

## REVIEW THE STUDENTS DROPOUT AT PRIMARY SCHOOL LEVEL IN PUNJAB, PAKISTAN

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### Abstract

*Each and every person has the right to get a basic education that emphasizes knowledge that is relevant to their whole being. The study's results show that there are a lot of students who drop out of school in Pakistan. The research aims to identify factors contributing to the dropout rates of students at the primary level in government schools, in Punjab, Pakistan. It also investigates the effectiveness of policy intervention to reduce the dropout rate of students at level government schools in Punjab, Pakistan. The methodology used in the present study was a systematic meta-analysis for review of students dropped at the primary level in government schools of Punjab, Pakistan. This study provides a comprehensive evaluation of empirical research and literature from both domestic and foreign sources about the variables influencing student dropout behavior and the strategies used to address the problem. The following literature and discussion show that this study provides a comprehensive analysis of the factors that contribute to school dropout rates in Punjab, Pakistan, Pakistan. Results show that instructional approaches, strategy viability, basic issues, and financial factors affect dropout rates.*

**Keywords:** *Dropout, primary level, Punjab, Pakistan, systematic review, students, policies, education.*

### Introduction

The increasing number of primary school dropouts has captivated the attention of academics worldwide (Naz et al., 2023). The term "dropout" describes pupils who leave school early without finishing their education (Shafqat et al., 2024). According to Anjum (2022), students in Punjab and the NWFP drop out at a very low rate, particularly in private education compared to government education. According to the data, students who attend institutions that provide nighttime programs are less likely to drop out. According to Adams (1998), student dropout rates vary by area. They believed that although harsh behavior was not tolerated in metropolitan schools, it helped kids in rural schools stay in school longer (Fatima et al., 2024). Holmes (2003) spoke about the friendly signs that the students used to complete their primary schooling. She also looked at the fact that females get less basic schooling than boys. According to Zafar et al. (2022), economic, societal, and cultural obstacles prevent women from completing their basic education. If females may readily access primary schools, the number of girls attending rural schools may be increasing by 16% (Sawada & Lokshin, 2001).

Students who quit school for whatever reason without dying and discontinue their basic education before finishing it are referred to as dropouts, according to Jamil and Iqbal (2020). According to the comprehensive definition of Atta et al. (2024), this group includes pupils who dropped out of school for whatever reason. According to Shafqat et al. (2024), a student who drops out of school maybe someone who left their studies unfinished. Students who leave school before completing their primary education are considered dropouts (Rasheed et al., 2024).

Joubish and Khurram (2011) claim that the factors influencing student dropout include illiteracy, poverty, lack of desire, ignorance, child labor, corporal punishment, instructors' attitudes, and the academic environment (Rasheed et al., 2024). It was noted that there are a lot of students dropping out of school in Pakistan's rural regions, but things became worse in 2020 when a 10% to 25% rise in dropout rates was observed (Abbasi, 2021). Shuja (2022) spoke about this concerning scenario and said that over a million pupils are dropping out of school. To investigate this issue and determine the cause of primary, secondary, and higher education dropouts, the Pakistani government started the Ehsaas Education Program (Jamal, 2021).

The Government of Punjab's Special Education Department has established several Special Education Centers throughout Punjab, which is regarded as the wealthiest province in Pakistan. These educational institutions are effectively working on creating instructional strategies and planning training sessions to help teachers acquire the necessary skills to help impoverished students develop their cognitive abilities. As a result, these extensive training programs represent and concentrate on the creation of special education that could be beneficial to the communities and the approximately 65,000 schools in the Education Department. The public sector of special education centers offers some free services, such as textbooks, English and Urdu Braille books, uniforms, food for children enrolled in all special education institutions, pick-up and drop-off services, wheelchairs, and hearing aids. Despite the availability of several facilities, Pakistan is still unable to meet the objectives of EFA 2015. The overall dropout rate for adult males and females in Pakistan is 50%. Adult female dropout rates are 56%, whereas adult male dropout rates are 44%, according to Jatoi & Hussain (2010). As time goes on, the number of dropouts is increasing relative to the number of enrolments. According to recent research, 21.7 million school-age children are not enrolled in school (Jamal, 2021).

### **Literature**

A literature review is an overview of a topic of study that aids in the formulation of particular research questions. A literature study must consult and assess a variety of sources, such as books, online resources, and articles from scholarly and professional journals (Akram et al., 2022; Cheema et al., 2023; Zafar et al., 2021). A review of the literature provides a framework for considering the potential outcomes of creative research while summarizing and assessing the written works on a certain issue. By providing sophisticated ideas for future study, it also reveals what has already been done. Additionally, it assists researchers in substituting their work in broader settings to provide improved research outcomes (Rao et al., 2023). The literature review for the current study is provided below. According to Farooq (2006), the students' dropout was caused by several signs. Fatima et al. (2024) identified a number of these factors, including persistent student failure, deficiencies that students may not be able to afford to attend school, a lack of interest in students' attendance that may prevent them from being prepared for admission in other disciplines, poor university instructors and their attitudes towards students, and discipline of students in schools (Khan et al., 2022). According to Jamil and Iqbal (2020), variables affecting pupils were lengthy commutes, low-income families, crowding, corporal punishment, and maintaining grades. During an educational session, 10% of all female pupils who are accepted are promoted to a higher grade (Akhtar et al., 2022). For professionals working to raise the proportion of literate females and decision-makers, the low retention of female students is a serious challenge (Mumtaz et al., 2024). The literacy rate of female pupils is dropping as a result of the low admission rate for females and the high dropout rate. According

to Rasheed et al. (2024), one of the factors contributing to primary school dropout rates is the workload that children are juggling. According to Stearns and Glennie (2006), the reasons for high school dropouts among both males and females include a deterioration in academic performance, challenges with discipline, employment opportunities, large families, marriages, prenatal period causes, and caregiving for children. Many cultures have different community issues that lead to youngsters dropping out of school (Zafar et al., 2021). According to Naz et al. (2023), female dropout rates are caused by knowledge of pregnancy, marital problems, and child care challenges. Additionally, the ethnic background of students, their lack of options, the school environment, and their families' attitudes towards education all have an impact on admissions and dropout rates (Christle et al., 2007). House income, social and emotional concerns, race and culture, socioeconomic status, concern for achieving higher rankings, and school-related difficulties are the indications for student dropout (Yousaf et al., 2021; Rajput et al., 2018; Yadav & Singh, 2020). According to the UNESCO Centre for Developmental Research in Bangladesh (CDRB) (2002), girls' early marriages and severe poverty are the two main reasons why female students drop out of school (Naz et al., 2023). The main factor for school dropouts is poverty. in Bangladesh. Similarly, one of the primary causes of student dropouts is the early marriage of females (Zafar & Akhtar, 2023). Cultural issues are also linked to the cause of females being married young. Due to similar backgrounds in Bangladesh and Pakistan, the aforementioned issues are the sole reasons why students drop out of Pakistani schools (Mughal et al., 2023). Parents' opinions on their children's education may be helpful for admission and student dropout rates, according to Naz et al. (2023). According to Holmes (2003), households with educated parents are more likely to send their children than those without. According to Mumtaz et al., (2024), children with illiterate parents are more likely to drop out. But in certain cases, families with children who are illiterate may register them because they don't want them to stay that way (Shabbir et al., 2020). Because families want their kids to have a higher education and look for occupations that fit them (2023). According to Kukreti and Saxena (2004), dropout rates are increased by poverty, teaching abilities, educational interest, illiteracy causes, and females getting married young. According to Lone, Shakir, and Zafar (2011), early marriages among females are associated with an increase in dropout rates that differs by culture. Girls' school dropout rates are increased by this factor (Ullah et al., 2020; Shah et al., 2019). Families' socioeconomic status and qualifications have a big impact on their children's education, according to Kotwal et al., (2007). On the other hand, if parents come from a low socioeconomic background, their children may be identified as dropouts and may present a great opportunity for gender perception. According to Zafar and Akhtar's (2023) research, co-education in schools at all levels is not supported by the ideals of the cultures associated with social order. As a result, females are prohibited from attending coeducational schools. According to Rao et al.(2023), the Pakistani government now spends less on the education sector—for instance, less than 2.1% of GDP. Building more schools exclusively for females is challenging in this scenario (Hussain et al., 2017). Working on children's rights, SPARC (2008) has called for 35,000 kids to drop out annually as a result of physical punishment (Rasheed et al., 2024). It maintains that the reasons for dropouts are child abuse. Dropout rates increase the fraction of street children. There are now almost 70,000 street children in Pakistan (Hina et al., 2023). Particularly in Pakistan's rural regions, the dropout rate for females is higher than that for boys (Shakir et al., 2012). Cultural barriers and lengthy school commutes are only two of the challenges that the female pupils face

(Zafar & Akhtar, 2023). In particular, primary school girls face several challenges every day (Bhutto et al., 2023). They go ten to fifteen km. Their families are unable to tolerate the distance from their houses, therefore they send their girls to school (Mohiman et al., 2024).

### **Rationale of the study**

High dropout rates in primary schools in Pakistan, particularly in government schools in Punjab, Pakistan, decrease both individual and cultural advancement. Students who leave school deprives from the basic education and improvement, which spreads poverty and cutoff future possibilities (Jamal, 2021). The issue is pronounced in urban areas of Punjab, Pakistan it is important to the underlying reason of dropout to create effective interventions and implementations. The study aims to explore these factors and provide evidence from policy changes to ensure students to complete primary education.

### **Statement of the problem**

The problem is the dropout rate in primary schools of Punjab, Pakistan, which is high ahead of various interpositions. It is observed that there are a lot of children drop out of schools so it is necessary to evaluate the reasons behind it. Social economic challenges, school infrastructure, and low parent involvement are the major causes of these issues. Current policies aim to reduce these dropout rates in Punjab, Pakistan and improve the literacy rate. The study seeks to analyze the factors regarding dropout of students and provide event-based recommendations for reducing dropout and improving retention in the school of Punjab, Pakistan.

### **Significance of the study**

The study findings will be significant for the policy makers, educators and administration to intervene some effective strategies to reduce the dropout rate in Punjab, Pakistan schools. Recommendations from this study might reduce the retention rate, allocation of resources, and support for conducive environment for learning in primary schools in Punjab, Pakistan.

### **Objectives:**

The research objectives were;

1. To identify factors contributing to the higher dropout rates of students at the primary level in government schools, in Punjab, Pakistan.
2. To suggest the recommendations to reduce the dropout rate of students at level government schools in Punjab, Pakistan.

### **Methodology**

The methodology used in the present study was systematic meta-analysis for review of student's dropout at primary level in government schools of Punjab, Pakistan. This study provides a comprehensive evaluation of empirical research and literature from both domestic and foreign sources about the variables influencing student dropout behavior and the strategies used to address the problem. The design was based on the methodology of Wright et al. (2007). The procedures included choosing published articles to include, extracting data and conducting a quality evaluation, and (i synthesizing and summarizing. Initially 155 articles were identified out of which 49 articles were removed. The screened numbers of articles were 106; articles were excluded on the basis of title, by year and missing details. The total number of included articles was 12. For selection of articles published articles from Google scholar database were used. The studies included on the bases of topics on dropout of students and the focus of these studies were effective practices, professional development, family engagement, current education policies, drawbacks of education system, problems of primary education system, solutions and dropout

rates. The inclusion criteria of the selected articles in the study was based according to title of the article, year of publication of article as well as required details of current study in published articles.

### **Findings:**

The first objective of the study was to identify factors contributing to the higher dropout rates of students at the primary level in government schools, in Punjab, Pakistan. The results from the systematic analysis were as

The ongoing review reveals insight into the perplexing variables adding to student dropout rates at the essential level in government schools, outlined inside key subjects distinguished from the meta-analysis. The main and subthemes were comprised of educational practices as well as teachers training (effective teacher preparation and family engagement), policy effectiveness as well as its implementation (policy gaps as well as holistic approach), systematic challenges in education (resources limitation as well as interconnected issues), socio-economic as well cultural factors (contextual influences as well as localized understanding) (Amir et al., 2020).

### **Financial Difficulties**

Across a few investigations, monetary troubles and low financial status are featured as significant supporters of dropout rates. Understudies from low-pay families face difficulties bearing the cost of instructive supplies, outfits, and transportation (Amir et al., 2020). This monetary weight frequently drives guardians to focus on work over tutoring for their kids, particularly in families with various youngsters (Ahmad & Khan, 2021).

### **Parental Inclusion and Backing**

An absence of parental commitment is habitually referred to as a basic element. The review demonstrates that guardians who are less involved or less taught themselves will generally put lower significance on normal school participation and scholarly accomplishment. This absence of help at home prompts conflicting participation and, eventually, dropouts (Desai et al., 2018; Sharma & Kumar, 2020).

### **School Framework and Climate**

Unfortunate foundation, including stuffed homerooms, insufficient sterilization, and absence of essential offices (e.g., water, power), establishes a less favorable learning climate. This has been displayed to demotivate understudies, prompting higher non-attendance and possible dropout (Kumar et al., 2017; Singh & Kumar, 2019).

### **Educator Quality and Instructing Techniques**

Studies report that an absence of qualified instructors and dependence on obsolete teaching strategies contribute to low student commitment. Educators frequently lack the training to oversee large classes or to take special care of students with different advancing requirements. This confusion among teaching and learning prerequisites adversely influences students' inspiration (Kumar et al., 2017; Singh & Kumar, 2019).

### **Peer Impact and Prevailing Difficulty**

Companion pressure and the presence of bullying have additionally been referred to in certain examinations as elements adding to dropout. Understudies who experience annoying or who need social help from peers are bound to feel distanced and ultimately leave school (Rajput et al., 2018; Yadav & Singh, 2020).

### **Grant Projects**

A few examinations feature grants as a viable instrument for lessening dropout rates. These projects give monetary help to low-pay families, which empowers understudies to remain in school. Discoveries demonstrate that schools offering grants for the most part see lower dropout rates; nonetheless, restricted financing and conflicting dissemination have been noted as difficulties (Desai et al., 2018; Sharma & Kumar, 2020). Gaps in policy and an absence of comprehensive methodology can add to dropout rates. Government drives, for example, noontime dinner plans and grant programs, can further develop understudy maintenance and lessen dropout rates (Desai et al., 2018; Amir et al., 2020).

### **School Taking care of Projects**

School feast programs are displayed to decidedly affect participation and maintenance. These projects reduce food frailty for understudies, which is particularly applicable in lower financial regions. Concentrates on that assessed taking care of projects announced enhancements in both participation and commitment, however a few projects face issues with financing and routineness (Amie et al., 2020; Rajput et al., 2018).

### **Educator Preparing Drives**

Proficient advancement for instructors, zeroing in on study hall the executives and present day showing strategies, has shown blended results. In schools where educator preparing is routinely executed, there are recognizable upgrades in understudy commitment. Nonetheless, concentrates right on track out that preparing programs are frequently conflicting and need follow-up, lessening their drawn-out viability (Kumar et al., 2017; Singh & Kumar, 2019).

### **Local Area and Parent Commitment Projects**

Mediations pointed toward expanding parental association have had restricted achievement. While these projects bring issues to light about the significance of instruction, they frequently face social and strategic difficulties. A few investigations recommend that guardians' instructive limits decrease the viability of such projects (Desai et al., 2018; Sharma & Kumar, 2020).

### **Strategy Execution Difficulties**

Many examinations feature that while approaches exist, the absence of powerful execution and observation diminishes their effect. Government approaches pointed toward lessening dropout rates are in many cases impeded by administrative shortcomings, subsidizing issues, and deficient foundation. This hole between strategy plan and execution is a repetitive subject across the writing.

### **Essential Factors**

The financial foundation of understudies is the most often referred to factor adding to dropouts. Parental contribution and school climate are additionally huge. An absence of commitment from guardians and deficient school offices make it hard for understudies to stay in school, in any event, when they are first enlisted (Desai et al., 2018; Sharma & Kumar, 2020).

### **Strategy Viability**

While certain mediations like grant projects and schools taking care of show guarantees, their effect is restricted by conflicting execution and subsidizing issues. Educator preparation and parental commitment programs are likewise useful yet need more hearty help to be powerful for a bigger scope (Amir et al., 2020; Desai et al., 2018).

### **Suggestion to prevent dropout rates**

Assets limit and interconnected issues can add to understudy dropout rates (Amir et al., 2020; Kumar et al., 2017). Guardians' absence of contribution to their youngsters' schooling can prompt unfortunate scholarly execution and expanded dropout rates. Parent-educator affiliation gatherings can work on parental association and lessen dropout rates (Desai et al., 2018; Sharma & Kumar, 2020).

Compelling educator arrangements and family commitment are critical in decreasing stand-in dropout rates. A positive instructor-understudy relationship can further develop understudy commitment and diminish dropout rates (Amir et al., 2020; Kumar et al., 2017)

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Relevant impacts and confined understanding can influence understudy maintenance and dropout rates. Deficient foundations and assets can add to understudy dropout, especially in provincial regions (Rajput et al., 2018; Yadav & Singh, 2020).

### **Conclusions**

It is concluded from the above literature and discussion that this review offers a far-reaching examination of the elements adding to student dropout rates at the essential level in government schools, zeroing in explicitly on the setting of Punjab, Pakistan, Pakistan. Through a systematic meta-analysis review, dropout rates are impacted by a complicated exchange of educational practices, strategy viability, fundamental difficulties, and financial elements. These discoveries not only enlighten the diverse idea of the dropout issue yet in addition highlight the requirement for designated interventions that address the main drivers of this peculiarity.

The dropout emergency at the essential level in government schools presents a perplexing test that requires a diverse methodology. By resolving the interconnected issues of educational practices, strategy adequacy, foundational challenges, and financial variables, partners can foster more compelling procedures to advance student maintenance. Cooperative endeavors among teachers, policymakers, and networks are crucial for establishing a comprehensive educational climate that upholds all students in finishing their schooling. This study contributes significant experiences to the current writing and lays the foundation for future exploration and intervention endeavors pointed toward diminishing dropout rates and working on educational results in Pakistan. Eventually, resolving these issues is urgent for individual students as well as for the more extensive cultural objective of improving educational achievement and value.

### **Recommendations**

Fortify grant projects to cover more understudies and guarantee consistency in financing. Put resources into working on essential offices and assets in government schools, making the climate more helpful for learning. Carry out standard and complete instructor preparation, zeroing in on intuitive and comprehensive educating techniques.

Foster people group-based drives to bring issues to light among parents about the significance of predictable school participation and backing for kids' schooling. Further examinations ought to investigate the longitudinal effects of mediations, especially in different financial settings inside Punjab, Pakistan, and analyze how reliable program observation can improve the adequacy of approaches.

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