

HIGH DROPOUT CONTRIBUTES TO LOW LITERACY RATE IN PAKISTAN: COMPARISON OF DROPOUT AT H.S.S.C AND COLLEGE LEVEL IN PAKISTAN

Muhammad Anwar

Head of Govt. School, Wah Cantt,
PAKISTAN.
manwer868@yahoo.com

Tehseen Tahir

University of Wah, Wah Cantt,
PAKISTAN.
tehseen_akhter@yahoo.com

Sadia Batool

University of Wah, Wah Cantt,
PAKISTAN.
sadiagardezi@yahoo.com

Uzma Khalid Ghori

University of Wah, Wah Cantt,
PAKISTAN.
ukghori@gmail.com

ABSTRACT

Despite strong emphasis of the education policies of successive governments to make education in grades XI and XII a part of 4-year secondary education, it continues to be offered in two separate streams i-e; in higher secondary schools and in intermediate classes of colleges. The intention to bring the duration of secondary education in line with the international practice has not been completely realized. The socio-economic barriers seem to have stood in the way. The major aim of this study was to compare the functioning of F.Sc. (faculty of science at higher secondary school certificate) programmes of government colleges (intermediate level) and higher secondary schools. The study was descriptive in nature. This descriptive research study examined the class wise dropout trend in Government High secondary schools in Punjab. Data were collected through Survey and Questionnaires to collect data regarding enrolment, dropouts and dropout rate. In order to collect field data from the relevant institutions and personnel, a survey was undertaken. All the principals as well as lecturers and subject specialists of the government colleges and the government higher secondary schools, teaching science subjects in grades XI and XII in the Province of Punjab constituted the population of the study. For the purpose of selecting a representative sample, Two higher secondary schools and two colleges with intermediate classes were selected at random from each district. Two questionnaires were prepared, one for principals and the other for teachers for both types of institutions. Chi square was applied to find association between various responses. The perceptual analysis of the responses of the Questionnaires revealed that the factors are divided into three main categories: institutional problems and procedures; school based factors, home based factors and community factors. Poverty prevents parents from sending their children to school. The study recommended that: the Teachers' training may be focused to enhance teacher's competency to retain students in schools; Academic monitoring system may be introduced; Strategies may be adopted to reduce frequent absenteeism of students from school; the dropout rate in higher secondary schools should be minimized through ensuring quality education, motivation of parents and confidence building measures. The administration may take steps to increase the enrolments in science groups. In case of zero enrolment the concerned teacher may be transferred to other institution where F.Sc. programme is in progress.

Keywords: Enrolment, Dropouts, Dropout rate, Educational wastage

INTRODUCTION

Wastage is the major problem in educational institutions.. These wastage rates decreases in upper classes. Secondary education (IX-XII) is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy, and on the other, it acts as a feeder for the higher levels of education. Higher education, which is expected to produce quality professionals in different fields, hinges on the quality of secondary education. This level of education, therefore, needs to be formulated in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and

productively. Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and adjustment of problems with the new role in life assuming critical significance. Four years of secondary education, therefore, provides an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of behavior and attitude.

National education policy review–2006 (A white paper)

While elementary education determines the contours of the life pursuits of an individual, Secondary and Higher Secondary education determines the manner and measure of an individual's performance as a citizen and as a contributor to the economy both for individual and state benefits. History has shown that countries that have developed secondary education earlier have benefited from it as a link between basic and tertiary education, as well as the provider of quality human resources for the labor market (particularly in the context of globalization and knowledge based economics). Secondary education is also a continuing formative phase to inculcate a value system within children. Following recommendations are given for improvement of this specific sector:

- I. The current policy review must restate the objective that universal, free and compulsory education must be provided up to class-X in a predictable time frame to be prepared matching the streams of financial investment that can be made available to this sector or which must be made available to this sector. It should be no later than 2020.
- II. In the Higher secondary class i.e. classes-XI & XII there should be the elective streams of humanities and social sciences, and natural sciences in the secondary schools and separate diploma awarding Higher secondary schools/ polytechnics for technical and vocational education established on identified need basis.
- III. The purpose of Higher secondary education is to ensure analytical, conceptual and skills development in an individual. The training in asking questions and finding answers should begin more specifically and consciously at this level. (Government of Pakistan, 2006).

The Purposes of Secondary and Intermediate Education in Pakistan

Policy documents such as the National Education Policy (1979) have provided general guidelines about the goals, aims and purpose of education in Pakistan. However, such documents have rarely considered each stage separately. It becomes crucial to do this in a study of grades 9-12 because of the well-understood dual mission, at this level, of educating those who will leave school for the world of work and those who will continue their education. The mission has undertaken to formulate statements of purpose for each of the four school stages. They are presented in the statements draw on many Pakistani and World Bank sources that discuss education in Pakistan and reflect the understanding that new skills are required to face the challenges of modernization and industrialization in Pakistan (The World Bank, 1991).

OBJECTIVES OF THE STUDY

Objectives of the study were to:

1. Find out the class wise trend of dropout rate in Government higher Secondary Schools and colleges in Punjab
2. Identify the weaknesses and strengths of colleges and higher secondary schools for F.Sc. Programme

METHODOLOGY

Sample

The purposive sampling technique was applied by the researcher. The researcher selected 02 districts of Punjab.

Two colleges and two higher secondary schools were selected from each district. One principal and one teacher from each sample institute were included in the sample.

DATA COLLECTION

Data were collected through Survey and Questionnaires to collect data regarding enrolment, dropouts and dropout rate. In order to collect field data from the relevant institutions and personnel, a survey was undertaken. All the principals as well as lecturers and subject specialists of the government colleges and the government higher secondary schools, teaching science subjects in grades XI and XII in the Province of Punjab constituted the population of the study.

DATA ANALYSIS**Table 1. Enrollment of the Students (All Groups)**

Years	HSSs						Total Sum
	A		B		C		
	Sum	% age	Sum	% age	Sum	% age	
2003-2005	1164	17.97%	2478	38.26%	2835	43.77%	6477
2004-2006	1212	18.40%	2470	37.50%	2906	44.10%	6588
2005-2007	1227	18.65%	2586	39.30%	2767	42.06%	6580
Total	3603	18.34%	7534	38.35%	8508	43%	19645

Years	Colleges						Total Sum
	A		B		C		
	Sum	% age	Sum	% age	Sum	% age	
2003-2005	7272	25.16%	11192	38.73%	10437	36.11%	28901
2004-2006	8145	27.88%	11322	38.76%	9747	33.36%	29214
2005-2007	7787	27.24%	11150	39.01%	9649	33.75%	28586
Total	23204	26.76%	33664	38.83%	29833	34.41%	86701

A= 70% & above, B=60-69%, C= 59% & less

The above Table shows that during 2003-2005 17.97 percent students were enrolled with grade A, 38.26 percent with grade B and 43.77 percent with grade C; during 2004-2006 18.40 percent students were enrolled with grade A, 37.50 percent with grade B, 44.10 percent with grade C and during 2005-2007 18.65 percent students were enrolled with grade A, 39.30 percent with grade B and 42.06 percent with grade C in Higher Secondary Schools. 18.34% students were enrolled in all groups with grade A, 38.35% were enrolled with grade B and 43% were enrolled with grade C in the Higher Secondary Schools.

In colleges, during 2003-2005 students were enrolled with grade A 25.16 percent (7272), 38.73 percent (11192) with grade B and 36.11 percent (10437) with grade C; during 2004-2006 students were enrolled with grade A 27.88 percent (8145), 38.76 percent (11322) with grade B, 33.36 percent (9747) with grade C and during 2005-2007 students were enrolled with grade A 27.24 percent (7787), 39.01 percent (11150) with grade B and 33.75 percent (9649) with grade C.

Total 3603 (18.34%) students were enrolled in all groups with grade A, 7534 (38.35%) were enrolled with grade B and 8508 (43%) were enrolled with grade C in the Higher Secondary Schools whereas in colleges 23204 (26.76%) students were enrolled with grade A, 33664 (38.83%) were enrolled with grade B and 29833 (34.41%) were enrolled with grade C.

In the overall scenario of enrollment of students in Higher Secondary Schools and Colleges, 19645 students were enrolled in Higher Secondary Schools in comparison with colleges as 86701 students were enrolled in Colleges which were more than HSS.

Table 2. Enrollment of students (F.Sc. Pre-engineering)

Year	HSSs						Total Sum
	A		B		C		
	Sum	% age	Sum	% age	Sum	% age	
2003-2005	170	30.87%	116	21.04%	264	48.09%	550
2004-2006	139	25.83%	175	32.50%	225	41.67%	539
2005-2007	108	24.49%	168	38.10%	165	37.41%	441
Total	417	27.07%	459	30.54%	654	42%	1530
2003-2005	1474	34.57%	1516	35.55%	1274	29.88%	4264
2004-2006	1124	30.00%	1427	38.06%	1197	31.94%	3748
2005-2007	1344	28.60%	1457	31.01%	1898	40.39%	4699
Total	3942	31%	4400	35%	4369	34%	12711

A= 70% & above, B=60-69%, C= 59% & less

The above Table shows that during 2003-2005 30.87 percent (170) students of F.Sc. Pre-engineering programme enrolled with grade A were 21.04 percent (116) with grade B and 48.09 percent (264) with grade C; during 2004-2006 students were enrolled with grade A 25.83 percent (139), with grade B 32.50 percent (175), with grade C 41.67 percent (225) and during 2005-2007 students enrolled with grade A were 24.49 percent (108), with grade B 38.10 percent (168) and 37.41 percent (165) with grade C in Higher Secondary Schools.

The above Table indicates that total 417 (27.07%) students were enrolled in Pre-engineering with grade A, 459 (30.54%) were enrolled with grade B and 654 (42%) were enrolled in grade C in the Higher Secondary Schools.

The Table shows that during 2003-2005 34.57 percent (1474) students of F.Sc. Pre-engineering programme were enrolled with grade A, with grade B 35.55 percent (1516) and with grade C 29.88 percent (1274); during 2004-2006 students enrolled with grade A were 30 percent (1124), with grade B 38.06 percent (1427), with grade C 31.94 percent (1197) and during 2005-2007 students enrolled with grade A were 28.60 percent (1344), with grade B 31.01 percent (1457) and 40.39 percent (1898) with grade C in Colleges. Total 3942 (31%) students were enrolled with grade A, 4400 (35%) were enrolled with grade B and 4369 (34%) were enrolled with grade C.

In the overall scenario of enrollment of students in Higher Secondary Schools, 550 students were enrolled during 2003-2005, 539 enrolled during 2004-2006 and 441 students enrolled during 2005-2007 but a total number of enrolled students were 1530 during the three session years. Whereas, in the overall scenario of enrollment of students in Colleges, 4264 students were enrolled during 2003-2005, 3748 enrolled during 2004-2006 and 4699 students enrolled during 2005-2007 but a total number of enrolled students was 12711 during the three session years.

Table 3. Results of students (All groups)

Year	Appeared	HSSs							
		Passed		A		B		C	
		Sum	% age	Sum	% age	Sum	% age	Sum	% age
2005	4704	3176	67.51%	150	4.68%	903	28.44%	2124	66.89%
2006	4939	3922	79.41%	283	7.23%	1206	30.75%	4153	62.03%
2007	4755	4153	76.75%	225	6.17%	1036	28.40%	2388	65.43%
Total	14398	9531	74.56%	658	6.02%	3145	29.19%	6945	64.78%
Colleges									
2005	25808	16780	65.02%	1131	6.74%	3461	20.62%	12188	72.63%
2006	27530	19357	70.32%	1413	7.30%	4193	21.66%	13752	71.04%
2007	24585	17744	72.17%	1794	10.12%	4151	23.39%	11801	66.51%
Total	77923	53881	69.17%	4338	8.05%	11805	21.89%	37741	70.06%

The above Table shows that during 2005 in the examination of all groups 4704 students appeared in which a total number of 3176 (67.51%) students passed. A number of 150 (4.68%) passed in grade A and 903 (28.44%) passed in grade B and 2124 (66.89%) passed in grade C in the Higher Secondary Schools. During 2006 in the examination of all groups 4939 students appeared in which a total number of 3922 (79.41%) students passed. A number of 283 (7.23%) passed in grade A and 1206 (30.75%) passed in grade B and 4153 (62.03%) passed in grade C in the Higher Secondary Schools. During 2007 in the examination of all groups 4755 students appeared in which a total number of 4153 (76.75%) students passed. A number of 225 (6.17%) passed in grade A and 1036 (28.40%) passed in grade B and 2388 (65.43%) passed in grade C in the Higher Secondary Schools.

During three years from 2005-2007 in the examination of all groups 14398 students appeared in which a total number of 9531 (74.56%) students passed. A number of 658 (6.02%) passed in grade A and 3145 (29.19%) passed in grade B and 6945 (64.78%) passed in grade C in the Higher Secondary Schools.

In colleges, during 2005 in the examination of all groups 25808 students appeared in which a total number of 16780 (65.02%) students passed. A number of 1131 (6.74%) passed in grade A and 3461 (20.62%) passed in grade B and 12188 (72.63%) passed in grade C. During 2006 in the examination of all groups 27530 students appeared in which a total number of 19357 (70.32%) students passed. A number of 1413 (7.30%) passed in grade A and 4193 (21.66%) passed in grade B and 13752 (71.04%) passed in grade C. During 2007 in the examination of all groups 24585 students appeared in which a total number of 17744 (72.17%) students passed. A number of 1794 (10.12%) passed in grade A and 4151 (23.39%) passed in grade B and 11801 (66.51%) passed in grade C.

In overall scenario in colleges 77923 students appeared in the examination in all groups in which a number of 53881 (69.17%) was passed. whereas, a number of 4338 (8.05%) students passed in grade A, 11805 (21.89%) passed in grade B and 37741 (70.06%) passed in grade C.

Table 4. Results of students (F.Sc. Pre-engineering)

HSSs									
Year	Appeared	Passed		A		B		C	
		Sum	% age	Sum	% age	Sum	% age	Sum	% age
2005	195	154	79.23%	8	4.85%	45	28.16%	104	66.99%
2006	237	183	77.22%	7	4.10%	76	41.80%	99	54.10%
2007	257	216	80.70%	29	13.77%	69	33.33%	109	52.90%
Total	689	544	79.05%	44	7.57%	190	34.43%	312	58.00%

Colleges									
2005	2667	1595	59.79%	216	13.17%	466	29.24%	918	57.59%
2006	2758	1816	65.84%	267	14.73%	465	25.60%	1084	59.68%
2007	2856	1899	66.50%	361	17.14%	576	27.27%	1174	55.59%
Total	8281	5310	64.04%	838	15.01%	1507	27.37%	3176	57.62%

The above Table reflects that during 2005 in the examination of F.Sc. pre-engineering programmes a number of 195 students appeared in which 154 (79.23%) students passed while a number of 8 (4.85%) students passed in grade A, 45 (28.16%) passed in grade B and 104 (66.99%) students passed in grade C in the Higher Secondary schools. During 2006 in the examination of F.Sc. pre-engineering programmes a number of 237 students appeared in which 183 (77.22%) students passed while a number of 7 (4.10%) students passed in grade A, 76 (41.80%) passed in grade B and 99 (54.10%) students passed in grade C in the Higher Secondary schools. During 2007 in the examination of F.Sc. pre-engineering programmes a number of 257 students appeared in which 216 (80.70%) students passed while a number of 29 (13.77%) students passed in grade A, 69 (33.33%) passed in grade B and 109 (52.90%) students passed in grade C in the Higher Secondary schools.

Overall view of higher secondary schools during three years from 1005-2007 in the examination of F.Sc. pre-engineering programmes a total number of 689 students appeared in which 544 (79.05%)

students passed while a number of 44 (7.57%) students passed in grade A, 190 (34.43%) passed in grade B and 312 (58.0%) students passed in grade C in the Higher Secondary Schools.

In colleges during 2005 in the examination of F.Sc. pre-engineering programmes a number of 2667 students appeared in which 1595 (59.79%) students passed while a number of 216 (13.17%) students passed in grade A, 466 (29.24%) passed in grade B and 918 (57.59%) students passed in grade C. During 2006 in the examination of F.Sc. pre-engineering programmes a number of 2758 students appeared in which 1816 (65.84%) students passed while a number of 267 (14.73%) students passed in grade A, 465 (25.60%) passed in grade B and 1084 (59.68%) students passed in grade C. During 2007 in the examination of F.Sc. pre-engineering programmes a number of 2856 students appeared in which 1899 (66.50%) students passed while a number of 361 (17.14%) students passed in grade A, 576 (27.27%) passed in grade B and 1174 (55.59%) students passed in grade C.

Overall view of colleges during three years from 1005-2007 in the examination of F.Sc. pre-engineering programmes a total number of 8281 students appeared in which 5310 (64.04%) students passed while a number of 838 (15.01%) students passed in grade A, 1507 (27.37%) passed in grade B and 3176 (57.62%) students passed in grade C.

Table 5. Enrollment and Drop out Position of Students (All Groups)

Year	Higher Secondary Schools				Colleges			
	Enrolled	Appeared	Total drop out	Drop out %	Enrolled	Appeared	Total drop out	Drop out %
2003-2005	6477	4704	1773	27.37%	28901	25808	3093	10.70%
2004-2006	6588	4939	1649	25.03%	29214	27530	1684	5.76%
2005-2007	6580	4755	1825	27.74%	28586	24585	4001	14.00%
Total	19645	14398	5247	26.71%	86701	77923	8778	10.12%

The above Table depicts that during 2003-2005 total number of 6477 students was enrolled in all groups in Higher Secondary Schools and a number of 4704 students appeared in the examination in which a total number of 1773 (27.37%) students dropped out. During 2004-2006 total numbers of 6588 students enrolled in all groups in Higher Secondary Schools and a number of 4939 students appeared in the examination in which a total number of 1649 (25.03%) students dropped out. During 2005-2007 total numbers of 6580 students enrolled in all groups in Higher Secondary Schools and a number of 4755 students appeared in the examination in which a total number of 1825 (27.74%) students dropped out. In overall view of three session years total number of 19645 students enrolled in all groups in Higher Secondary Schools and a number of 14398 students appeared in the examination in which a total number of 5247 (26.71%) students dropped out.

Whereas in colleges during 2003-2005 total numbers of 28901 students enrolled in all groups and a number of 25808 students appeared in the examination in which a total number of 3093 (10.70%) students dropped out. During 2004-2006 total number of 29214 students enrolled in all groups and a number of 27530 students appeared in the examination in which a total number of 1684 (5.76%) students dropped out. During 2005-2007 total number of 28586 students enrolled in all groups and a number of 24585 students appeared in the examination in which a total number of 4001 (14%) students dropped out. In overall view of three session years total number of 86701 students enrolled in all groups and a number of 77923 students appeared in the examination in which a total number of 8778 (10.12%) students dropped out.

Table 6 shows that during 2003-2005 total 550 students enrolled in pre engineering in Higher Secondary Schools and a number of 195 students appeared in the examination in which a total number of 355 (64.55%) students dropped out. During 2004-2006 total number of 539 students enrolled in Pre-engineering in Higher Secondary Schools and a number of 237 students appeared in the examination in which a total number of 302 (56.03%) students was dropped out. During 2005-2007 total number of 441 students enrolled in Pre-engineering in Higher Secondary Schools and a number of 257 students appeared in the examination in which a total number of 184 (41.72%) students dropped out. In overall

view of three session years total number of 1530 students enrolled in Pre-engineering in Higher Secondary Schools and a number of 689 students appeared in the examination in which a total number of 841 (54.97%) students dropped out.

Table 6. Enrolment and Drop out Position of Students (Pre-Engineering)

Year	Higher Secondary Schools				Colleges			
	Enrolled	Appeared	Total drop out	Drop out percentage	Enrolled	Appeared	Total drop out	Drop out percentage
2003-2005	550	195	355	64.55	4264	2667	1597	37.45
2004-2006	539	237	302	56.03	3748	2758	990	26.41
2005-2007	441	257	184	41.72	4699	2856	1843	39.22
Total	1530	689	841	54.97	12711	7648	5063	39.83

Whereas in colleges during 2003-2005 total numbers of 4264 students enrolled in Pre-engineering and a number of 2667 students appeared in the examination in which a total number of 1597 (37.45%) students dropped out. During 2004-2006 total numbers of 3748 students enrolled in Pre-engineering and a number of 2758 students appeared in the examination in which a total number of 990 (26.41%) students dropped out. During 2005-2007 total numbers of 4699 students enrolled in Pre-engineering and a number of 2856 students appeared in the examination in which a total number of 1843 (39.22%) students dropped out. In overall view of three sessions year's total number of 12711 students enrolled in Pre-engineering and a number of 7648 students appeared in the examination in which a total number of 5063 (39.83%) students dropped out.

CONCLUSIONS

The study showed that frequent absenteeism of students from school results their ultimate

1. It was found that Parents have low motivational level for the schooling of their offspring.
2. The study showed that the low academic achievement of students compels them to
3. Dropout
4. The study revealed that unattractive teaching methods resulted the students to dropout.

RECOMMENDATIONS

1. Academic monitoring system may be introduced for adequate supervision of t teaching & Learning process.
2. Strategies may be adopted to reduce frequent absenteeism of students from school.
3. Mass mobilization campaigns may be launched for motivating parents for the schooling of their offspring.
4. Pleasant school systems may be introduced with attractive delivery methods
5. The dropout rate in higher secondary schools should be minimized through ensuring quality education, motivation of parents and confidence building measures. The administration may take steps to increase the enrolments in science groups. In case of zero enrolment the concerned teacher may be transferred to other institution where F.Sc. programme is in progress.

REFERENCES

- Sitloington, P.L. and Frank, A.R. (1990). Are adolescents with learning disabilities successfully crossing the bridge into adult life? *Learning Disability Quarterly*, 13, 97-111.
- Wijk T.V. (1983). *Evaluation of Higher Distance Education Results*. Madrid.