

# A STUDY OF DROP-OUT OF CHILDREN IN SCHOOLS DUE TO MANAGERIAL FLAWS IN PUBLIC SECTOR

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## **Abstract**

*Children are the foundation of economic, social, political, spiritual and cultural development of a country; they are the future of a nation. The progress of a nation depends on the education of its generation. School is the very special place, which plays an important role in all the domains of a child's development. Undoubtedly, education is vital for any nation on one hand and on the other a great number of children are out of schools all over the world. Across the world, 103 million children of primary school age are not in schools – 58 million are girls (Save the children, 2005). Pakistan is one of the countries which realizes the importance of education, and for maximizing its literacy rate, government of Pakistan is doing its best. Government of Pakistan is trying to provide all the basic facilities to schools for playing effective role.*

*The stakeholder i.e. parents think that public sector schools are not offering quality education so they sent their children to private schools. This study discussed the weaknesses and flaws in planning, organizing, staffing and controlling public sector education, due to which a great number of children either remain away to enter the schools or leave the schools in the mid way. The tools for the data collection include views of teachers and parents.*

**Key words:** Drop-out, Managerial flaws, Public Sector.

## **Introduction**

Education is the most important agent for development. Developed countries are spending a huge amount on their education matters. All the countries are agreed upon the fact that there is a direct relation between education and development. It is fact that educated person's can play their role effectively in the progress of a nation. Economic survey of Pakistan (2007-08, p.169) states that Literacy rate plays a vital role in the development of any nation by transforming into socio-economic prosperity. The Dakar Framework for action (2000, p. 3) describes the role of education for development as "Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century".

Economic survey of Pakistan (2008) states with reference of Pakistan Social and Living Measurement (2006-07), that the literacy rate of Pakistan is 55 %. This literacy rate is low as compare to our neighbor countries. Government of Pakistan is well-aware about all these concerns. Documents show that every government pay attention to education sector. Since majority of the people lives in rural areas, to accommodate these people's government open schools in far flung areas. With the passage of time, government provides more and more facilities to these schools. The beneficiaries of these schools are the poor people and the main purpose of the government is to provide them right education because Pakistan is an active partner of United Nation for the slogan "Quality education is the basic right of every child". It is a common view of people that the schools in public sector are not performing well.

In Pakistan there is a private sector, which is working parallel to public sector. The education policy (2009, p.10) documented that the emergence and continued presence of parallel systems of education in Pakistan I, e Private

schools and Madaris, apparently violates the principles of the uniformity of the educational system adversely. The people who can afford, send their children to the private schools even they pay high price for it. This behavior shows that people do not trust in public sector schools.

## Literature

Education is the only way to progress. It is an accepted fact that education is vital for progress and for better survival. It is education which tells man how to capture the power and how to use them for benefits. The Dakar Framework for Action (2000) states that :

(i) Of the more than 800 million children under six years of age, fewer than a third benefit from any form of early childhood education.

(ii) Some 113 million children, 60 per cent of whom are girls, have no access to primary schooling.

(iii) At least 880 million adults are illiterate, of whom the majority are women.

In National Education Policy (1992, p. 11), government promise to ensure 100 percent participation of children in education at the primary level by the year 2002, and to eradicate illiteracy through formal and non-formal methods. National Education Policy (1998-2010, p.7) states that to expand basic education qualitatively and quantitatively by providing maximum opportunities for free access of every child to education. The imbalance and disparities in the system will be removed to enhance the access with the increased number of more middle and secondary schools.

Education policy (2009, p.16) argues that Pakistan's commitment to universal education by 2015 under EFA Framework appears elusive on current performance, as participation in low and drop-out rates continue to be high. The Global Competitiveness Index (2007) shows that Pakistan's performance is weak, on the health and education related elements of competitiveness when compared with its major competitors like India, China, Bangladesh, Sri Lanka and Malaysia. National Education Policy (2009, p.14) describes that there are two fundamental causes for weak performance of education sector: (i) The commitment gap and (ii) the implementation gap. Government is trying to strengthen the government institutions, but people think that public sector institutions are not imparting the quality education. The National Education Policy (2009, p.18) further states that to revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation form the lowest to highest levels. In Pakistan, the current system spends its resources very inefficiently low attendance rates among both teachers and students, high repetition rates, and the inefficient use of inputs have translated into low achievement levels of those enrolled. Some problems with public sector education are:

- (i) Low paid Staff
- (ii) Political influence
- (iii) Absenteeism of both teacher and students
- (iv) Social status of Teachers
- (v) Non -Cooperation of community
- (vi) Social status divide

The planning Commission's 'Vision 2030' argues that "we cannot spend only 2.7 % of our GDP on education and expect to become a vibrant knowledge economy".

There is a private system of education in Pakistan. In urban areas , this system groom rapidly. People have more believe in this system as compared to public sector. Private system is filling the gap in the public system. The majority of these schools are profit based. People send their children to these schools and take it seriously.

Today, more Pakistani children are out of school than attending classes. Of those in schools, four out of five children are in public schools although private education has flourished in recent years due to the pressure of demand and the low quality of the public system (Mohammad and Bregman 1998). Parents' perception of the quality and outcomes of schooling available to their children affect their decision about schooling (Qureshi and Rarieya, 2007). Better-off parents like private schools and think that government schools are incapable to provide decent education to their children. The poor parents were often aware of the bad standard of education being offered to their wards, but were unable to do much about this because of their economic circumstances (Khan, 2005)

Table No. 1 Number of Institutions by Sector

Area	Total	Public	Private
Pakistan	227,791	151,744 (66.6)	76,047 (33.4)
Punjab	110,459	63,962 (57.9)	46,497 (42.1)
Sindh	51,006	39,141 (76.7)	11,865 (23.3)

NWFP	37,761	27,720 (73.4)	10,041 (26.6)
Balochistan	10,986	9,433 (85.9)	1,553 (14.1)
ICT	1,189	566 (47.6)	623 (52.4)
FATA	5,145	4,583 (89.1)	562 (10.9)
FANA	3,977	1,435 (36.1)	2,542 (63.9)
AJK	7,268	4,904 (67.5)	2,364 (32.5)

National Education Census, Pakistan (2005) Figures in parenthesis are percentages

Poverty is the main problem, which keep students away form schools. Parents think that their child is more useful for them at home. This situation is very alarming, the government realize this situation and make promise in the National Education Policy (2009, p. 37) that student support will be increased to prevent students form dropping out of schools for financial reasons. Parents also see that educated young people are wandering here and there in search of job and think that it is better that their children learn some skill and began to support their family well in time. Sohail Chaudhry representative of English newspaper “Daily Times” reports with reference of college teachers in its issue dated March 6, 2008 “it had become very difficult for many students to continue their studies because their parents were becoming unable to meet their educational expenditures due to growing inflation in the country”. Chaurd and Mingat (1996) conducted a study on a sample of 8000 students in the Punjab and the NWFP provinces about dropout rates at the primary level. This study covers three types of educational institutions, private, public, and mosque schools at two levels, grade I and grade IV. The main findings of the study were (a) dropouts were lowest at grade I for private schools and highest for mosque schools (b) dropouts at grade IV were lower for all three categories.

Bilquees & Saqib (2004) conducted a study under the titled “Drop-Out Rates and Inter-School Movements: Evidence from Panel Data” and finds the following results about dropout in different regions by gender:

### Dropout Rates by Region and Gender

Region	Gender	Dropout Rate
All Areas	Male	23.6
	Female	21.1
Urban Areas	Male	23.5
	Female	17.0
Rural Areas	Male	23.7
	Female	24.6

Table No.2 Dropout Rates by type of School, Region, and Gender

Type of school	Urban		Rural		All Areas	
	Male	Female	Male	Female	Male	Female
Government	26.9	20.1	24.7	26.9	25.3	24.2
Private	17.4	10.0	12.1	7.8	15.4	9.2

Bilquees & Saqib (2004, p.17)

### Objectives of the Study

Following are the objectives of the study:

- The reasons of drop out from school.
- Reasons of sending children to private schools.
- The difference (if any) between public and private sector schools.

### The Study

The sample of the study were the teachers of public schools and parents of children studying in the private schools. The researchers themselves interviewed 25 teachers and 10 parents for knowing their views about public and private schools, and the reasons due to which they send their children to private schools. The sample of study had teaching

experience of rural and urban schools. The researchers discussed with teachers and parents about different reasons of drop-outs from schools, problems in private and public sector institutions.

### **Discussion with Teachers**

Q.1 Reasons of drop-outs in the mid-session?

Financial problems are one of the main hindrances in the way of education. Parents think that even after having a degree their children would have to face many problems in getting job because the access to powerful venues is out of reach for them and ultimately they will be adding in the number of unemployment. They think it is more useful to put their children in vocational learning places and after some time they will bring some money for their family. They think the mere purpose of education is to get the key for job.

Q. 2 what do you think about quality of education in private and public sector schools?

Quality depends on the resources provided to the institutions, government provides limited resources to them and they manage all their activities within these limited resources. Even some times they wait for a long time for petty things which are essential for teaching. On the other hand, the private schools provide more facilities to their teachers and students because it is a matter for their survival.

Q.3 Is there any relationship between quality of teachers and quality of education?

No doubt, there is a strong relationship between teachers' knowledge and quality of education. Government offers opportunities of in-service training, but due to inefficient management and contents of training, all goes in drain.

Q.4 Do you think that private sector is imparting quality education?

The majority of the teachers agreed private school teachers are offering better quality because they have better pay structure and facilities.

Q.5 Lack of interest in teaching activities is one of the reasons of drop out from public schools?

Teachers disagreed with the notion that due to lack of interest by the teachers, drop-out rate goes up. They were in the view that teachers in public sector strive hard and only very few don't show interest in teaching activities and it may be in any profession.

Q.6 What are the managerial reasons due to which students drop out from schools?

In public sector, administration does not pay much attention to the enrollment. Public sector institutions don't campaign for increasing the number of students because the school management thinks they are not accountable for it.

Q.7 Do you think that drop out problems in rural and urban areas are the same?

In urban areas the problems are less as compared to rural areas. In rural areas mostly parents are illiterate and have no care of their children. In addition, lack of physical facilities is another main problem of drop out from schools in rural areas.

### **Discussion with Parents**

Q.1 Why do you send your children to private schools?

We think that private schools provide better education at primary level. They provide more facilities to the children and groom them well.

Q.2 Do you think private schools provide quality education?

The schools, charging huge amount in the form of fee impart quality education. These schools pay handsome salary to teachers and in return they demand quality education. These schools are only for elite class. Teachers of such schools are more disciplined, motivated and hard working as compare to the teachers of public schools

Q.3 Are you satisfy with the physical facilities provided by the private schools?

No, mostly schools are in small buildings where they don't have play grounds and libraries. Students spent their time in the dark buildings, this situation affects their capabilities.

Q. 4 Is there some extra burden of copies and books on students?

There are some subjects for which students have three to four copies. After coming back from schools, children spend a lot of time in completing their home work.

### **Discussion**

Pakistan is one of the most populated country in the world. Its 70 % population lived in rural areas. Poverty is the main problem of its people and this directly affects education. In addition, people see that young generation is unemployed after getting education, this situation affects their mind and they tend to drop their children from schools. Quality education is the right of every child, but how it is possible to educate every child? It is the major concern of government. Government is trying to provide more and more facilities to the education sector, but there is a lot to be done. There are some more issues about quality education. One of them is teachers' knowledge.

Teacher's knowledge has a direct relation with the performance of the students. Government arranges different refresher courses and in-service training, but all these efforts remain ineffective due to management issues. It is a common view that private sector schools are imparting quality education. Teachers think that private sector provides more facilities due to which they perform better, while the parents think that the schools charging huge charge that's why performing well, but these schools are only for elite class and out of reach of a common man. Parents also in the view that private schools put extra burden on students and little kids spend more time in finishing their home work.

## Findings

1. Financial matters are the main reasons of drop out from schools.
2. Job problem is one of the reasons of drop out form schools.
3. Parents send their children to private schools for quality education.
4. Teachers in public sector show less interest in education , so parents shift their children to private schools.
5. Teachers are in the view that private schools provide more facilities while parents think it is not right.
6. Drop out rate is higher in the rural areas.
7. Teachers think that there is lack of facilities which are necessary for quality education.
8. There are no efforts taken for reducing the drop out rate in the public sector.
9. Private schools put extra burden on students in the form of home work.

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