

Technical Issues in Measuring Dropout In Primary Schools In Quetta

Aamara Bibi

M.Phil. Scholar. Balochistan Study Center,
University of Balochistan, Quetta.

Mrs Amir Bano

Assistant Professor.
IER, University of Balochistan, Quetta.

Mr. Abdul Wahab

Lecturer,
IER, University of Balochistan, Quetta.

Abstract:

The issue of Primary school dropouts has produced expanded interest among Teachers, policymakers and Researchers especially in last few years. many technical issued are being faced in measuring this social phenomenon This Quantitative study on technical issues in measuring dropout looks at the technical issues faced into comprehend and understand this social and instructive issue which has direct impacts on society. To figure out the issue two areas have been focused for covering the data through self-constructed questionnaire , first random sampling with (50) fifty primary school Head teachers and second with stratified random sampling by educational administrators in Quetta. The data analysis tool based on Statistical Package for the Social Sciences (SPSS) which is assisted in measuring the data in descriptive and cluster form. Results of the study with discussion identified crucial finding especially for the future research and helpful paper for educational administration of Balochistan to revisit the policies regarding measuring method of dropout. The recommendations and implications are also discussed at the end of this study.

Key Words. Technical issues. Dropout. Primary schools. Quetta.

Introduction

Education with no doubt universally is considered as key for development in socio-economic conscious countries. Improving the quality of educational structure guaranties a strong base in the formation of quality education. Therefore Pakistan has made remarkable changing progress in raising literacy in adult; however the goal of country still lay under elusive issues. i.e. due to low enrolment and high dropout rates particularly at primary level. In spite of the facts faced with great extend and also much propagated by Socialists, researchers and policy makers, the plan in the nineties around base for sustained enrolment rates and retention of students at different levels could not be achieved to be controlled. Therefore the high levels of drop-outs at particularly primary level in Balochistan and generally in Pakistan remain the milestones of journey to come over the issue through school education (Bilquees & Saqib, 2004). In Pakistan, the rising literacy hardly at the level of 26% in 1981 as per (Government of Pakistan, 1998) and increasing to 57% in 2009 (Government of Pakistan, 2010) nevertheless considering the existing figures with still about 50 million children (about one-fourth) hardly pass primary school which remains alarming for policymakers. Anexact approach to define the term Dropout is not just under contradictory. Yet under an awesome struggle for fixation by researchers as overcome the prevailing issue, and even of an institutionalized way to deal with definitions drives it to about incomprehensible techniques to acquire even precise figures for measuring drop-out around world. (Bridgeland,&Dilulio, 2006) This driving issue faced by government. who had a little watched on the dropout and technical issues in figuring out the cases of dropout which need to be settled and also balanced specified government organization not long after in the wake of leaving open part the same number of them as of now said above. At any rate now a Bureau of the agreement" current populace study" has been constituted to make sense of such issues in Pakistan, yet at the same time confronting many suggestions in the issue. Henceforth, this study is based and led by researcher to investigate technical issues on allotting proper figures of dropout at primary level schools in Quetta, Balochistan.

Literature Review

The level of economic development of a country plays an important role in the development of education and students' retention rate. Low level

of economic development of the country and low per capita income of the people is one of the major causes of high dropout rate in Pakistan. They also believe that poverty is the biggest and the strongest limiting factor to attaining desired outcomes concerning UPE in the country. In 2002, roughly one-third of the population was below poverty line (United Nations Development Program, 2004) while in 2004, this ratio was 23.10% with the higher prevalence of poverty in the rural (28.35%) rather than the urban (13.6%) areas (Government Pakistan, 2004). However, recent survey shows that about 40% of the population in Pakistan lives below the poverty line. In rural areas it even ranges between 45-50 percent (Government of Pakistan, 2008). Previous research studies have also shown that poverty is the main reason forcing children to leave school. One 1977 study indicated that 79% of dropouts are from low-income households. In these families, children also play the role of breadwinner (Haveman, R. & Wolfe, B. 1994). (Newmann et al., 1992; Wehlage et al., 1989) or withdrawal (Finn, 1989) from school. Although there are some differences among these theories, they all suggest that there are two dimensions to engagement: academic engagement, or engagement in learning, and social engagement, or engagement in social dimensions of schooling (Wehlage refers to this as school membership). Engagement is reflected in students attitudes and behaviors with respect to both the formal aspects of school

Physical factors which are contributing towards high dropout rate at primary level in Pakistan. Corporal punishment is one of the major reasons for dropping out students from school. Beatings at school are considered culturally acceptable to ensure obedience. In 1989, 52% of Pakistani teachers were found to use physical punishment with their students (United Nations, 2008). In 2005, the UNICEF conducted the first in-depth survey to determine how many children were given corporal punishment. All 3,582 children interviewed stated that they had been beaten at school. According to the Society for the Protection of the Rights of the Child, about 35,000 school children in Pakistan dropout from school each year due to corporal punishment. Such beatings at schools are also responsible for one of the highest dropout rates in the world, which stands at 50% during the first five years of education (United Nations, 2008). Despite growing awareness regarding the issue, many school teachers remain convinced that some degree of corporal punishment is necessary to instruct children. Although all

the provincial governments of Pakistan banned corporal punishment in schools since 1999 and issued directives to all teachers not to use corporal punishment on children, the fact is that the directives remain poorly implemented which causes a high dropout at primary level.

Teacher related factors which causes the high dropout rate in Pakistan. Most of the primary schools in Pakistan are single teacher. It is not possible for a single teacher to manage five or six groups of children. They could not manage students' activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school. one of the major reasons of high dropout of students is inadequate and improper residential facilities for teachers especially in far flung areas. This compel the teachers to remain absent from school to attend to family problems which causes the dropout of students. Some others teacher related factors identified by the respondents are low morale of primary school teachers and their harsh treatment towards pupils; sub-standard student-teacher ratio; inadequate knowledge of the child psychology; and low qualified and un-experienced teachers. Chaurd and Mingat (1996) reported that highly qualified and aged teachers appeared to facilitate the dropouts at primary levels.

Research Plan and Methodology

The researcher utilize dmixed-method strategy as the study require both techniques for thematic and numerical information and additionally studybased on descriptiveapproach to overview data and population for the study comprisedon the urban and sub-urban zone primary schools of District Quetta.

Population and sample size

Population and Sampling Owing to time and money related limitations, the study was delimited to the Principals of government primary schools of Quetta. Moreover, the number of participants in the systematic study contained Executive District Officers (EDOs) Education and District Education Officers (DEOs); Dy. Area Education Officers (Dy. DEOs) and Assistant Education Officers (AEOs) head Teachers. From the population, the study was drawn by utilizing stratified and random sampling with descriptiveapproach.50 primaryschool Head Teachers, from both urban and

sub-urban area of Quetta who were drawn through proportionate stratified and random sampling systems. Thusly, After the selection of schools, the specimen of subjects of various classifications was drawn. In such manner, every one EDOs (Education and District Education officers), DEOs (District Education Officers), Dy. DEOs (Deputy District Education Officers) and AEOs of Quetta District were included into the sample for study.

Data collection procedure

The study was conducted using mixed-Methods i.e. qualitative and quantitative. The qualitative data was collected through interviews and open-ended questions in the questionnaires. The quantitative data was collected through closed-type questions in the questionnaires. Data from head teachers, was collected through survey questionnaire which was developed on a five point rating scale ranging from '1' indicating strongly disagree to '5' indicating strongly agree. The questionnaire comprised of three parts that included: 1) demographic information; 2) 54 items at five point rating scale; and 3) three open ended questions to invite the opinions of the respondents. Interview protocol was developed in the national language (Urdu), and it was translated into English and transcribed.

The study was directed utilizing Mixed-Methods i.e. Qualitative and quantitative. The qualitative data was gathered through open-ended Questionnaire. The quantitative information was gathered through closed-ended questionnaire. Information from head Teachers, was gathered through overview survey which was created on a five point rating scale extending from '1' with strongly disagree to '5' strongly agree. The survey contained three sections that included: 1) statistic data; 2) 20 item at five point rating scale; and 3) three open-ended questions to observe the respondents reply. Interviews were translated into the national language (Urdu), and then it was converted into English and interpreted.

Data Analysis

Statements	Yes		No	
	Frequency	%	Frequency	%
You have internet facility.	25	78.5	8	24.2
You have a computer operator.	11	33.3	22	66.7
You maintain a record of dropouts.	26	78.8	7	21.2
Figures of dropout at school percentage.	26	78.8	7	21.2
Your office has the capacity to manage a Database Administrator.	16	48.5	17	51.5
You think that data on enrolled students and dropouts should be linked on provincial percentage.	32	97	1	3.0
Annual increase in dropouts is realistic.	26	78.8	7	21.2
You are satisfied with the reliability	24	72.7	9	27.3

This section provided the display a portrayal of the study and interpretation of information. The information were gathered from Head Teachers of primary schools through urban and sub-urban areas of Quetta, administrators of Education Department including Executive District Officers (EDOs), District Education Officers (DEOs), Deputy District Education Officers (Dy. DEOs), Assistant Education Officers (AEOs) of Quetta and the Director Education Balochistan. The motivation behind the study was to research technical issues in strategies for measuring dropout in primary schools of Balochistan. District Quetta. Which were chosen for information, for exploring technical issues in measuring dropout rate of these areas had just been discovered more prominent than those of different locale of Balochistan. The researcher arranged two surveys; One for Head Teachers of primary schools and the other for Education Executive Officers of Quetta. The Questionnaire for head educator included 15 close-ended questions in yes/no shape and five open-ended Questions, while the survey interview protocol for administrators contained eight closed-ended requesting Questions for answers in yes/no frame and five open-ended questions. The gathered information were investigated utilizing illustrative insights.

Descriptive analysis method was utilized to observe ratios for the significant measurements of the data for study and understanding. answers of open-ended inquiries were first arranged under basic patterns and afterward systematized with thematic view for assistance in findings.

An extraordinary major share of educational heads (78.5 %) has web office. A few officers in the lower strata detest web office. Just 33.3 % officers reacted to have PC in Administrator's Office, generally, PC related work is being taken from agents. Larger part of the officers affirmed to keep up dropout record. A few officers appear to disregard dropout record to higher expert without trying to keep up legitimate record. It demonstrates some carelessness with respect to the officers of which reasons might be differing. A little percentage of overseers (21.2 %) does not concur that figures of dropout at tehsil/region percentage speak to the separate tehsil/locale. This thing demonstrates a few escape clauses in revealing and unwavering quality of the figures. Half of the officers reacted to have the ability to deal with a database administrator. In government segment, authorizing the post for a specific employment lies in the hands of approach producers or the higher researcher. Thusly, as a rule, officers feel vulnerable in procuring work force, regardless of whether they are gravely required. All officers communicated their in the agreed that information on selected students and dropouts ought to be connected on common percentage. It implies that they would like to secure nearly precise figures of dropouts if information be connected on at any rate common percentage. Yearly variety in dropout figures isn't sensible, is the reaction of 21.2 % executives. It counts the rate which demonstrates that figures of dropout at tehsil/area percentage are not agent their particular tehsil/locale. Additionally, 27.3 % officers are not happy with the unwavering quality of current dropout figures. This rate may be considerably more noteworthy as a general rule, for the vast majority of the officers are constrained by the idea of their duty and post to give a decent picture where their own work and productivity may be addressed.

Conclusion

The findings and conclusions of this investigation have been examined in accordance with inquire about questions one by one. To begin with explore question was, 'What is the idea of varieties in characterizing

dropout. This study has been tended to by investigating the current writing on dropout. One thing ought to be remembered that researcher discover a considerable measure of writing with respect to reasons for dropout, yet little researcher find about characterizing dropout globally. More often than not, researcher discover neighbourhood meanings of dropout in light of specific circumstance and setting of the characterizing organization. Researcher have lexicon meanings of dropout no uncertainty, yet they are of general nature. For instance, Oxford Advanced Learners' Dictionary says that a dropout is a man who leaves a school or school before they have completed their courses (Oxford Advanced Learners' Dictionary, 2015) and Collins Dictionary characterizes dropout as a man who neglects to finish a school or school course (Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, F., Weinfeld, F., & York, R. 1966). As is obvious from the above word reference definitions, dropout has been characterized by and large terms and thus envelop all establishments. A far as individual efforts are concerned, a few organizations and people have exhibited their individual definitions

Future recommendations

In view of the discoveries and finish of this investigation, following proposals can be recommended with a specific end goal to guarantee correct and predictable dropout figures Particularly in Balochistan and generally in Pakistan.

- Dropout ought to be authoritatively characterized and its standards for measuring should be reset by government Representatives.
- There should be a provincial body to gather and keep up information at district level and a solid observing framework should be carried out.
- Such information gathering procedures should be embraced which must guarantee greatest dependable figures.
- Each student must be apportioned/given an interesting ID. Help can be taken from Schools and the concerned Education Department in such manner.
- There should be a parent database at provincial level which would connect up all students and have the capacity to track singular pupil when and where he/she goes.
- All formal and casual instructive organizations should be connected with the previously mentioned database.

- Personnel in charge of keeping and keeping up and revealing dropout information may be all around prepared, particularly with computers and web system in office.

- Official or departmental issues may be evacuated to stay away from counterfeit in process of measuring dropout figures.

All formal and casual instructive foundations, particularly religious madrassa ought to be streamlined.

A climate of participation, coordination and trust may be provided to work properly.

Dropout information may be interlinked at provincial level and at even National level.

References.

- Bridgeland, J.M, Dilulio, J.J. & Morison, K.B. (2006). The silent epidemic. New York: Civic Enterprises, LLC. Retrieved from: www.ignitelearning.com/pdf/TheSilentEpidemic3-06FINAL.pdf
- Chuard, D. & Mingat, A. (1996). An analysis of dropout and student leaving in primary education in Pakistan. Manila, Philippines: Asian Development Bank (ADB)
- Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, F., Weinfeld, F., & York, R. (1966). Equality of educational opportunity. Washington, D.C.: U.S. Government Printing Office
- Finn, J.D. (1989). Withdrawing from school. *Review of Educational Research*, 59, 117-142.
- Government of Pakistan (1998). Countryal Plan for Action on Education for All Pakistan. Islamabad: Ministry of Education
- Government of Pakistan (2004). Countryal Plan for Action on Education for All (2001-2015) Pakistan. Islamabad: Ministry of Education
- Government of Pakistan (2010). Economic Survey of Pakistan (2009 -20 10). Islamabad: Finance Division
- Haveman, R. & Wolfe, B. (1994). Succeeding generations: On the effects of investments in children. New York: Russell Sage Foundation
- Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools*, (pp.11-39). New York: Teachers College Press. *of Educational Technology Systems*, 29, 313-329
- United Nations (2008). Pakistan: Corporal punishment key reason for school dropouts. UN Office for the Coordination of Humanitarian Affairs. [Online] Available:
- United Nations Development Program (2004). *Human Development Report 2004*. New York: Oxford University Press
- Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1983). *Reducing the Risk: Schools as Communities of Support*. New York: Falmer Press
- UNICEF. (2008) *Commended action* (2nd ed.). Springfield, IL: Charles C. Thomas