (Have capability to read and write at the age of Grade level:

In dropout of children reason IQ level has important and silent role play to affect in early stages. IQ means intelligence quotient which are determinant of different way. Child has increasing IQ level with the stages of school grade. If a child is study on 2nd grade he is not picking power according to grade/ class other class fellow, but teacher has aware what to do and how much afford responsibility on the condition of school environment. Some school has advanced educated teacher to give high standard study environment, some school has failed to give that kind of standard environment. Total

135 participants which 30 number of observations with 22% were strongly agree, 59 number of people agree with that factor, 18 people with 13.3% undecided, 13 and 15 number of people were select opinion of disagree and strongly disagree with 9.6% and 11% respectively.

4.3.5 Parental education (Have good impact on education of children):

According to above table total 135 has observation about view about parental education of effect on dropout children. Parental education has very important factor on child education. When parents have good educate, they have provided good education environment. Parents are motivating our child according with interest subject and also encourage and make future planning with best environment. When parents have no education, they are not aware of importance of education. 55 number of people were strongly agreeing with 40.7%, 56 people agree with 41.5%. 11 people undecided with 8.1%, 10 number of people were disagreeing with7.4% and 3 people were select to strongly disagree with only 2.2% as well.

4.3.6 Absenteeism (absent in school or absent while teacher is in class):

Absenteeism has another important factor which effect of dropout of children in elementary school. When a child is regularly going to school and take all lectures on time, it means he is aware all of the important deadlines and assignments. There is no issue on study but on the other side a child has not regular, he is absent three and four days on a week, he doesn't able to carry on future study and some of children has dropout on that factor. 39 number of people were strongly agreed on that factor with 28.9%, 69 number of people agree with 51%, 13 people were undecided with 9.6%, 12 and 2 people were disagreeing or strongly disagree with 8.9% and 1.5% respectively.

4.4 Influencing factors of children dropout:

Number factors can influence the dropout of children's from schools but in this section, the following influential factors such as Behavior difficulties or Emotional problems: Age of learning (Maximum 5-12 years to pass primary education): Child labor (they didn't complete required time of school): Poverty (they aren't able to carry on our study); and Gender discrimination (Male and Female). Table 4.3 in the appendix contains the details of these influencing factors.

4.4.1 Behavior difficulties or Emotional problems:

According to table factor affecting of behavior difficulties or emotional problems means some of children are facing problem of behavior, some of children are very emotional with different habits, those children have no matching of minds with teachers, that's why mostly children are dropout from school in elementary level. On total 135 observation include 20 people were strongly agreeing with 14.8% and 59 number of people agree with 43. % on the table. 24 people select undecided option and 26 or 6 people with 19.3% and 4.4% were disagree or very strongly disagree respectively.

4.4.2 Age of learning (Maximum 5-12 years to pass primary education):

According to above table age of learning are very factor of dropout in primary school. Article 25-A has written states that all boys and girls have complete primary education at the between 5-12 years. If 4th grade child has set in the 2nd grade, he is mentally disturbing as a whole, he is no making friendship on class fellows and if he is not good of study teacher has always punish with talking abuse such as shame on you, you are overage child why you don't prepare test on time. 52 were strongly agree with 38.5 %, 65 people agree with 48%, 6 people of undecided, 6, 6 number of people have selected option of disagree and strongly disagree with only 4.4% each respectively.

4.4.3 Child labor (they didn't complete required time of school):

Child labor one of the important factors of dropout of children in early school. Child labor means children contribute working on morning or evening time with parents such as Business of different in shop, farming, and household work when parents are abroad. On that's way child have not totally focus on study there no make good body language for prepare in any daily assignment and also, they are absent every time from school. 34 and 50 number of people was strongly agreeing and agrees with 25% and 37 percent respectively. 17 people undecided option with 21.5% and disagree 29 people with 21.5% and 5 number of people with only 3% were select strongly disagree as well.

4.4.4 Poverty (they aren't able to carry on our study):

Poverty is important factor it influences in any sector. Poverty explains on that context as parents are very poor, they never afford expenses of child education, some parents have a lot of children, they can't afford and to give same opportunity of schooling. On

135 total observations which 24 and 56 number of people was strongly agree or agree with 18% and 41.5% respectively. 17 number of people were undecided with 12.6%, disagree and strongly disagree were selected 33 and 5 with 24.4% and 3.7% as well.

4.5.5 Gender discrimination (Male and Female):

According to above table show that as Gender discrimination is also factor effect on dropout of children in elementary level school. Female are always neglect in any field, they have no give rights of education by parents, by government, by teacher. Parents talk about female education especially in rural areas concept as female are sensitive things, we have not got permission to go to school alone. Harsh attitude and others punishment, sexual abused by teacher's female are banned to get education on a proper way. Total 135 participants which 45 number of people were strongly agree with 33.3%, 59 number of people were agreeing, 11 people undecided, 17 number of people disagree with 12.6 and 3 people have select strongly disagree with 2.2% as well.

4.5 Characteristics that determines student performance at school:

Several characteristics can tell us about the performance of student at school but this section discusses such as Hard working: Cleverness: level of interest in school: Gets along with others good social skills: and Teachers respect. Table 4.4 in the appendix contains the characteristics that determine student performance at school.

4.5.1 Hardworking:

According to table 4.4 some characteristics have developed children doing well in school, hardworking one of the important characteristics to improve their study. Children do har work with IQ level if a child has 120 plus IQ level he has good score for an hour study at home, if less than 100 IQ level with 2 or 3 hours' study at home for get good marks, some children have less than 60 IQ level than joining the academy in evening time and also study minimum 2 hours at home, because now a days national and Oxford syllabus is tough for new students, they are facing competition for a number/marks in each class and each subjects. Some students have good an English and science, but they don't interest in Mathematics, that's why hard work for each subject when you weak in any subject. 77 number of students were said is very important with 57%, 44 people said important with 32.6%, 11 people opinions

somewhat important with 8%, only 3 people were select least important of hard work for children to better score in any subject.

4.5.2 Clever:

Clever is the determinant which shows the performance of children to doing well in school. Clever means smart on study, for example some students had attend lecture with full concentrate and ask relevant questions to teachers when he doesn't understand. Some students are study at night time, but he realized to class fellow I don't study in any time, finally he got good marks, its cleverness/smartness in any student he is doing well on that kind of work. 135 total observations which 14 people were said very important with 10.4%, 59 number of people said important characteristics with the percentage of 43.7, 41 people suggest somewhat important for students with 30.4% and 21 number of people said least important in early stages of school with 15.6% as well.

4.5.3 Like or have interest in school:

Interest in school is one of the important characteristics for their children doing well in early stage of schooling study. Some students have personally interest in school, they regularly go to school, doing homework/assignments on time, they do not wish to miss any lecture, they also attached with teachers and follow school rules and regulations. Some students have no interest, but they are pressure of parents, they always late in going school, they don't concentrate on each lecture when teacher in a class, they are lazy doing any assignments. Some students are average in schools, they are interest in some subjects, If a child are feeling bored in Mathematics lecture, he doesn't concentrate in lecture or assignments. They only concentrate that subject which is interested in. 64 people said very important characteristics for student with 47.4% of total 135 observations. 58 people were said important characteristics to doing well in school with 43%, somewhat important option selected only 12 people with 8.9% and 1 people said there is least important for student doing well in school with interest.

4.5.4 Gets along with others Good Social Skills:

Social skills are important for student doing well in school on sharp mind. Social skills mean students have to ability to do work on other activates, they are really need other activities for freshness of mind or smartness and fitness of body to doing well in school.

Some students have well on outdoor sports different games, some students are good indoor games, some students are active for a household work, these all kinds of students have given sharp mind, they knew how to control and manage me on different pressure time in school or out of school. 25 people out of 135 observations are believe to very important for children with 18.5%, 40 number of people said important characteristics for children in any stage of school, 42 people were said somewhat important with 31.1% and 28 people said least important factor with 20.7% as well.

4.5.5 Respect of Teachers:

Our Muslim religion has been lessoning to us that Teacher is your spiritual father. Keep always respect for teacher on any stage of life. Teacher are never losing to your shoulder because he knows all students are equal for me, I responsibility to motivate and prepare on each student for future high classes. Teacher relation is very good relation, teacher and student's relation are draw line for some factors they do not cross on both, teacher is honorable profession but unfortunate in Pakistan are do not care about it by government, by parents, by students even by us. 79 number of people said very important with 58.5%, 46 people were said important with 34.1%, 10 people were select there is somewhat important factor for children doing well in school with only 7.4% as well.

4.6 Measures currently in practice in schools to improve student retention:

Different measures can improve student retention and many such measures are in practice but the two fundamentals this study focuses are School responsibility to improve student retention and the community responsibility to improve student retention:

Table 4.3: Measurements:

What are the measures, that are currently being used in your school to improve student retention?			
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
School Building	34	25.2	25.2	25.2
Improving Uniform	12	8.9	8.9	34.1

	Frequency	Percent	Valid Percent	Cumulative Percent
Interest in Class	20	14.8	14.8	48.9
Practical Orientation	14	10.4	10.4	59.3
All of them	55	40.7	40.7	100.0
Total	135	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Parents Meeting	67	49.6	49.6	49.6
Functions	14	10.4	10.4	60.0
Sports Games	9	6.7	6.7	66.7
Kangaroo Test	8	5.9	5.9	72.6
Others	37	27.4	27.4	100.0
Total	135	100.0	100.0	

4.6.1 School responsibility to improve student retention:

According to above table 4.5 out of total only 135 observations It is a generally question ask to honorable teachers how to improve of student retention which step is good to be taken and is important to take immediately. 34 people said school building is needy thing which some percent retain of student retention. 12 people said, that the improvement in school uniform have good attraction to students and parents, 20 number of people with 14.8% are believe interest in school are important factor, some motivational speakers are need good initiative functions to give message for parents and students how much important education and why and why need interest in school. 14 people with 10.4% were said practical orientation are necessary for student and 55 number of people were said all measures are important for student retention with 40.7% as well.

4.6.2 The community responsibility to improve student retention:

According to above table 4.5, the total of 135 observation as different measures are available within the community base responsibility to do work for the improvement of student's retention. How to manage and make response as a parents or community. 67 number of people with 49.6% were said parents meeting is very important, in parents meeting are engaged teachers, parents and student's relations and solve the any problems on meeting such as student are lazy in mathematics or English or a science, then parents and teacher get to gather and make a better for student which are easily handle. 14 number of people with 10.4% said arrange different functions about motivation of students, awareness of education importance, and other social activities and so on. 9 people were select option with 6.7% to give opportunity in different sports which are student's interest on it. Sports are need 1 hour in a day, they fresh or maintain fitness of full body from different sports game. Community make different sports gala to participate of different school students to play each other's, communication skill is developed, gathering, making good friends and so on. 8 people with 5.9% said Kangaroo test are important for student retention. Kangaroo test is one of the national tests which are each student participate on different cities school children. Government made same test which include subjects such as Mathematics, English, Urdu, Islamyiat and general science. It held every year on month of March. Government give scholarships for better scorer students.37 number of people with 27.4% were believed all factor are important to student retention.

4.7: Demographic of characteristics of Parents (Parents perspective)

Demographic features parents that this study highlights are child enrolled current year: the average annual Income in the home: parents education level: the problems facing while going to children's school: and Reasons of leaving school.

Table 4.4: Demographic characteristics of parents

Grades of children enrolled this year				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Pre-K- Kindergarten	38	21.1	21.1	21.1
Grade 1-2	68	37.8	37.8	58.9
Grade 3-4	54	30.0	30.0	88.9
Grade 5-6	20	11.1	11.1	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	180	100.0	100.0	

What is the average annual Income in the home

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 25000	30	16.7	16.7	16.7
25000-30000	42	23.3	23.3	40.0
31000-40000	42	23.3	23.3	63.3
41000-50000	34	18.9	18.9	82.2
51000-60000	21	11.7	11.7	93.9
over 60000	11	6.1	6.1	100.0
Total	180	100.0	100.0	

What is your education level

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	72	40.0	40.0	40.0
Matriculation	64	35.6	35.6	75.6
Secondary	33	18.3	18.3	93.9
Bachelor Graduation	9	5.0	5.0	98.9
Master	1	.6	.6	99.4
None of these	1	.6	.6	100.0
Total	180	100.0	100.0	

What are the problems, you are facing while going to children's school

	Frequency	Percent	Valid Percent	Cumulative Percent
Distance to school	44	24.4	24.4	24.4
Lack of transport facility	63	35.0	35.0	59.4
Gender discrimination	54	30.0	30.0	89.4
Others	19	10.6	10.6	100.0
Total	180	100.0	100.0	

Reasons of leaving school

	Frequency	Percent	Valid Percent	Cumulative Percent
Physical punishment	58	32.2	32.2	32.2
Low IQ level	57	31.7	31.7	63.9
Extracurricular activities	32	17.8	17.8	81.7
Finance	33	18.3	18.3	100.0
Total	180	100.0	100.0	

4.7.1 Child enrolled current year:

According to above table 4.6 the total of 180 observations were recorded from different areas from parent's participations. Research tried to get observations with cluster from suitable place to get unbiased information. 38 children were in study Pre-K – Kindergarten with 21%, 68 observation children study in 1- 2 grade with 37.8%, 54

children study in Grade 3-4 with 30% and 20 number of children were study in Grade 5-6.

4.7.2 Average Annual Income by Parents:

Average income one of the important factors which mostly cause by children in education sector. If you have good salary you are able to send their children with high standard school but in rural areas has different circumstances which do not send their children not only on income base other factors are mostly affected on education. Total 180 observations which 30 households were less than 25000 rupees' income with 16.7%, 42 number of households were recorded income on between 25000-30000 rupees and 31000-40000 rupees with 23.3 % respectively. 34 those household which were income base 41000-50000 rupees with 18.9%, 51000-60000 rupees were recorded income only 21 households and 11 household income has over 60000 rupees with 6% as well. On 60 thousand household's clashes with other household on different situations has facing in many years.

4.7.3 Formal education level:

On recorded to above table 180 total participation shown that parents' education one of the important factors on children education. If parents have good education, they are easily get decision about children education. Those parents are check minds our children which subject has get better score why he didn't interest in study on some subjects. All of problems are solve with on time or on the spot from weekly discussion on class teacher, on community base parents, changing environment and so on. On the other side if parent have no good education, they don't understand why my children didn't interest, why my children are dropout every year, they have no solution to resolve that, why those parent's children are dropout ratio high especially in rural areas. 72 number of parents have only primary education with 40%, 64 number of parents have Matric education with 35.6%, 33 parents those who passed secondary education with 18.3%, 9 parents were passed Graduation on different departments with 5%, only 1 person were master's degree on (MA English) and 1 parent were recorded has no education as well.

4.7.4 Facing problems while going to children's school:

According to above table there are so many problems facing while children going to school. Distance to school one of the major reasons to dropout children. 44 number of people were not going to school due to distance to school. 63 number of people were caused dropout while lack of transport facility. 44 people selected option to facing problem by gender discrimination. Females are always ignored to give proper rights of education especially in rural women, they are totally deprived from education, health, and nutrition.

4.7.5 Reasons of leaving school:

Some children had dropout from school with different reasons. 58 household parents with 32.2% said children dropout from school with physical punishment. Physical punishment is harsh attitude and give negative result about relation teacher and students, if child has doesn't interest in study they should be discuss with parents and get good solution. Physical punishment one of the majors caused of dropout children from school. 57 number of parents with 31.7% children were dropout to low IQ level. IQ level has a major part of students which are carry according to the situation. If a child is study in Grade 3 but he doesn't able to just read a paragraph, he does not remember basic things, he doesn't prepare any assignment on daily basis that's why it's a problem of IQ, he/she less picking power on other class fellows on a same class. 32 number of parents said children dropout or leaving school because of extracurricular activities and 33 number or parents said finance is a barrier of children leaving school. Some household 5-10 children are going to school but has monthly income only 10 thousand they do not able to carry of our children they are leaving school just because of finance problem.

4.8: School selection for children:

Two factors such as type of school and attraction about choosing school are the focus of this study.

4.8.1 Type of School:

On above table shown that as 117 parents were said our children are going to on Government sector and 63 number of parents with 35% said children go to private school. Table 4.7 in the appendix explains the two factors in detail.

4.8.2 Attraction about choosing school to their children:

According to above frequency table no 4.7, very little number of households with 9.4% argued that, choosing a school to become prepare for coming classes with strong concepts is the sole reason for parents. 40 household with 22.2% parents mentioned the reason of positive school climate, to choose a school. 38 and 35 with 21% and 19.4% household parents has selected school on basis of discipline of the school. 30 number of households with 16.7% said choosing school for children with high qualified teachers to prepare conceptually study with a monthly test schedule. 18 number of households said school preventing alcohol and drug abuse, we are connecting with teacher for updates and 2 household select option others as well.

4.9 Issues in primary education

Multiple issues are important in primary education but in this study issues such as substance abuse: ineffective disciplinary policies: poor environment, inefficient teaching staff, shortage of funding and extracurricular activities and security related issues

Table 4.5: Issues in Primary Education: In your opinion what are the primary issues of elementary education

	Frequency	Percent	Valid Percent	Cumulative Percent
Substance abuse	25	13.9	13.9	13.9
Ineffective disciplinary -policies	19	10.6	10.6	24.4
Poor environment	25	13.9	13.9	38.3
Poorly prepared teaching staff	37	20.6	20.6	58.9
Lack of funding	22	12.2	12.2	71.1
Lack of extracurricular activities	19	10.6	10.6	81.7
Unsafe schools	33	18.3	18.3	100.0
Total	180	100.0	100.0	

4.9.1 Issues of Primary school:

The table 4.8 shows different types of issue faced at primary level education. Maximum number of parents with 13.9% stated that the substance abuse continuously is becoming the problem in primary education. 19 out of 180 parents said ineffective disciplinary policies is a major problem in primary education. Government has made badly policies or sometimes made good policies for basic education but there is lack of or proper implementation with good polices. Poor environment for academic achievement and poorly prepared teaching staff with responded by 25 and 37 number of parents respectively. Lack of funding and other resources one of the strong issues in elementary schools by 22 number of parents with 12.2%. 19 number of parents with 10.6% said lack of extracurricular activities (e.g. clubs, sports etc.) and 33 people were said school is unsafe there is no guaranty of children safety as well.

4.10 Descriptive statistics regarding Education of the Household Members

Education of parents and other members of household have severe consequences for children's education. For instance n table 4.9 results indicates that total 180 sample size denoted by (n=180) were responded on survey area. On children education level are effect on household size. Household indicator are major role on the development society. Some family are members (joint family system) to convert with expect human resource for the development and economic sector for individually or society but unfortunately in rural areas (KPK) has different scenario, mostly people have no good education level, some are neither work or nor to go to school, if a family have 20 to 30 members are living in a single house, 3,4 members have work for only provide basic needs of life and rest of member are some go to school or some are at home. Moreover, household size of the total population minimum 5 members, maximum 32-person, mean is about 13 and standard deviation is 5.67. However, on behalf of respondent children can read and write minimum 1, maximum 13 children, mean on about 5 and standard deviation nearly 3. According to above table minimum 0 children are left the school, maximum is 4, mean nearly 1 and only 1 is standard deviation from the mean as well. On analyzing the 180 observations as minimum 0 pupil are currently in school, maximum are 13 children, mean 4 and standard deviation from mean 2.6

Table 4.6: Education of the Household Members of the Sampled Respondents:

Descriptive Statistics	Minimum	Maximum	Mean	St. Deviation
How many people in your house	5.00	32.00	12.9444	5.65164
How many of your children can read and write	1.00	13.00	4.8389	3.04007
How many of your children left the school	.00	4.00	.7389	1.10035
Do you have any children are currently in school?	.00	13.00	4.0333	2.66133

4.11 Interpretation of results for Parents perspective model:

The results shown in table 4.10 of the study indicate that there is a significant relationship between school environment and chances of dropout. The association is statistically significant with probability value of less than 0.05, this means that increase in income across household reduces the chances of a student to face dropout from school. Income increase leads to increase the facilities at home and the household can also afford to pay for the student school expenses. Parents who follow up their kids and check their homework are good for students studying at school. The results show that homework checking reduces the chances of dropout increases from school. Distance from school to home is very important variable, which influence the chances of getting dropout from school, longer distance or increase in distance from school to home increase the probability of student dropout. The result also indicated that educated women/ parents enhance the level of education of their children. The above table indicate the association between student's monthly absentees and probability of dropout, the results indicate that increase in student's absentees would increase the dropout chances of student from school.

Table 4.7: Parents perspective model results:

Dependent Variable: CHILDREN_LEFT_SCHOOL_OR_ Method: ML - Binary Probit (Newton-Raphson / Marquardt steps) Sample: 1 180 Included observations: 180 Coefficient covariance computed using observed Hessian				
Variable	**Coefficient**	**Std. Error**	**z-Statistic**	**Prob.**
Conducive School environment	-0.207809	0.103046	-2.016668	0.0437
Income of house	-0.078609	0.065001	-2.209347	0.0265
Follow-up	-0.388838	0.063886	-3.152252	0.0492
Distance from school	0.032010	0.017858	1.792468	0.0731
Parents education	-0.067485	0.084081	-3.802622	0.0222
Student monthly absentees	0.208200	0.085091	2.446786	0.0144
Mean dependent var	0.383333	S.D. dependent var		0.487555
S.E. of regression	0.472938	Akaike info criterion		1.313159
Sum squared resid	38.91870	Schwarz criterion		1.419591
Log likelihood	-112.1843	Hannan-Quinn criter.		1.356313
Deviance	224.3687	Restr. deviance		239.6421
Avg. log likelihood	-0.623246			
Obs with Dep=0	101	Total obs		180
Obs with Dep=1	79			

4.12 Interpretation of results for Teachers perspective model:

The result shown in table 4.11 indicates that physical punishment and dropout ratio at school are positively associated and the relationship is statistically significant. This means that increasing punishment at school will also increase the dropout rate at school. Absentees and leaving a school for longer time are related phenomenon. The study results show that absentee increase the dropout rate at school. Working as a child labor is also positively associated with child dropout rate at school. The distance to school is positively associated dropout rate at school. Longer distance means higher rate of dropout. Increase in poverty will also increase the dropout rate at school. Parents'

education is negatively linked with dropout rate of school and teacher education is also negatively associated with dropout from school.

4.13 Results of model two teacher perspective :

Dependent Variable: CHILDREN_DROPOUT_YEARLY_
Method: Least Squares
Sample: 1 134

Variable	Coefficient	Std. Error	t-Statistic	Prob.
Physical punishment	0.375689	0.130110	2.887480	0.0046
Monthly absentees of kid	1.493066	0.836063	1.785830	0.0465
Child labor or working kid	0.146317	0.621999	0.235237	0.8144
Distance to school	1.379380	0.691367	1.995148	0.0482
Poverty	0.537080	1.070829	0.501555	0.6168
Parents education	-1.336789	0.758574	-1.762239	0.0804
Teacher qualification	-1.250652	1.007374	-1.241498	0.2167
R-squared	0.196388	Mean dependent var		18.68657
Adjusted R-squared	0.148186	S.D. dependent var		7.860071
S.E. of regression	2.422335	Akaike info criterion		7.150476
Sum squared resid	908.838	Schwarz criterion		7.301856
Log likelihood	472.0819	Hannan-Quinn criter.		7.211992
Durbin-Watson stat	1.201759			

4.14 Major Findings:

Physical punishment discourages the students towards school and it increases the dropout rate of students as student run away due to strict environment. Monthly absentees of child are positively associated with annual dropout rate at schools, when a child does not go to school consistently for 5 days, the child is dropout from the school. Child labor or working kid has higher chances to get drop out due to busy schedule of daily activities the kid might not be able to attend school or work at home due to high exhaustion during work. Distance to school increase the dropout rate, which

indicates that coming from longer distance the students have significant chance get dropped because of exhausted during travel every day the student doesn't perform actively. Poverty is positively associated with dropout rate at school, which means increase in poverty will lead to increase the school dropouts. Parents education is important for kids to study effectively and it helps to decline the school's dropouts. Teacher qualification is reducing the school dropout rate yearly, which indicates that increase in teacher qualification reduces the dropout of school due to creative methods of teaching and management.

4.15 Results Discussion: Parents Education and Dropout Comparison:

Monga et al., (2016) conducted a research on Family and school dropouts; A Socio-psychological observation. Researcher argued that family is an important driving force in the process of socialization and the molding the personality of the growing and developing human organism. Positive family environment helps in motivating children to acquire education. Children dropout caused by their parent's illiterate. On that study major finding as one tenth of parents who do not reach on secondary education. One third of children were asked about their parents who do not interest in study and also, they are not able to understand importance of education. Some children said about child labor, their parents have forced to household activities and some children reported, that their parents are very poor they do not afford our school direct and indirect expenses. On that research discussion has compare my study as parents education is important element of children education, if parents has good education, of their children has taken good education environment, parents education has effectively effect for children, its help to decline the dropout ratio.

Russell et al., (1990). Family influences on dropout behavior in one California School. The analysis of family influences identified three major differences between the families of dropouts and the families of other students. First, there were differences in education styles. Dropouts were more likely to come from families with a permissive education style and as a consequence, were more likely to make decisions about proper behavior and activities on their own. Second, there were differences in parental reactions to students' grades. Parents of dropouts were more likely to use negative sanctions and emotions in reaction to their children's academic performance, while parents of other students were more likely to use positive emotional reactions. Third,

there were differences in the parents' academic involvement. The parents of dropouts reported they were less engaged with their children's schooling. Dropout themselves reported that they made less of an effort and were less engaged in their academic subjects; thus, they spent less time doing homework, paid less attention in class, and cut classes more frequently. These actions contributed to their poor performance in school and eventually to their dropping out. On that paper has define major finding as children are facing dropout situation because their parents has discourage our grades, children academic performance, parents illiterate and do not understand the education important and compare my study there were same condition on research area, there were almost 80 percent parents has do not reach on secondary education, on those parents children have no get proper study environment in at home and also those parents were always discourage of their children his academic performance , grade repetition, no concentration on study and so on.

4.15.1 Teacher Qualifications and Dropout of Children Comparisons:

Alfonso et al., (2018). This study has analyzed the factors of school dropout from the perspective of Primary school educators, both teachers who perform classroom functions and those who perform managerial functions. Teachers have direct knowledge of school dropout of children. Teachers aware how I managed the both sections, how I increase work about the low dropout and high enrollment. On that study finding of teachers' perceptive interviews as some teachers said that physical punishment is a major problem of dropout of children, educator was analyzed that harsh attitude in classroom and unqualified teachers has towards increasing dropout in schools while some teachers said that there is no proper facilities available both teachers and students by government side. That study is same condition on my research findings as Teacher is very important factor to reducing dropout rate of children in school yearly. When you have qualified teacher it definitely decreasing the dropout chances. Unqualified teachers has on mind harsh attitude for children, it doesn't know about how to treat different children in a classroom, how to teach on different methods and style, they haven't to do new things for children in every day, it resulted dropout increases over the time.

4.15.2 Schools Quality and Enrollment of Children Comparison:

Kumar, (2011). School dropout and its relationship with quality of primary education in Nepal. The discussion made in this paper clearly shows that there exists relationship between quality of school and students' dropout or retention in primary education. Major school-related factors such as teachers' absenteeism, irregular operation of school, lack of child-friendly environment in school and demotivating school environment as the causes of driving students away from school. It is seen that there exists convincing relationship between the quality of school and the magnitude of dropout or retention in primary education. Latif et al., (2015). Economic effects of student's dropouts: A comparative study. In Pakistan students' dropout rate is high and less attention is paid to this serious issue. In Pakistan many students do not enroll in schools and 50 percent of students out of 70 percent are lie between the ages of 5 to nine years. Approximately one student out of three, students left his school. And 30 percent students out of 50 percent pass their primary level (NCHD, 2010). Overall in Pakistan students' dropouts' rate is 50% for both girls and boys. It was clear that students' dropouts in schools is not due to a single reason, there are different reasons of this problem but these reasons are similar in nature that cause students' dropouts in different countries. Early marriages, security problems and inability of bearing education expenses etc. My study compare on that study as quality education is a fundamental right on every child both girls and boys. Different reason of dropout specially girls such as early marriage, security problem, distance to school, no quality education, teacher behavior with students, poverty and so on.

ASER report (2019) stated that around 1,500 educated and trained volunteers had visited 733 villages in 25 districts of the province. Nearly 14,583 households and 41,912 children of ages between three and 16 years were said to be made a part of the sample. The enrollment of children in school had also hiked to 87 per cent in the province. The report has witnessed a marginal improvement in the status of out-of-school children since 2016. However, it believed that as many as 13 per cent of children still remained out of school across the province. The government was said to have endorsed Sustainable Development Goal (SDG) 4 and its targets as it promised to align its plans for the sector to the commitment made by the global goal (12 years of schooling) as well as the country's constitution's Article 25-A (the right to education for children aged between five and 16 year.

CHAPTER 5

CONCLUSION AND POLICY RECOMMENDATION

5.1 Conclusion:

The study investigates the association between children dropout and socio-economic factors that influence the drop out at school level. The study is based on primary data, which was collected from both the parents and school's teachers of kids. This study indicates that there is a significant relationship between school environment and chances of dropout. Income increase leads to increase the facilities at home and the household can also afford to pay for the student school expenses. Parents who follow up their kids and check their homework are good for students studying at school. The results show that homework checking reduces the chances of dropout increases from school. Distance from school to home is very important variable, which influence the chances of getting dropout from school, longer distance or increase in distance from school to home increase the probability of student dropout. The result also indicated that educated women/ parents enhance the level of education of their children. Further results indicate that an increase in student's absentees would increase the dropout chances of student from school. Results indicate that physical punishment and dropout ratio at school are positively associated and the relationship is statistically significant. This means that increasing punishment at school will also increase the dropout rate at school. The study results show that absentee increase the dropout rate at school. Working as a child labor is also positively associated with child dropout rate at school. The distance to school is positively associated dropout rate at school. Longer distance means higher rate of dropout. Increase in poverty will also increase the dropout rate at school. Parents' education is negatively linked with dropout rate of school and teacher education is also negatively associated with dropout from school In addition, educated parents play positive role. However, the study concluded that there are multiple factors which are responsible for the dropout of children from school, and enrollment ration of the children. The factors like, fear of kids from teacher, forced education and school punishment have high level of influence sever children dropout. while factors like, economic, socio-culture, behavior of teacher (loving and caring), parents help out in

homework's all these factors increase the chances of enrollment and also reduced the chances of dropout at primary level education.

5.2 Policy recommendations

The following recommendation was made by the researcher:

It was found that Student was dropout from early education which do not study at school and at home. It is recommended that student should increase study hours to improve their study and avoid the dropout situation. The results revealed that absentee frequently increased to cause dropout of student at primary level, so it is recommended that Teacher frequently contact parents of students and discuss issues with them. Finding of the study shows that Student and Parents are not attached with each other about the education. it is recommended that teachers and parents meeting should be conduct on a month base to discuss problems of student, which has consistently influence with him. This study found that student was dropout from elementary school to discourage from people, teacher and parents they are not able to carry on study. It is recommended that parents and teachers should encouraged of student to make a follow of study on regular base. The result finding that government have not frequently check and balance to check the daily working of teachers and student. So, it is recommended that government should take responsibility to check and balance of teachers and parents, government ensure the teachers training on monthly basis on about modern teaching style, behavior checking of students, improve the result of student academic performance and also ensure the parents teachers meeting in a monthly basis to discuss issue of student which are facing them.

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APPENDIX

Table 4.3: Influencing factors of children dropout

Behavior difficulties or emotional problems				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	20	14.8	14.8	14.8
Agree	59	43.7	43.7	58.5
Undecided	24	17.8	17.8	76.3
Disagree	26	19.3	19.3	95.6
Strongly Disagree	6	4.4	4.4	100.0
Total	135	100.0	100.0	

Age of learning (Maximum 5-12 years to pass primary education)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	52	38.5	38.5	38.5
Agree	65	48.1	48.1	86.7
Undecided	6	4.4	4.4	91.1
Disagree	6	4.4	4.4	95.6
Strongly Disagree	6	4.4	4.4	100.0
Total	135	100.0	100.0	

Child labor (they didn't complete required time of school)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	34	25.2	25.2	25.2
Agree	50	37.0	37.0	62.2
Undecided	17	12.6	12.6	74.8
Disagree	29	21.5	21.5	96.3
Strongly Disagree	5	3.7	3.7	100.0
Total	135	100.0	100.0	

Poverty (they aren't able to carry on our study)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	24	17.8	17.8	17.8
Agree	56	41.5	41.5	59.3
Undecided	17	12.6	12.6	71.9
Disagree	33	24.4	24.4	96.3
Strongly Disagree	5	3.7	3.7	100.0
Total	135	100.0	100.0	
Gender discrimination (Male and Female)				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Agree	45	33.3	33.3	33.3
Agree	59	43.7	43.7	77.0
Undecided	11	8.1	8.1	85.2
Disagree	17	12.6	12.6	97.8
Strongly Disagree	3	2.2	2.2	100.0
Total	135	100.0	100.0	

Table 4.4: Characteristics that may assist/help students in doing well at school

Hard Working				
Variables	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Very Important	77	57.0	57.0	57.0
Important	44	32.6	32.6	89.6
Somewhat Important	11	8.1	8.1	97.8
Least Important	3	2.2	2.2	100.0
Total	135	100.0	100.0	

Clever				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Very Important	14	10.4	10.4	10.4
Important	59	43.7	43.7	54.1
Somewhat Important	41	30.4	30.4	84.4
Least Important	21	15.6	15.6	100.0
Total	135	100.0	100.0	

Like or Have Interest In School				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Very Important	64	47.4	47.4	47.4
Important	58	43.0	43.0	90.4
Somewhat Important	12	8.9	8.9	99.3
Least Important	1	.7	.7	100.0
Total	135	100.0	100.0	

Gets Along with Others Good Social Skills				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Very Important	25	18.5	18.5	18.5
Important	40	29.6	29.6	48.1
Somewhat Important	42	31.1	31.1	79.3
Least Important	28	20.7	20.7	100.0
Total	135	100.0	100.0	

Teachers Respect				
	Frequency	Percent	Valid Percent	Cumulative Percent
Very Important	79	58.5	58.5	58.5
Important	46	34.1	34.1	92.6
Somewhat Important	10	7.4	7.4	100.0
Total	135	100.0	100.0	

Table 4.7 School selection for children

Type of school for your children Govt school and Private school				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Govt school	117	65.0	65.0	65.0
Private school	63	35.0	35.0	100.0
Total	180	100.0	100.0	

What attracted you most about choosing a school for your child to attend?				
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Preparing students academically for college	17	9.4	9.4	9.4
The positive school climate	40	22.2	22.2	31.7
The maintenance of discipline	38	21.1	21.1	52.8
Providing a safe environment	35	19.4	19.4	72.2
Qualified teachers	30	16.7	16.7	88.9
Preventing alcohol and drug abuse	18	10.0	10.0	98.9
School building	2	1.1	1.1	100.0
Total	180	100.0	100.0	

Teachers Survey Questionnaire

The information given in this questionnaire will purely be used for educational purpose and not for any other purposes whatsoever. Answer them as truthful and honestly as possible.

Please place tick (X) in the corresponding boxes below (Questions 1-4)

1. Age _____
2. Gender _____   a. Male   b. Female
3. Length of teaching time? (how long have been working as a teacher)
a. Less than 1 year_____
b. 1-5 years_____
c. 6-10 years_____
d. More than 10 years_____
4. What grade level do you teach?
a. 1st grade,   b. 2nd grade,   c. 3rd grade,   d. 4th grade,   e. 5th grade
5. What is the highest level of formal education you have completed?
a. High school Degree   b. Secondary Degree   c. Bachelor's Degree
   d. Master's Degree   f. Doctoral Degree
6. In which type of training you have completed ?
   a. C.T   b. P.T.C   c. Any other specify_____
7. How would you rate the challenge of keeping young people engaged in their learning generally?
a. Very easy_____
b. Easy_____
c. Neither easy nor difficult_____
d. Difficult_____
e. Very difficult_____

8. The following statements outline possible factors contributing in children's early school leaving. Please indicate the degree to which you agree or disagree with these factors by placing the appropriate number in spacing provide. (Please Note that these statements do not relate to your school but it represent an overview of factors nationally.)

1. Strongly agree_____ 2. Agree ____3. Undecided_____ 4. Disagree_____ 5. Strongly disagree_____ .   Tick below on these basis of above decisions.

Following are the cause Factors given below:

_____Socio-economic disadvantage

_____Family problems(drug or alcohol problems etc.)

_____Low academic ability or special educational need

_____Lack of individual motivation or goals

_____School culture (negative student-teacher relations)

_____ Behavior difficulties or emotional problems.

_____ Age of learning? (Maximum 5-12 years to pass Primary education)

_____Child labor? (They didn't complete required time of school)

_____Poverty? (They aren't able to carry on our study)

_____Gender discrimination? (Male and Female).

_____IQ level? (Have capability to read and write at the age of Grade level).

_____Parental education? (Have good impact on education of children).

_____Absenteeism? (absent in school or absent while teacher is in class).

_____Distance to school? (do you agree____ or disagree_____. If u agree then specify).

a. 1-3 km   b. 4-6 km   c. 7-9 km   d. 9 or above km

9. Outlined below are a number of characteristics that may assist/ help students in doing well at school. Please attach a value to each of these, according to your own view.

1. Very important   2. Important   3. Somewhat important   4. Least important

_____Hard Worker

_____Clever

_____Like or have interest in school

_____Gets along with others-good social skills

_____Respectful of teachers

_____Can withstand peer pressure

_____Others specify…………………………………

10. What are the measures, that are currently being used in your school to improve student retention?

a. School building   b. Improving Uniform   c. Interest in class   d.   Practical orientation   e. All of them   f. Any other specify _____.

11. What measures are available within the community to improve student retention?

a. Parents meeting   b. functions   c. sports games   d. kangaroo test   e. others specify

_____.

12. Any   other comments?_____.

Parental Survey Questionnaire:

Questions depends on the perspectives of parents relating to their children's. **To be selected by parents.**

1. What is your good Name?
2. In what grade is your child enrolled this year?
a. Pre K - Kindergarten   b. Grade 1-2   c. Grade 3-4   d. Grade 5-6
3. What is the average annual income in the home?
a.   Less than 25,000   b. 25,000 – 30,000   c. 31,000 - 40,000   d. 41,000 - 50,000   e. 51,000 - 60,000   f. over 60,000
4. What is your education level?
a. Primary_____   b. Matriculation_____   c. Secondary_____

   d. Bachler Graduation_____   e. Master_____   f. None of these_____

5. How many people are there in your house? _____.
6. How many of your children can read and write?_____.
7. Your child how many time to take study in home ?_____.
8. Age of child which he/she dropout from school?_____.
9. What are the problems, you are facing while going to children's school?
a.   Distance to school_____   b. Lack of transport facility_____

   c. Gender discrimination_____   d. Others specify_____.

10. How many of your children left the school._____.
11. Do you have any children are currently in school? give name

   _____

   ____

12. Do you have any children ever in school? (YES/NO) if Yes than mention with name

   _____

   _____

13. Reasons of leaving school?
a. Physical punishment_____   b. low IQ level_____

   c. Extracurricular activities_____   d. Finance_____

e. Other specify _____.

14. Please select one type of school for your children Govt School_____ or private school _____?

15. What attracted you most about choosing a school for your child to attend this year?
a. Preparing students academically for college
b. The positive school climate
c. The maintenance of discipline
d. Providing a safe environment
e. Employing highly qualified teachers
f. Preventing alcohol and drug abuse
g. Other_____ .

16. In your opinion what is the role of primary education?
a. ____ To prepare children to become well-rounded individuals.
b. ____ To help children become productive members of society.
c. ____ To provide children with moral or religious values to build moral character.
d. ____ To provide children with educational opportunities to prepare them for college.
e. ____ Other _____

17. In your opinion what are the primary issues of elementary education?
a. ____ Substance abuse.
b. ____ Ineffective disciplinary policies.
c. ____ Poor environment for academic achievement.
d. ____ Poorly prepared teaching staff.
e. ____ Lack of funding and other resources.
f. ____ Lack of extracurricular activities (e.g. clubs, sports, band etc.)
g. ____ Unsafe schools.
h. ____ Poor parental and community involvement and support.
i. Other _____

18. The primary school environment has better prepared my child for entrance into college.
      1 = Poor   2 = Fair   3 = Good   4 = Excellent

19. Students are made to feel welcome at school that my child attends.
      1 = Poor   2 = Fair   3 = Good   4 = Excellent

20. Student-teacher relationships

1 = Poor   2 = Fair   3 = Good   4 = Excellent

21. Parent-teacher relationships

   1 = Poor   2 = Fair   3 = Good   4 = Excellent

22. Relationships among children attending the school

   1 = Poor   2 = Fair   3 = Good   4 = Excellent

23. Your overall satisfaction with the school's educational program and services

   1 = Poor   2 = Fair   3 = Good   4 = Excellent

24. As a good parent have to responsibility give you correct option with honesty (YES/NO).

25. It is important to meet in person with teachers at my child's school. (YES/NO).

26. I have been involved with a parent group(s) at my child's school. (YES/NO).

27. I often discuss my child's school with other parents from the school. (YES/NO).

28. It is important to help out at my child's school. (YES/NO).

29. It is important to visit my child's school. (YES/NO).

30. I check to make sure my child has completed their homework nightly or daily. (YES/NO).

31. I regularly help my child with class work/ homework. (YES/NO).

32. I often play with or teach my child. (YES/NO).

33. It is important for my child to visit the public library, a zoo, an aquarium, a museum, or some place with educational value. (YES/NO).

34. I encourage my child to set goals and plan for the future. (YES/NO).