

Socio Economic Factors Causing Student's Dropout in Girls Higher Secondary Schools in District Peshawar (Pakistan)

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Abstract

The primary objective of this study is to find out the causes of dropout of students of girls higher secondary school in the study area. The total number of dropout students at these schools was 258. Through the Yamani formula, the sample size was fixed to 157 out of 258. Then, through allocation proportion methodology, the sample size of 157 was distributed among all 18 girls in higher secondary schools. Data were collected from the 157 respondents by interview schedules. A multiple regression model was run, and the situation was analyzed. Different variables, such as parental education, household income, household size, landholding, teacher experiences, and transportation facilities, were negatively related to the students' dropout rate. In contrast, the remaining variables were positively related to the students' dropout rate in the study area. Only school distance and sickness were found non-significant, and the remaining variables were found significant at a .05 confidence level. On the basis of problems, the study recommends that awareness of the parents is required for the dropout decrease of students; training teachers should be provided for dropout control in the study area; the school environment should be made favorable for student attraction; abuse language by teachers should not apply in the classroom; always use soft language by a school teacher in the study area; some attractive program should be arranged for student attraction in the school. Similarly, teachers and parents also require students' encouragement students; the family of the students and school administration meeting is required on a regular basis in the schools to encourage the students to uplift their education.

Keywords: Socio-Economics Factors, Causing, Dropout, Government Higher School Girls.

Introduction

The socioeconomic status of the individual can be considered as the social standing of the person or group of people in a respective society. Most of the studies argued that the socioeconomic concept includes occupation, income, and education of the individual. The studies reported that inequalities have been found in accessing these resources, and some of the problems are related to power and privilege control. In this context, the student's dropout has been considered a global phenomenon. The student's dropout has been explained in different contexts around the world, but in Pakistan, when a student leaves school without completing his degree or certificate, he is considered a student dropout.

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This phenomenon had a significant impact on the socioeconomic status of the individuals in the country. The studies argued that some physical factors contribute to either increasing retention or dropout in higher secondary schools in the country. Some of the factors include school infrastructure, working environment, school building, and equipment in the labs, which are the factors that can increase the retention of students in the school. Lack of facilities, overcrowded classrooms, punishment by teachers, etc., are the factors that push the student to leave the school. Lack of infrastructure, physical punishment, corporal punishment, loss of self-respect, heavy bags, non-availability of transportation in some of the rural areas of the country, especially in remote rural areas, lack of basic facilities of life such as roads, health facilities are causes of students drop out and low retention rate (Bibi, 2023).

Zeb et al. (2021) conducted a study in the district of Peshawar. He explained that poverty is the leading cause of boy's dropout from school. At the same time, in the girl's case, poor financial position is the leading cause of the girl's dropout from school. In contrast, in other determinants, the father's education, mother's education, school distance, illiterate community, and parental perception are the causes of the dropout of the children from school. There are many causes of the dropout rate of students from the school. Ghazi et al. (2011) explained that parents' poor economic conditions allow their children to work as laborers in the market to earn money for house survival, which causes them to drop out of school.

The problem in district Peshawar is severe, and the majority of students left their education due to the financial crisis. Nowadays, the day Government of Pakistan also needs help with finances, and they spend a small amount on education. The government does not support the educational institution financially. They increase the fees of the University students and schools, which creates dropout problems in the area. Seeing its importance, the present study was arranged. The primary objective was to find out the causes of dropout of students of girls higher secondary school in the study area.

Methods and Materials

The present study was conducted in the girls' higher secondary schools in the district of Peshawar. Therefore, these constitute the study universe. Table 1 shows the list of the girls' higher secondary schools in the study area.

Table 1: The list of the Girls Higher Secondary Schools of District Peshawar

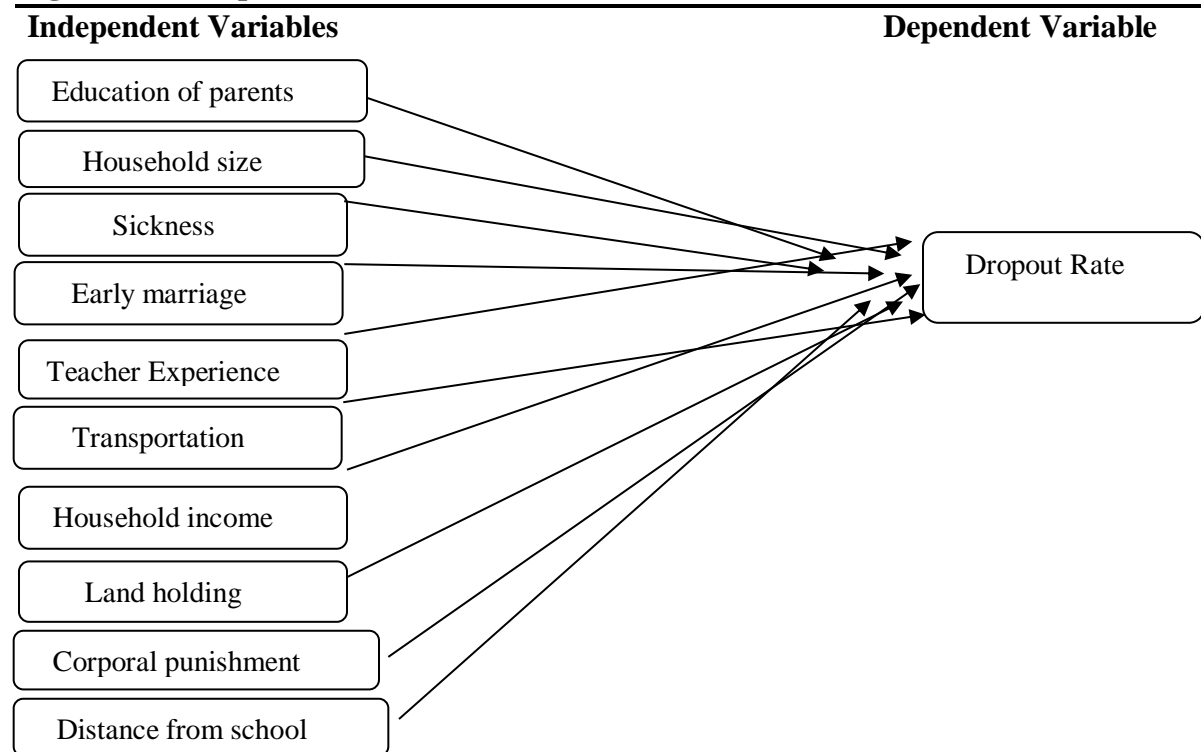
School Name (GGHSS)	UC Name	Enrollment 2019-20	Enrollment 2020-21	Dropout student	%
Sufaid Sung	Kafoor Dehri	150	172	22	14.67
Sahibzada Umar Khan Shaheed	Asia	467	482	15	3.21
Nishtar Abad	Sheikh Junaid Abad	491	511	20	4.07
University Town	University Town	1087	1100	13	1.20
Khyber Colony	Mahal Terai-I	1027	1040	13	1.27
Wadpaga	Wadpaga	317	337	20	6.31
Chamkani	Chamkani	662	673	11	1.66
NO.2 Peshawar Cantt	Nauthia Jadeed	287	305	18	6.27
Lady Griffith	Jehangir Pura	582	596	14	2.41
Hayat Abad	Hayatabad - II	503	522	19	3.78
Jogiwara	Karim Pura	492	509	17	3.46
Badaber	Badaber Maryamzai	667	681	14	2.10

Tarnab Farm	Lala Kalay	421	440	19	4.51
Mathra	Mathra	523	540	17	3.25
Larama	Larama	530	532	2	0.38
Landi Arbab	Landi Arbab	580	592	12	2.07
Begum Shahab Ud Din	Gunj	1023	1025	2	0.20
Mian Gujar	Nehaqi	352	362	10	2.84
Total		10161	10419	258	

Source: Education Deptt, 19-2021.

The present study used multi-stage sampling technique as it is recommended by most of the previous studies. District Peshawar is comprised of four towns (Town 1, 2, 3 and 4). The study included girl's students of 9th - 12th class. Yamani formula was used and the sample size was fixed to 157 out of 258. The sample size was distributed according to proportion allocation methodology among the Girls Higher Secondary Schools in the study area. The data in the study was collected from 157 female dropout students in the Girls Higher secondary schools through face to face interview schedule. Pretesting was also applied for interview schedule correction. Then data was edited according to SPSS. The data was punched in the computer for analysis. The conceptual framework is given below:

Figure 1: Conceptual framework



Descriptive statistics and multiple regression models were used for data analysis. The model detailed is given below as:

Multiple linear Regression Models

The study has used multiple linear regressions model. The different factors were taken as independent variables and dropout ratio is the dependent variable. The equation is given:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \dots + \beta_{10} X_{10i} + \epsilon_i$$

Y_i = Dropout rate

X_1 = Education level of parents (Years)

X_2 = Income of household (Rupees per month)

X_3 = Household size (Numbers)

X_4 = Land Holding (Marla)

X_5 = Distance from school (Kilometer)

X_6 = Early marriage (dummy)

X_7 = Corporal punishment (dummy)

X_8 = Teacher Experience (Years)

D_1 = Sickness (1= Yes, 0=No) (dummy)

D_2 = Transportation (dummy)

Results and Discussion

There are so many factors which cause students drop out in the study area. Descriptive statistics namely literacy status, family size, land holding, father occupation, corporal punishment, early marriages and empirical results are given below in ascending order one by one.

Parent Literacy Status

Literacy means a person can read and write in any language. Table 1 indicates the parents literacy status of the sampled respondents in the study area. According to table the literate percentage is 31 percent and the illiterate percentage is 69 percent. So the table data shows that majority respondent was illiterate. Literacy play great role in the development of a community and without literacy the development of the country is impossible. Therefore every country of the world wants how to develop the literacy rate of the country. The Pakistan literacy rate is 60% according to economic survey of Pakistan (2022), so, the project area literacy rates of the respondents is 31%. This literacy rate of the project area is less than the literacy rate of the country. Therefore the government tries how to increase the literacy rate of the nation and different educational programs were launched for the uplifting of literacy rate.

Table 2: Parents' literacy status of the sampled respondents

Particular Item	Number	Percentage
Literate	49	31
Illiterates	108	69
Total	157	100

Students Parents Education Level

Education play great role in the development of a country, so it is necessary for the government to established good educational institutions at their country and without good institution the development of the country is impossible. Table 2 shows the students parent education level wise distribution of the sampled respondents in the study area. According to table the primary level respondents' number is 9 and percentage is 19 percent. Similarly the middle level number is 8 and percentage is 16, however the metric number is 30 and percentage is 61 while the intermediate

number is 2 and percentage is 4. Majority respondents were found in metric and low number was found in the intermediate. So it indicates that the project area respondent's education level of the respondents is very low but education play great role in the development of a country. Low level education respondents affect the dropout of the students more because they have no knowledge what role education play in enhancement of family economy in the country. Good economy needs the education level high as like the developed country of the world.

Guzman et al (8, September 2021) told that student dropout in higher education has been of great interest to the academic community, state and social actors over the last three decades, due to the various effects that this event has on the student, the family, higher education institutions and the state itself. It is recognized the dropout at this level of education is extremely complex due to its multi causality which is expressed in the existent relationship in its explanatory variables associated with the students, their socioeconomic and academic condition, as well as the characteristics of the educational institutions.

Table 3: Students parents education level

Particular Items	Number	Percentage
Primary	9	19
Middle	8	16
Metric	30	61
Intermediate	2	4
Total	49	100

Student's Family Size

Table 4 indicates the family size wise distribution of the sampled respondents of the study area. According to table in family 3-4 size the respondent's percentage is 14 but in 4-5 family size the total respondent's percentage is 34. Similarly in 5-6 family size the total respondent's percentage is 25 however in above 6 size category the respondents percentage is 27. The high number was found in 4-5 family size category while in low number was found in 3-4 family size category. Family size play great role in the development of a country. The high size family eats more food while the low size eat less food, so more population of the country wants more food. Therefore the agriculture sector of the country think that how to fulfill the food of society which is required. They make good policy for agriculture to produce more food for the nation.

Ali et al (June, 2019) told that family size also affect the dropout ratio of the students when family size is more, then the dropout ratio will be more in the study area because the expenditure cost of the family will be more due to size family, so they cannot afford the expenditures of the school fee. This situation is also present in the present study.

Table 4: Students parent family size distribution in the study areas

Family Size Categories	Number	Percentage
3-4	22	14
4-5	53	34
5-6	39	25
Above-6	43	27
Total	157	100

Students Family Types Distribution

Table 5 indicates students family types wise distribution of the sampled respondents in the study area. According to table 90 Percent respondents were found in the nucleus family while 10 percent were found in the Joint family. In nucleus family only the father mother, children are present while in joint family uncle, brother all were present. The economy is joint and everyone earn the money and spend together and fulfill the need of the house however in nucleus only the father and mother earn the money and they spend on their children. In project area the number of the nucleus was more than the joint family. These both have advantages and disadvantages. Nucleus family only plan for the future of their children but joint family think for the whole member of their family. Song et al. (2012) explain that family structure has also some affection on the student dropout ratio. Good structure of the family decrease the dropout ratio of their children. Similarly family types also affect the dropout ratio of the student.

Table 5: Students family types distribution in the study area

Family Types	Number	Percentage
Nucleus	141	90
Joint	16	10
Total	157	100

Students Father Occupation

The data given in the table 6, shows students father occupation wise distribution of the sampled respondents in the study area. According to table the private employee's percentage is 8 and business employees' percentage is 20. There is no government employee among the respondents but the number of private employees is more than the other category. So it shows that people in the study area are very poor and because of this their children dropout from the school mostly due to income level.

Nath et al. (2017) argued that different occupation give different income to the community which latter on affect the level of education. The people, whose income level is high, so their education is good and dropout ratio is less than those whose income is low,. This situation was also seen in developing countries of the world namely Rewanda and Bangladesh.

Table 6: Students Father Occupation Distribution in the Study Area

Occupation	Number	Percentage
Private Employees	126	80
Business Employees	31	20
Total	157	100

Students' Parent Income Level

Table 7 explains the student parent income wise distribution of the sampled respondents in the study area. According to table in less than Rs.20000 category the respondent number is 6 and percentage is 4. Similarly in Rs.20000-Rs.30000 category the respondents' number is 90 but the percentage is 57 while in Rs.30000.1-Rs 40000 category the respondent number is 15 and the percentage is 10 however in above Rs.40000 category the number of the respondents are 46 and the percentage is 29. The more respondents are present in the Rs.20000-30000 income category but fewer respondents are in the less than Rs.20000 category. Income play great role in the

development of education. The people whose income level is less, they cannot send their children to school. So income is the good agent for uplifting the education level while respondents income level is very low and majority do the private job, They cannot afford the expenditure of their school children and because of this they dropped their children from the school.

Bhatti et al., (2011) concluded that the lower economic development of the nation, inadequate income receiving from parents, per capital income, poor health facilities, unemployment, increasing poverty, lower quality of health standards and malnutrition are considering the most significant reasons for higher student's dropout. It is also seen in the present study that if income level is low then the dropout ratio is high and if the income level is high then the dropout ratio is less, so, income play great role in the development of education

Table 7: Students Parent Income Wise Distribution of the Sampled Respondents in the Study Area

Income Categories (Rs)	Frequency	Percentage
Less than 20000	6	4
20000-30000	90	57
30000.1-40000	15	10
Above 40000	46	29
Total	157	100

Student's parents' house status table 8 indicates parent house status wise distribution of the sampled respondents in the study area. According to table the rented house number is 21 and percentage is 13 while the own house number is 136 and percentage is 87. So the own house number is more than the rented house. House play great role in the development of a country. Without good house the development of the family is very difficult. The owner house did not spent more on the house rent but the rented house respondents spend more on the rented and because of this their education expenditure is less which affect the dropout of their children. They cannot afford the fee of their children which push the dropout of their children in the school

Table 8: Students parent house status wise distribution of the sampled respondents in the study area

House Status	Number	Percentage
Rented	21	13
Own	136	87
Total	157	100

Students Parent House Size

Table 9 indicates students parent house size wise distribution of the sampled respondents of the study area. According to table upto-5 marlas the respondents' number is 88 and the percentage is 56 and in 5.1-10 marlas category the respondent number is 41 and percentage is 26. Similarly in above 10 marlas the respondents number is 28 and percentage is 18. The highest number of the respondents is upto-5 marlas category and the lowest respondents number is in the above 10 category. It shows that the dropout students' parent is very poor and poverty is also the great reason of the drop out of the students in the study area. Farah and Upadhryay (2017) discussed that children from poor family has more dropout than the richer family. The richer family has large

size house and they have money more than poor so they enjoy the life best and the dropout of the student is less than poor family. Size family increases, expenditure and cost of the family also increases which push the dropout rate of the student in the family. Such type's situation is also observed in the study area.

Table 9: Students parent house size wise distribution of the sampled respondents of the study area

House Size (Marla)	Number	Percentage
Upto-5	88	56
5.1-10	41	26
Above 10	28	18
Total	157	100

Perception about the Poor Performance regarding Children

Table 10 shows students' parents perception of the poor performance regarding of the sampled respondents children at school in the study area. According to table the yes percentage is 10 and the no percentage is 90 percent. It shows that the performance of the school is very nice and good only few told that the poor performance is present in the school. So it is explained that school is good but the house environment of the respondent is bad and because of this their children have been dropped out from the school due to income level. The main reason is poverty and low income of the household.

Hassan et al. (2020) argued that poor academic performance affects students mind which push to dropout the school. So school academic performance play great role in student dropout ratio controlling. Similarly in the present the school performance was found best in the study area. Therefore it is requested to government to select quality teacher for teaching in higher secondary schools in the study area.

Table 10: Student parent perception of the poor performance regarding of the sampled respondents about children at school in the study area

Perception of Poor Performance	Frequency	Percentage
Yes	15	10
No	142	90
Total	157	100

Perception about Strict Management

Table 11 shows students parent perception about strict management of the school administration of the sampled respondents of the study area. Ninety three percent respondents claimed that the school administration was strict while seven percent told that the administration was weak. Strict management plays great role in the development of school but sometime due to strict management the students' dropout increasing day by day in the schools.

Roch et al. (2018) investigated that strict management give bad message to parents and students. The negative effects are smaller in the school while this situation is also seen in the study area. The parent do not like the strict management and due to strict management sometime the student dropout occurred from the school. Sometime parent came and fight with the teacher while educated

parent mostly like strict management. Such situation is also observed in the rural area of district Peshawar.

Table 11: Students parent perception about strict management for student attendance of school administration of the sampled respondents of the study area

Strict Management	Number	Percentage
Yes	146	93
No	11	07
Total	157	100

Perception of Good Relation of the Teacher with Students

Table 12 explains students' parent perception distribution regarding good relation of the teacher with children of the sampled respondents in the study area. The table shows that 97 percent tells that the relation was good but 3 percent claims that the relation was not good. So it is also a good sign of the school performance. The study shows that the school is good but the main reason is the household supervision which affects the dropped out percentage of the children. Good relation of student and teacher play great role in the control of drop out. At school level they ask the questions very easily from the teacher and very easily they cover their deficiency in the class. At university level they also play great role in the student dropout control. Therefore it is requested to teacher to keep good relation for enhancing of students education

Table 12: Students parent perception distribution regarding good relation of the teacher with children of the sampled respondents in the study area

Good Relation	Number	Percentage
Yes	152	97
No	05	03
Total	157	100

Perception regarding Bullying Attitudes

Table 13 indicates students' parent perception regarding bullying attitudes of the teacher with the students of the sampled respondents. One percent tells that the teacher attitude was bad with us but 99 percent claimed the attitudes were good. It shows that majority teachers' attitudes were good. So good attitudes of the teacher' attract the students to school, while bad attitudes of the teachers increase the dropout of the students in the school. So the study shows that the main reason was the poverty of the respondents. The income level was less, so they cannot afford the children expenses; because of this their children dropout was occurred in the school.

Aaron (2009) explored that bad attitude and corporal punishment by teachers etc. are the factors which force the student to leave the school while good attitude with students decrease the dropout ratio in the school. So good environment, play great role in the development of education. This thing was also observed in the present study. Therefore it is requested to make the environment of the school favorable for students dropout ratio decreasing in the study area.

Table 13: Students perception regarding bullying attitudes of the teacher with students of the sampled respondents in the study area

Bullying Attitude	Frequency	Percentage
Yes	02	01
No	155	99
Total	157	100

Early Marriage

Table 14 indicates students' parent perception regarding early marriage distribution of the sampled respondents of the study area. Sixty seven percent respondents told that early marriage was the main reason for dropout from the school but 33 percent told that early marriage was not reason from the school dropping. The majority respondents claim the early marriage from the school dropping but few told that early marriage is not the reason from school dropping.

Shah et al. (2015) told that early marriage is also the factor which affect dropout ratio of the student in the country and it push the dropout ratio and affect the education level of the project area, So, it is necessary for the parent to not decided the early marriage for their children because women paly great role in the development of a country.

Table 14: Students parent perception regarding early marriage distribution

Early Marriage	Number	Percentage
Yes	105	67
No	052	33
Total	157	100

Empirical Results

All assumptions were checked and found correct. So the regression model was run and the explanation of different variables relation with dropout of the students is given in table-15. Table 15 indicates different variable relationship with dropout rate of the sampled respondents' in the study area. According to table the estimated coefficient of the parent's education are statistically significant for the dropout rate and if one unit of the parent education increases then 6 percent decrease will be occurred in the dropout rate of the students of the respondents. The result was highly significant at .05 confidence level Hence it is estimated that the more the parents are educated the less the students will be dropped out from the schools and vice versa. Mazub et al. (2010) discussed that parent skills and education play great role in the reduction of dropout rate of the students. The parents make the plan very proper for their children education for the future which protect the dropping of their children from school. The coefficient of the household income was -.026 and highly significant at .05 confidence level. If one unit of the income level increasing then 2.6 percent change will be occurred in the students dropout rate decreasing. Bhatti et al., (2011) concluded that inadequate incomes of the parents are considering the most significant reason for higher student's dropout in the world. It is also seen in the present study that if income level is low then the dropout rate will be high, so income play great role in the reduction of dropout rate in the student of the study area.

The house hold size coefficient is -.03 and was significant at .05 confidence level. When one unit of the house size increase then 3 percent increase will be occurred in the dropout rate of the

sampled respondents students of the study area. So, household size of the family play great role in the dropout rate of the study area.

Ali et al. (2019) argued that family size also affect the dropout rate of the students when family size is more then the dropout rate will be more in the study area because the expenditure cost of the family will be more due to size family, so they cannot afford the expenditures of the school fee of all their children. Similar situation is also existed in the study area.

The land holding coefficient of the study area is -.01 and highly significant at .05 confidence level. If one unit of landholding is increasing then 1 percent decrease will be occurred in student dropout rate of the study area. Land holding ownership also play great role in the decreasing of the students drop out rate in the study area.

The school distance coefficient is .001 and is not significant at .05 confidence level while if one unit distance increasing then .01 percent change will be increasing in the dropout rate of the female student in the study area. The early marriage, corporal punishment, sickness of the sampled respondents increase the dropout rate of the female students of the study area while teacher experiences and transportation facilities decrease the student drop out in the study area. There are also other variables in the study area which increase or decrease the dropout rate of the female students in the study area.

The above data concludes that there are so many variables which affect student's dropout rate positively and negatively, so for control purpose these variables units can be increased and decreased for mitigating the dropout situation.

Table 15: Different Variables Relationship with Dropout Rate of the sampled Respondent in the study Area

Independent Variables	Coefficients	Standard Error	t-value	Probability
(Constant)	.141	.050	2.800	.006
Parent Education	-.06	.008	-7.5	..016
Household Income (RS)	-.026	.013	-2.088	.039
Household Size (Number)	-.03	.003	-10	.021
Landholding (Marla)	-.01	.001	-10	..021
Distance from School (Km)	.001	.001	1.250	.213
Early marriage (Yes=1, No=0)	.12	.008	15	.032.
Corporal Punishment (Yes=1, No=0)	.03	.010	03	.0064
Teacher Experiences (Yes=1, No=0)	-.01	.010	10	.021
Sickness (Yes=1, No=0)	.013	.010	-1.226	.222
Transportation Facilities	-.03	.010	3	.0064

Conclusion and Recommendations

The study concluded that student's dropout rate link with different variables namely parent education, household income, household size, landholding, distance from school, early marriage, corporal punishment, teacher experiences, sickness, transportation facilities. These all variables except school distance and sickness were highly significant with dropout of the students' rate. Parent education, household income, household size, landholding, teacher experiences, transportation facilities were negatively related with the student's dropout rate while the remaining variables namely distance from school, early marriage, corporal punishment and sickness were positively related with the students' dropout rate in the study area. On the basis of problems the

study recommended the following recommendations for the dropout students' solution in the study area. Government should implement poverty reduction program in the study area because income play great role in the solution of dropout of students problems. Awareness of the parent is required for dropout decreasing of the students; train teachers should be provided for dropout decreasing in the study area; school environment should be favorable for student attraction; abuse language by teacher should not be applied in the class room; always use soft language by school teacher in the study area while some attractive program should be arranged for student relaxation in the study area.

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