

**TO ANALYZE THE REASONS BEHIND THE DROP OUT  
OF STUDENTS AT PRIMARY LEVEL AT SITE TOWN  
KARACHI**

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**ABSTRACT**

SITE TOWN was less privileged town of Karachi. Mostly labor class is exceeded in the area. Most of the children give up their studies and join the struggle to earn their livelihood at very young age. There were many facts and reasons behind the drop out of students at primary level. Mostly illiterate person live there who want their children not as ignorant as they were. But Untrained teachers, poverty, economical and social condition, corporal punishment and many other smaller reasons are responsible to break their dream to break their dreams about being literate. No one is ready to take the responsibility but yet whole society is responsible and now if want to overcome this problem we will have to work all together otherwise the dream will be dream. It was found that refresh courses, easy syllabus, more opportunities of employment would be helpful to decrease the dropping out rate.

**Key Words** Drop out, S.I.T.E Town, Education, Less privileged

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## INTRODUCTION

SITE TOWN is a less privileged town of Karachi. People living here are mostly belonged to labour class and they are not able to fulfill the needs of the education of their children. They are desirous of having sons who are supposed to be their financial partners even at very young age. They sent their children at school at very early age but as soon they become able to earn they want them to give up their studies and join in the struggle of earning livelihood. In case of daughters they want them to be married at very young age as they considered them as a burden. Some time students consider themselves as a burden also on their poor family and they prefer to work rather than studies. They think that by earning and working they can share the burden of expenses of their family and thus they lost their childhood and innocence at a very young age. They are supposed to be a financial supporter of family hardly at the age of ten. They are sent to work to workshops, petrol pumps, hotels, tailoring shops etc to get some sort of skill. They want to be equipped with manual skills rather than intellectual skills for making future in academia. They want to earn only. They work at cheap rates. People exploit their needs. They pay them less even get harder work from them.

This all compel us to search the factors of dropping out at primary level and not only to find the factors out but we will bring the solutions too. As our new generation is going towards the darkness of ignorance it is our duty to bring them back into the light of education. This scenario of illiteracy and darkness of ignorant is a point of awareness for whole of our society as new generation is called the future of a nation and now we have to think that where our future is going to be exploit. Are we ready to meet the challenges of new era or still we would be sitting shamelessly?

If we want to be a living nation in next century we must have to expend on education. Until and unless we don't spent the lion's share of our national budget on education and health we have no right to see the dreams of prosperity and development. Education is the only path and we have lost our path.

## PURPOSE OF THE STUDY

### GENERAL PURPOSE

The main purpose of this study is to find out the reasons behind the drop out of students at private primary level and bring the solution out too.

### SPECIFIC PURPOSE

The study would especially revolve around:

- To find out the root causes of dropping out of students at primary level.
- To prepare the teachers to change their strategy in classrooms.
- To motivate the administration to facilitate their staff for better teaching
- To improve the quality of class room learning.

### HYPOTHESES

- Poverty will be the main reason that causes drop out of students.
- Behavior of teachers will be a fact in drop out of students.
- Administration will not facilitate their teachers to use modern techniques.
- Parents want their children to earn for them at any cost.
- Heavy syllabus will be a cause of drop out.
- Lack of teachers' training will be one of the reasons to drop out.
- Media will have bad effects on students and it results in drop out.

## CONCEPTUAL FRAME WORK

### EDUCATION SYSTEM IN PAKISTAN

Education in Pakistan is overseen by the Ministry of Education of the Government of Pakistan as well as the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. The education system in Pakistan is generally divided into five levels: primary (grades one through five); middle (grades six through eight); high (grades nine and ten, leading to the Secondary School Certificate or SSC); intermediate (grades eleven and twelve, leading to a Higher Secondary (School) Certificate or HSC); and university programs leading to undergraduate and graduate degrees.

### PRIMARY AND PRE PRIMARY EDUCATION

Only 87% of Pakistani children finish primary school education. The standard national system of education is mainly inspired from the British system. Pre-school education is designed for 3–5 years old and usually consists of three stages: Play Group, Nursery and Kindergarten (also called 'KG' or 'Prep'). After pre-school education, students go through junior school from grades 1 to 5. This is preceded by middle school from grades 6 to 8. At middle school, single-sex education is usually preferred by the community, but co-education is also common in urban cities. The curriculum is usually subject to the institution. The eight commonly examined disciplines are Urdu, English, mathematics, arts, science, social studies, Islamic studies and sometimes computer studies (subject to availability of a computer laboratory). Provincial and regional languages such as Punjabi, Sindhi, Pashto and others may be taught in their respective provinces,

particularly in language-medium schools. Some institutes give instruction in foreign languages such as Turkish, Arabic, Persian, French and Chinese. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or an Urdu-medium school.

As of 2009, Pakistan faces a net primary school attendance rate for both sexes of 66 percent: a figure below estimated world average of 90 percent.

Pakistan's poor performance in the education sector is mainly caused by the low level of public investment. Public expenditure on education has been 2.2 percent of GNP in recent years, a marginal increase from 2 percent before 1984-85. In addition, the allocation of government funds is skewed towards higher education, allowing the upper income class to reap majority of the benefits of public subsidy on education. Lower education institutes such as primary schools suffer under such conditions as the lower income classes are unable to enjoy subsidies and quality education. As a result, Pakistan has one of the lowest rates of literacy in the world and the lowest among countries of comparative resources and socio-economic situations.

### **EDUCATION EXPENDITURE AS PERCENTAGE OF GROSS DOMESTIC PRODUCT**

Public expenditure on education lies on the fringes of 2 percent of GDP. However, in 2009 the government approved the new national education policy, which stipulates that education expenditure will be increased to 7% of GDP, an idea that was first suggested by the Punjab government.

Calculations show that during the past 37 years, the highest public expenditure on education was 2.80 percent of GDP in 1987-88. Public expenditure on education as a percentage of GDP was

actually reduced in 16 years and maintained in 5 years between 1972–73 and 2008-09. Thus, out of total 37 years since 1972, public expenditure on education as a percentage of GDP either decreased or remained stagnant for 21 years. The author argues if linear trend were maintained since 1972, Pakistan could have touched 4 percent of GDP well before 2015. However, it is unlikely to happen because the levels of spending have had remained significantly unpredictable and unsteady in the past. Given this disappointing trajectory, increasing public expenditure on education to 7 percent of GDP would be nothing less than a miracle but it is not going to be of godly nature. Instead, it is going to be the one of political nature because it has to be "invented" by those who are at the helm of affairs. The author suggests that little success can be made unless Pakistan adopts an "unconventional" approach to education. That is to say, education sector should be treated as a special sector by immunizing budgetary allocations for it from fiscal stresses and political and economic instabilities. Allocations for education should not be affected by squeezed fiscal space or surge in military expenditure or debts. At the same time, there is a need to debate others options about how Pakistan can "invent" the miracle of raising education expenditure to 7 percent of GDP by 2015.

The educational budget for the fiscal year 2014-15 has been allocated as Rs. 63 billion. A substantial allocation of Rs. 20 billion has been apportioned for the 188 development projects associated with Higher Education Commission (HEC). These projects intentioned to develop programs for the different educational institutes and universities across the country, under Public Sector Development Plan (PSDP). It was Rs. 18.3 Billion in the previous fiscal year of 2013-14.

## SINDH BUDGET FOR EDUCATION

Of a total budget of Rs686.18 billion, Rs145.02 billion (21.13 per cent) has been set aside for education, about Rs10 billion up from last year's Rs135.55 billion.

The budget puts aside Rs134.32 billion for current expenditures, which is up from Rs118.66 billion in 2013-14 budget and allocation for development is Rs10.7 billion, which is less than last year's Rs16.88 billion.

In 2013-14 also, funds had been kept aside for the establishment of comprehensive schools in all districts. This year, too, Rs550 million has been allocated for the 'comprehensive schools', which shows the government failed to set up the schools last year.

The new budget allocates Rs500 million for information and communication technologies-enabled Education Management Information System. The same amount had been set aside in last year's budget as well.

About the second phase of Sindh Education Reform Program for which the World Bank had agreed to provide US \$400 million for a period of four years till June 2017, the chief minister pointed out that the project's objective was to raise school participation by improving sector governance and accountability and strengthening administrative systems, and measure student achievement.

The government's education system is inadequate and imbalanced. Some 91 per cent of the 47,394 government schools are primary schools and only one per cent of them are higher secondary schools. Then there are more schools in places with far few children, it said. The

dropout rate of children is quite high because of poor facilities and inadequate infrastructure. Some schools do not have toilets and drinking water facility, some do not have electricity while others do not even have boundary walls.

The conditions keep parents, especially of girls, from sending their children to school, hence out of total number of children not in school 56pc are girls.

### LITERACY RATE OF PAKISTAN

The literacy rate ranges from 96% in Islamabad to 28% in the Kohlu District Between 2000 and 2004, Pakistanis in the age group 55–64 had a literacy rate of almost 38%, those ages 45–54 had a literacy rate of nearly 46%, those 25–34 had a literacy rate of 57%, and those ages 15–24 had a literacy rate of 72%. Literacy rates vary regionally, particularly by sex. In tribal areas female literacy is 9.5%. Moreover, English is fast spreading in Pakistan, with 18 million Pakistanis. (11% of the population) having a command over the English language, which makes it the third largest English-speaking nation in the world and the second largest in Asia. On top of that, Pakistan produces about 445,000 university graduates and 10,000 computer science graduates per year. Despite these statistics, Pakistan still has one of the highest illiteracy rates in the world and the second largest out of school population (5.1 million children) after Nigeria.

### LITERACY AND PAKISTAN

Pakistan ranks at 113<sup>th</sup> position among 120 countries of the world. This is an international embarrassment. The literacy rate could not increase mainly because of the illiterate woman population in the country which comprises more than half of the population. The GDP for



education is only 2.1 per cent. Even this is not used honestly. On the other hand, 60 per cent of the budget is spent on defense

### **HIGHER EDUCATION COMMISSION**

Last year, Rs57.59 billion were allocated for the HEC. However, in the upcoming financial year Rs63 billion have been estimated. “An amount of Rs43 billion has been fixed for current expenditure and Rs20.06 billion for development expenditures. Considering the growth needs of HEC, the allocation for development expenditure seems insufficient” A spokesman Mr. Ahmed quoted.

### **CORPORAL PUNISHMENT KEY REASON FOR SCHOOL DROPOUTS**

Corporal punishment is a reality of life for most children at schools in Pakistan. According to the Islamabad-based Society for the Protection of the Rights of the Child (SPARC), a local non-governmental organization (NGO) advocating the rights of children, 35,000 high school pupils in Pakistan drop out of the education system each year due to corporal punishment.

### **PAKISTAN HAS HIGHEST SCHOOL DROPOUT RATE IN WORLD DUE TO PUNISHMENT**

Pakistan has one of the highest school dropout rates in the world, thanks to corporal punishment. Beatings at school are considered culturally acceptable to ensure obedience, and legislation banning this practice is hence poorly implemented. According to a NGO advocating the rights of children, 35,000 high school pupils in Pakistan drop out of the education system 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 percent during the first five years of education. It is said that culturally accepted form of child abuse also

contributed to the high dropout rate among children and the fact that 70,000 street children were present in the country. Yet, despite growing awareness regarding the issue, many schoolteachers remain convinced that some degree of corporal punishment is necessary to instruct children. “The teacher needs to ensure obedience and ensure children receive proper guidance. For this, an occasional light beating or other physical admonishment is necessary,” Abdul Akbar, 40, who teaches at a boy's private school at Hayatabad, told The Frontier Post. The government of the NWFP had banned corporal punishment in primary schools in 1999. A year later, the governments of Balochistan and Punjab issued directives to all teachers not to use corporal punishment on children, and followed up with disciplinary action against three teachers. The Sindh government also issued similar orders in 2007. But the fact is that, despite a campaign at government level and awareness-raising efforts by NGOs, the directives remain poorly implemented. Most children at schools across the country, both girls and boys, are beaten. "The law, as it exists now, permits parents or guardians, including teachers, to beat a child in “good intent”. This prevented police from acting on complaints of physical abuse. It is also a matter of attitude. Teachers say they need to beat children to teach them, but there is a need to educate teachers and pupils about child rights. In 2005, the UN Children’s Fund (UNICEF) with Save the Children and the Pakistan government, conducted the first in-depth survey to determine how many children were subjected to corporal punishment. All 3,582 children interviewed said they had been beaten at school. Seven percent said they had suffered serious injury as a consequence. It is widely believed the situation is even worse at the hundreds of unregulated seminary schools, or ‘madrasas’, scattered across Pakistan. The Pakistan Pediatric Association found last year that over 88 percent of school-going children surveyed reported suffering physical abuse. Experts believe inadequate teacher training, the lack of legislation banning corporal punishment and the perception that it must be used to teach children, are all factors behind the widespread existence of corporal punishment.

## EDUCATION POLICY IN PAKISTAN

The Pakistani state embarked upon a number of policies ever since the birth of the country. These were: expansion of education and literacy (modernization); dissemination of Urdu (vernacularization); ideological socialization and privatization. Let us take them turn by turn.

### MODERNIZATION

All education policy documents of the state emphasize the link between modernization and an educated work force. Thus achieving hundred per cent literacy was an avowed aim of all governments. This aim has not been achieved even now though literacy increased from 16 per cent in 1951 to 54 per cent of the population in 2013

### VERNACULARIZATION

The Pakistani state embarked upon a policy of disseminating Urdu as it was considered an identity symbol, next only in significance to Islam itself. Urdu was opposed in this anti-ethnic role by ethno-nationalists, seeking identity through their indigenous languages. However, despite this opposition people have learned Urdu for pragmatic reasons all over Pakistan as it is the language of wider communication within the country

### PRIVATIZATION

Though it is only recently that the Ministry of Education has officially recognized the trend towards the privatization of education at all levels, there have been private, expensive, elitist schools in the country ever since its inception. While the education policy documents declare that these institutions are financed by the fees paid by their pupils, the state subsidizes the elitist

cadet colleges. The armed forces also control federal government educational institutions in cantonments and garrisons, run their own schools, colleges and universities as well as a huge educational network through their philanthropic services run mostly by retired military officers.

Besides the armed forces, elitist schools are owned as business empires with campuses in most big cities of Pakistan. These schools charge exorbitant tuition fees and prepare their students for the British O' and A' level examinations. There are also a large number of non-elitist English-medium schools in all cities and even small towns of the country.

### **IDEOLOGICAL ORIENTATION**

The state uses education to create a cohesive national identity transcending ethnic identities in which Urdu and Islam are used as unifying symbols. Textbooks of social studies, history and languages are informed by this theme. The other major theme informing them is that of creating support for the garrison state, which involves glorification of war and the military. Islam, the history of Muslim conquests and rulers as well as the Pakistan movement are pressed into legitimating these concerns.

### **FINDINGS**

- Poverty is the main cause of dropping out.
- Untrained teachers are equally responsible to compel the students to be dropped out.
- Gender and cultural difference are the root causes to drop out at some areas.
- Sometime Responsibilities of house do not let the students to complete their studies.
- Corporal punishment is also a great cause to drop put at primary level.
- Maladjustment creates a cause for dropping out.

- Bad situation of law and order disturb the studies of students.
- Illiterate parents work more hard to get their children educated.
- Over loaded syllabus is also a cause to drop out.
- Proper guidance and motivation are not available for students at any level especially primary level.
- Some time parents think that primary level is all enough.
- Some time school maladjustment at school atmosphere makes students to drop out from schools.

## CONCLUSION

Primary level is the most important level at any child's life. Primary education is a basic right of each and every student. There are many factors behind the dropping out from primary level but the main factors are poverty , responsibilities to earn livelihood, corporal punishment, untrained teachers and cultural and racial differences at different levels of schools. It is also found that at some cultures gender differences also cause the dropping out at primary level.

To avoid this major problem it is necessary to train teachers as untrained teachers are the most creating problems. Opportunities for employment must be increased to share the load of livelihood from parents so that parents could bear the expenses and let their child to be educated.

## RECOMMENDATIONS

### RECOMMENDATIONS FOR TEACHERS

- Teachers must be trained. Training programs are necessary to bring betterment in education. Because only trained teachers will be helpful to stop dropping out from primary level.

- Changes in syllabus will be helpful to stop dropping out from primary level. As children needs are not going to fulfill through syllabus of some areas. A cognitive and activity base learning is the need of time as it will enhance the learning ability and desire in students and it automatically results into reduced drop out.
- Teachers should be polite and kind hearted. Their politeness would be the main attraction for the students. Harsh behaviors compel the students to skip the schools.
- Corporal punishment is also an important cause. The solution is again in training. If teachers will have command over students' psychology they will have many methods to overcome classroom problems avoiding corporal punishment.
- School environment should be friendly for every race and culture. Without discrimination of race, tongue and culture we will have to educate our new generation. The bias behavior is a strong reason of dropping out.

#### **RECOMMENDATION FOR PARENTS**

- Parents should not involve their kids into family affairs. They are young and cannot take responsibilities on their tender shoulders. Life is hard but let make it easy for new generation via education.
- Parents should bear a bit more to get their children educated. As it is the desire of parents to see their children prosperous and having success with flying colors. So to achieve this goal you have to lose your own comfort.
- Parents should be careful about the future of their kids. It's not a joke but a decision that can destroy the whole life of a young kid. Don't drop out the young kids and let them to take their rights.

### RECOMMENDATION FOR ADMINISTRATION

- Poverty is the main cause to drop out so government should increase the opportunities of employment. If unemployment will reduce it will automatically help the parents to carry their kids' education.
- Law and order condition should be made better. It has impacts on every walk of life.
- Over loaded syllabus should be less over loaded. School administration must think of it. Syllabus should be students' friendly and teachers should not have burden to complete it.

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