

## FAMILY FACTORS AND STUDENTS DROPOUT: A CASE STUDY OF ELEMENTARY SCHOOL STUDENTS IN TEHSIL JARANWAL

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### ABSTRACT

Education is the key to success in all fields of life and educated children are the source of future development. Peace and prosperity of a country are directly related to education, literacy rate and numbers of educated people in the country. If the country fails to maintain its literacy level and provide education, it will be unable to achieve progress. Pakistan is one of the countries where students' dropout rate it is so high. This research was conducted to assess the Family factors and students dropout: A case study of elementary school students in Tehsil Jaranwala. The population of the study was consisted of all government schools (female) teachers in Tehsil Jaranwala. In Tehsil Jaranwala, there were 68 female elementary schools and there were 640 female school teachers in all the elementary school. Sample size of 150 (female) teachers had been determined by using online available software www.surveysystem.com with 95% confidence level and 7% confidence interval. Simple random sampling method was used for selection of respondents. Collected data was organize and analyzed by using the Statistical Package for Social Sciences (SPSS). A total 150 peoples took part in the survey. The main social factors which lead to dropping out are challenging subjects (mean: 3.61), Using drugs while in school (mean: 3.52) and Marriages at young ages (mean: 3.33). The family factors responsible in dropping out were Family assistance (mean: 3.67), Disruption of stability and routine (mean: 3.36), Paternal misunderstanding (mean: 3.31). The economic factors which lead to drop out were Inadequate teaching materials, inadequate knowledge of finances and financial limitations/barriers. Some teaching techniques can reduce the dropout rate Support Services for Students, Active learning and making decisions based on data. The major reasons were financial constraints, low level of education of parents and death of parents. It is suggested that the positive parental attitudes, removal of social evils such as early marriages and poverty, collaboration between schools, families and community can reduce the students' dropout in schools.

**Keywords:** Family factors, School dropout, elementary schools.

### 1: INTRODUCTION

Education is the key to success in all fields of life and educated children are the source of future development. Peace and prosperity of a country directly related to education literacy rates and numbers of educated people in the country. If the country fails to maintain its literacy level and provide education, it will be unable to achieve development (Shah, 2019).

More than 100 million children worldwide, especially in developing nations, still lack access to education. Young people who lack a basic education have fewer options and opportunities, which makes it more difficult for developing nations particularly those in Africa, and Nigeria in particular to achieve sustainable development and make efforts to combat poverty and diseases that are linked to the high level

of illiteracy in the nation. Only fifty countries, primarily the wealthy ones, have primary education for every child. Nearly all less developed nations worry about the issue of the low school completion rate. The difficulty comes from a policy standpoint, yet this problem is actually caused by many distinct perspectives. Despite the numerous restrictions in place today, the dropout rates are consistently shocking and severe. Dropout rates differ from nation to nation, state to state, and community to community. Quite a few policies are being implemented in many nations today by the government and other educational stakeholders at various intervals, as well as other improvements in the system, to make educational possibilities accessible, commendable, and desired to all (Oladunni, 2004).

Internationally there is no any dispute on the requirement and importance of school education. However the nature of this requirement and worth differ from society to society and year to year. Although it's the demand of the community to teach its children to embellish them with the native rulers and societies worth, however the school education also supply base for change of a customary mankind to money making mankind . It's not only provide plinth for higher amount of education but ready the people to contribute in the developing venture of the national economy too (Farooq, 2017).

In public schools, student dropout is influenced by family income. Inability to participate in income-generating activities, meet basic requirements, take care of younger siblings, and pay fees are all symptoms of poor household income. Parental education level affects public school dropout rates. Lack of role models, strained parent-student relationships, ignorance of student motivation, and parental academic mentoring are specific factors that have an impact on the dropout rate. Parents who pay less emphasis on education, a lack of interest in extracurricular activities at home, and awareness of students' academic requirements. Household size has an impact on the dropout rates of students in public schools (Mutua, 2014).

Due to numerous interrelated circumstances, education is neither readily available nor reasonably priced for many children in Pakistan, particularly in Sindh province. Addressing these multiple causes requires significant action at the national policy

level, as well as by parents and schools, as many children in Pakistan are unable to access the basic right to education due to personal, family, social, cultural, economic and political reasons. The actual completion of education is the transformation of talent into a practical function. The right to reject fundamental capacities, independence, and functions is referred to as a dropout. These flaws have been found on a number of levels, including the institutional, social, situational, and individual. However, the state's inability to offer a sufficient and effective educational system is to blame. Dropout is a common occurrence rather than an accident. A dropout child is depicted as being caught in a vicious cycle of numerous issues, most of which are pecuniary in nature (Abid, 2021).

The high dropout rate is largely a result of the boring surroundings outside the buildings, lack of needs and not suitable surroundings, good and no cost surrounding enhance chances for children to absorb. There are various causes why students of school not happy or feeling good. Normally poverty with some other reasons laying force higher size on endangered and student fundamental to children dropout such as; parentless students, students who have to move to another area for living, under panned clan children and few group students of different languages, not everyone were more captivating to dropout (Gul and Arshad, 2013).

Pakistan is one of the countries where students' dropout is very high. Government is spending a lot of money to provide free education up to higher secondary level students. But many students left the schools before completion of their education. In Punjab Government provide free books to students up to secondary level. But when students left school before degree's completion then all efforts for promoting literacy rate in country gone failed and all expenditures are also wasted. Government of Punjab has designed a strategy for 100% admission of students of 4-16 years and their keeping in schools. The objectives of the strategy are the enrolment of every student in school, every child get education and play important role in the country's progress. Children who attend school have the ability to contribute to national development and use education as a tool for their cognitive, emotional, and social growth. A child who has access to superior educational opportunities can contribute in every

aspect of life. Poor educational standards, particularly in government-run schools, contribute to a high dropout rate (Khan et al. 2017).

## 2: OBJECTIVES

1. To identify the demographic characteristics of respondents
2. To find out the effect of social and economic factors in dropout of students
3. To assess the role of parents in controlling dropouts situation at school level
4. To identify the family factors involved in the enhancement of dropout
5. To suggest some recommendation for reducing dropout at elementary level in schools

## 3: REVIEW OF LITERATURE

Lloyd et al. (2009) found that family edifice in which individual exist also influence the probability of that person school leaving. Family Organizations comprised on two parent, single parent and stepparent families. Children who were facing economic deficiency were mostly from families living with single mother and they have an intensified probability of dropping out of school. Single mother headed families commonly undergo economic problems because mostly, women could not earn as plentiful money as man. It is also clear that their parents may have long been in school for a long time. Especially the level of education of mother often affects the length of access to girls. For example, in rural Pakistan girls whose mothers are in some kind of formal School do not expect to get out of school.

Khan et al. (2010) explored that the participation level of Primary school teacher to fulfill the target of universal primary education. Main purpose was to impact existing primary school teachers as mobilizers to achieve universal primary education and to research in-organization trainings and courses of action to prepare primary teachers for acting their part as social mobilisers. There was no in administration to prepare Primary school teacher and empowered them to activate group for accomplishing Universal primary education targets. Move of higher workplace was, likewise, discovered insufficient in such manner. Exceptional training for primary school teachers which can empowered them to sort out and activate group and guardians to enhance

enrollment and diminish dropout were prescribed. Strengthening of primary school teacher and increase cooperation from the education department to meet Universal primary education targets was additionally recommended.

Abdullah et al. (2012) stated that financial condition is one of the major factors affecting education system of Pakistan. The dropout of students from school always remained high due to financial instabilities. Schooling experiences variety of costs both Apparent and hidden. The apparent expenses include school fee whereas the hidden expenses involved travel cost, uniform and various other expenditures which are requisite for an effective schooling. Various findings have shown that the high costs of Institutes always impacted low income family and the parents preferred their children to work and earn instead of education.

Mzuza et al. (2014) stated that inadequate of wealth distribution is also a threat for educational improvement. For economic growth and human development education is basic human right. To achieve this target Pakistan government is member of international Accord, Universal primary education under the education for all framework show the dropout rate among primary school girls in Malawi. Mostly girls do not show interest in studies and do not show good result. Dropout rate and poor passing marks show the lack of interest of girls.

Archambault (2017) stated that for immigrant groups in particular, education is a crucial social process. However, some pupils from immigrant families have high dropout rates in underprivileged areas. While the majority of preventative measures against school dropout focus heavily on data from long-term studies. Assessing how various personal, societal, and family factors differ in their impact on first-, second and third generation student dropout. This implies that while implementing dropout prevention techniques, a student's immigrant status is significant and should be taken into consideration.

Chenge et al. (2017) identified that lack of educational demands, such as stationery or uniforms, illness in the family, inactivity in extracurricular activities, a lack of educational role models in families, the passing of parents, a lack of parental guidance and motivational words, parental drug and alcohol abuse, a lack of reading materials at home, and a lack of reading instruction. All respondents

identified the absence of school requirements, parents' lack of schooling, their divorce or separation, and financial troubles as the most urgent family-related problems.

Tike (2017) parents fear the wellbeing of their kids when they need to make trip longer separations to class. Hence, the probability of kids going to class diminishes the more prominent the separation to the closest school.

Shah (2019) expressed that there were a lot of causes work in students' dropout in schools. Absence of money making evolution of the country and small salary per person were the main causes of students' dropout. Besides very small stratum family background of students was the cause of dropout. Students quit school because of poverty and taking some income for their families. Some family related causes were uneducated parents, relocation, so many members of family, students help in family tasks, not pays attention of female students. Child related causes are poor health, high difficulty in understanding. It disclose that the deficiency of physical facilities in government schools and tumbledown condition of school building were another important factor towards dropout. Immaterial and tough methods of instruction were also cause of dropout. Management related causes like as flimsy school management, governmental involvement in selection and transfer of teachers. Absence of proper checking of schools and deficiency of grant for administrator to check schools were also some causes of students' dropout.

Samuel and Burger (2020) said that Young people who leave school early are more likely to have vulnerabilities in their social, academic, behavioral and economic lives. Recognizing risk and protective variables for both dropout plans and actual dropout is critical to fully understanding dropout prevention and its long-term implications. Dropout has changed in recent years from a singular event to more of a process, with dropout serving as the pinnacle of a long path of poor education and disengagement that often begins before children enter school. This long-standing theory has greatly increased our understanding of the causes of school dropout and has revealed important implications for early dropout prevention. However, emphasizing dropout as the culmination of a complex process that occurs over time may have overlooked the role that temporary

stressors and transient psychological states play in motivating the dropout plan and the dropout plan. More than one in three do not show clear signs of academic failure, disengagement, or significant behavioral or academic concerns in the years before dropping out, which is relevant.

Jafar et al. (2021) explained that trained teachers must be according to student's mindset, suitable habitat should be given to students from the teacher's and parent's side. Extreme punishment should be stop. Increase realization with the help of education, government must give the same opportunities to the small income families. The level of education must be reaching the universal rank lawmaker must help the teachers in reducing the level of students' dropout. Form of guidance must be in the national language, proper classrooms, libraries and guidance can decrease students' dropout too. Government must enhance grant for education, government also take some steps to promote recognition of education for those parents who don't send their children to school.

Archambault et al. (2022) examined that in all nations, school dropout is a serious concern. There are a number of factors that affect this result, but research indicates that dropouts mostly experience a process of disengaging from school. This chapter attempts to evaluate empirical studies connecting student disengagement and school dropout and to give a synthesis of this process according to the key theories in the area. The characteristics of students who drop out as well as the disengagement trajectories they follow and the decisions they make to stop attending school are also presented in this chapter along with the common risk and protective factors linked to these two issues. Finally, it identifies the key issues and future research directions that should be prioritized in the investigation of student engagement and school dropout.

#### **4: RESESRCH METHODOLOGY**

The descriptive research design was used in this study. The study was quantitative by nature. This research was conducted to assess the causes of students' dropout at elementary level in Tehsil Jaranwala. The population of the study was consisted of all government schools teachers (female) in Tehsil Jaranwala, District Faisalabad. In Tehsil Jaranwala,

District Faisalabad, there were 68 female elementary schools and 640 female school teachers in all the elementary school. Sample size of 150 teachers (female) has been determined by using online available software [www.surveysystem.com](http://www.surveysystem.com) with 95% confidence level and 7% confidence interval.

**4.1: Tools of research**

The structured questionnaires were to use for data collection from the respondents of this study. All the variables of questionnaire were clearly defined the objectives of research. The cronbach Alpha test was applied to measure the reliability of tool. The cronbach alpha value of the overall tool was 0.867. It indicated that the tool was good.

**4.2: Date Collection**The prime data were collected through the questionnaire from respondents and the

primary data were always the premier set of collection of facts. The purpose of data collection and procedure were explained thoroughly too all the respondents before the filling up of questionnaires. The data were carefully recorded according to the procedure. The information was collected to the respondents by Google form.

**5: RESULTS AND DISCUSSION**

For the analysis of collected data the responses were counted and organized in excel sheet. The scored data were evaluated in tabulated and percentage method, software (SPSS) was used to analyze. The data were analyzed with the help of software (SPSS). The results are given below;

**Table 1**  
**Distribution of the respondents according to their demographic attributes**

Age	Frequency	Percentage
25-30 years	62	41.3
30-35 years	37	24.7
More than 35 years	51	34.0
<b>Total</b>	150	100.0
<b>Residential status</b>		
Urban	56	37.3
Rural	85	56.6
Pre urban	9	6.0
<b>Total</b>	150	100
<b>Educational level</b>		
B.A/ B.Sc.	41	27.3



M.A/ M.Sc.	79	52.7
M. Phil	28	18.7
Ph.D.	2	1.3
<b>Total</b>	150	100
<b>Professional Qualification</b>		
B.Ed.	106	70.6
M.Ed.	44	29.3
<b>Total</b>	150	100
<b>Job Experience</b>		
Less than 5 years	84	56.0
More than 5 years	66	44.0
<b>Total</b>	150	100
<b>Employee Status</b>		
Regular	89	59.3
Contract	61	40.7
<b>Total</b>	150	100

**Age:** The age ranges of the responses will help us better understand the target audience and allow comparisons of differences and similarities between different age groups. It is defined as the length of time from a person's date of birth to a specific moment in time. Age is therefore considered in research. Table shows the frequency distribution about the Age. In the total sample of respondents, 41.30% of the respondents were in the age group of 25-30 years while 24.70% of the respondents were

between 30-35 years and 34% of the respondents were above 35 years of age.

**Residential Status:** Table shows the frequency distribution about the Residence. In the total sample of respondents, 37.33% of the respondents' belonged to urban areas, 56.67% of the respondents belonged to rural areas while 6.00% of the respondents belonged to pre urban areas.

**Educational level:** Table shows the frequency distribution about the Qualification. About half 52.76% of respondents had M.A/M.Sc degree. While

27.30% of the respondents obtained B.A/B.Sc degree, 18.70% of the respondents obtained M.Phil. degree and 1.30% of the respondents obtained Ph.D degree.

**Professional Qualification:** Table shows the frequency distribution about the Professional Qualification. Majority of 70.67% respondents were B.ed qualified, while 29.33% respondents were M.ed qualified.

**Job Experience:** Table shows the frequency distribution about the Job experience. Simple majority 56% of the respondents fall under the **Table 2**

category of less than 5 years of job experience while 44% of the respondents fall under the category of more than 5 years of job experience.

**Employee Status:** The position of being legally employed by a particular company or written contract between the employer and employee, e.g. temporary or contract employment. Table shows the frequency distribution about the employee status. Simple majority 59.32% respondents had regular status while 40.75% respondents had contractual status.

**Mean value, standard deviation, weighted score and rank order according to effect of social factors for students drop out**

<b>Effect of social factors for students drop out</b>	<b>Mean</b>	<b>S.D</b>	<b>WS</b>	<b>Rank order</b>
Challenging subjects	3.61	1.58	541	1
Using drugs while in school	3.52	1.78	528	2
Marriages at young ages	3.33	1.59	499	3
Unwanted members in society	3.31	1.23	497	4
Lack of teaching staff	3.28	1.58	492	5
Ambition for education and relevance	3.09	1.74	463	6
Ignoring underachieving students	3.03	1.32	454	7
Distance	3.02	1.35	453	8
School culture and participation	2.99	0.61	448	9
Status socioeconomic	2.87	0.73	430	10
Peer influence and interpersonal relationships	2.75	0.78	413	11
Excessive absence from the classroom	2.75	0.77	412	12

Above table shows the distribution and the descriptive statistic about the effect of social factors for students drop out where mean, standard deviation and weighted score are discussed in table. "Challenging subjects" is rank ordered on 1st position and it shows that the responses fall between to Medium to high, but it is tending towards to

Medium with mean value 3.61. At the 2nd ranked respondents said about "Using drugs while in school" and it is tending to Medium with mean value 3.52. At the 3rd ranked, the respondents said about "Marriages at young ages" and it is tending to Medium with mean value 3.33.

**Table 3**

**Mean value, standard deviation, weighted score and rank order according to family factors are responsible for students dropping out of school**

The family factors are responsible for students dropping out of school	Mean	S.D	WS	Rank order
Family assistance	3.67	1.48	550	1
Disruption of stability and routine	3.36	1.71	504	2
Paternal misunderstanding	3.31	1.14	496	3
Parent's death	3.22	1.26	483	4
Modifications to family dynamics	3.12	1.55	468	5
Parent's separation	2.98	1.2	447	6
Emotional pain and sorrow	2.86	1.12	429	7

Above table shows the distribution and the descriptive statistic about what family factors do you think are responsible for students dropping out of school where mean, standard deviation and weighted score are discussed in table. "Family assistance" is rank ordered on 1st position and it shows that the responses fall between satisfactory to good, but it is tending towards to satisfactory with mean value 3.67.

At the 2nd ranked respondents said about "Disruption of stability and routine" and it is tending to satisfactory with mean value 3.36. "Paternal misunderstanding" is rank ordered on 3rd position and it shows that the responses fall between satisfactory to good, but it is tending towards to satisfactory with mean value 3.31.

**Table 4**

**Frequency and percentage score and rank order according to economic factors cause dropout of school students**

The economic factors cause dropout of school students	1	2
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	F	%	F	%
Inadequate teaching materials	66	44.00	84	56.00
Inadequate knowledge of finances	75	50.00	75	50.00
Financial limitations/barriers	80	53.33	70	46.67
Parents with few resources	81	54.00	69	46.00
Lack of access to quality education	84	56.00	66	44.00
Elementary school financing is insufficient	77	51.33	53	40.77
Inadequate resources and infrastructure	86	57.33	64	42.67
Lack of financial aid and scholarships	89	59.33	61	40.67
Family obligations	93	62.00	57	38.00
Unemployment	93	62.00	57	38.00

Above table shows the distribution and the descriptive statistic about what are the economic factors in your opinion cause dropout of school students where percentage and frequency score are discussed in table. "Inadequate teaching materials" is rank ordered on 1st position and it shows that the responses fall between yes to no, but it is tending

**Table 5**

towards to no with percentage 56.00. At the 2nd ranked respondents said about "Inadequate knowledge of finances" and it is tending to yes with percentage 50.00. "Financial limitations/barriers" is rank ordered on 3rd position and it shows that the responses fall between yes to no, but it is tending towards to yes with percentage 53.33.

**Mean value, standard deviation, weighted score and rank order according to current curriculum becomes the reason of student's school dropout**

The current curriculum becomes the reason of student's school dropout	Mean	S.D	WS	Rank order
Lack of imagination and play	3.67	1.48	550	1
Insufficient focus on fundamental abilities	3.43	1.6	514	2

Scant integration of practical knowledge	3.36	1.71	504	3
Overemphasis on testing	3.22	1.26	483	4
Early detection of learning challenges	3.21	1.56	481	5
Developmental inconsistency	2.98	1.2	447	6
Rigidity and standardization	2.97	1.01	446	7
Missing practical knowledge	2.97	1.35	445	8
Lack of personalized instruction	2.86	1.12	429	9

Above table shows the distribution and the descriptive statistic about how current curriculum becomes the reason of student’s school dropout where mean, standard deviation and weighted score are discussed in table. "Lack of imagination and play" is rank ordered on 1st position and it shows that the responses fall between satisfactory to good, but it is tending towards to satisfactory with mean value

3.67. At the 2nd ranked, the respondents said about "Insufficient focus on fundamental abilities" and it is tending to satisfactory with mean value 3.43. "Scant integration of practical knowledge" is in rank ordered 3rd Position and indicates that the replies range from satisfactory to good, with a tendency to satisfactory with mean value 3.36.

**Table 6**

**Frequency and percentage score and rank order according to teaching techniques reduce the dropout rate of students**

The teaching techniques reduce the dropout rate of students	1		2	
	F	%	F	%
Support Services for Students	72	48.00	78	52.00
Active learning	84	56.00	66	44.00
Making Decisions Based on Data	84	56.00	66	44.00
Community and Parent Involvement	87	58.00	63	42.00
Monitoring of Attendance	87	58.00	63	42.00
Individualized Instruction	90	60.00	60	40.00

Creating Connections	90	60.00	60	40.00
Positive School Climate	93	62.00	57	38.00
Meaningful Education	96	64.00	54	36.00

Above table shows the distribution and the descriptive statistic about which teaching techniques reduce the dropout rate of students at elementary level where frequency and percentage score are discussed in table. "Support Services for Students" is rank ordered on 1st position and it shows that the responses fall between yes to no, but it is tending **Table 7**

towards to no with percentage 52.00. At the 2nd ranked respondents said about "Active learning" and it is tending to yes with percentage 56.00. "Making Decisions Based on Data" is rank ordered on 3rd position and it shows that the responses fall between yes to no, but it is tending towards to yes with percentage 56.00.

**Mean value, standard deviation, weighted score and rank order according to parent’s guidance to minimize the rate of students’ dropout**

The parent’s guidance to minimize the rate of students’ dropout	Mean	S.D	WS	Rank order
Career guidance and exploration	3.2	0.61	480	1
Developing Organizational and Time Management Skills	3.14	1.57	471	2
Identifying each Student's Learning Needs	3.1	1.4	465	3
Imbuing One With a Growth Mindset	3.08	0.79	462	4
Be a Role Model	3.02	1.06	453	5
Create a welcoming atmosphere at home	2.94	1.4	441	6
Celebrate and acknowledge accomplishments	2.64	1.29	396	7
Create an Optimistic Learning Environment	2.64	1.37	396	8
Participate in their kids' schooling	2.34	1.16	390	9
Promote Problem-Solving Techniques	2.24	1.77	336	10

Promote Problem-Solving Techniques 2.24  
 1.77 336 10

Above table shows the distribution and the descriptive statistic about parent’s guidance to minimize the rate of students’ dropout where mean, standard deviation and weighted score are discussed in table. "Career guidance and exploration" is rank ordered on 1st position and it shows that the responses fall between to Medium to high, but it is

**Table 8**

tending towards to Medium with mean value 3.2. At the 2nd ranked respondents said about "Developing organizational and time management skills" and it is tending to Medium with mean value 3.14. "Identifying each student's learning needs" is rank ordered on 3rd position and it shows that the responses fall between to Medium to high, but it is tending towards to Medium with mean value 3.1.

**Mean value, standard deviation, weighted score and rank order according to parent’s teacher meeting relationship to prevent dropout**

<b>The parent’s teacher meeting relationship to prevent dropout</b>	<b>Mean</b>	<b>S.D</b>	<b>WS</b>	<b>Rank order</b>
Individualized Assistance	3.88	2.47	582	1
Creating a welcome and uplifting atmosphere	3.76	1.65	564	2
Collaboration and Communication	3.6	2.18	540	3
Distributing tactics and resources	3.48	2.35	522	4
Information Exchange	3.38	2.28	507	5
Creating behavioral and academic objectives	3.28	2.08	492	6
Building a relationship of trust	3.04	0.88	456	7
Addressing difficulties with attendance and behavior	2.98	2.34	447	8
Describing academic development	2.92	0.61	438	9
Finding early warning indicators	2.9	0.73	435	10
Addressing the worries and engagement of parents	2.62	1.83	393	11

Above table shows the distribution and the descriptive statistic about what do you know about the parent teacher/school meeting relationship to prevent dropout at elementary level where mean, standard deviation and weighted score are discussed in table. "Individualized assistance" is rank ordered on 1st position and it shows that the responses fall between to Medium to high, but it is tending towards

to Medium with mean value 3.88. At the 2nd ranked respondents said about "Creating a welcome and uplifting atmosphere" and it is tending to Medium with mean value 3.76. "Collaboration and Communication" is rank ordered on 3rd position and it shows that the responses fall between to medium to high.

**Table 9**

**Mean value, standard deviation, weighted score and rank order according to family factors involved in the enhancement of student dropout**

The family factors involved in the enhancement of student dropout	Mean	S.D	WS	Rank order
Family disintegration	3.99	1.99	585	1
Access to educational resources is limited	3.88	2.47	582	2
Parental disengagement	3.78	1.98	567	3
Socioeconomic status	3.46	2.08	519	4
Language barriers	3.44	1.6	510	5
Cultural distinctions	3.36	1.88	504	6
Attitudes and values of families toward education	3.24	1.71	486	7
Parents' level of education	3.18	1.70	477	8
Expectations and goals of parents	2.96	1.48	444	9
Frequent family conflicts	2.78	2.28	417	10

Above table shows the distribution and the descriptive statistic about what are families factors according to you involved in the enhancement of student dropout at elementary level where mean,

standard deviation and weighted score are discussed in table. "Family disintegration" is rank ordered on 1st position and it shows that the responses fall between to Medium to high, but it is tending towards

to Medium with mean value 3.9. At the 2nd ranked respondents said about "Access to educational resources is limited" and it is tending to Medium with mean value 3.88. "Parental disengagement" is rank ordered on 3rd position and it shows that the responses fall between to Medium to high, but it is tending towards to Medium with mean value 3.78.

### 6: Conclusions

The present study highlights the importance of parental involvement in promoting academic success and reducing dropout rates. There are many factors which cause the students school dropout at elementary level. These include family, social, economic and school related factors. Among the respondents 41.30% were in the age group of 25-30 years and 52.76% of had M.A/M.Sc. degree. Majority 59.32% of them had regular status. When checking the Effect of social factors for students' dropout, the mean scores revealed that they were relatively proficient in Challenging Subjects 3.61, using drugs while in school 3.52 and Marriages at young ages (mean value 3.33). The Responsible family factors for students dropping out of school were Family assistance (mean value 3.67), disruption of stability and routine (mean value 3.36) and paternal misunderstanding (mean value 3.31). The Economic factors that cause dropout of school students were inadequate teaching materials 1.56%, inadequate knowledge of finances 50% and financial barriers 1.47%. Current curriculum also becomes the reason of students' school dropout mean scores revealed that they were lack of imagination and play (mean value 3.67), insufficient focus on fundamental abilities (mean value 3.43) and scent integration of practical knowledge (mean value 3.36). Different Teaching techniques can also minimize the students' school dropout highly rated were support services for students 1.52%, active learning 1.44% and making decisions based on data 1.44%. Parent's guidance related to career exploration is (mean value 3.2), developing organizational and time management skills (mean value 3.14) and identifying each student's learning needs (mean value 3.1). By understanding and addressing these factors, educators, policymakers, and communities can work collaboratively to reduce dropout rates among elementary school students.

### 7: Recommendations

Some prominent recommendations may be as follows

- Train teachers according to the need of the student's psychology.
- Ensure that students have a strong relationship among the students and teachers in the school.
- Students belong to poor socioeconomic status may be provided scholarships to continue education.
- Child labor should be banned by the government through necessary measures.
- Government should make policies and actions that focus on poverty reduction.

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