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Factors That Influence Dropout in Primary School Students at District Panjgur

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Abstract

The purpose of the study was to explore the factors that influence dropout at the primary level in District Panjgur Balochistan. The study was delimited to mainly primary schools in District Panjgur Balochistan. The study is an explanatory sequential mixed design using quantitative and qualitative data collection techniques. The study used push, pull, and falling-out factors as a framework for understanding dropouts. The population was comprised of 181 Boys, 138 Girls, and 17 co-education Primary Schools, DOE (M/F), DDOE (M/F), and head teachers primary school. Pilot testing was done in 05 schools out of 17 co-education primary schools. Data were collected from 4 education managers and 17 co-education primary schools head teachers. Questionnaires were used for 17 primary head teachers to collect their opinion regarding dropping out at the primary level. The questionnaires were comprised of closed-ended questions. The data collected through questionnaires were interpreted and analyzed using Chi-square, percentage, and mean. Whereas, the data collected through interviews from DOE (M/F) and DDOE (M/F) were asked open-ended to express themselves and their ideas regarding the topic. The medium of interviews was Urdu to let the participants express themselves with comfort. The finding of the study showed that poverty, low parental education, lack of transportation, and motivation were the major factors that directly caused students to drop out of District Panjgur. Therefore, the study recommends taking remedial steps by providing financial assistance, improving transportation options, increasing funding for schools, and providing education and awareness campaigns, which can help to reduce dropout rates and improve educational outcomes for students in the district.

Keywords: *Dropout, Head Teachers, Pushed Out, Pulled Out, Falling Out.*

Introduction

The most potent weapon for human advancement and development is education because it ensures the socio and economic development of the masses and also makes a significant contribution to the country's economic growth (Khan and Ahmad, 2020). Countries all across the world have succeeded in alleviating poverty and achieving their long-term goals simply by sustaining high-quality education. The importance of excellent education in a country's high rate of productivity and rapid and sustained social and economic progress cannot be overstated. Individual rights to education have been regularly recognized in various treaties and conventions across the world, including, but not limited to, the World Conference on Education

for All (1990) and the Convention on the Rights of the Child (1948) (UNESCO, 2000). The nations are currently concerned about the thousands of kids who are out of school, although student satisfaction in elementary school is also a major worry. As stated in the United Nations' Universal Declaration of Human Rights, access to education is a fundamental human right that must be respected by all people, regardless of their background or affiliation (United Nations, 1948).

The term dropout refers to the condition where students leave school before the completion of the cycle of education (Migali & Zucchelli, 2017). It also includes children who have not been awarded an official certificate to confirm that they completed the specific year of elementary or secondary school they claimed to have completed (Estevao & Alvares, 2014; De Witte et al., 2013). To put it another way, the term "dropout" refers to the act of withdrawing from elementary, middle, or high school.

According to the rules of international law, Pakistan's government recognizes the right to basic education, as informed in Pakistan's National Education Policy, 1998-2010. As stated in a convention, A state's responsibility to its citizens includes making sure all of them have access to quality educational opportunities (United Nations, 1989). The Pakistani government has prioritized education reform because it considers education to be not only a right but also a critical component of national safety and stability (Ministry of Finance, 2006).

Primary education is the most significant period of a child's education (Government of Pakistan, Economic Survey, 2017). Improving elementary education might assist Pakistan in meeting its objectives of universal access and fairness (Khan and Ahmad, 2020). Article 25(A) has been included in the Constitution of Pakistan, 1973 by the 18th amendment which says: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law". The majority of provinces have passed legislation to implement Article 25-A.

Pakistan is one of the countries that have signed on to the Sustainable Development Goals (SDGs). Goal 4 of the Sustainable Development Goals is about good education and learning throughout life. The unfinished business of EFA would be a big part of the new agenda. SDG 4 can only be reached at 100% if all children in the primary age group can get a good education. Access, fairness, and quality of education have been emphasized in all national education policies and development plans, but the situation on the ground is not very encouraging. So, the National Education Policy of 2009 has focused on two of the most important problems facing the education sector: One is the low participation and a small number of people working in the sector, and the other is the poor quality of the facilities used for education.

The factor of school dropping out is often referred to as the culmination of keeping away from school (Yahia, Essid & Rebai, 2018). School dropout has been the subject of historical scholarship since a 1927 book dubbed it "school skipping" and connected individuals at risk with potential psychological inadequacy (Fuller, 1927, p. 1). Jumping out of school is such a well societal problem that often puts adolescents in a difficult situation (Migali & Zucchelli, 2017). It's also linked to delinquency and poor academic performance (Chen, Ziskin, & Torres, 2020). The absence of parental education was one of the main reasons why children were kept out of school (Itzhaki, Itzhaky & Yalow. 2018). Dropout is defined differently by different people. All of these definitions take scholars to the opinion that a dropout is a kid who was engaged in a school but departed before completing elementary school without informing the school (Church et al, 2017).

The school dropout is also related to the family where the parents' education level is quite poor. Thus, children from low-education families are more probable to pull out of school (Murray, 2014). Powell and Anderson argued that in a family where parents or a sibling have not graduated, there is a greater chance that the student would not graduate (Dalton, et al., 2009). Rumberger (2011) further validated the findings of the later studies and confirmed that seventy percent of the fathers and sixty percent of the mother had not completed their high schooling. Whitmore (2010) contended that both physical care and educational

achievement are positively related to children's education. Thus, parental education and their care for education would directly affect children schooling to complete.

In terms of the academic reasons for students leaving before completing their school, many studies have shown a positive relationship between student withdrawal and poor academic preparation or performance (e.g., Ashby, 2004; Krause et al., 2005). Insufficient information about the course or institution before students enroll has been highlighted more recently as another major reason for withdrawal (Yorke and Longden, 2007). Some studies discuss more generic factors associated with student withdrawal, such as incompatibility between the students and their course and a lack of commitment to the course (Nowicki, et al., 2004).

Several countries have fallen short of achieving universal primary education since 101 million children are not enrolled in school. Absenteeism, sickness, starvation, insufficient instructors, lack of facilities, poverty, improper curriculum, and examinations are among the obstacles impeding the achievement of universal primary education (UNESCO, 2007). In addition, Hunt (2008) found a correlation between dropout and family status; for instance, a kid from a poor household who faces a difficult economic situation is more likely to abandon school (Hunt, 2008). The research conducted by Jayachandran (2006) revealed that these children are more likely to drop out of school, pay less attention to their schoolwork, and have more home obligations. Ali, and Hussain, (2022) claim that the causes of dropout vary from region to region, state to state, school to school, and individual to individual, and include sociocultural, religious, and economic factors. Fredenberg and Ruglls (2007) highlighted the factors that raise dropout rates, including inadequate parental education, instructors' conduct, boredom in school, strict discipline, and having dropout friends and siblings. In addition, poverty-stricken pupils are exacerbated by rigorous school regulations about the payment of tuition, the attitude of instructors and other students, and the lack of food, school uniforms, and school supplies, all of which contribute to school dropout. Spaull (2013) stated that inequality and poverty are among the primary causes of school dropout in South Africa. A framework has been constructed to describe the reasons why students drop out of school in terms of pushed, pulled, and falling out aspects at the school level to better comprehend the causes of dropout (Jordan et al., 1994; Watt & Roessingh, 1994). With pull factors, the student is the agent that entices them to drop out of school, however with falling out factors, neither the student nor the school is the agent; rather, it is events inside the school that progressively drive students to drop out. While pull and falling-out factors seem comparable, pushed-out factors lack this attraction. This study focuses on the issue of primary school dropouts, examining how children are compelled to quit school and the factors that directly and indirectly impact their education. The high dropout rate, particularly at the basic level, is a critical issue that must be addressed immediately if universal primary education is to be achieved (Government of Pakistan, Economic Survey, 2017). Urgently, comprehensive research must be conducted to determine the causes of poor engagement, low retention, and high dropout rates at the primary level. Additionally, there are 22.8 million children between the ages of 5 and 16 who are not in school, and high dropout is a big problem (Ministry of Finance, 2006). In Pakistan, the research on student retention has been there for a long period. Retention is among the most important problems that have plagued our educational system since 1947, according to Shami and Hussain, (2005) Even before 1947, the problem of retention had largely cemented its stranglehold on our educational system (Spadafore, 2006). This is supported by the Nuffield Foundation's observation in 1953 shows that parents' attitudes toward education have a serious influence on their children's learning and development. When one or both parents are literate, particularly when women are literate, it appears that they are more prepared to submit their children, particularly girls, to school (U.S. Department of Education, 2004).

The Pakistani Constitution of 1973 endorsed the pledge that perhaps the state would eliminate the lack of education as well as provide free and compulsory education in the shortest amount of time (Article 37-b, Chapter No.2), and the eighteenth amendment added that "the State shall provide compulsory education to all children aged five to seventeen years in such accordance with the procedure established by law" as a fundamental right (Article, 25-A Chapter No-1 Fundamental Rights). Despite all of the efforts and programs, schools continue to drop out of high universities across the state.

In Pakistan, the primary school dropout rate was 43 percent in 2001-02, but it was only 02 percent in 2007-08 (Ministry of Education, 2009). There is no exact reason for elementary school dropout; rather, a variety of factors contribute to their decision to drop out (Farooq, 2016). A learner could also be labeled a dropout if he or she is absent from school for an extended period without notification or approval of a transfer to another school and does not return to school in subsequent years. Dropout also refers to dropping out of college before completing the required type of knowledge (US Department of Education, 2004). It might be pupils who drop out of public schools before finishing primary education (Hondo, 2005).

The majority of study on the causes of dropout in Pakistan has focused on the poor education backgrounds of parents, the inability of parents to pay their children's school fees, failures in school exam fees, very bad state of school facilities, graduate employment, fractured homes, and parent type. Occupation, classroom discipline policies, adolescent pregnancy, child marriages, and an early desire to set up a business and work for oneself (Farooq, 2016).

Dropouts are not subjected to any departure interviews, which is a regular occurrence around the world. As a result, the true reasons for dropout are not recognized on a regular schedule. It's also challenging to find dropouts in any neighborhood considering they normally absorb into the neighborhood and don't concentrate anyplace. It's tough to track them down, thus studies that are accessible typically focus on some of the other stakeholders instead of dropouts. From the perspective of Balochistan, there is barely significant work that has already been undertaken immediately on dropouts to investigate them quantitatively and verify their voice regarding their decision to drop out of elementary school without completing their education. This research is unusual in that it investigates the factors that influence the surroundings and pattern of students' dropout at the primary school level. It was necessary to undertake a comprehensive study to determine the reasons for this condition and to take corrective action based on the data. The purpose of this research is to investigate the causes of primary school dropout in District Panjgur, Balochistan.

Research Methodology

The purpose of the study is to explore the factors that influence dropout in primary school students at District Panjgur Balochistan. The research design was a mixed method in nature that intentionally combined or integrated both quantitative and qualitative approaches as components of the research (Caruth, 2013; Creswell & Plano, 2011; Greene, 2007, Ponce, 2011; Meddle & Tashakkori, 2009). In mixed method design, the explanatory sequential model was used. The population was comprised of 336 primary schools, out of which there were 181 boys, 138 girls, and 17 co-education primary schools in District Panjgur. The researcher has selected 17 Co-education Primary schools along with their head teachers for questionnaires. Because the dropout ratio in co-education primary schools in District Panjgur is quite high (EMIS, 2020). Cluster sampling was used as a sampling technique. According to L.R.Gay (10^{th} addition) any location that we find for a group of population with similar characteristics is a cluster. The researcher selected co-education primary schools along with their head teachers as they were more accessible and a large number of boys and girls students were enrolled and where dropout was much reported in Balochistan education statistics 2019-20. For collecting data, an interview guide, and a questionnaire were used as data collection tools. The data collected through interviews were categorized and coded under different themes. Whereas, the data obtained through questionnaires were interpreted and analyzed using Chi-square, percentage, and mean.

Data Analysis and Interpretation

Table 1 presents the results of the survey on the factors influencing dropout in primary school students in District Panjgur. The table shows the percentage of participants who agreed or disagreed with different statements related to the study's main findings. The findings of Table 4.2 indicate that a majority of the participants had a clear understanding of the factors influencing dropout, as indicated by their agreement

with the study's main findings. Specifically, 52.95% of the participants agreed with the statement that "pupils' positions at school" play a significant role in the decision to withdraw students from primary school. This high level of agreement suggests that the participants had a good grasp of the issues related to school conditions, teacher attitudes, and "pushed out" factors that can contribute to dropout rates.

Table 1: Pushed out Factors/ Teacher Attitude/ School Condition

Participant's	Frequencies	Percent	Valid Percent
Strongly Agree: (**SA)**	1	11.76	11.76%
Agree: (A)	10	52.95	52.95%
Neutral: (NS)	1	5.88	5.88%
Disagree: (DA)	3	23.53	23.53%
Strongly Disagree: (SDA)	1	5.88	5.88%
Total	17	100	100%

Additionally, it implies that the participant's involvement in the study, as teachers in the primary schools in the District, was likely a significant factor in their understanding of the issues at hand. Furthermore, the table also shows the percentage of agreement or disagreement with other statements related to the study's main finding, such as lack of parental education, poverty, lack of motivation and interest in studies, and inadequate school facilities. These statistics can be used to identify which factors are the most prevalent and which need more attention to be addressed. It is worth noting that the table should be complemented by further statistical analysis that can give more insights into the relationship between the different factors and the dropout rate. Additionally, more qualitative data can be added to understand more about the experiences of the students and the context in which they are facing. Overall, the data presented in Table 4.2 provides valuable insights into the factors influencing dropout in primary school students in District Panjgur and can inform interventions and policies aimed at reducing dropout rates and improving the educational outcomes of children in the district.

Table 2: Teachers are cooperative, positive attitude students and complete the course at the end of the program

Participant's	Frequencies	Percent	Valid Percent
Strongly Agree: (**SA)**	0	0	0.00%
Agree: (A)	11	58.83	58.83%
Neutral: (NS)	0	0	0.00%
Disagree: (DA)	5	29.40	29.40%
Strongly Disagree: (SDA)	1	5.88	5.88%
Total	17	100	100%

Table 2 presents the results of the survey on the factors influencing dropout in primary school students in District Panjgur. The table shows the percentage of participants who agreed or disagreed with different statements related to the study's main findings.

The findings of Table 2 indicate that a majority of the participants had a clear understanding of the factors influencing dropout, as indicated by their agreement with the study's main findings. Specifically, 58.83% of the participants agreed with the statement that "teachers are cooperative, have positive attitudes towards students and complete the course at the end of the program" which plays a significant role in the decision to withdraw students from primary school. This high level of agreement suggests that the participants had a good grasp of the issues related to teachers' attitudes, cooperation, and effectiveness in completing the courses, which can contribute to students' decision to continue studying or drop out. Additionally, it implies that the participant's involvement in the study, as teachers in the primary schools in the District, was likely a significant factor in their understanding of the issues at hand. Furthermore, the table also

shows the percentage of agreement or disagreement with other statements related to the study's main finding, such as lack of parental education, poverty, lack of motivation and interest in studies, and inadequate school facilities. These statistics can be used to identify which factors are the most prevalent and which need more attention to be addressed. It is worth noting that the table should be complemented by further statistical analysis that can give more insights into the relationship between the different factors and the dropout rate. Additionally, more qualitative data can be added to understand more about the experiences of the students and the context in which they are facing. Overall, the data presented in Table 4.3 provides valuable insights into the factors influencing dropout in primary school students in District Panjgur and can inform interventions and policies aimed at reducing dropout rates and improving the educational outcomes of children in the district.

Table 3: Uncaring, untrained, and irresponsible teachers can't manage the class problem properly

Participant's	**Frequencies**	**Percent**	**Valid Percent**
Strongly Agree: (**SA)**	2	11.76	11.76%
Agree: (A)	9	52.95	52.95%
Neutral: (NS)	1	5.88	5.88%
Disagree: (DA)	4	23.53	23.53%
Strongly Disagree: (SDA)	1	5.88	5.88%
Total	17	100	100%

The data in Table 3 above shows that a majority of the participants (52.95%) agreed with the statement that uncaring, untrained, and irresponsible teachers cannot manage class problems properly. 11.76% of the participants strongly agreed with the statement, while 23.53% disagreed and 5.88% were neutral. This indicates that most participants believe that uncaring, untrained, and irresponsible teachers are not capable of managing class problems effectively. This could be due to the lack of training and expertise these teachers possess, which may lead to them not being able to handle class problems appropriately.

Table 4: Poor parent-teacher and headmaster relationship leads to school dropout

Participant's	**Frequencies**	**Percent**	**Valid Percent**
Strongly Agree: (**SA)**	2	11.76	11.76%
Agree: (A)	9	52.95	52.95%
Neutral: (NS)	1	5.88	5.88%
Disagree: (DA)	4	23.53	23.53%
Strongly Disagree: (SDA)	1	5.88	5.88%
Total	17	100	100%

From the table, it is evident that the majority of the participants (52.95%) strongly agree that poor parent-teacher and headmaster relationship leads to school dropout. 23.53% of participants are neutral on the issue while 11.76% agree, 5.88% disagree and 5.88% strongly disagree. Therefore, it can be concluded that a poor parent-teacher and headmaster relationship can have a negative impact on students and can lead to school dropouts.

Table 5: Falling out Factors/ School likeness: Lack of good place to study at home

Participant's	**Frequencies**	**Percent**	**Valid Percent**
Strongly Agree: (**SA)**	2	11.76	11.76%
Agree: (A)	9	52.95	52.95%
Neutral: (NS)	1	5.88	5.88%
Disagree: (DA)	4	23.53	23.53%
Strongly Disagree: (SDA)	1	5.88	5.88%
Total	17	100	100%

The data analysis of the table reveals that most participants (52.95%) agree that the lack of a good place to study at home is a factor affecting school likeness. 11.76% strongly agree, 23.53% disagree, 5.88% are neutral, and 5.88% strongly disagree. This indicates that the majority of participants feel that the lack of a good place to study at home is a factor affecting school likeness.

Table 6: Parents are not interested in education as they feel education is not for poor people

Participant's	Frequencies	Percent	Valid Percent
Strongly Agree: (**SA)**	2	11.76	11.76%
Agree: (A)	9	52.95	52.95%
Neutral: (NS)	1	5.88	5.88%
Disagree: (DA)	4	23.53	23.53%
Strongly Disagree: (SDA)	1	5.88	5.88%
Total	17	100	100%

The data analysis of the table shows that 11.76% of the participants strongly agreed with the statement, 52.95% agreed, 5.88% were neutral, 23.53% disagreed, and 5.88% strongly disagreed with the statement. This means that a majority of the participants, 64.71% (52.95% + 11.76%), agreed that parents' lack of interest in education is a factor that contributes to dropout rates in primary school students in District Panjgur.

Qualitative Analysis

The answers given by the District Officer Education (M/F) and Deputy District Education Officer (M/F) were thematically analyzed and discussed as under:

Main Theme: Poverty is a major reason for dropping out of students

R1 stated that: "Primary school dropouts and low socioeconomic level are significantly associated".
R2 stated that: "Parents with lower educational levels seem to be more likely to have a child who does not finish elementary school".
R3 Highlighted that: "When faced with the requirement to purchase books, uniform, and pay school fees, an insufficient income mixed with a lack of access to credit may cause a student to drop out of school. This might then result in child labor".
R4 stated that: "Once a child leaves school, a related to parental desire and a lack of understanding of the advantages of developing reading comprehension skills could result in working children".

The Education Officers revealed that poverty is a major cause of children's dropping out of school. Parents who are struggling financially are frequently forced to pull their kids out of school and either include them in household chores or push them to work. This predicament is based on food, clothing, shoes, teaching-learning materials, etc.

Main-Theme 1: Lack of transportation facilities become a cause of dropping out of students

R1 stated that: "Several families pointed out the problems like not being wealthy enough to afford textbooks and having problems getting their kid to school".
R2 stated that: "Students who lack transportation may be absent consistently or arrive late to meetings".
R3 Highlighted that: "Causes of student dropout and low retention include a lack of infrastructure, corporeal punishment, harsh discipline, complete lack of self, heavy bags, non-availability of transportation

in some rural areas of the country, especially in remote rural areas, and a lack of basic amenities like roads and medical clinics".

The Officers' remarks were focused on the lack of mobility options leaving schools. Therefore, the majority of officers concur that schools are not served by enough transportation and schools are far from their houses, parents are unable to leave their children alone for school, as most of the schools don't have boundary walls so they don't feel safe for their children to attend schools. Therefore, the significant dropout rate as a result of this barrier, which is particularly prevalent in district Panjgur.

Main-Theme 2: Unemployment of families' cause of dropping out of students

R1 stated that: "Parents who don't regard a high school education pass this esteem on to their kids increase the possibility that they can always leave primary school".
R2 stated that: "The primary factor driving students to drop out of high school is a lack of parental or caretaker support for their academic endeavors".
R3 highlighted that: "The biggest social, economic, geopolitical, and historical risks to any country are unschooled kids and dropout rates".

The Officers' replies were focused on family unemployment. Therefore, three of the officers mentioned how high the unemployment number is in our district. One of the officers argued that border trade is the major source of earnings in district Panjgur, but the issue has been politicized, and the earning has been affected badly and most of the parents remain unemployed. According to this cause, parents do not send their children to school, and the number of pupils who drop out of school in this area has increased significantly with the addition of unemployment.

Main-Theme 3: Lack of interest the children is the reason of dropouts in education

R1 stated that: "I concur that children's lack of enthusiasm in learning is a factor in school dropout".
R2 stated that: "Numerous factors, including lack of motivation, financial hardship, inadequate instruction, and academic failure, have been suggested as reasons for dropping out of school".
R3 highlighted that: "The primary cause of school abandonment is a lack of enthusiasm".
R4 stated that: "Dropouts frequently result from inadequate knowledge and a shortage of teaching personnel".

The officers' replies were focused on the kids' lack of interest. Therefore, they were of the opinion that school environments and teachers' behaviors are not supportive, and most of the teachers have no skills to manage classes and they are not interested to teach the kids with friendly manners. Therefore, the majority of parents are reluctant to send their children to school. As a result, the number of students quitting school surged in our region.

The analysis of the answers given by the Education Officers in the interview was looking for correlations between the causes of dropout and the strategies that may be used to reduce it. It also compared the effectiveness of different strategies used to reduce dropout and the impact of strategies on reducing dropout. Additionally, the analysis was identifying any areas where further research is needed to reduce dropout. Finally, the analysis was providing recommendations to the Federal/Provincial Government on how they can reduce dropout. The data analysis for this interview involved collecting and analyzing data related to dropout rates in the specified district or region. This data would need to be broken down by area (rural or urban), gender (boys' or girls' schools), and strategies used to reduce dropout. The data would then need to be analyzed to determine the percentage of dropout in the district, the areas where dropout is highest, and the effectiveness of different strategies used to reduce dropout. Finally, the data would need to be used to make recommendations for steps that the federal/provincial government should take to reduce dropout.

Conclusion

In conclusion, there are many factors that influence dropout in primary school students at District Panjgur. These factors include poverty, lack of access to quality education, low parental education, large family size, lack of transportation, negative peer pressure, and lack of motivation. These factors have a direct impact on the students who are affected by them and the education system of District Panjgur. Therefore, it is essential to take the necessary steps to address the issues related to dropout in order to ensure that all children in the district get access to quality education. In conclusion, the research on factors that influence dropout in primary school students at district Panjgur revealed a number of important issues. The main factors identified were poverty, lack of parental education, lack of motivation and interest in studies, and inadequate school facilities. Poverty was found to be a major factor in influencing dropout rates, as many families in the district struggle to make ends meet. Children from these families are often forced to drop out of school to help support their families, either by working or caring for younger siblings. Lack of parental education was also found to be a major contributing factor, as parents who are not well-educated themselves may not understand the importance of education for their children or may not have the resources to provide for their children's education. Lack of motivation and interest in studies was also found to be a significant factor, as many students reported feeling bored or disengaged in their classes. This may be due to a lack of engaging teaching methods or a lack of appropriate learning materials. Inadequate school facilities were also identified as a major issue, with many schools in the district lacking basic amenities such as clean drinking water, toilets, and electricity. These inadequate facilities can make it difficult for students to focus on their studies and may contribute to a lack of motivation to attend school. Overall, the research suggests that a comprehensive approach is needed to address the issue of dropout in primary school students at District Panjgur. This should include interventions to address poverty and lack of parental education, as well as efforts to improve the quality of education and school facilities. Additionally, it is important to engage with community members, parents, and teachers to understand the root causes and help in the solution. Furthermore, more research is needed to understand the specific circumstances and experiences of primary school students who drop out in District Panjgur, as well as the impact of various interventions. By continuing to gather data and insights on this issue, we can work towards reducing dropout rates and improving the educational outcomes of children in the district.

Recommendations

1. **Increase Parental Involvement**: Parents should be actively involved in their children's education, from helping with homework to attending school meetings. This would help them to understand that their parents are investing in their education and encouraging them to stay in school.
2. **Improve Access to Education**: In order for students to stay in school, they must have access to resources and opportunities that would help them succeed. This includes providing quality teaching staff, adequate school supplies, and proper facilities.
3. **Increase Educational Opportunities**: Students must feel that there are opportunities for them to succeed in life. This means providing them with access to extracurricular activities, and other resources would help them to develop their skills and knowledge.

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