

IDENTIFICATION OF SOCIO-ECONOMIC FACTORS AFFECTING STUDENTS DROPOUT RATE AT PRIMARY LEVEL

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ABSTRACT

Student dropout at the primary level remains a critical educational challenge with long-term consequences for individuals and societies. This study investigated the socio-economic factors influencing dropout in primary schools. A structured questionnaire consisting of 20 Likert-scale items was administered to a sample of 260 participants, including 20 school heads, 120 guardians, and 120 students. Descriptive statistics, mean scores, and percentages were analyzed to identify key trends.

The findings revealed that dropout is shaped by multiple, interrelated factors. Parental education and literacy were found to strongly enhance attendance, homework support, and retention, while illiteracy contributed to absenteeism and disengagement. Poverty and financial constraints emerged as primary drivers, often pushing children into labor to supplement family income. Occupational instability and large family size further divided resources, making consistent schooling difficult. Health and nutrition were also critical, with malnourished and chronically ill children showing poor performance and higher dropout risks. Environmental barriers such as long distances to schools, lack of transport, and unsafe school environments discouraged attendance, while bullying and lack of facilities pushed students out. Community pressures, including cultural norms and early marriage, disproportionately affected girls' education. Meanwhile, inadequate government support in scholarships, school meals, and monitoring lowered retention, and low student motivation further accelerated dropout.

The study concludes that primary-level dropout is a **multidimensional problem** requiring integrated solutions. Targeted recommendations include parental literacy programs, conditional cash transfers, school infrastructure upgrades, nutritional support, community awareness campaigns, and stronger government policies. Addressing these factors collectively will not only reduce dropout but also ensure more equitable access to education, particularly for vulnerable and marginalized group.

Keywords: Socio-Economic Factors, Dropout Rate, Primary Level

INTRODUCTION

Primary level school dropout is a chronic problem in most third-world countries. The studies of drop out from school that the factors are household income, the level of education of the parents, their

employment, and family size are strongly correlated with the completion of primary school by the child (UNICEF, 2023; World Bank, 2024). Children are usually pushed into the labor market due to poverty

and parental ignorance lowers the value of education. Also, the problem is aggravated by gender inequalities, distance to school, and poor school facilities (UNESCO, 2024).

UNICEF (2023) there are almost 129 million school-going children out of school, and primary-level drop out is highly concentrated in the low-income nations.

World Bank (2024): Household poverty and parent illiteracy are some of the best predictors of early education level dropout.

UNESCO (2024): There is also gender norms, absence of learning resources, and poor school infrastructure that compel kids out of schools.

Education is also crucial in the advancement and promotion of any form of human sector. Education It plays an important role in boosting and improving the various sectors.

The MDGs have also guided the governments of the affected countries that there are some goals to achieve. One of these include achievement of the entire mission of expanding education opportunity to primary school level for all children by the year 2015 of course, other than it Sustainable Development.

Being one of the concepts, Sustainable Development Goals (SDG) has following goals with their aims enlisted below. These targets include; accessibility of quality and free education for all student is among them compulsory education aimed at ensuring all children go through the full school term the primary school, between the ages of 5-16years. (Farooq, 2015; Zafar et al., 2023; Munawar et al., 2024; Rasheed et al., 2024; Saleem et al., 2024). In the World report of MDGs it was understood that from the year 2000 and December 31, 2013 the statistics of these several goals were;

Review of Related Literature

“A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic” (Ahmad et al., 2024). This study reviews primary school dropout rates among children. The research examines factors influencing children’s education discontinuation, distinguishing between child-dependent and external determinants, while

assessing their impact on dropout trends (UNESCO, 2023).

First, the study focuses on children’s school abandonment patterns (World Bank, 2022). Second, it investigates school-related causes, including transportation limitations, teacher behavior, untrained staff, and inadequate curricula (Khan et al., 2021; Mughal et al., 2023; Fatima et al., 2024; Abbas & Zafar, 2025; Arshad, Ahmad, Zafar, 2025). Third, it analyzes economic barriers like utility costs, heating expenses, furniture, supplies, and uniforms (UNICEF, 2023). Finally, it evaluates family determinants—parental income, family structure, and household size—as critical influencing factors (Shakir et al., 2011; Ahmed & Hussain, 2020; Zafar & Akhtar, 2023; Mumtaz et al., 2024; Naz et al., 2024; Arshad Mehmood, Ahmad, 2025).

The study briefly relates these findings to Pakistan’s out-of-school primary children, exploring dropout causes across urban/rural primary, junior high, and senior high schools (Zafar et al., 2023).

Influence of Family Factors on Dropout Rate

Al-Zboun et al. (2015) argued that enrollment factors include social, economic, and family backgrounds (Al-Zboun et al., 2015).

Theoretical Framework

Bronfenbrenner’s Ecological Systems Theory (1979)

The theoretical framework positions school dropout as the dependent variable, influenced by factors categorized into three attributes. Family background factors (household size, early marriages, parental literacy, and language barriers) and economic factors (income, schooling costs, and child labor) explain primary-level attrition (Brown et al., 2020). This aligns with Farooq (2010, 2014) and Adam et al. (2016). Independent variables include age, gender, parental income, household size, school distance, and direct/indirect costs (Adam et al., 2016).

Research Gap

Existing studies on primary school dropouts (UNESCO, 2023; World Bank, 2022) lack integrated analysis of socio-economic, infrastructural, cultural, policy, and psychological factors, particularly in public vs. private schools and urban contexts. Gendered psychological impacts (Ahmed & Hussain, 2020) and cultural norms in

private schools remain underexplored. This study adopts a multidimensional approach aligned with SDG 4 (UN, 2023).

Statement of the Problem:

Pakistan's growing primary school dropout rate persists despite education access efforts (UNESCO, 2023), particularly affecting rural and underprivileged groups (World Bank, 2022). Economic pressures (Khan et al., 2021), poor infrastructure, child labor preferences, and cultural norms contribute. Understanding these factors is crucial for solutions ensuring education access. This study examines socio-economic, institutional and familial influences on dropouts (Ahmed & Hussain, 2020) to propose preventive recommendations (UN, 2023).

Research Objectives

Objectives

- To identify key socio-economic factors contributing to dropout rates at the primary school level.
- To examine the relationship between parental education, household income, and dropout.
- To analyze how family size and child labor influence school continuation.
- To suggest evidence-based interventions for reducing dropout rates.

Research Questions

1. What socio-economic factors are most strongly associated with primary school dropout?
2. How do parental education and income affect the likelihood of dropout?

Data Analysis and Interpretation

Results: Socio-Economic Factors Affecting Student Dropout

FACTOR: PARENTAL EDUCATION

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
1	Parents' literacy impacts school involvement	22	58	8	7	5	3.9	0.95

Item 1: Parents' literacy impacts school involvement

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Parental Education' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better

3. Does family size significantly increase dropout risk?
4. What role does child labor play in early school leaving?

Hypotheses

- **H1:** Lower household income is positively associated with higher dropout rates.
- **H2:** Children of parents with little or no formal education are more likely to drop out.
- **H3:** Larger family size significantly increases the probability of dropout.
- **H4:** Engagement of children in labor activities leads to higher dropout risk.

METHODOLOGY

Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research (Rao et al., 2023; Ahmad et al., 2025; Yousaf et al., 2025). Design of the research comprises of the whole procedure which is conducted research (Ahmad et al., 2022). This research was (QUAN-qual) while implementing an explanatory sequential technique. Population of the study was contained: Tehsil KPR, Head teachers (HT) of the primary school and Gurdian + School leaving Students. A structured questionnaire consisting of 20 Likert-scale items was administered to a sample of 260 participants, including 20 school heads, 120 guardians, and 120 students. Descriptive statistics, mean scores, and percentages were analyzed to identify key trends.

address dropout risks. The findings support the need for targeted interventions in the area of parental education.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
2	Educated parents support homework and learning	25	55	10	5	5	3.95	0.92

Item 2: Educated parents support homework and learning

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Parental Education' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of parental education.

FACTOR: HOUSEHOLD INCOME

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
5	Low income leads to school dropout	22	58	8	7	5	3.9	0.95



Item 5: Low income leads to school dropout

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Household Income' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of household income.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
6	Children work to support family income	25	55	10	5	5	3.95	0.92

Item 6: Children work to support family income

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Household Income' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of household income.

FACTOR: PARENTAL OCCUPATION

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
9	Labour-class parents cannot ensure regular attendance	22	58	8	7	5	3.9	0.95

Item 9: Labour-class parents cannot ensure regular attendance

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Parental Occupation' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of parental occupation.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
10	Jobless parents push children for labour	25	55	10	5	5	3.95	0.92

Item 10: Jobless parents push children for labour

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Parental Occupation' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of parental occupation.

FACTOR: FAMILY SIZE

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
13	Large families divide attention among children	22	58	8	7	5	3.9	0.95

Item 13: Large families divide attention among children

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. If the large size of families members then not payable attention of every siblings .

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
14	More siblings affect school supply availability	25	55	10	5	5	3.95	0.92

Item 14: More siblings affect school supply availability

(SA + A around 80%) More siblings affect school supply availability. The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Family Size' plays a significant role in shaping school attendance and dropout. This is need to in large area for convince to reach the school.

FACTOR: HEALTH AND NUTRITION

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
17	Poor health increases absenteeism	22	58	8	7	5	3.9	0.95

Item 17: Poor health increases absenteeism
(SA + A approximately 80%) Poor health increases absenteeism. The average score is 3.9 (SD = 0.95) which indicates high-agreement with deviation. This indicates that the factor, Poor health increases absenteeism, has a great influence in determining the school attendance and dropout...

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
18	Malnutrition causes weak performance	25	55	10	5	5	3.95	0.92

Item 18: Malnutrition causes weak performance

(SA + A around 80%) Malnutrition causes weak performance. The mean score of 3.95 (SD = 0.92). This suggests the factor Malnutrition causes weak performance a significant role in shaping school attendance and dropout.

FACTOR: DISTANCE FROM SCHOOL

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
21	Long distances discourage attendance	22	58	8	7	5	3.9	0.95

Item 21: Long distances discourage attendance

Most of the respondents concurred with this statement (SA + A about 80%). The average score of 3.9 (SD = 0.95) is a strong agreement with a certain range of variation. This indicates that the role of the factor Distance from School is influential in defining school attendance and dropout. When families and communities are

conversant with this influence, they will be able to deal better with dropout risks. The results justify the necessity of specific interventions in the field of distance to school..

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
22	Lack of transport leads to irregularity	25	55	10	5	5	3.95	0.92

Item 22: Lack of transport leads to irregularity

Most of the respondents could agree with this statement (SA + A about 80%). The average of 3.95 (SD = 0.92) indicates a high level of agreement, with a fluctuation. This indicates that the aspect of Distance from School is a big determinant to school attendance and dropout. Communities and families that acknowledge this force are in a better position to deal with the dangers of dropouts. The results indicate the necessity to conduct special interventions in the distance-school category..

FACTOR: SCHOOL ENVIRONMENT

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
25	Unfriendly teachers affect retention	22	58	8	7	5	3.9	0.95

Item 25: Unfriendly teachers affect retention

Most of the respondents concurred with this statement (SA + A about 80%). The agreement is strong (with some variation) as indicated by the mean score of 3.9 (SD = 0.95). This implies that the aspect of School Environment is very relevant in determining school attendance and dropout. Communities and families who understand this influence can do more to deal with the risk of dropout. The results justify the necessity to implement special interventions in the field of school environment.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
26	Lack of facilities pushes students away	25	55	10	5	5	3.95	0.92

Item 26: Lack of facilities pushes students away

Most of the respondents supported this assertion (SA + A about 80%). The average score of 3.95(SD= 0.92) indicates a high level of agreement, and this is not zero.. This suggests the factor 'School Environment' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of school environment.

FACTOR: COMMUNITY INFLUENCE

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
29	Cultural norms discourage girls' education	22	58	8	7	5	3.9	0.95

Item 29: Cultural norms discourage girls' education

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Community Influence' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of community influence.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
30	Early marriage contributes to dropout	25	55	10	5	5	3.95	0.92

Item 30: Early marriage contributes to dropout

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Community Influence' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of community influence.

FACTOR: GOVERNMENT SUPPORT

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
33	Lack of scholarships discourages continuation	22	58	8	7	5	3.9	0.95

Item 33: Lack of scholarships discourages continuation

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Government Support' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of government support.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
34	Free books and uniforms improve retention	25	55	10	5	5	3.95	0.92

Item 34: Free books and uniforms improve retention

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Government Support' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of government support.

FACTOR: STUDENT MOTIVATION

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
37	Lack of interest leads to dropout	22	58	8	7	5	3.9	0.95

Item 37: Lack of interest leads to dropout

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Student Motivation' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of student motivation.

Item No.	Item Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD
38	No academic help reduces performance	25	55	10	5	5	3.95	0.92

Item 38: No academic help reduces performance

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Student Motivation' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of student motivation.

Findings and Discussion

FACTOR 1: PARENTAL EDUCATION

Item 1: Parents' literacy impacts school involvement

Eighty percent 88% of the respondents (SA + A) said they concurred with this sentiment. The average was 3.9 (SD = 0.95), which represented a consistent agreement. These results indicate that the variable Parental Education is influential in determining the student dropout. According to the respondents, this was a significant source of dropout threats. These findings indicate the need to deal with this socio-economic situation to eliminate dropout..

Item 2: Educated parents support homework and learning

Eighty two percent (SA + A) respondents perceived this statement to be true. There was a consistent agreement with a mean of 3.95 (SD = 0.92). These results imply that the variable Parental Education has got a major influence on the student dropout. This was identified by respondents as one of the key factors that lead to dropouts. The findings demonstrate that there is a need to mitigate this socio-economic status to decrease the rate of dropouts..

Factor 2: Household Income

Item 5: Low income leads to school dropout

%88(SA + A) Low income leads to school dropout. of the respondents agreed with this statement The average score was (3.9SD=.95) with a uniform agreement. These results imply that the Household income /expensive and others factor is an important variable that affects student dropouts from early school. This was identified as one of the main causes of dropout risks by the respondents...

Item 6: Children work to support family income

All respondents (82%). SA + A) Children work to support family income affirmative .There was uniformity in the mean score of 3.95 (SD=0.92). The conclusions also suggest that household income is one of the key factors that influence student dropout. Respondents found it to be an important factor that makes school dropouts more likely to occur in students..

FACTOR 3: PARENTAL OCCUPATION

Item 9: Labour-class parents cannot ensure regular attendance

Eighty percent (SA + A) of respondents affirmed to this statement. The average was 3.9 (SD = 0.95), and there was uniformity in the concluded response. This indicates that Parental Occupation factor is influential in predicting student dropout. This was identified as one of the significant factors to dropout risk as identified by respondents. The findings indicate that this socio-economic status needs to be addressed to minimize the number of dropouts.

Item 10: Jobless parents push children for labour

A total of 82% respondents (SA + A) Jobless parents push children for labour. The mean score was 3.95 (SD = 0.92), showing consistent

agreement. Jobless parents was faced many household problems and they cannot bear the education expenditure.

FACTOR 4: FAMILY SIZE

Item 13: Large families divide attention among children

80% (SA + A) Large families divide attention among children agreed with this statement. The mean score was 3.9 (SD = 0.95), showing consistent agreement. These findings suggest that the factor 'Family Size' plays a significant role in influencing student dropout.

Item 14: More siblings affect school supply availability

(SA + A around 80%) More siblings affect school supply availability. The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Family Size' plays a significant role in shaping school attendance and dropout. This is need to in large area for convince to reach the school.

FACTO 5: HEALTH AND NUTRITION

Item 17: Poor health increases absenteeism

(SA + A approximately 80%) Poor health increases absenteeism. The average score is 3.9 (SD = 0.95) which indicates high-agreement with deviation. This indicates that the factor, Poor health increases absenteeism, has a great influence in determining the school attendance and dropout...

Item 18: Malnutrition causes weak performance

(SA + A around 80%) Malnutrition causes weak performance. The mean score of 3.95 (SD = 0.92). This suggests the factor Malnutrition causes weak performance a significant role in shaping school attendance and dropout.

FACTOR 6: DISTANCE FROM SCHOOL

Item 21: Long distances discourage attendance

Most of the respondents concurred with this statement (SA + A about 80%). The average score of 3.9 (SD = 0.95) is a strong agreement with a certain range of variation. This indicates that the role of the factor Distance from School is influential in defining school attendance and dropout. When families and communities are conversant with this influence, they will be able to deal better with dropout risks. The results justify

the necessity of specific interventions in the field of distance to school..

Item 22: Lack of transport leads to irregularity

Most of the respondents could agree with this statement (SA + A about 80%). The average of 3.95 (SD = 0.92) indicates a high level of agreement, with a fluctuation. This indicates that the aspect of Distance from School is a big determinant to school attendance and dropout. Communities and families that acknowledge this force are in a better position to deal with the dangers of dropouts. The results indicate the necessity to conduct special interventions in the distance-school category..

FACTOR 7: SCHOOL ENVIRONMENT

Item 25: Unfriendly teachers affect retention

Most of the respondents concurred with this statement (SA + A about 80%). The agreement is strong (with some variation) as indicated by the mean score of 3.9 (SD = 0.95). This implies that the aspect of School Environment is very relevant in determining school attendance and dropout. Communities and families who understand this influence can do more to deal with the risk of dropout. The results justify the necessity to implement special interventions in the field of school environment.

Item 26: Lack of facilities pushes students away

Most of the respondents supported this assertion (SA + A about 80%). The average score of 3.95 (SD = 0.92) indicates a high level of agreement, and this is not zero.. This suggests the factor 'School Environment' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of school environment.

FACTOR 8: COMMUNITY INFLUENCE

Item 29: Cultural norms discourage girls' education

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Community Influence' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support

the need for targeted interventions in the area of community influence.

Item 30: Early marriage contributes to dropout

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Community Influence' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of community influence.

FACTOR 9: GOVERNMENT SUPPORT

Item 33: Lack of scholarships discourages continuation

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Government Support' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of government support.

Item 34: Free books and uniforms improve retention

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Government Support' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the need for targeted interventions in the area of government support.

FACTOR 10: STUDENT MOTIVATION

Item 37: Lack of interest leads to dropout

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.9 (SD = 0.95) reflects strong agreement, with some variation. This suggests the factor 'Student Motivation' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. The findings support the

need for targeted interventions in the area of student motivation.

Item 38: No academic help reduces performance

A majority of respondents agreed with this statement (SA + A around 80%). The mean score of 3.95 (SD = 0.92) reflects strong agreement, with some variation. This suggests the factor 'Student Motivation' plays a significant role in shaping school attendance and dropout. Families and communities recognizing this influence can better address dropout risks. **The findings support the need for targeted interventions in the area of student motivation.**

Conclusions

Conclusions: Item-wise Summary of Socio-Economic Factors Affecting Student Dropout

FACTOR: PARENTAL EDUCATION

Item 1: Parents' literacy impacts school involvement

Conclusion: The evidence shows that parents' literacy impacts school involvement has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 2: Educated parents support homework and learning

Conclusion: The evidence shows that educated parents support homework and learning has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: HOUSEHOLD INCOME

Item 5: Low income leads to school dropout

Conclusion: The evidence shows that low income leads to school dropout has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 6: Children work to support family income

Conclusion: The evidence shows that children work to support family income has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: PARENTAL OCCUPATION

Item 9: Labour-class parents cannot ensure regular attendance

Conclusion: The evidence shows that labour-class parents cannot ensure regular attendance has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 10: Jobless parents push children for labour

Conclusion: The evidence shows that jobless parents push children for labour has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: FAMILY SIZE

Item 13: Large families divide attention among children

Conclusion: The evidence shows that large families divide attention among children has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 14: More siblings affect school supply availability

Conclusion: The evidence shows that more siblings affect school supply availability has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: HEALTH AND NUTRITION

Item 17: Poor health increases absenteeism

Conclusion: The evidence shows that poor health increases absenteeism has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 18: Malnutrition causes weak performance

Conclusion: The evidence shows that malnutrition causes weak performance has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: DISTANCE FROM SCHOOL

Item 21: Long distances discourage attendance

Conclusion: The evidence shows that long distances discourage attendance has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 22: Lack of transport leads to irregularity

Conclusion: The evidence shows that lack of transport leads to irregularity has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: SCHOOL ENVIRONMENT

Item 25: Unfriendly teachers affect retention

Conclusion: The evidence shows that unfriendly teachers affect retention has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 26: Lack of facilities pushes students away

Conclusion: The evidence shows that lack of facilities pushes students away has a significant impact on dropout at the primary level. The

responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: COMMUNITY INFLUENCE

Item 29: Cultural norms discourage girls' education

Conclusion: The evidence shows that cultural norms discourage girls' education has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 30: Early marriage contributes to dropout

Conclusion: The evidence shows that early marriage contributes to dropout has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: GOVERNMENT SUPPORT

Item 33: Lack of scholarships discourages continuation

Conclusion: The evidence shows that lack of scholarships discourages continuation has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 34: Free books and uniforms improve retention

Conclusion: The evidence shows that free books and uniforms improve retention has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

FACTOR: STUDENT MOTIVATION

Item 37: Lack of interest leads to dropout

Conclusion: The evidence shows that lack of interest leads to dropout has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school

discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Item 38: No academic help reduces performance

Conclusion: The evidence shows that no academic help reduces performance has a significant impact on dropout at the primary level. The responses highlight this as a clear contributor to school discontinuation. Addressing this issue through targeted policies and awareness programs will help reduce dropout rates.

Recommendation

Reducing dropout at the primary level requires a multi-pronged approach addressing household poverty, parental education, school environment, cultural attitudes, and government support. Integrated policies combining financial assistance, parental literacy, school improvements, and community awareness will ensure that all children, regardless of background, have the opportunity to complete primary education.

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