Understanding the Various Aspects of Children Drop out from the School on Primary Level in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

Drop out of children from school is among the social evils that hinder the development of the nation. Education is the fundamental factor of change and social development which is affect by the evil of drop out. Pakistan in general and rural societies in particular where the lack of check and balance of the parents in one side and other socio-economic and political factors on other side effect schooling of children and encourage the customs of drop out. In this regard this research activity investigates the various aspects of drop out in Khyber Pakhtunkhwa, Pakistan. The data has been collected with the help of interview schedule while the respondents has been selected using convenient sampling technique. The collected data has been analyzed with the help of SPSS version (16) in Univariate and Bivariate method. The findings of the study conclude that strict culture and patriarchy system in Pukhtoon deny girls education which is raising children dropout. The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resist change in the last it is suggested that already existing environment of misunderstanding respective generation should be eliminated by a social debate based on mental understanding. The teacher should be more congenial in delivering his lecture to students.

KEYWORDS: School, Children, Dropout, Aspects, Future.

INTRODUCTION

1.1. Background of the Study

The problem of dropout is highly common in the poor and developing countries. There are multiple reasons which are responsible for the dropout in Pakistan (NPAEA, 2001-2015). The main reason is economic condition of people. Education is the process of developing the mental power or character through instruction. It has been of vital importance for giving a strong base to child's career. The standard and quality of education are the major determinants in achieving the child best personality. The quality of education has not been given enough importance at the child early stage in our society (Rosen & Vashishtha, 1999).

According to NCES Reports (2009) that on average, 3.4 percent of students who were enrolled in public or private high schools in October 2008 left school before October 2009 without completing a high school program. The most responsible factor is poverty students from low-income families dropped out of high school five times more than students from high-income families in 2009 (Legters, 2004). For drop out from education they use "dropout factories" The term "dropout factories" was coined to refer to high schools that graduate 60 percent or less of their students. Those schools produce 50% of the nation's dropouts and two-thirds ethnic minority dropouts according to the (AEE, 2011). Poverty has been said to be the major cause for dropouts from schools. About fifteen states in the South, West and South of U.S have been found to remain on the top for school dropouts due to such factors. Though these schools constitute about 12% of the national total but contribute to about half of the nation's dropouts overall (Balfanz, 2004).

DID (2005) has estimated about 570 million primary age children enrolments in schools. It also estimates about 72 million children that have not got admitted in any formal education system. Owing to lack of education facilities and family or personal problems, about 100 million children are not getting admitted to their schooling in their childhood(Alderman, Behrman, Khan, Ross & Sabot, 1996).

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History of Dropout

The problem of drop out from school is as old as the education itself. The "dropout" legates its negativity from early 1960s when a greater number of students started leaving high school before graduation (Dorn 1996). The term was coined initially for the students without a high school diploma. With the passage of time, it started reflecting societal views regarding dependency, delinquency and increasing importance of high school for social development. The increasing demand for skilled professional in the job market caused increased enrolment of the students in high school and thus resulted in the development of a social norm for high school graduation in the mid-half of the twentieth century.

1.2. Statement of the Problem

It is some kind of confusion, dilemmas, complexities, and unclear situation which become hurdle to the smooth running of society. These must be identified so as to relieve the inhabitants of a place. Along with other problems in many sectors of life Pakistan is facing the dropout of children from school in education sector. Children dropout from primary school is serious problem because in Pakistan more children have no accesses to school due to economic reasons. In Pakistan 27million people below poverty line(UNICEF, 1994-2004). The student's parents cannot bear school expenditures due to poverty many students live the very early due to economic support mostly children indulge child labor. In Pakistan 35,000 high school pupils drop out of the education system each year. Furthermore, there are many social reasons which compel the student for leaving school (Ross & Sabot, 1996).

Drop out is very common phenomenon. It is found in both in private as well as in public sector. There are multiple reasons which are responsible for drop out in Pakistan and more specifically in Pashtun society. But unfortunately the problem of drop is high in Pakistan society due to economic reasons further exacerbate the alarming burning issue which is confronting the future hands of the society(Hunt, 2008). Being a status of developing nation it is been embedded in our blood in destiny, further emerge more enacted to the problem drop out. The weak economic indicator of the masses like low per income capita unemployment of parents directly compelling their children quit off from schools (Human Development Foundation, 2004).

Various factors responsible for children drop out from schools, especially at high school level, are currently investigated. Research reports even have identified various predictors in children even before starting of their schooling at nursery levels (Hammond, Linton, Smink & Drew, 2007). Such studies are of greater importance for preventing the children drop out from schools.

The dropout of school Children study by UNICEF fills in these information gaps by providing invaluable insight into the socio-economic dimensions of exclusion of the out-of-school children. The study confirms that more girls than boys are out of school – 38.9% of primary age girls are not attending school, the rate is 30.2% for boys. Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile. Dropout is highest in the grade 5 (42.8%) indicating that many children do not transition to lower secondary education and therefore do not complete basic education(Alliance for Excellent Statistics, 2011).

With the commitment expressed at the highest level of the Government as well as in the public and private sector, it is evident that now is the time to address issues of quality and access to education. According to UNICEF (2013) Drop-Out-of-School children often face deep-rooted inequalities poverty and child labor. This paper will help us better understand the root causes of out-of-school children. If the issue of out-of-school children is not addressed with urgency, these children will add to the existing pool of youth and eventually adult illiterates in the future exacerbating the vicious cycle of poverty (Filmer, 2000). Hence, immediate investment in children falling behind, with funds, commitments and innovation is crucial. The foremost purpose of the study is to make education possible to every child in the country. While specifically purposing to handle the problem of children dropout from school. This has uncovered the causes of children dropout. Additional purpose it has concluded suggestion which is utmost necessary to solve the problem (Chaurd, 1996).

1.3. Objectives of the Study
- To find out the role of strict customs among Pashtuns Society in dropout of children from Schools
- To know about the role of Parents educations in the dropout of children from School
- To highlight the impact of broken family on children dropout from Schools

1.4. Research Questions
- Do you think corporeal punishment is responsible for dropout from school?
- In your interpretations does parent's carelessness increase dropout ratio?
- Do you agree that strict customs among Pashtun decrease female primary and secondary education?

- Are you agreeing that illiterate parent's influence primary education of the children and encourage drop outing?
- Do you agree that militancy increase drop out in education?
- Do you think broken family increases children dropout from school?

1.5. Theoretical Framework

Anyon's theory of social reproduction provides the framework for this study. Social reproduction takes place by design in order to insure the social system meets the needs of the capitalistic society. The theory of social reproduction and social sorting provides an interesting lens through which to view the current literature relating to educational options for high school dropouts. The practice of social sorting in the context of education communicates a devaluing of students who dwell in the bottom social strata. Students in the higher strata believe performing well and achieving in school provides access to better jobs and more earning power in the future. Students in the lowest stratum know educational achievement will not provide access to better jobs at all. Victims of this sorting process are desperate for options which restore hope, provide a chance at an equal future, and reverse the reproduction of predetermined life paths of poverty and isolation. Research shows educational options for high school dropouts are blaringly absent and desperately needed in order to ensure these individuals have a chance to be productive and contributing citizens of society. These children who have experienced physical, emotional, psychological, and educational harm require comprehensive services to meet their needs and to restore hope and value to their very existence.

Social reproduction and social sorting is designed by the present educational system to meet the needs of the capitalistic society. As a result, a large percentage of minority students living in poverty exit secondary schools without obtaining a high school diploma, leaving them with few educational options. These individuals serve society by working the lowest paying jobs in the market. School reform requires comprehensive, fundamental transformation within society as a whole. Political, economic, and cultural change must take place. True social transformation takes place only when those who hold power and influence in society come to the rescue of those who are victims of the system. Federal dollars need to provide resources to poor schools which are in dire need of billions of dollars to rebuild the dilapidated schools and provide needed technology and resources. Teachers and administrators need to be trained to encourage and empower students rather than mimic their oppressors and devalue students. Secondary school dropouts need options provided to ensure they receive training to prepare them to work and to provide for themselves and their families. The practice of social sorting must be demolished, and society must be transformed through equitable education across all social classes (1997).

1.6. Methodology of the Study

The following methodology has been used in the study.

1.6.1. Nature of the Study

The Nature of the study is both quantitative and qualitative which means it has used Triangulated approach. Sociological research uses quantitative method for assessing or quantifying various aspects under investigation. The researcher had used specific methods of data collection. On other hand the social phenomena from the Verstehen perspective; they are used to develop a deeper understanding of a particular phenomenon. They also often deliberately give up on quantity - necessary for statistical analysis in order to reach a depth in analysis of the phenomenon studied. Even so, qualitative methods have been used to propose relationships between variables. Qualitatively oriented it tended to employ different methods of data collection and hypothesis testing, including: participant observation, interviews, focus groups, content analysis and historical comparison. They view quantitative and qualitative approaches as complementary. Results from one approach can fill gaps in the other approach. For example, quantitative methods could describe large or general patterns in society while qualitative approaches could help to understand how individuals understand those patterns. Both methods are essential because a phenomenon is bitterly studied on multiple ways.

1.6.2. Sampling Technique and Tools of Data Collection

Sampling is sample whole which represents the large universe. Convenience sampling is used in order to make sample size. The research activity is conducted on Tehsil Adenzai, Union council Chakdara, lower Dir, KPK, Pakistan focusing on the children having age 6-14. The researcher conveniently selects 40 samples from the mention universe. The data is collected with the help of interview schedule having closes ended question while the response of the respondents were also recorded having question other than interview schedule.

1.6.3. Pre-testing

Prior to Data collection, interview schedule was used on four respondents and the irrelevant and confused question were removed.

1.6.4. Data Analysis

Information is analyzed through different steps, Data entry in statistical package for social science (SPSS), Classification, tabulation, univariate analysis and bivariate analysis is done.

1.7. RESULTS OF THE STUDY

1.7.1. Dropout Conceptualization

Dropping out means leaving a school or group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. In the 1960s, "dropping out" was used to mean withdrawing from established society, especially because of disillusionment with conventional values. It is a term commonly associated with the 1960s counterculture and with hippies and communes (Balfanz & Legters, 2004). In below given table different views of the respondents has been discussed.

Table: 1 Dropout Conceptualization

Dropout term	F	P	C.P	Mean	Median	Mode
It is the leaving of schools by children in their early age	13	32.5	32.5			
It is the dropout of children's for practical reasons	6	15.0	47.5			
It refers to a student quitting school before he or she graduates	15	37.5	85.0	25.35	3.00	3
Child expel from school	6	15.0	100.0			
Total	**40**	**100.0**				

Denotation: (Frequency), P (Percent), C.P (Cumulative Percent)

The term Dropout is responded differently by respondents. 13(32.5%) that it is the leaving of school by children in their early ages. While 6(15.0%) viewed that it is the dropout of children for practical reasons like an emergency situation, death of parents or one of them. Similarly, 15(37%) were of the views and supports that it is the quitting of school by children in their old ages before he or she graduates. Further 6(15.0%) respondents stated that dropout is the expelling of children. At a distance from the description of incidence and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate Analysis.

1.7.2. Dropout from school

Currently, only half of the enrolled children complete their primary education. This primary education completion is less for female students (46%) as compared to male students (54%) (Government of Pakistan, 2010). Enrollment at various education levels in Pakistan has not been highly satisfactory. About 75% of the Net Enrolment Rate (NER) was reported for the year 2008-09 that was not much different from as compared to 2007-08 (55%) (Government of Pakistan, 2010).

In case of survival rates, male student's survival rate (56%) has been found to be higher than that of female students (44%). The capital territory of Islamabad has the highest survival rate of about 93% while Punjab has the lowest survival rate. FATA regions of the country have about 25% female survival rate (Government of Pakistan, 1999). Punjab is the most populated province of the country, accommodating about 83.7 million people (56% of the country population). The province plays important role in shaping the country economic and political affairs. The initiation of reforms policies by Punjab can lead to revolutionization of various sectors which will be ultimately examples steps for other provinces of the country. This call also leads to an environment of competition in good governance among provinces and will help in achieving the Millennium Development Goals (2004). Punjab has overall literacy rate of 59% with 69% and 50% for males and females respectively. The rural areas of the province have 48 literacy rates while the urban areas are somewhat good as the literacy rate is 74% (Government of Pakistan, 2010).

Enrollment and drop out both have not been encouraging at primary levels. According to estimates, one million students enrolled in primary classes get dropped from schools every year. Interestingly, the drop out ratio is lower at the level of class 4th in Punjab which accounts for 18.7% while it is highest at lass 1st which is 29.4%

(Government of the Punjab, 2007). The results of various estimation show that students drop out rate is the highest in the world.

Table: 2 Dropout from school

Dropout	Frequency	Percent	C. P	Mean	Median	Mode
Due to social reason	11	27.5	27.5			
Due to political reason	14	35.0	62.5	2.10	2.00	3
Due to economic reason	15	37.5	100.0			
Total	**40**	**100.0**				

Denotation: C.P(Cumulative percent)

There many reasons due to which children dropout from school, from above mention table-2 shows that out of 40(100%) respondents due to social reasons the ratio of children is 27.5% and 35.0% children leave the school due to political reasons. According to table-2 economic reasons more than political and social reasons due to economic reasons15 (37.5%) children dropout from primary school. Separately from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

1.7.3.   Corporeal Punishment and Dropout

Survey carried out by Spark in KP has shown that almost 79 percent of the parents 'favor moderate physical punishment for correcting the behavior of school students. During 2011, 41 cases have been reported from various schools in the capital city of Peshawar. There have been reports of numerous corporeal punishments in schools across the country which has resulted in humiliation, injuries and even death (Farooq, R.A. 2001). Religious education system based on madrassas has not been registered with government and is run as a parallel system of education in the country. Lack of government monitoring of these madrassas allows the administrator of such institutions for various forms of of corporal punishments. The report says last year 7,000 children were kidnapped in different parts of the country. In Karachi alone, 3,090 of these children were kidnapped. Floods in Sindh and conflicts in Khyber Pakhtunkhwa and Fata contributed to a surge in kidnapping and trafficking of women and children, the report says. "In 2011, 250 children died in armed conflicts in different parts of the country. Majority were killed in Fata and Khyber Pakhtunkhwa. Moreover, apart from life threats, the harmful psychological impacts of prolonged conflicts affected thousands of children in the war-torn regions. Independently from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 3 Corporeal Punishments and Dropout

Corporal punishment	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	6	15.0	15.0			
It tortures the students	12	30.0	45.0			
It frightens the children to be in school	7	17.5	62.5			
It makes the environment stressful	7	17.5	80.0	1.98	2.00	1
It increase dropout	8	20.0	100.0			
Total	**40**	**100.0**				

Denotation: C.P (Cumulative, Percent)

1.7.4.   Parent, s Carelessness and Dropout ratio

Though education is considered a powerful tool by the parents for bright and prosperous future of their children, but certain factors indirectly lead to the carelessness of parents about the education of their children. The parent's carelessness about the education of their children is a major contributing factor towards drop out of students from schools. This carelessness is based on various sociological barriers or wrong interpretations of religious beliefs. The drop out of girls is the area affected by these social barriers or wrong interpretation of religious beliefs. This is especially common in the backward rural areas of the country. Though up to primary levels is not an end in rural areas, but the parents lack of aspirations for their children is not high and thus they do not prioritize the education of

their children. The rural parent's perception about the school condition is also a hindering factor for the education of children. (Chuard, D. &Mingat, 1996).

Independently from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 4 Parent, s Carelessness and Dropout Ratio

Parents carelessness	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	1	2.5	2.5			
A child does not know his/cost in benefit's	17	42.5	45.0			
Remains careless with his/her study	13	32.5	77.5	1.98	2.00	1
Avoid going to school	5	12.5	90.0			
the does not whatever his/her want	4	10.0	100.0			
Total	**40**	**100.0**				

Denotation: C.P (Cumulative Percent.

1.7.5. Strict Customs among Pukhtoon and Dropout Out of Female from Education

The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change. The inhabitants perceive the education of female as a stigma on their family. The high ratio of female illiteracy in pukhtoon is because of strict culture. Concerning the opinion of respondents In aggregate of 40(100%) are not in favor of strict culture.10.0% respondents they tend to maintain their cultural customs and 30.0% respondents views that due to the fear that it harms to cultural base. Moreover 32.5% opinions that strict patriarchal system encourages especially family education in pukhtoon society. Furthermore 17.5% respondents argued that male dominance in pukhtoon society also increase dropout.

Discretely from the description of frequency and percentage, the statistical analysis has been completed in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Too, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode goes in the acceptance region which confirming the proposed hypotheses and validate unilabiate analysis.

Table: 5 Strict Customs Among Pukhtoon and Dropout of Female From Education

Strict customs	F	Percent	C.P	Mean	Median	Mode
I don't agree	4	10.0	10.0			
they tend to maintain their	4	10.0	20.0			
they fear that it harms cultural base	12	30.0	50.0	2.38	2.50	3
strict patriarchal system coerce girls to deny education	13	32.5	82.5			
Due to male dominated society	7	17.5	100.0			
Total	**40**	**100.0**				

Denotation: F (Frequency), C.P (Cumulative Percent).

1.7.6. Illiterate Parent's and Dropout

The conservative thinking of illiterate parents has been one of the most important factor in increasing the drop out of children from schools. This conservatism has impeded the education of females in the society as the illiterate parents are strictly following the social values and norms. Research reports have established a positive correlation between students drop out from schools and parent's illiteracy. Results of such studies have further shown that father education has resulted in the retention of male Childs in schools while education of mother has favored the retention of female Childs in schools. Overall, the both father and mother education had a significant effect on the children education at all levels (Swada and Lokshin, 2001)

8(20%) out of 40(100%) viewed that dropout is not the impact of illiteracy .8(20%) out of 40(100%) responded that children dropout is high because they don't know the importance of education while 10(25%) argued that dropout is high because there is huge unemployment which keeps away the student from schools. They are jobseekers and work on low wages says good bye to their schools forever. While 11(27%) presents that dropout is high because it of miserable poverty. The have less money for fulfilling their basic needs and could not bear the expenses of education along with their daily chores expenses.3 (7.5%) out of (40%) expressed that peoples have negative attitude towards education which neglects them from school.

The description of frequency and percentage, the statistical analysis has been prepared in order to validate univariate analysis. The cumulative percent has been ready in order to check the percentages. Also, measure of

central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode plunge in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 6 Illiterate Parents and Dropout

Illiterate parents	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	8	20.0	20.0			
Due to miserable poverty	8	20.0	40.0			
They are against education	10	25.0	65.0	18.2	2.00	3
They don t know the importance of education	11	27.5	92.5			
Their negative attitude towards education	3	7.5	100.0			
Total	**40**	**100.0**				

Denotation: C.P (Cumulative Percent).

1.7.7. Militancy and Dropout

Militancy has great effect on the drop out of children in the province of Khyber Pakhtunkhwa. About 600,000 children went missing from schools for one or more years during the recent militancy and ongoing war on terror. Moreover, the militant in the province damaged or destroyed about 710 schools. Malakand division was the most affected among other districts of the province. About 640 schools of the division got destroyed due to militancy in the division. Similarly, a total of 70 educational institutions were destroyed or damaged in other districts of the province (Government of Pakistan, 2010). Pakistan is among the countries having lowest literacy rate of their youth. In Pakistan only 69% youth are literate. The situation is further alarming in case of female's youth as they are only 59% literate. Lack of educational facilities like unavailability of technical and vocational education institutions and proper polices favor the situation for decreasing the literacy in youth of the country (Government of Pakistan, 2010)

In the following table 2(2.5%) out of 40(100%) are not in the favor that militancy increase children dropout while on other hand 4(10%) out of 40(100%) that through disharmony they are quieting their schooling. 12 (30%) out of 40(100%) that devastated schools in blast suffers the children to leave schools. As their schools are blasted they don t have proper infrastructure for study compels them to leave school. 18 (45%) out of 40(100%) argues that militancy spread the psychological stress among the peoples of that because of the dubious situation in the state. Therefore the parents are not sending their children to school as they fear their children would lose their life then they remains out of school. 4(10%) out of (100%) viewed that it terrifies the children from school. The students fear from going to school due to unexpected situation blasts on road sides and schools.

Later the description of frequency and percentage, the statistical analysis has been made in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 7 Militancy and dropout

Militancy	F	P	C.P	M	Median	Mode
I don't agree	2	5.0	5.0			
Through disharmony they quit their schooling	4	10.0	15.0			
The devastated schools in blast cause them to leave school	12	30.0	45.0	2.45	3.00	3
They spread psychological stress among children to leave schools	18	45.0	90.0			
It terrify the children from attending a school	4	10.0	100.0			
Total	**40**	**100.0**				

Denotation: F (Frequency), P (Percent), C.P (Cumulative Percent), M (Mean)

1.7.8. Broken Family and Children Dropout from School

The following table explicitly shows that out of 40(100%), 2 of 5.0% view that children are not cared therefore they are dropout from school. Broken family is that which is deficient in important family members because of some fatal reasons. The family is broken due to the death of either family member like husband or wife and divorced of one of them. Majority of the respondent 20(50%) argued that children dropout is high because children need motivation and guidance which is lacking in broken family. That's why there is high dropout of children. In The table 6 of (15%) that children leave due to low economic status .The poor peoples are incapable to bear the expenses of education. Further 7(17.5%) express their view that children leave school because their future as unexpected.

Separately from the explanation of frequency and percentage, the statistical analysis has also been through in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages.

Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the projected hypotheses and validate univariate analysis.

Table-8. Broken Family and Children Dropout from School

Broken Family	F	P	C.P	Mean	Median	Mode
I don't agree	2	5.0	5.0			
They are not cared	5	12.5	17.5			
There is no proper motivation and guidance of the children	20	50.0	67.5	2.28	2.00	2
Due to economic problem he could not bear the expenses	6	15.0	82.5			
They expect their future gloomy therefore leave school	7	17.5	100.0			
Total	**40**	**100.0**				

Denotation: F (Frequency), P (Percent), C.P (Cumulative Percent), M (Mean).

1.7.9. Strict Martinet Teachers in School and Student Dropout

Mostly in rural areas of Khyber Pakhtunkhwa in public primary school's teachers are very strict, they give very harsh punishment to their students. Results of reports have revealed that that various physical factors have led to increase in drop out from schools at the level of primary classes in the country. Corporeal punishment was attributed to be the most common reason for this drop out in schools. About 93% of the respondents identified corporeal punishment as the major cause for children to stop their schooling at primary level. Physical punishment of students in schools is denied culturally and according to report, 52% of the teachers in Pakistan used to punish their students (United Nations, 2008). UNICEF carried out a survey 2005 for assessing the current of state of physical punishment in Pakistani schools. When interviewed, 3,582 students revealed that had been subjected to corporeal punishment during their schooling in one form or in other forms. Society for the Protection of the Rights of the Child reported the drop out of about 35,000 children from schools. Corporeal punishments are responsible of children drop out from schools all around the world and 50% drop out occurred due to such punishment during the last five (United Nations, 2008).

Many school teachers still consider corporeal punishment productive in the process of students learning even the awareness against such punishments has been common. Though all the provincial governments have legislations against such punishments and have banned them in schools in 1999, still the poor implementation of the law is impeding the retention of the students in schools and drop out is increasing day by day, especially at primary levels. The lack of proper infrastructure and facilities like drinking water, washrooms and electricity has also led to the drop out of students from schools in Pakistan. About 83%if the interviewed individuals pointed out poor infrastructure and lack of facilities for dropout rate in Pakistan. Two-thirds (67%) of the country population is based in rural areas (Government of Pakistan, 1998). The rural areas of the country have been remained backward and no proper developments have been made health and education sectors in these areas (Government of Pakistan in 2008 which causes the students dropout and retention rate. Moreover, about 68% interviewed individuals held the schools buildings poor building responsible students leaving school at primary level. (Government of Pakistan, 1998).

Later the description of frequency and percentage, the statistical analysis has been made in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table-9 Strict Martinet Teachers in School and Student Dropout

Strict teachers	F	Percent	C.P	Mean	Median	Mode
I don't agree	4	10.0	10.0			
Giving harsh punishment to student	8	20.0	30.0	1.90	2.00	2
Torture them psychologically	19	47.5	77.5			
Restrain them in stress environment	6	15.0	92.5			
Remain autocratic and oppressor in teaching	3	7.5	100.0			
Total	**40**	**100.0**				

Denotation: F (Frequency), C.P (Cumulative Percent).

1.8. DISCUSSION OVER FINDINGS

The students dropped out from schools are easy to be held responsible and this is mostly blamed on the part of student's failure in their educational career. Student's negligence for not completing their school work or not attending the school regularly can also be the factors for such situation. The poor responsiveness of the school

management to individual needs is also a can also be blamed. The school staff grievances about the parent's response and negligence are also taken consideration. But these blame games do not work well for addressing the issue of children drop out from schools in a true spirit. The real problem is ignored and instead irrelative solutions are sought out. What strategies will help keep students in school or encourage students to return to school. Gender appears that boys and girls do not significantly differ in dropout rates. However, they seem to drop out for different reasons: Girls are most likely to drop out of school due to pregnancy and marriage, while boys are more likely to drop out to seek employment. Additionally, boys are twice as likely to dropout as girls due to behavioral difficulties.

The researcher concluded from this study on the basis of existing literature and Data acquired from the field. There are multifarious causes which the respondent did mention. The researcher concluded that social causes are core issues to children dropout from school. The social issues like, strict customs and tradition, illiteracy in parents, Militancy, Broken families, Regimentation in teachers, population explosion, corporeal punishment, parents carelessness and prioritization in education, are the reasons responsible for children dropout from school. Many at-risk factors are related to family income - parents' education, single parenting, academic achievement, behavior problems and school attendance. Parent attitudes are clearly related to student engagement in learning and graduation rates. Parents of dropouts are more likely to view school negatively, to have minimal involvement with school and to place little value on school attendance and achievement. Family members as well as parents are likely to influence a student's decision to drop out of school - students who have a sibling who dropped out of school are at much higher risk of dropping out themselves. Families from diverse cultures and families whose primary language is not English also face additional barriers to school engagement that appear to place students at-risk for dropping out. School personnel may misunderstand customs and parenting styles as lack of interest in schooling, and fail to identify appropriate and effective means of promoting parent involvement in education. These students are more likely to experience alienation and to disengage from the school setting.

1.9. CONCLUSION

The researcher interviewed 40 respondents expressed that parent's carelessness increase children dropout because a child doesn't know his cost and benefits. Majority of respondents also viewed that strict culture and patriarchy system in Pukhtoon deny girls education which is raising children dropout. The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change. The inhabitants perceive the education of female as a stigma on their family. The high ratio of female illiteracy in Pukhtoon is because of strict culture. The respondents also stated that dropout is because of illiteracy in parents. The illiterate parent doesn't know about the importance of education. As the parents are illiterate therefore they deny the education of children. On other hand, illiterate parents are found to be education conservative sticking to their traditional values. Their conservationism has a strong negative effect on female education. This study shows that the education of the father increases the expected level of school retention by boys, and that of the mothers enhances the educational attainment of girls. Father's education had a significant impact on children's education.

Further they view that militancy spread psychological fear due to which the parents stops their children from going to school. Broken family is the cause in which there is no proper motivation and guidance which to leads to children dropout. Strict martinet teachers torture the students psychologically. Majority of the respondents agreed that corporal punishment is one of the major reasons for dropping out students from school.

1.10. Recommendation
On the basis of data collected from the respondents the following suggestion has been put forwarded.

The already existing environment of misunderstanding respective generation should be eliminated by a social debate based on mental understanding. Due to generation gap the children are feeling hesitation in front to his teacher. The teacher should be more congenial in delivering his lecture to students.

Unfortunate a general feeling of bias is practiced against female and various field of society one among them neglects female from education. The practice should be discouraged on priority bases across various forums. The gender bias discrimination must be eradicated to improve the education of females in backward places.

Adoption to change is a necessary evil towards human development. Today globalize world demand Pashtun society shed off its conservative approach many areas of social realty. Conservatism held the students strict to the customs of their parents should be given opportunity to learn about new environment.

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