Gender Differences In 'Child's Dislike For Schooling And Studies' As A Cause Of School Dropout In Sindh, Pakistan

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Abstract

This research study explores child's dislike for school and studies as a potential cause for school dropout in Sindh. The paper focuses on the gender based differences among male and female school dropout children of Sindh about their personal dislike for school and studies being the self-reported reason for their school dropout. The survey with the help of a closed-ended questionnaire was done with male and female school dropout children from various districts across Sindh. A three item scale developed on 5 point Likert scale response categories is used for the purpose of collecting data on children's dislike for schooling and studies as reason for leaving school early. Total number of cases included in this research is 5641 school dropout children from Sindh. It includes 4032 boys and 1609 girls. The data was statistically analyzed and presented in the forms of tables. The results of data analysis show that there is a statistically significant difference among male and female school dropout children on their dislike for schooling and studies as being the reason for their school dropout. The results of the study show that more boys leave school due to their dislike for school and studies as compared to girls in the province of Sindh.

Keywords: Gender, School Dropout, Child's Dislike, Schooling, Studies, Sindh.

تلخیص

یہ تحقیقی مطالعہ سندھ میں بچے کی اسکول اور تعلیم کے حصول کے لیے ناپسندیدگی کا ترک مدرسہ کی ایک ممکنہ وجہ کے طور پر تجزیہ کرتا ہے۔ اس مقالے کا مرکز سندھ کے تارکین مدرسہ لڑکے اور لڑکیوں میں اسکول اور مطالعے کے لیے انکی ذاتی ناپسندیدگی کو انکی طرف سے ترک مدرسہ کی وجہ کے طور پر بتائے جانے میں صنفی فرق ہے۔ اسکے لیئےایک سوالنامے کی مدد سے سندھ کے مختلف اضلاع میں تارکین مدرسہ لڑکے اور لڑکیوں کی ساتھ سروے کیا گیا – معطیات جمع کرنے کے لیے پانچ نکات والے لائیکرٹ اسکیل کے نمونے پر تیار کردہ تین سوالات پر مبنی اسکیل استعمال کیا گیا ہے۔ سندھ کے ٥٦٣١ تارکین مدرسہ بچوں کو اس ریسرچ میں شامل کیا گیا ہے۔ ان میں ٣٠٣٢ لڑکے اور ١٦٠٩ لڑکیاں شامل ہیں۔ مطعیات کا شماریاتی تجزیہ کیا گیا ہے۔ اور نتائج کو جدول کی شکل میں پیش کیا گیا ہے۔ معطیات کے تجزیہ کے نتائج سے واضح ہوتا ہے کہ لڑکوں اور لڑکیوں میں انکی اسکول اور مطالعے کے لیے ذاتی

ناپسندیدگی کی بنیاد پر اسکول ترک کرنے میں شماریاتی طور پر اہم صنفی فرق پایا جاتا ہے۔ معطیات سے واضح ہوتا ہے کہ صوبہ سندھ میں لڑکیوں کی نسبت زیادہ تر لڑکے اسکول اور مطالعے کے لیے اپنی ناپسندیدگی کی وجہ سے اسکول ترک کرتے ہیں۔

کلیدی الفاظ: صنف، ترک مدرسہ،بچے کی ناپسندیدگی،اسکول جانا، مطالعہ کرنا، سندھ

Introduction

Education is considered the best human resource to develop human capital all around the world. As per the article 28 of the UN Convention on the Right of the Child, It is a basic human right of every individual child. It is linked with the socio-economic development of individuals, their countries and society (Global March Against Child Labour 2014, 1). But Pakistan still has poor achievements in promoting universal primary education (NEMIS 2018, 23). Despite the country's long standing constitutional (The Constitution of Pakistan Article 25A), national and international commitments (Under Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)), Pakistan is still struggling to ensure the access and availability of basic primary education to all its citizens (Malik, Saqlain, Hanif, Hussain & Bano, 2013; NEMIS, 2018). All the past and present regimes have taken measures to realize the dream of universal primary education (Malik et al., 2013, 9), but still it is far from being achieved.

Pakistan has a poor standing on all educational indicators; namely literacy, school enrolment, attendance, transition rates, dropouts and out of school children (Government of Pakistan, 2020, 19; NEMIS, 2018). The literacy rate is low (i.e. 62.3%) all over the country (Pakistan Bureau of Statistics, 2019, 41). It is much lower in regions like Baluchistan and FATA. The literacy level is critically lower in rural areas where majority of Pakistan's population is living. The literacy for women and especially for rural women is further lower than any other group (Government of Pakistan 2020, 19). Poor statistics of adult literacy refer to presence of a large majority of illiterate parents for the next generation. Parent's illiteracy and the lower level of education negatively effects school attendance and educational achievement of their children.

Parent's illiteracy and unawareness coupled with the other personal, social, economic, and organizational barriers lead to a large number of school going age group of children to remain out of school. The ratio of school enrolment among current school age population is not very promising. There is a large number of school going age group children who are out of school due to various reasons. The out of school children are comprising of two main categories: i) the children who never get enrolled in school and ii) the children who once get enrolled but later get dropped out of school without completing their basic schooling cycle or without completing education due to any reason

except death (ASER, 2010, 3). Both the categories of out of school children are threats to all efforts done for achievement of universal primary education in the country.

The two categories of the out of school children show the insufficiency of the measures taken to achieve the education for all goals in country. The first category of the out of school children who have never got enrolled in school clearly show the failure of all efforts done to increase the enrolment in schools for covering every single child in education for all initiatives. Although, the school enrolment has increased by taking these special measures but the result are far behind from achievement of the desired goals of brining every school going age child in school. Still a large number of school going age children who remain out of school are showing the insufficiency of these measures done for increasing enrolment to cover every child.

Children's educational achievement in school is also a problem. The children who enrolled in school and get education in school are also not able to learn and achieve the required skills of language, numeracy and other educational goals. It has been noticed that the children who are attending schools are not able to perform basic numeracy sum and language related skills of their previous grades (Malik, Raza, Rose & Singal 2020). Those who are learning in school have the problem of retention of the skills once learned. This poor achievement level along with other hard social and economic conditions lead their dislike or disengagement with the educational activities in school. Children find themselves not attracted to school and get dropped out of there. The parallel hard economic conditions at household and community level are also sometimes responsible to force them quitting school.

The second category of out of school children, namely the category of school dropouts, is a threat showing the instability or unsustainability of the measures taken to enlarge the scope of brining all children to school. A sufficient number of the children once brought to school for education, through extensive special measure for increasing the enrolment are not able to stay there for so long a period needed to at least complete the basic primary education and get dropped out (ASER, 2012; NEMIS, 2018, 27; UNESCO, 2020). All these measures are down turned by persisting large number of these children once brought to school getting dropped out later. This shows the wastage of resources and efforts resulting in a vicious cycle that prevents improvements in educational indicators all around the country. Therefore, in order to break this vicious cycle of enrolling and getting dropped out of children, the focused effort is required to understand the phenomenon of school dropout, its causes, early detection of those children who are at risk of being dropped out, exploring suitable preventive measures and educating national and regional policies in this regard.

The term "School dropout" simply refers to a school going aged child who fortunately once get enrolled in a school/educational institution but later could not maintain his

presence in that institution, due to any reason except death, for such a long period of time to allow him or her to complete the basic course cycle (Ahmad, 2006; 2008; Habib, 2011). Thus, resulting in his or her early quitting from the school without completing education. A child's school dropout is a complex phenomenon. It occurs as a result of a variety of factors simultaneously working at various levels of society (Shahidul & Karim, 2015, 26). The list of causes of school dropout provided by several scholars (Hussain et al., 2010, 52; Malik, 2002, 649; Malik, et al., 2013, 13; Zarif, 2012, 145) may be classified to sort out the particular level of the causes effecting school dropout of children. It is being effected by national and regional policies, political will, and budgetary investment allocated to the education sector at macro levels. At the communal level the social order and organization of the community like the tribal and feudal culture, tradition, traditional gender roles, and the economic standing and the available infrastructure and quality of education facility in a particular community determines a child's retention in a school. At the lower level, the family's financial standing, household environment, parents' demographic characteristics and individual child's health, aptitude and socialization also contribute to achieve desired educational goals.

There is a variety of individual or personal level causes of school dropout that are discussed in available literature with other reasons (Farooq, 2013; Government of Pakistan, 2020, 49; Malik, 2002, 649; NIPS, 2019, 32). Different children may leave school due to different personal level reasons. It may most commonly include age and health related issues, personal likes and dislikes, children's company, their ethnic and religious characteristics, or the level of their educational achievement, etc. To encompass all the causes of school dropout in a variety of regions in one single research is beyond the scope. Accordingly, this research paper is particularly focusing on children's dislike for schooling and studies as a cause of their school dropout in the province of Sindh, Pakistan.

The review of existing research literature on causes of school dropout in Pakistan shows child's lack of interest (NIPS, 2019, 32) and unwillingness for schooling and education (Government of Pakistan 2020, 49) reported as one cause of school dropout cited by the majority of dropped out children. There are also suggestive evidence that there is also a gender difference existing in reporting of the same reason as a cause of school dropout by school dropout children (Government of Pakistan, 2020, 49; NIPS, 2019, 32). But still no particular research has been done to focus on this issue in the context of Sindh. Therefore, to confirm these suggestive patterns emerging from literature, this research paper particularly focuses on to explore the gender difference in the reports of child's dislike for schooling and studies as one of the cause of school dropout among male and female dropped out children in province of Sindh.

Review of Literature

Education is a human right as well as source of increasing human capital. Pakistan has a constitutional commitment under article 25A for the provision of free and compulsory education for all Pakistani citizens. Pakistan is also committed under Millennium Development goals and the Education for All to provide universal education to its citizens. But still Pakistan is standing poor on the educational indicators.

The literacy rate was only 43.9% in 1998 Census which improved to 60% in the year 2018-19 (Government of Pakistan, 2020, 19). This large number of illiterate adults in society in turn results in a large number of school going children having illiterate and uneducated parents. Parent's illiteracy has a negative relationship with the educational attainment and schooling of young generation. Several researchers have identified that parent's illiteracy and the lower level of education negatively effects school attendance and educational achievement of their children (Farah & Upadhyay, 2017, 13; Guarcello, Lyon & Rosati, 2015: 4-5; Pradhan et al., 2018, 52).

Various regimes in Pakistan have adopted a variety of measures to fulfil this objective of universal primary education (Malik et al. 2013, 9). Although there were adult literacy programs, but the major focus of these educational endeavours are the children. The constitution of Pakistan is also emphasizing in article 25A for the universal education among 5-16 year old children. Pakistan has a large segment of population (i.e. 38%) under the age of 15 years (National Institute of Population Studies 2019, 13). This is the segment of the population that is the focus of attention for achieving universal education for all in Pakistani society.

Despite taking a variety of measure taken by various regimes in Pakistan, still a sufficiently large number of children are out of school. Out of school children simply those children who are not enrolled in an educational institute. They are comprising two categories of children; first, those who did never get enrolled in school and second, those who once enrolled but left school later without completion of course (ASER 2010, 3; Government of Pakistan 2020, 18). There are around 258 million primary to secondary school aged group out of school children globally (UNESCO 2020). South Asia is hosting a large number of out of school children. It is reported to have 27 million 5-13 years old out of school children in four South Asian countries namely Bangladesh, Sri Lanka, India and Pakistan (UNICEF, 2014). Pakistan is reported to have highest school non participation rate with 51% of out of school children at pre-school age group and 34% of primary school age group.

Recently, South Asia is hosting 93 million of primary and secondary school age group still out of schools (UNESCO 2020). National Education Management Information System has reported that Pakistan was hosting 51.53 million 5-16 year old children in

2016-17. Out of them 22.8 million were reported as out of school children (NEMIS 2018: 23). The report show 23% children of primary school age in Pakistan as out of school. The regions are showing much depressing picture. Baluchistan with 54% of children of same age group out of school is at the top most position. It is followed by Sindh with 31% children, Punjab with 17% children and Khyber Pakhtunkhwa with 13% children of the same age group out of school (NEMIS 2018, 23).

Focus of this research is the second category of out of school children, namely school dropouts. School dropouts are basically out of school children but they were once enrolled in school and later left the school due to some reason without completing their education (Ahmad, 2006, 2008; Gul, Gulshan & Ali 2013; Habib, 2011). UNESCO data informs that there were almost 18.31% dropout rate at primary school level globally in 2017 (UNESCO 2020). Low income and least developed countries are reported to have critical conditions with 48.6% and 46% of the school dropout rates, respectively. It further informs that South Asia has 12.38% dropout rate at primary level in the same year. Pakistan is reported to have 10.35% school dropout at primary level of school in 2017 (UNESCO 2020).

It is reported that 75% of the children get dropped out of school before completing their tenth grade in Pakistan (ASER 2012). Scholars have highlighted the dire need of reducing the school dropout for achievement of the education for all goals (Habib 2011; Zarif 2012). Transition rates for students progressing from one educational level to other may help to understand the wastage caused by dropout. National Education Management Information System informs that the effective transition rates from primary to lower secondary level is 84% in Pakistan. Punjab is at the top of the list with 88% of transition rate at this educational level. While Sindh with 73% and Baluchistan with 70% of the transition rate at the same educational level are not performing better (NEMIS 2018, 26). Reports on national educational statistics has shown that 35% of the students once enrolled in school in Pakistan get dropped out without completing primary school (NEMIS 2018, 27). Punjab school census 2017-18 reported to have 30% school dropout rate at grade 1 (Government of Punjab 2018). In government schools of Khyber Pakhtunkhwa the dropout rate for *Kachi* class is more than 26% and at *Pakki* class almost 11% in 2017-18 (Government of Khyber Pakhtunkhwa 2018). The annual report of education status in Balochistan in 2016-17 also reports only a 41% survival rate from class 1 to class 5; referring to almost 59% of the dropout rate at this level (Government of Balochistan 2018). The school census reports in the province of Sindh reported 34% completion rate at primary level. The report further presents a dropout rate of more than 20% at class 1 to 2, 15% at class 2 to 3, 12.7% at class 3 to 4, and 13% at class 4 to 5 in 2016-17 (SEMIS 2018, 35).

The statistics provided from government education department in Sindh also show district level picture of school dropout rate. The district wise average school dropout rate

for last 5 years are reported in school census for 2016-17 as Badin (15%), Dadu (11%), Hyderabad (7%), Jamshoro (10%), Matiyari (8%), Sujawal (25%), Tando Allah yar (13%), Tando Muhammad Khan (19%), Thatta (23%), Central Karachi (9%), East Karachi (8%), Korangi Karachi (29%), Malir Karachi (10%), South Karachi 27%), West Karachi (-18%), Jacobabad (15%), Khamber (6%), Kashmore (14%), Larkana (1%), Shikarpur (12%), Ghotki (8%), Kahirpur (10%), Sukkur (12%), Mirpurkhas (18%), Tharparker (21%), Umerkot (23%), NausheroFeroz (10%), Sanghar (14%), and Shaheed Benazirabad (7%) (SEMIS 2018). This is not a promising situation. The dropout rate is as higher as 29% in some of the districts. This high rate of school dropout at national and regional level prevents from achieving the goals of universal education.

To achieve the education for all goals, it is important to understand the causes of school dropout. School dropout is a complex phenomenon. There is a large number of factors causing school dropout among children (Shahidul & Karim 2015, 26). Different scholars have focused their research on different causes of school dropout for exploring their combined and individual effect on child's schooling. Some of the causes of school dropout as highlighted by different scholars are absence and lack of competence of teachers, lack of education among parents, poor learning conditions in schools (Malik, et al., 2013, 13), overcrowded class rooms, poor teaching methods, inappropriate curriculum, weakness of educational system, distance of school and absence of co-curricular activities (Hussain et al., 2010, 52), poor economic conditions, parents carelessness, schooling expenses, lack of attraction for education among children, no quick benefit of education, and students mental status (Malik, 2002, 649), lack of educational facilities, non-availability of educational material, absenteeism, and discrimination (Zarif, 2012, 145); child's physical characteristics (Farooq 2013, 59); puberty, safety and reputation especially of the girl child (Lewin, 2011); child labour (UNICEF, 2013); child care and domestic chores (ACTED, 2015, 11; Ersado, 2005; Shahab & Sherani 2015) to name a few.

Several researches on educational problems, in general, and on school dropout, in particular, are done in the context of Sindh. Laghari, Abro & Jamali (2013) have done a survey of students, teachers, parents and educational officers to critically analyse the educational problems of primary level school in the province. They identified that non availability of building and basic facilities at schools, the controversy over medium of instruction and increasing dropout ratio as the main problems at primary level schools in Sindh.

Abbasi & Saeed (2012) have analysed views of male and female teachers regarding barriers in female education in rural Sindh. Zarif (2012) has studied the causes of school dropout at grade 5-6 in government schools of district Kashmore of Sindh. Result show the lack of basic facilities, non-provision of books and other material, parents no interest in child's education, poor curricula, teacher's absenteeism, and financial hardship as main reasons of school dropout in the District.

Zarif et al., 2014 have explored the causes of school dropout in District Thatta in Sindh. They also highlighted that teachers are perceiving the lack of basic facilities, non-availability of teaching learning material, poor economic conditions at household, parents no interest in children's education and their perception that education is useless for their children, child's involvement in earning for family are main reasons of school dropout.

Non willingness of children is reported as the top most cited reason by school dropouts (i.e. 48% boys and 30% girls) as the cause of their leaving school in Pakistan (Government of Pakistan 2020, 49). Similarly, Pakistan Demographic and Health Survey has cited the top most reason cited by children is child being not interested in studies (31.9% boys and 16.9% girls) (NIPS 2019, 32).The report further highlight that more than 33% rural and more than 28% urban male school dropout children have reported the same as reason of their school dropout. Girls are reporting the same reason in lower numbers. The report suggests that more than 17% rural and more than 16% urban female school dropout has reported this as a reason of their early quitting school (NIPS 2019).

The above mentioned statistics suggest that more boys as compared to girls are reporting their lack of interest in education as a cause of their leaving school early. There is no particular research has been done in the context of Sindh to further explore this suggested gender difference in leaving school due to this particular reason. Therefore, this research study particularly focuses on Children's dislike for going to school and studies as a cause of school dropout among children in the context of Sindh.

Objectives

1. To explore child's personal dislike for school and studies as a cause of school dropout in Sindh.
2. To identify gender differences in personal dislike for school and studies as a cause of school dropout among children in Sindh.

Hypothesis

H_1: More male school dropout children in Sindh reported to leave school due to their personal dislike for school and studies as compared to female school dropout children in the province.

Research Methodology

The research aims to explore child's personal dislike for school and studies as a cause of school dropout in Sindh. The province of Sindh is the geographical area covered. Male and female school dropout children are the population of the research study. Respondents

were selected through random sampling at district level throughout Sindh. Total number of cases included in this research is 5641 school dropout children from different districts in Sindh province. It includes 4032 boys and 1609 girls. The tool for data collection was a close ended questionnaire. This research data on children's dislike for school and studies as a cause their school dropout was collected with the help of a three item scale formulated as 5 point Likert scale of response categories developed by the researcher. The Cronbach Alpha of the scale was calculated (i.e. 0.898) to ascertain the reliability. The data was collected, coded and entered in computer to be statistically analysed. The cross tabulation and the t-test results are presented to achieve the objectives of this research paper and to test the hypothesis stated above.

Data Analysis and Presentation

Child's lack of interest in, dislike and unwillingness for schooling and studies have been reported in literature as the top most cited reason for school dropout in Pakistan. The gender difference in reporting of this reason as cause of school dropout is also visible in data provided. The data collected for this study have been analysed to confirm this gender difference related pattern in the context of Sindh. The scale used to collect data is comprising three main aspects of dislike for schooling and studies. The three main aspects focused in this research are as following: firstly, the dislike for going to school; secondly, the dislike for studies, and thirdly, no fondness or attraction for studies done at school. Each aspect is individually explored below.

School Dropout Due to Child's Dislike for Going to School

Childs like or dislike for schooling or attending school is one aspect to show his interest and attraction for school and studies going on in the school. The school dropout children in Sindh were asked to report if this was the main reason for their early leaving of school.

Table: 1
Child's dislike for going to school as a cause of school dropout (%)

	Gender		Total
	Male	**Female**	
Strongly Disagree	46.1	49.3	47.0
Disagree	29.6	35.0	31.1
Neither Agree Nor Disagree	3.0	3.2	3.1
Agree	12.1	5.2	10.1
Strongly Agree	9.3	7.3	8.7
Total	100.0	100.0	100.0

Source: Primary data from survey done for this research.

Majority of the respondents (i.e. 78.1%; including 47% respondents strongly disagree and 31.1% disagree) do not report dislike for going to school as a cause of their school dropout. Only less than a one fifth (i.e. 18.8) of all school dropout children respondents are seem to be leaving school due to their dislike for schooling. Table 1 shows gender wise percentages of the responses for child's dislike for going to school as being a cause of his/her leaving school early. The data presented here shows that only 18.8% (including 10.1% agree and 8.7% strongly agree) of the school dropout children agree to this as being reason of their school dropout. Male children seem to be leaving school more due to this reasons as compared to their female counter parts in Sindh. Altogether, 21.4% of male school dropped out children in Sindh (including 12.1% agree and 9.3% strongly agree) have reported to leave school due to dislike for schooling. Total 12.5% of the girls school dropped out children (including 5.2% agree and 7.3% strongly agree) in the province have reported the same as one of the reasons for their leaving school early.

School Dropout Due to Child's Lack of Fondness for Studies

Child's fondness for studies determines whether the child will keep attending the school or will get dropped out of it early without completion of education. The desire to get education and the fondness for acquiring education can be once stimulus for bringing a child to school. Although, child's interest in studies and acquiring education may also be the result of several other factors like environment and socialization provided at home, the environment of school and attraction of the teaching learning material provided there, child's achievement level, the visibility of immediate benefits of education and studies done by a child, etc.

Table: 2
Lack of fondness for studies as a cause of school dropout (%)

	Gender		Total
	Male	**Female**	
Strongly Disagree	42.8	46.2	43.8
Disagree	28.2	35.7	30.3
Neither Agree Nor Disagree	1.9	2.4	2.1
Agree	14.5	8.7	12.8
Strongly Agree	12.6	7.0	11.0
Total	100.0	100.0	100.0

Source: Primary data from survey done for this research.

Table 2 shows that majority (i.e. 74.1%; including 43.8% strongly disagree and 30.3% disagree) of the respondents do not agree that their lack of fondness is a factor resulting

in their school dropout in Sindh. Only 23.8% of the respondents (including 12.8% agree and 11% strongly agree) agreed to this as being one of the factors led them to leave school without completing their school education. A comparatively large number of male respondents (i.e. 27.1%; including 14.5% agree and 12.6% strongly agree) agreed to leave school early because they did not have fondness for studies. On the contrary, 15.7% (including 8.7% agree and 7% strongly agree) girls report the same as being one of the factors for their leaving school early.

School Dropout Due to Child's Dislike for Studies in School

The school environment and the studies done there should be appropriately attractive to catch student's attention and ensure their retention in school till the completion of basic course. The school dropout children were asked if their dislike for studies done in school is one of the reasons that led them to quit from school early without completion of their education. It is observed that majority of the students do not consider it as a cause of their school dropout.

Table: 3
Child's dislike for studies in school as a cause of school dropout (%)

	Gender		Total
	Male	**Female**	
Strongly Disagree	45.2	49.3	46.4
Disagree	30.0	34.6	31.3
Neither Agree Nor Disagree	1.7	2.7	2.0
Agree	13.8	7.1	11.9
Strongly Agree	9.3	6.3	8.5
Total	100.0	100.0	100.0

Source: Primary data from survey done for this research.

It is observed that 77.7% (including 46.4% strongly disagree and 31.3% disagree) of the school dropped out children respondents do not report dislike for studies as a cause of their leaving school early. Only 20.4% of school dropout children (including 11.9% agree and 8.5% strongly agree) report that they got dropped out of school because they did not like to study in school. Table 2 show that male school dropped out children in Sindh more frequently left school early due to their dislike for studies done in school as compared to their female counter parts. A higher proportion (i.e. 23.1%; including 13.8%

agree and 9.3% strongly agree) of male school dropped out children has reported to this as being one of the reason of their school dropout out. Only 13.4% (including 7.1% agree and 6.3% strongly agree) of the female school dropout children agreed to their dislike for study in school as being a reason of their leaving school early.

School Dropout Due to Dislike for Schooling and Studies: Gender Difference

The above presentation of the gender wise proportions of the responses of school dropped out children in Sindh is showing that only around a quarter of all dropped out children has reported to be leaving school due to either their dislike for schooling or for studies. The results shown above also highlight a visible gender dimension behind the school dropout due to this reason. It is observed that a higher proportion of the male children have reported to leave school due to their dislike for schooling and studies as compared to the female school dropped out children in Sindh.

Although the gender difference is visible by looking at the above presented cross tabulation results. But to ascertain the statistical significance of this gender wise difference in leaving school due to child's dislike for schooling and studies is still needed. Therefore, the t-test result will be presented below to ascertain this difference between two genders in their reports of the same cause of their school dropout.

Table: 4
Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Child's dislike for	**Male**	4032	2.1560	1.25833	.01982
schooling and studies	**Female**	1609	1.8917	1.08009	.02693

Source: Primary data from survey done for this research.

Table 4 has presented the gender wise mean score acquired by male and female school dropped out children respondents of the study. It show that male respondents are scoring higher mean as 2.1560 on the scale of leaving school due to dislike for schooling and studies. While the female school dropout children respondents are scoring a comparatively lower means as 1.8917 on the same scale in relation to male respondents.

Table: 5
Independent Samples Test

		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	95% Confidence Interval of the Difference		
									Lower	Upper
Child's dislike for schooling and studies	Equal variances assumed	97.967	.000	7.408	5639	.000	.26435	.03569	.19439	.33431
	Equal variances not assumed			7.907	3421.240	.000	.26435	.03343	.19880	.32990

Source: Primary data from survey done for this research.

Table 5 has presented t-test results done for testing above stated hypothesis. The results presented here show a statistically significant difference in the means score of male and female school dropout children in Sindh on the scale of leaving school due to dislike for schooling and studies. The result show t (3421.240)= 7.907, p=.000. The direction of the difference is ascertained by referring back to the mean scores of the two genders as stated above. It is shown that male school dropout children in Sindh are scoring higher mean (i.e. 2.1560) on the scale of dislike for schooling and studies as compared to the female school dropped out children (i.e. 1.8917). It is inferred that male students are more frequently reporting their dislike for schooling and studies as a cause of their school dropout in Sindh province. On the basis of the result, rejecting the null hypothesis, the above stated alternative hypothesis (H_1) stating that more male school dropout children in Sindh reported to leave school due to their personal dislike for school and studies as compared to female school dropout children in the province is accepted.

Conclusions

This research paper aimed to explore child's dislike for schooling and studies as a cause of school dropout among male and female school dropped out children in Sindh. The focus was to identify gender differences in school dropout due to this particular reason as reported by the school dropped out children. The survey was done with the school dropped out children of Sindh to collect data. The data collected was statistically analysed. The results are showing that almost a quarter of the school dropped out children report their dislike for schooling and studies as one of the reason for leaving school early. There are gender difference found in the patterns of leaving school due to dislike for schooling and studies. It is found that male school dropped out children more frequently

report leaving school due to their dislike for schooling and studies as compared to the female school dropout children in the Sindh province.

Child's dislike for schooling and studies does not occur in vacuum. It may have potentially been resulting from other factors like child's poor mental and physical health, unattractive school environment, teacher's behaviour and lack of skills, improper curriculum, poor quality of books, child's involvement in child labour to fulfil the immediate economic needs of the household, and the overall social environment of the community, etc. Future research may focus to explore the cause of child's dislike for schooling and studies. It is further stated that the school administration, the education department, and the policy makers should keep in consideration the gendered pattern in this particular cause of school dropout for future planning to achieve the Education for All goals.

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