

Teachers' Perceptions about Institutional Causes of School Dropout in Karachi, Pakistan

¹Tabassum Afzal, ²Dr. Naima Tabassum, & ³Huma Tabassum

Received: October 2022

Accepted: November 2022

Available Online: December 2022

Abstract

This research study aimed to explore teachers' perceptions regarding dropout of students due to institutional causes (including non-availability of educational facility and the non-availability of basic facilities in school) in Karachi, Pakistan. The data was collected through survey of 336 government school teachers from five districts of Karachi division with the help of a structured questionnaire. The results of the study show no statistically significant differences in teachers' perceptions about students' dropout due to institutional factors on the basis of teachers' gender, regional (rural/urban) location, nature of school and the presence and absence of school management committee in their respective schools. The study found statistically significant difference in teachers' perceptions about school dropout due to institutional causes between different district and different levels of schools. It is found that teachers from Malir district are scoring highest, while teachers from district central are scoring least, about students' dropout from school due to non-availability of educational facility in their areas. It is further observed from data analysis that primary school teachers perceive more strongly perceived lack of basic facilities in school as cause of school dropout among children as compared to teacher's from high and higher secondary schools.

Keywords: Teachers, school, dropout, basic facilities, Karachi

1. Introduction:

The country is facing several problems related to physical conditions of educational institutions such as non-availability of schools, dysfunctional or closed schools, and non-availability of basic facilities required for smooth running of educational process in school.

Tabassum, Manzoor, Ahmed, Zahid, Ikram, and Munir (2019, 5-6) in their research compared schools in Sindh and Punjab for situational analysis of the basic facilities available in them. They highlight that the situation in Sindh is many fold worse than in Punjab in terms of lack of basic facilities (p.6). As in Punjab, around 7% schools were reported to be without electricity, 3% without boundary walls, and only 1% without the facilities of drinking water and toilets. But in Sindh around 35%-55% schools are working either without electricity, drinking water, toilets or boundary walls. Siddique, Tagar, Khoso, and Tagar (2019, 202) highlighting the problem of shelter less schools aptly pointed out that "dangerous building are tragic scene of Sindh government schools which pose threat of life to the little kids and requires war foot

1. Assistant Professor, Department of Education, Karachi University, Karachi.
Email: tab_saghir@yahoo.com
2. Corresponding Author, Associate Professor, Area Study Centre for Far East and South East Asia, University of Sindh, Jamshoro. Email: naima.tabassum@usindh.edu.pk
3. Assistant Professor, Government Shah Latif Girls College, Latifabad No. 6, Hyderabad.
Email: syedht1976@gmail.com

strategy for improvements of the structure". Abid, Ali and Ali (2021, 5) gave a description of school building in Sindh in this way:

“Government school buildings are extremely unattractive, with peeling paint and no internal or external decoration. Many buildings are too old as teachers and students fear that these buildings might fall during any heavy monsoon rain. Even the school rooms are not tidy and clean. They lack basic facilities, such as libraries, proper or well-maintained toilets, water, sanitation, and sufficient electricity. In addition, most schools are far away from villages entailing long rides in ill-maintained buses” (Abid, Ali & Ali 2021, 5).

Several scholars have argued that this poor condition of school building and basic facilities in them creates unfavorable environment for educational process and results in reduced students' retention and increased absenteeism and dropout rates in schools. This research study focuses on the same problem from teachers' perspective in Karachi division.

2. Literature Review

This research is dealing with school dropout due to institutional factors such as non-availability of school and the facilities in it. Following sub sections are reviewing the situation of school dropout rates in Pakistan and Sindh, and institutional facilities available in the country and especially in Sindh.

2.1. Situation of School dropout in Sindh

Abid, Ali and Ali (2021, 4) reported from Pakistan economic survey 2020 a dropout rate of 22.7% at primary level in Pakistan. Rural areas of the country are more vulnerable to school dropout. The report of ASER Pakistan (2022) highlighted a 9.3% dropout among children of 6-16 years in rural areas of Pakistan. The rate is 21.5% among rural children in Baluchistan, 13.2% in Sindh, 13% in Khyber Pakhtoonkhwa, 11.2% in Islamabad, 8.4% in Punjab, 5.1% in Gilgit Baltistan, 4.5% in Azad Jamu and Kashmir in the year 2021.

Sindh Education and Literacy Department (2017, 112) reported in detail that overall school dropout rate in the year 2016-17 in Sindh was 6%. The report further provides details that the rate is 7% in class 1 to 2 and 6% in class 2 to 3, 8% in class 3 to 4, 10% in class 4 to 5. The government of Sindh reported that the school dropout rate in the province reduced to it half in the very next year. The report of Sindh Education and Literacy Department (2019, 84) indicated that overall school dropout rate in 2017-18 in Sindh was only 3%. It was reported that the rate is -0.3% in class 1 to 2 and 5.6% in class 2 to 3, 5.1% in class 3 to 4, 4.7% in class 4 to 5. The statistics provided by Sindh government are contradictory to those being reported by several other sources thus need a cautious reading to understand the severity of the problem in the province.

2.2. Poor infrastructure and basic facilities in schools in Sindh

According to Sindh Education and Literacy Department (2017, 19) 3.5% schools in the province are temporary dysfunctional, 1.8% schools are viable functional and 2.2% are permanent dysfunctional. Siddique, et al. (2019, 201) reported from SEMIS¹ 2016-17 census

¹ Sindh Education Management Information System

data that there were 4,910 shelter less schools all over the province. These schools are operating under trees (Siddiqui et al 2019, 202). Sindh Education and Literacy Department (2019, 63) has also reported that there are 16% shelter less (with no building) schools in the province. The department (2019, 65) has further highlighted that 7,428 primary, 275 middle/elementary, 22 secondary and 8 higher secondary schools in the province are running without any class room available in them. There are 10,546 primary, elementary, and secondary schools are working in buildings having only one classroom. Sindh Education and Literacy Department (2019, 71) identify that 45% schools in the province are without boundary wall. There are 21,959 school in Sindh province with no boundary wall as compared to only 27,144 school with this facility. The department (2019, 70) reported that 65% schools are without electricity in the province. There are 31,872 school in province with no electricity as compared to only 17,231 school with this facility.

Sindh Education and Literacy Department (2017, 14) reported about the availability of basic facilities in schools in Sindh as drinking water is available in 57%, electricity in 45%, washrooms in 63%, boundary wall in 61% schools in 2016-17. Siddique, et al. (2019, 201-2) aptly highlight that 50% of schools were without basic facilities such as electricity, toilet and shelter. They reported that 23,235 schools lack electricity, 15,478 schools lack washroom facility, and 18,128 lack drinking water, 16,359 schools lack in boundary wall in province during 2016-17. It means almost 50% schools are without drinking water, 40% without toilets, and 60% without electricity. Further deteriorating the situation, the report of Sindh Education and Literacy Department (2019, 16) reported a decrease in the availability of basic facilities in schools in Sindh as drinking water was available in 47%, electricity in 35%, washrooms/toilet in 60%, and boundary wall in 55% schools in 2018.

Provision of water facility with in school buildings in the country is also problematic. Farooq (2018, 16) has reported, from National education management information system data for 2012-13, that only 64% of the primary schools, 50% middle schools and 91% upper secondary schools have the drinking water facility availed in Pakistan. Gul and Shah (2019, 244) found that the quality of water provided is at the bottom level showing the low progress and toilet and hand washing facilities are in between emerging and establishing stages which shows a continued improvement. They show that the availability status of these facilities is better in urban schools as compared to rural schools in Multan (p.245). The status is better in boys' schools as compared to the girls' schools (p. 245-6).

Sindh government also reported that 53% schools in the province are running without drinking water. There are 26,260 school in province with no facility of drinking water as compared to only 22,843 school with this facility (Sindh Education and Literacy Department 2019, 68). Ahmed, Wong, Chua, and Channa's (2020) research on water quality used in primary school done in 425 primary schools of selected districts of Sindh identified that in Sindh 62% of the schools used ground water and 38% used surface water. Out of them 74% schools had access to good quality drinking water while 26% schools have poor quality drilling water. The schools in south Sindh are likely to have poor quality of drinking water (33%). The situation in central and northern zones of Sindh is better with 25% and 15% schools having poor quality drinking water, respectively. They recommended provision of better water quality in primary schools for the prevention of water related diseases among children. Javeed's (2020, 54-55) research done with 9th and 10th grade female students in schools in Khairpur district in Sindh found safe drinking water in only 20% schools and availability of ample amount of water supplied for sanitation and drinking to only 30% schools. Only 35% of the school in the district have functional facility of water and sanitation infrastructure.

Shortage of water is closely linked with functional and usable toilets in the schools. Vashisht, Pathak, Agarwalla, Patavegar, Panda (2018, 165) found in their research that the highest mentioned (76.7%) reason for girls students' absenteeism from school during menstruation is lack of running water supply (in toilets) in Delhi. They further identified several reasons such as lack of privacy, lack of disposal system and lack of separate bathrooms for girls and boys. The situation is same in Pakistan. Baig et al. (2018, 22) in their research in Mardan district found that schools have dysfunctional latrines and their cleanliness is also an issue. They found that either one or two latrines were available in schools with huge number of students which is insufficient to meet the needs. They highlighted (2018, Pg-23-24) that water non-availability in the washroom was a major issue in the district which makes students reluctant in using latrine. Sometimes students fetch water from nearby homes or other places to be used in school washroom. It forces girls students to remain absent from school during menstruation cycle or left the school.

Sindh is also having problem of dysfunctional, unclean and without water washrooms in schools. Sindh Education and Literacy Department. (2019, 69) reported that 40% schools are without washrooms/toilets in the province. There are 19,469 school in province with no washroom as compared to only 29,634 school with this facility. Javeed's (2020, 55) found that 100% of the school in sample has flush latrines in Khairpur 75% of them were not clean, they lack in privacy arrangements as bolt on the door of toilet was only found in 5% schools. They found that toilets have shortage of water supply for meeting needs. Sometime water is not available in the toilet. Only 25% of the schools had tap water in toilet, due to these reasons female students avoid using such toilet.

2.3. Availability of infrastructure and basic facilities in school in Karachi

Although Karachi is seen performing better in terms of other regions in Sindh province (Sindh Education and Literacy Department 2017, 2019), Sindh Education and Literacy Department (2019, 66) reported shelter less schools in Karachi division where School building is not available. The number of shelter less schools is 27 in Central Karachi, 42 in west Karachi, 23 in South Karachi, 70 in Malir Karachi, 16 in East Karachi, and 14 in Korangi Karachi. The department (2019, 67) further reported that the numbers of such school with no class rooms are 27 schools in Central Karachi, 16 in East Karachi, 23 in South Karachi, 42 in west Karachi, 70 in Malir Karachi, and 14 in Korangi Karachi. Several schools in the division work with only one class rooms available. The number of such school with only one class rooms is 28 schools in Central Karachi, 7 in East Karachi, 7 in South Karachi, 33 in west Karachi, 57 in Malir Karachi, and 24 in Korangi Karachi.

Sindh Education and Literacy Department (2019, 77) reported district wise number of schools without basic facilities. Central Karachi has 136 schools without electricity, 77 schools without washrooms, 143 schools without drinking water, 57 school without boundary walls. East Karachi has 39 schools without electricity, 26 schools without washrooms, 62 schools without drinking water, 26 school without boundary walls. Korangi Karachi has 1 schools without electricity, 41 schools without washrooms, 78 schools without drinking water, 48 school without boundary walls. Malir Karachi has 235 schools without electricity, 45 schools without washrooms, 288 schools without drinking water, 6 school without boundary walls. South Karachi has 123 schools without electricity, 112 schools without washrooms, 172 schools without drinking water, 95 school without boundary walls. West Karachi has 339 schools

without electricity, 265 schools without washrooms, 464 schools without drinking water, 218 school without boundary walls.

2.4. The link between school infrastructure and facilities and dropout

Shah, Haider and Taj (2019, 45) argued that physical factors in schools are associated with retention or high dropout rate at primary schools in Pakistan. They claim that “availability of school building, conducive working environment and physical facilities contribute to enhance retention” by decreasing dropout rates. Rizwan, Taniguchi, and Hiraoka (2022, 3) argued that non conducive environment in school reduces children’s and parents’ motivational level and results in low enrolment and high school dropout rates. They consider the lack of physical facilities like water, boundary wall, electricity, and toilet as a main cause of school dropout. Shami and Hussain (2006) also argued that the lack of proper infrastructure and discipline in school helps increase in dropout rate. They suggest that retention rates can be increase by improved availability of proper school building and provision of physical facilities within these buildings.

Baig et al (2018, 24) argued that school facilities are linked with student’s absenteeism. Abid, Ali and Ali (2021, 5) listed lack of facilities in schools as a cause of school dropout in Sindh. Ahmed and Baloch’s (2022, 450) research found a positive correlation between quality education and adequate physical facilities in school. They find that schools with adequate physical facilities are 22 times more likely to provide high quality education (p. 452). But still contrary to this argument, Rahim’s (2017, 12) research considering five basic amenities in schools (including boundary wall, drinking water, useable toilets, and electricity) analyzed elementary grade retention of students in Khyber Pakhtoonkhwa. She found that in terms of physical resources, these amenities did not have a statistically significant relationship with retention during 2007-2012.

Siddiqui et al. (2019, 202) argue that deteriorating quality of education is also linked with worst situation of infrastructure of schools in Sindh province. Tabassum, Manzoor, Ahmed, Zahid, Ikram, and Munir (2019, 5) argue that ‘it is difficult for a school to function without the provision of basic facilities. In addition, basic facilities especially drinking water, toilet and boundary wall do affect the girls’ enrolment’. Tanveer and Bajwa (2015, 81-82) in their research study the impact of school infrastructure on primary and middle school enrollment in 36 districts of Punjab and concluded that school infrastructure significantly impacts enrollment of both genders. But this factor becomes more important in case of girls as their school enrollment can increase by 2.72% with one unit improvement in school infrastructure quality. Javeed’s (2020) research found that absence of water and sanitation facilities at schools are main hindrances for female students to attend school during menstruation. Khudadad’s (2018) research, using data collected in 2015 for Annual status of Education Report, analyzed the impact of school built environment on achievement of 72,843 students of grade 1 to 10 in Pakistan. They found that school built environment is significantly and positively linked with students’ academic achievement in all grades. They also highlighted a gender dynamics of the problem, as female students were found more vulnerable than male students due to poor built environment of school, especially if the school lacks in sanitation and water facility. Wajid, Awan, and Kahn’s (2022, 16) research in Shahpur, Pakistan found that 40% teachers believe that unavailability of physical resources is the cause of school dropouts for the elementary school students.

These argument shows that the two factors of school infrastructure and facilities and the school dropout of children are linked with each other and need to be studied for proper understanding.

Siddiqui and Tagar's research (2018, 135) identify among others the dilapidated school buildings and missing facilities as the challenges to be addressed on war footing basis.

2.4 Objectives

- To explore teachers' perspectives on institutional causes of school dropout in Karachi, Pakistan.

2.5 Hypotheses

- H₁. There is gender based difference in teachers' perceptions about institutional causes of school dropout in Karachi.
- H₂. There is regional (rural/urban) difference in teachers' perceptions about institutional causes of school dropout in Karachi.
- H₃. There is district wise difference in teachers' perceptions about institutional causes of school dropout in Karachi.
- H₄. There is school management committee's status based difference in teachers' perceptions about institutional causes of school dropout in Karachi.
- H₅. There is nature of school wise difference in teachers' perceptions about institutional causes of school dropout in Karachi.
- H₆. There is school level wise difference in teachers' perceptions about institutional causes of school dropout in Karachi.

3 Research Methodology

This research is aimed to explore teachers' perceptions about institutional causes of school dropout in Karachi. The institutional factors are operationalized by focused two aspects of the educational institutions namely: 1) the availability of educational institution/school and 2) the availability of necessary basic facilities (such as school building, water, electricity, furniture and toilet) in the educational institution/school.

The population of the research study was teachers of government schools in Karachi division. A multistage random sampling was done to select a sample of the teachers for data collection. Karachi division is divided in six districts. At the first stage five out of six districts were randomly selected. Then, at the second stage, 336 teachers, from schools within five already selected districts, were randomly selected by using the list of schools and teachers taken from education department. The selected sample of teachers included 160 male and 176 female teachers. They belong to 324 schools, out of which 70 teachers were from rural and 265 from urban schools.

The data was collected through survey of government school teachers in Karachi with help of a closed ended questionnaire containing two scales of "dropout due to non-availability of educational facility" and "dropout due to non-availability of basic facilities in school". The collected data was coded, entered in computer and analyzed using computer software SPSS. The statistical techniques namely Independent samples t-test and ANOVA were applied to test hypotheses. The results were presented in the form of tables.

4. Results

It is observed that majority of teachers are of the opinion that children do not leave school due to two institutional factors: i.e. non availability of school and non-availability of basic facilities in school. Still sufficient number of teachers agree that children leave school because there is no next level school available to them (23.3%), no school available to them (13.4%), and the school available s closed (11.9%). It shows that teachers in Karachi are experiencing that children in their respective schools are forced to leave school if the school is either dysfunctional or not available at a higher level.

Table 1. Percentage of responses for school dropout due to institutional causes of school dropout

Institutional Cause of school dropout	Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree
Educational facility					
No school	29.8	52.1	4.8	8.3	5.1
No next level school	26.5	45.2	5.1	18.2	5.1
Closed school	29.5	50.6	8.0	9.2	2.7
Basic facilities in school					
No building	28.6	46.4	3.0	17.0	5.1
No Water, Electricity, furniture	23.8	38.1	3.6	24.1	10.4
No toilet	25.3	47.3	4.8	16.7	6.0

Source: Authors' field data.

It is observed that a sufficient number of teachers also agree that children leave school because the basic facilities (such as building, water, electricity, furniture, and toilet) in schools are not present in school. Teacher are of the opinion that children get dropout of school because of non-availability of school building (22.1%), electricity, water, and furniture (34.5%) and toilet (22.7%). It shows that more than a quarter if teachers in Karachi are experiencing that children in their respective schools are getting dropout due to non-availability of basic facilities in school.

4.1 Gender differences in teachers' perception about dropout due to institutional causes

It is observed that mean score of female teachers is slightly higher than male teachers about children's dropout from school due to non-availability of educational facility, i.e. school. Similarly, the female teacher also score higher mean score then that of male teacher about the lack of basic facilities in school result dropout in their respective schools in Karachi.

Table 2. Gender differences in teachers' perception about dropout due to institutional causes

Variable/ Scale	Group Statistics			Independent Samples Test						
	Gender	N	Mean	Levene's Test for Equality of Variances		t-test for Equality of Means				
				F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Educational Facility	Male	160	2.0833	8.202	.004	-1.090	334	.277	-.10795	.09908
	Female	176	2.1913							
Basic Facilities	Male	160	2.4146	.564	.453	.582	334	.561	.06989	.11999
	Female	176	2.3447							

Source: Authors' field data.

Although, the results of data analysis suggest higher mean scored by female on both scales, but it also indicate that there is no statistically significant difference in the perception of male and female teachers about children's dropout from the school due to non-availability of educational facility/school and non-availability of basic facilities within school. It means both male and female teachers equally experience shortage of schools and the basic facilities within the schools as a cause of school dropout among children in Sindh. Therefore, Hypothesis H₁ is rejected.

4.2 Regional differences in teachers' perception about dropout due to institutional causes

It is found that the rural teachers have scored sufficiently higher mean score than urban teachers about children's dropout from school due to non-availability of school. Similarly, the mean score of rural teachers is slightly higher than urban teachers about shortage o basic facilities in school causing school dropout in their respective schools.

Table 3. Regional differences in teachers' perception about dropout due to institutional causes

Variable/ Scale	Group Statistics			Independent Samples Test						
	Rural/ urban	N	Mean	Levene's Test for Equality of Variances		t-test for Equality of Means				
				F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Educational	Rural	70	2.3238	.003	.960	1.929	333	.055	.23450	.12155
Facility	Urban	265	2.0893			1.976	111.823	.051	.23450	.11869
Basic	Rural	70	2.4571	.675	.412	.751	333	.453	.10997	.14652
Facilities	Urban	265	2.3472			.778	113.773	.438	.10997	.14132

Source: Authors' field data.

Although, the results of data analysis suggest higher mean scored by rural teachers on both scales, but it also indicates that there is no statistically significant difference in the perception of rural and urban teachers about children's dropout from the school due to non-availability of educational facility/school and non-availability of basic facilities within school. It means both rural and urban teachers equally experience shortage of schools and the basic facilities within the schools as a cause of school dropout among children in Karachi. Therefore, Hypothesis H₂ is rejected.

4.3 District wise differences in perception about dropout due to institutional causes

The results of district wise ANOVA show that Malir district scored highest mean on the scale of non-availability of educational facility, followed by Korangi district, South Karachi, East Karachi, and central Karachi. It shows that Malir and Korangi districts are most vulnerable to school dropout of children due to non-availability of schools for children. While Central Karachi is performing better to reduce the school dropout due to this reason.

Consequently, the non-availability of educational facility as cause of school dropout is showing significant ANOVA results (see table above). It means there may have possibly significant mean difference on non-availability of school as cause of school dropout in different districts. Therefore, to know the difference of mean between different districts, Post Hoc test was run.

Teachers' Perceptions about Institutional Causes of School Dropout in Karachi, Pakistan

Table 4. District wise One-Way ANOVA of institutional causes of school dropout

Measure	Malir (N=86)		Central (N=83)		East (N=18)		South (N=92)		Korangi (N=57)		F (4, 331)	η ²
	M	SD	M	SD	M	SD	M	SD	M	SD		
Educational Facility	2.35	.899	1.88	.883	2.00	.847	2.10	.862	2.28	.963	3.41**	.039
Basic Facilities	2.52	1.09	2.28	1.19	1.74	.804	2.37	1.05	2.49	1.06	2.23	.026

Note: M=Mean, SD=Standard Deviations, F=F value, η²=Effect size
 Level of Significance: *p<.05, **p<.01, ***p<.001
 Source: Authors' field data.

The results of Post Hoc test confirmed a significant mean difference in perception of teachers from Malir and Central Karachi district about school dropout due to non-availability of school in their respective districts. It shows that there is a significant difference of means on non-availability of school as cause of school dropout between district Malir and district Central Karachi.

Although, Malir district scored highest mean score on the scale of school dropout due to non-availability of basic facilities in school, but still the results does not show any statistically significant difference in mean scores of different district of Karachi division on this scale. It is inferred that teachers in all the district of Karachi division are equally experiencing children's school dropout due to non-availability of basic facilities in their schools in Karachi. Therefore, hypothesis H₃ is accepted.

4.4 The school management committee and dropout due to institutional causes:

It is observed that majority of the schools in Karachi have functional school management committees (i.e. Parents and teacher's committee). The results of data analysis show that there the presence or absence of a functional SMC does not have any statistically significant difference on teacher's perceptions on both the scales. It is inferred that teachers from schools either having a functional SMC or not are equally experiencing school dropout due to non-availability of school and non-availability or basic facilities in schools in Karachi division. Therefore, Hypothesis H₄ is rejected.

Table 5. School management committee and the differences in teachers' perception about dropout due to institutional causes

Variable/ Scale	Group Statistics			Independent Samples Test						
	SMC	N	Mean	Levene's Test for Equality of Variances		t-test for Equality of Means				
				F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Educational Facility	Yes	301	2.1229	1.160	.282	-1.256	314	.210	-.29930	.23830
	No	15	2.4222			-1.029	14.912	.320	-.29930	.29087
Basic Facilities	Yes	301	2.3533	.371	.543	-3.034	314	.003	-.86896	.28641
	No	15	3.2222			-2.681	15.081	.017	-.86896	.32415

Source: Authors' field data.

4.5 School wise differences in perception about dropout due to institutional causes:

In Sindh schools are divided into three categories according to the gender of children it is enrolling: Girls only schools, boys only schools, and mixed schools (Where boys and girls both are being enrolled). The results of gender of school wise ANOVA highlighted a sufficiently higher mean scored by the teachers of the girls only schools on the scale of non-availability of schools as cause of school dropout of children. It is showing that teachers of girls' schools more strongly perceive that girl students are more vulnerable to dropout due to non-availability of school. Despite the higher mean scored by teachers of the girls' schools, the ANOVA results does not show any statistically significant difference in the perception of the teachers from the all the three categories of schools.

Table 6. Gender of school wise One-Way ANOVA of institutional causes of school dropout

Measure	Girls' schools (N=82)		Boys' schools (N=34)		Mixed schools (N=216)		F(2,329)	η^2
	M	SD	M	SD	M	SD		
Educational Facility	2.3130	1.04146	2.0490	.85726	2.0926	.85705	1.961	.0117
Basic Facilities	2.2602	1.17825	2.1961	.94679	2.4599	1.08475	1.542	.0092

Note: M=Mean, SD=Standard Deviations, F=F value, η^2 =Effect size

Level of Significance: *p<.05, **p<.01, ***p<.001

Source: Authors' field data.

Similarly, teachers from the mixed schools scored a highest mean score on the scale of school dropout due to non-availability of basic facilities in schools. But the ANOVA result shows that there is no statistically significant difference in perception of teachers coming from all the three categories of school on the scale of non-availability of basic facilities in school. Therefore, hypothesis H₅ is rejected.

4.6 School level wise differences in perception about dropout due to institutional causes

Respondent teachers are categorized according to the level of school in which they are presently teaching. The three levels of schools are primary, Elementary/Middle, and High or Higher secondary schools. The responses of the respondents are analyzed into these three categories of school levels to which they belong to.

The results of data analysis show that there is no statistically significant different exist in perceptions of all the three groups of teachers about children's dropout due to non-availability of educational facility/school. It is inferred that non-availability of school is a problem equally effecting at all educational levels from primary to higher secondary schools.

The results of data analysis further show that teachers from primary schools scored a significantly higher mean as compared to those from elementary/Middle and Higher or higher secondary schools. The ANOVA results showed a statistically significant difference in perceptions of the teachers from these three groups about school dropout due to non-availability of basic facilities in schools.

Table 7. School level wise One-Way Analyses of Variance of institutional causes of school dropout

Measure	Primary (N=219)		Elementary & Middle (N=25)		High & Higher Sec. (N=87)		F(2, 328)	η ²
	M	SD	M	SD	M	SD		
Educational Facility	2.1492	.85078	2.1600	.91348	2.0881	1.04481	.151	.0009
Basic Facilities	2.5525	1.09100	2.0533	.98920	2.0766	1.07316	7.367**	.0429

Note: M=Mean, SD=Standard Deviations, F=F value, η²=Effect size

Level of Significance: *p<.05, **p<.01, ***p<.001

Source: Authors' field data.

Therefore, to know the difference of mean between different academic levels, Post Hoc test was run. It is found that there is a statistically significant difference in means score between primary school teachers and high/higher secondary schools teachers. It is inferred that teachers in primary schools are experiencing children's school dropout due to non-availability of basic facilities in school more than the teachers of elementary and high and higher secondary schools. Therefore, hypothesis H₆ is accepted.

5 Discussion and Conclusion

This research aimed to explore children school dropout due to institutional causes (including non-availability or dysfunctioning of school and non-availability of basic facilities in school) from teacher's perspectives Karachi division. The study found that gender, regional location, existence of school management committee and the nature of school according to the gender of students it enrolls does not have any effect on teacher's experiences of children's school dropout due to institutional causes in Karachi. The two factors that is district, where school is located, and the academic level of school are found having significant impact on teacher's experiences of children's dropout due to institutional causes in Karachi. It is found that teachers' from Malir district more strongly consider that children leave school because of non-availability of educational facility (dysfunctional or no school) than central Karachi district. Primary school teachers are found more strongly considering non-availability of basic facilities in school as cause of school dropout of children than their counter parts form elementary/middle schools and high and higher secondary schools.

The study extends some recommendations for the practitioners, policy makers and future researches. Policy makers, provincial education department and educational administrators at division level need to pay attention to the shortage of schools and strive to make the closed schools functional for decreasing school dropout rate in the area. They need to provide proper basic facilities in the schools, especially in primary schools, for retention of children in school till their completion of compulsory primary education. Future researches should address the issue from children's perspective to gain a much proper understanding of the problem of school dropout because of institutional causes.

Acknowledgement:

This research is done with the support of Higher Education Commission of Pakistan.

References

- Abid, S., Ali, S. M., & Ali, I. (2021). A basic right denied: The interplay between various factors contributing to school dropouts in Pakistan. *Frontiers in Education*, 6, 1-11. doi: 10.3389/educ.2021.682579
- Ahmed, J., Wong, L. P., Chua, Y. P., & Channa, N. (2020). Drinking water quality mapping using water quality index and geospatial analysis in primary schools of Pakistan. *Water*, 12(12), 3382. <https://doi.org/10.3390/w12123382>
- Ahmed, S., & Baloch, M. A. (2022). Socio-economic and institutional factors effecting “quality education” in government primary schools in the Naseerabad division, Balochistan. *Journal of Development and Social Sciences*, 3(2), 447-458.
- ASER Pakistan. (2022). *Annual status of education report: ASER-Pakistan 2021 (National)*. ASER Pakistan Secretariat, Idarra-e-Taleem-o-Aagahi.
- Baig, S. A., Khan, Z., Qasim, M., Baig, M. A., Khan, A., Shams, D. F., & Idress, M. (2018). Impact assessment of school WASH programme on students' health and hygiene conditions in rural Mardan, Pakistan: WASH programme impacts assessment in rural Mardan. *Proceedings of the Pakistan Academy of Sciences: Part B. Life and Environmental Sciences*, 55(3), 19-29. Retrieved from <https://ppaspk.org/index.php/PPAS-B/article/view/160>
- Farooq, M. S. (2018). Millennium development goals (MDGs) and quality education situation in Pakistan at primary level. *International Online Journal of Primary Education*, 7(1), 1-23.
- Gul, M., & Shah, A. F. (2019). Assessment of physical school environment of public sector high schools in Pakistan and World Health Organization's guidelines. *Global Regional Review*, 4, 238-249.
- Javeed, S. (2020). Lack of water, sanitation and hygiene facilities in schools-an obstacle in girls' education in rural Sindh. *Pakistan Review of Social Sciences*, 1(1), 50-58.
- Khudadad, N. B. (2018). The relationship between school built environment and student achievement in Pakistan [Unpublished Phd thesis]. Charlotte: The University of North Carolina.
- Rahim, B. (2017). Looking beyond the household: The importance of school factors in understanding elementary grade retention in rural Khyber Pakhtunkhwa, Pakistan, *Comparative and International Education / Éducation Comparée et Internationale*, 46(1), 1-21. Retrieved from <https://ojs.lib.uwo.ca/index.php/cie-eci/article/view/9311>
- Rizwan, M., Taniguchi, K., & Hiraoka, R. (2022). *Access challenges to education in Pakistan* (ADB Paper No.207). Asian Development Bank.
- Shah, D., Haider, G., & Taj, T. (2019). Causes of dropout rate at primary level in Pakistan. *International Journal of Curriculum and Instruction*, 11(2), 38-74.
- Shami, P. A. and Hussain, K. S. (2006). *Access and equity in basic education*. Islamabad: Academy of Education Planning and Management.
- Siddique, M. A., Tagar, A. A., Khoso, Z. A., & Tagar, H. K. (2019). Role of infrastructure to improve quantity and enhance quality of school education in Sindh province of Pakistan. *Advances in Social Sciences Research Journal*, 6(3) 198-206.

- Siddiqui, M. A., & Tagar, H. K. (2018). Significance of literacy in inclusive growth and coherent development planning to deal with challenge of quality education for all in Pakistan. *Archives of Business Research*, 6(11), 132-139.
- Sindh Education and Literacy Department. (2017). *Better Data Better governance: Sindh Education Profile (2016-17)-Annual School Census*. Sindh Education and Literacy Department, Government of Sindh.
- Sindh Education and Literacy Department. (2019). *Profiling for government schools 2019: Annual School Census*. Sindh Education and Literacy Department, Government of Sindh.
- Tabassum, R., Manzoor, R., Ahmed, V., Zahid, J., Ikram, W., & Munir, S. (2019). *Integrating Gender into Educational Planning and Budgeting*. Islamabad: Sustainable Development Policy Institute.
- Tanveer, F., & Bajwa, M. U. (2015). Impact assessment of school infrastructure quality index on school enrollment: a study quantifying gender differentials in Punjab, Pakistan. *Peradeniya Economics Research Symposium*. Retrieved from <https://arts.pdn.ac.lk/econ/persweb/Proceedings2015/Impact%20Assessment%20of%20School%20Infrastructure%20Quality%20Index%20on%20School%20Enrollment-%20A%20Study%20Quantifying%20Gender%20Differentials%20in%20Punjab%20Pakistan.pdf>
- Vashisht, A., Pathak, R., Agarwalla, R., Patavegar, B. N., Panda, M. (2018). School absenteeism during menstruation amongst adolescent girls in Delhi, India. *Journal of Family and Community Medicine*, 25, 163-68.
- Wajid, Z., Awan, Z., & Khan, A. (2022). Reasons of school dropout at elementary level; reflection of teachers and parents of dropped out students. *Journal of Educational Psychology and Pedagogical Sciences*, 2(1), 11-19.