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Identification of Causes of Enrolment Gap From Nursery to 5th Class in Pakistan: A Case Study of District Rahim Yar Khan

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Abstract: The study was designed to identify the Causes of the Enrolment Gap from Nursery to 5th Class in district Rahim Yar Khan. The population of the study was all teachers of Govt boys and girls' primary schools of District Rahim Yar Khan. The total sample was 720 Primary teachers of 360 Govt. Primary Schools of 90 Clusters of District Rahim Yar Khan. The filled questionnaires were received from 598 teachers. So the rate of responses was 83%. Further, mean and accumulative mean scores were calculated and compared and results were drawn. Further enrolment gaps were identified from enrolment sheets. According to respondents' failure in exams, unavailability of learning materials, and lack of financial resources are the main causes of enrolment gaps. There is a need to implement plans and Policies at the Primary level.

Key Words: Identification, Enrollment Gaps, Nursery Class, Rahim Yar Khan

Introduction

Education is universally recognized as the prime key to the moral, cultural, political and socio-economic development of a nation (Ahmad, 2001). The educational system of any country can provide a guarantee of success and prosperity for their nation. The achievement of a comprehensive and effective educational system is necessary for the survival of a nation (Saeed, 2001). The future of every civilized and progressive society lies in the proper growth and development of children, as they are the building blocks of society (Aynsley-Green, 2004).

Since education has been recognized as a fundamental human right, therefore, every successive government has introduced policy interventions for providing educational facilities to the masses, but still, there is a need to implement laws related to free and compulsory education to the masses across the country in letter and spirit. In Pakistan dropout rate at the primary level is 33% (Government of Pakistan, 2017) which is on a very high side. Low enrolment and high dropout at the primary level have a negative impact on the literacy rate in the country.

Pakistan, since 1947, has been trying hard to uplift the literacy rate but all the efforts geared to implement the efforts have bore no fruit (Bengali, 1999). The target literacy rate to achieve is still a far dream to be transformed into reality. One of the main causes has been the poverty of this dropout rate in primary schools in Pakistan. The scenario of the dropout rate of students from 2001-02 to 2007-08 had been quite alarming. It stood at 43% in 2001-02 which fell down to the level

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of 31% in 2005-06, and again dramatically moved up to 41% in 2007-

08 (Rehman, Jingdong & Hussain, 2015).

Causes of dropout may be complex and vary from province to province and even district to district. The findings of various research studies on dropout identify a number of reasons which included, poverty, distance to school, poor quality of education, nonavailability of physical facilities, untrained teachers, irregularity of teachers, nonavailability of female teachers in girls schools, medium of instruction, security problem in girls schools, overcrowded classrooms, weak instructional supervision. Personal and family-related factors such as illiterate parents, poverty and poor health conditions are the main hindrances towards retention and completion of primary education. Along with these factors some social factors such as orphans, migrants, tribal culture and minority groups, and children of different languages are more inclined to drop out (UNESCO, 2010).

Moreover, 22.8 million out-of-school children of age groups 5-16 and high dropout is a major challenge; there was a need to conduct inclusive research to explore causes leading to this situation and take remedial measures based on evidence for the solution.

Literature Review

Over the past few decades, children and adolescents have acquired a new and unique status in the world. Increased interest and awareness of child"s welfare and rights have opened new avenues to look at children's growth and development (Wilmshurst, 2009). In the past centuries, children had very few rights, they were neglected and abandoned by their families and parents left their children to charity institutions where most of the babies died because of inadequate diet, crowded conditions and infectious diseases (Gelfand, Jenson, & Drew, 1997).

Parents usually use harsh discipline and forceful measures to make the children conform to the rules and regulations. Stern discipline was considered to be the normal and proper method of handling children (Santrock, 2007). Children were inducted into

forced labour, made to work for long hours in dangerous conditions for low wages and with no legal rights (Berk, 2006).

In Pakistan, the literacy rate has risen from 26.2% in 1981 (Government of Pakistan, 1998) to 57% in 2009 (Government of Pakistan, 2010) but still about 50 million children (about one-fourth) are out of school. Out of those who enrol at the primary level, nearly 50% drop out before its completion. In Pakistan, the official age group at the primary level (grade I to V) is 5 to 9 years. The population falling in this age group was almost 20 million in the year 2004. Out of this, 13953 million children were enrolled and the remaining 6 million mostly girls, remained out of school. Out of the enrolled number of 13.95 million, 45% dropped out at various grades (from grade I to V). Thus, the absolute number of children leaving school before completing class V comes to 6.279 million (Government of Pakistan, 2004).

Presently, only half of the children, who enroll in grade-1, complete their primary education. Female completion rate is less which is 46% as compared to male 54% (Government of Pakistan, 2010). Pre-mature withdrawal of children from school at any stage before the completion of primary education and retention of a child in a class for more than one year are the two major constraints in achieving EFA targets.

The gross and net enrollment ratios at different levels of education in Pakistan have not been encouraging. It is far from a satisfactory level and thus a matter of grave concern. The overall Net Enrolment Rate (NER) for 2008-09 was 57% as compared to 55% in 2007-08 and the Gross Enrolment Rate (GER) remained at 91% between 2007-08 and 2008-09 (Government of Pakistan, 2010).

With regard to the survival rate, it is evident from the data that the overall male survival rate is higher at 56% than the female 44%. Islamabad Capital Territory has the highest survival rate which is 93%. Punjab has the lowest survival rate. The female survival rate is between 25% in FATA to 92% in Islamabad Capital Territory (Government of Pakistan, 1999).

Punjab is home to 56% of Pakistan's population representing 83.7 million people. As the largest province, Punjab occupies a pivotal role in the country's economic and political life and can help shape the direction of national policies, enabling similar reforms in other provinces to help the entire country move towards the achievement of the Millennium Development Goals (2004). The literacy rate in Punjab is 59%, the female literacy rate is 50% and the male is 69 %, while the rural literacy rate is 48% and the urban is 74% (Government of Pakistan, 2010; Government of Pakistan, 2005a & b).

The enrollment and dropout situation at the primary level is not encouraging. Out of an estimated one million children who are enrolled in primary classes, thousands leave every year resulting in high drop-out in each class. But it is interesting to note that the lowest dropout at the primary level in Punjab is in class 4th which is 18.7% and the highest one is in class one which is 29.4% (Government of Punjab, 2007).

It seems that the drop-out situation at the primary level is not satisfactory in Pakistan. It has one of the highest school dropout rates in the world. The Government of Pakistan is striving hard to improve this alarming situation regarding the high dropouts and repetitions of pupils at the primary level. The high dropout is adding illiterates to society. The magnitude of educational wastage in the form of dropout at the primary level has been a matter of serious concern to decision-makers and planners. It hardly needs to be emphasized that it is necessary not only to assess the extent of this phenomenon from time to time but also to gain knowledge about its causes. There is no single reason why students drop out of the school. Therefore, the present study has been designed to identify the causes and factors for high dropout at the primary level in Pakistan. The findings of the study may be useful for planners, policymakers and teacher educators to take measures for controlling drop-out and increasing enrollment or participation rate at the primary level in Pakistan.

So it is evident from the above statement of education in Pakistan that its quality has greatly affected the literacy rate, but a high dropout out at the primary level is a very critical issue to ponder. Pakistan as compared to other developing countries has a very high dropout rate as recorded by UNESCO in 2004. Children tend to drop out in large numbers in Pakistan at three significant levels; primary, middle and secondary but it is more startling at the primary level which is to be considered the right of every child as promulgated in the education policy of Pakistan.

Objectives of study

1. To review the current situation of enrolment gaps from nursery to 5th class.
2. To find out the causes of enrolment gaps from nursery to 5th class.
3. To analyze the effects of enrollment gaps on the national literacy rate of Pakistan.
4. To suggest suitable measures to reduce enrollment gaps from nursery to 5th class.

Research Methodology

The main focus of the study was to identify the enrolment gaps and find out their causes and study was descriptive in nature and involved quantitative analysis to gather the opinion of primary teachers of District Rahim Yar Khan.

Population of Study

The population of the study consisted of primary school teachers of Govt. Girls and Boys Primary schools of four tehsils of district Rahim Yar Khan.

Sample of Study

The study was descriptive in nature therefore Random sampling technique was used to select the schools from clusters. There are 90 cluster centres in the district Rahim Yar Khan. 4 Govt. Primary schools (2 Girls and 2 Boys) were selected as a sample of study from 90 cluster centres hence a total of 360 schools were selected. 2 teachers were selected from each school hence the total teachers were 720. Equal distribution was made from urban and rural areas of District Rahim Yar Khan.

Research Tool and Data Collection

The study was descriptive in nature so a questionnaire was used as a research tool. The questionnaire was based on information related to the causes of the enrollment gap from nursery to 5th class. In order to get Data from the respondents through the research instrument, the researcher visited the sampled schools personally and administered the questionnaire to the sample teachers. The respondents were thoroughly briefed about the procedure of filling out the questionnaire. Further record related to enrollment was collected from sampled schools of District Rahim Yar Khan through an enrolment sheet.

Data Analysis

The filled questionnaires were received from 598 teachers. So the rate of responses was 83%. One separate data sheet was designed in SPSS. Numerical codes were assigned to the responses of the participants. The data was entered in the data sheets. Services of the data entry expert were obtained for the cross-validation of the data entry process. In this way, the reported discrepancies were resolved.

Further questionnaire was divided into different factors that cause enrolment gaps from nursery to 5th class. The mean calculated on each set of responses was calculated. After this accumulative mean score was calculated and compared with the mean of each statement and results were drawn. Further, the enrolment gaps were identified by finding out the average of students' strengths of the last six years (2017-22) from nursery to 5th class of the schools of all clusters of each tehsil from enrolment sheets that were filled by the heads of the institutions.

Data Collected from Teachers

Table 1.1

Socio-Economic Factors (N=598)

S.No	Statements	Mean
1	The low level of economic development in the country forces the students to leave the school	3.82
2	Low per capita income causes dropout in the schools.	3.45
3	The growing rate of unemployment in the country results in school dropout of children.	3.93
4	Inadequate income of the parents results in the discontinuous of children	4.02
5	Poor standards of health and mal-nutrition cause drop out of children from schools	4.01
Accumulative Mean Score		3.71

Table 1.1 reveals teachers' opinions about socioeconomic factors. The table shows that the Low level of economic development of the country forces the students to leave the school (statement mean 3.82> accumulative mean 3.71). They disagreed with the idea that Low per capita income causes dropout in schools (statement mean 3.45< accumulative mean 3.71). the teachers admitted that the Growing rate of unemployment in the country results in school dropout of children (statement mean 3.93> accumulative mean 3.71). the respondents also agreed with the concept that inadequate income of parents and students' nutrition and their health also causes enrolment gaps at the nursery level (statement mean 4.0> accumulative mean 3.71).

Table 1.2

Physical Factors (N=598)

S.No	Statements	Mean
1	The unavailability of school buildings causing dropouts in the country	3.61
2	Lack of infrastructure and basic facilities in the school causing enrolment gap.	3.99
3	Non-availability of transportation facilities in rural areas causes an enrolment gap	3.54
4	Unviability/shortage of teachers in the school results in enrolment gaps	4.26
5	Physical punishment, corporal punishment, loss of self–respect and heavy bags result enrolment gap at the primary level.	1.87
Accumulative Mean Score		3.46

Table 1.2 reveals teachers' opinions about physical factors. The table shows that the Unavailability of school buildings causes dropout in the country (statement mean 3.61> accumulative mean 3.46). They agreed with the idea that the Lack of infrastructure and basic facilities in the school caused the enrolment gap (statement mean 3.99>accumulative mean 3.46). the teachers admitted that Non availability of transportation facilities in rural areas causes an enrolment gap (statement mean 3.54> accumulative mean 3.46). The respondents also agreed with the concept that the Unviability/shortage of teachers in the school results enrolment gap(statement mean 4.26> accumulative mean 3.46). The teachers disagreed with the concept that Physical punishment, corporal punishment, loss of self-respect and heavy bags result enrolment gap at the primary level (statement mean 1.87>accumulative mean 3.46).

Table 1.3

Geographical Factors (N=598)

S.No	Statements	Mean
1	Long distances between schools from homes cause an enrolment gap at the primary level.	3.26
2	Natural calamities and poor communication facilities create an enrolment gap from nursery to 5th class.	3.27
Accumulative Mean Score		3.26

Table 1.3 reveals teachers' opinions about geographical factors. The table shows that the teachers were undecided about Long distances of schools from homes causing the enrolment gap at the primary level (statement mean of 3.26 is equal to the accumulative mean of 3.26). They agreed with the idea that Natural calamities and poor communication facilities create an enrolment gap from nursery to 5th class (statement mean 3.26> accumulative mean 3.26).

Table 1.4

Teachers related Factors (N=598)

S.No	Statements	Mean
1	A shortage of teachers or the non-availability of the required number of teachers at the primary level creates an enrolment gap.	3.20
2	The hesitation of female teachers to work in rural areas causes an enrollment gap from nursery to 5th class.	3.84
3	Teachers' absenteeism from class or school results in an enrolment gap	3.69
4	Posting of teachers far from their homes contributes to the enrolment gap	3.83
5	Inadequate and improper residential facilities for teachers especially in far-flung areas contribute to the enrolment gap.	3.74
6	The low morale of primary school teachers in society and their harsh treatment towards pupils cause an enrolment gap in primary schools.	3.98
7	Inadequate knowledge of child psychology; and low qualified and un-experienced teachers are the main causes of the high dropout rate in Pakistan	3.99
Accumulative Mean Score		3.67

Table 1.4 reveals teachers' opinions about teacher-related factors. The table shows that the teachers were against about Shortage of teachers or the non-availability of a required number of teachers at the primary level creating an enrolment gap (statement mean 3.20 < to accumulative mean 3.67). They admitted that female teachers feel hesitation to work in rural areas and teachers' absenteeism from the school creates enrolment gaps at the primary level (statement mean 3.76 > to accumulative mean 3.67). They agreed with the idea that teachers posting far from their homes and the non-availability of residential facilities for teachers causes enrolment gaps at the primary level (statement mean 3.78 > to accumulative mean 3.67). The participants of the study favoured the idea that the Low morale of primary school teachers in society and their harsh treatment towards pupils due to no psychological knowledge of children and inexperienced teachers cause the enrolment gap in primary schools (statement mean 3.99> accumulative mean 3.67).

Table 1.5

Family-related factors (N=598)

S.No	Statements	Mean
1	The illiteracy of parents causes enrolment gaps from nursery to 5th class.	3.66
2	Large family size restricts parents from sending their children to schools.	3.99
3	Parents' unwillingness to send their children to school due to poor conditions of schools creates an enrolment gap from nursery to 5th class.	3.53
4	Migration of parents from one place to another place to earn livelihood causes enrolment gaps from nursery to 5th class.	4.26
5	Early marriage of girls and boys in rural areas causes enrolment gaps at the primary level.	2.02
Accumulative Mean Score		3.49

Table 1.5 reveals teachers' opinions about family-related factors. The table shows that the teachers admitted that the illiteracy of parents and the large family size of children cause enrolment gaps at the primary level (Statement mean 3.82> accumulative mean 3.49). They favoured the question that poor family conditions and the migration of parents to earn livelihoods cause the enrolment gap at the primary level in Pakistan (Statement mean 3.89> accumulative mean 3.49). The participants were against the statement that early marriages of child crate enrolment gaps at primary level (statement mean 2.02< accumulative mean 3.49).

Table 1.6

Teaching Material Related *Factors (N=598)*

S.No	Statements	Mean
1	The difficult contents of the curriculum cause dropout at the primary level.	3.33
2	Not in accordance with the curriculum and with the needs and abilities of the students and society causes drops out at the primary level.	3.29
3	The medium of instruction at the primary level creates enrolment gaps at the primary level.	3.29
Accumulative Mean Score		3.30

Table 1.6 shows teachers' opinions about teaching material-related factors. They favoured that difficult curriculum content and not accordance of the curriculum with social demands and needs of society cause enrolment gaps from nursery to 5th class (Statement mean 3.31> accumulative mean 3.30). They were against the idea that the medium of instruction at the primary level causes enrolment gaps at the primary level (Statement mean 3.29 < accumulative mean 3.30).

Table 1.7

Administrative Factors (N=598)

S.No	Statements	Mean
1	Weak administrative style at the primary level causes drops out.	3.84
2	Indifferent attitude of administrative and supervisory personnel towards the teaching community creates enrolment gaps from nursery to 5th class.	4.34
3	Undue political interference in school affairs compels students to leave the schools.	4.81
4	Lack of monitoring and supervision of schools affects the performance of the schools	3.62
Accumulative Mean Score		4.15

Table 1.7 shows teachers' opinions about administrative factors. They disagreed that weak administrative style at the primary level causes dropout at the primary level (statement mean 3.84< accumulative mean 4.15). They favoured that the attitude of supervisory staff towards teachers and political interference in school affairs create enrolment gaps (Statement Mean 4.57> accumulative mean). 4.15 difficult curriculum content and no accordance of curriculum with social demands and needs of society cause enrolment gaps from nursery to 5th class (Statement mean 3.31> accumulative mean 3.30). They were against the idea that lack of monitoring and supervision at school

causes enrolment gaps at the primary level (Statement mean 3.62 < accumulative mean 4.15).

Table 1.8

Child-related Factors (N=598)

S.No	Statements	Mean
1	Health and general mal-nutrition of a child leads to dropout.	3.68
2	Entering school late and being over-aged for a particular grade increases the chances of dropping out.	3.42
3	Child absenteeism from school causes enrolment gaps at the primary level.	4.01
Accumulative Mean Score		3.62

Table 1.8 shows teachers' opinions about child-related factors. They strongly agreed that the health and general mal-nutrition of a child leads to dropping out at the primary level (Statement mean 3.68 > accumulative mean 3.62). They were against the statement that late entrance over age children in school causes enrolment gaps at the primary level (Statement mean 3.42< accumulative mean 3.62) and they admitted that child absenteeism from school causes enrolment gaps at the primary level (Statement mean 4.01 > accumulative mean 3.62).

Table 1.9

Facilities in school-related Factors (N=598)

S.No	Statements	Mean
1	Non-availability of physical facilities, (drinking water, boundary wall, electricity, toilets for students and teachers), causing dropout.	3.79
2	Incompetent teachers at schools cause enrolment gaps at the primary level.	3.80
3	Lack of In-service training for teachers at primary level causes enrolment gaps at the primary level	3.30
4	Overcrowded classrooms cause enrolment gaps at the primary level.	3.40
5	The unavailability of sweepers and the involvement of students in cleanliness activities cause enrolment gaps from nursery to 5th class.	4.10
Accumulative Mean Score		3.67

Table 1.9 shows teachers' opinions about facilities in school factors. They strongly agreed that the Non-availability of physical facilities, (drinking water, boundary wall, electricity, toilets for students and teachers), caused dropout (Statement mean 3.79 > accumulative mean 3.67). They favoured the statement that incompetent teachers at schools cause enrolment gaps (Statement mean 3.80 > accumulative mean 3.67) and they admitted that the Unavailability of sweepers and involvement of students in cleanliness activities cause enrolment gaps from nursery to 5th class (Statement mean 4.10 > accumulative mean 3.67). They were against the idea that Overcrowded classrooms cause enrolment gaps at the primary level (Statement mean 3.40 < Accumulative mean 3.67).

Table 1.10

Other Factors (N=598)

S.No	Statements	Mean
1	School fees and lack of funds cause enrolment gaps from nursery to 5th class.	3.59
2	Domestic and social Crises cause students' retention from school.	3.78
3	Lack of guidance and counselling in Schools affect enrolment gaps at the primary level.	3.40
4	Poor academic performance affects enrolment gaps at the primary level.	3.80
5	Lack of Govt. interest in education causes enrolment gaps at the primary level.	4.20
Accumulative Mean Score		3.63

Table 1.10 shows teachers' opinions about some common factors such as school fees, lack of funds, and domestic and social crises that cause enrolment gaps (Statement means 3.68 > accumulative mean 3.63). They condemned the idea that lack of guidance and counselling in schools affect student enrollment (Statement mean 3.40 < accumulative mean 3.63). They agreed with the idea that student's poor performance at schools causes enrolment gaps from nursery to 5th class (Statement mean 3.80 > accumulative mean 3.63) and They strongly agreed that Lack of Govt. interest in education causes enrolment gaps at the primary level (Statement mean 4.20 > accumulative mean 3.63).

Data Collected from Schools through Enrollment Sheets

Table 2.1

Average Enrollment Gap from Nursery to 5th Class in Sample Schools of all the clusters (Tehsil Liaquatpur)

Year	Nursery	One	Two	Three	Four	Five
2017	64	35	28	22	24	23
2018	39	46	32	25	25	23
2019	50	30	39	32	25	25
2020	34	17	28	33	26	18
2021	38	16	27	15	26	18
2022	54	19	20	18	21	19

Table 2.1 shows that 64 students were enrolled in nursery classes in 2017. Of these 64 students 46 were promoted to class one and further, the results show that of these 46 students 39 were admitted to the next class. The results of the study reveal that from these 39 students of class two 6 students were dropped and 33 students were promoted in class three. The results show that there were 33 students in class three from these 33 students 26 students were admitted in class four and from these 26 students 19 students were promoted in class 5th in 2022 which identifies the huge enrolment gap between nursery and 5th class.

Table 2.2

Average Enrollment Gap from Nursery to 5th Class in Sample Schools of all the clusters (Tehsil Khanpur)

Year	Nursery	One	Two	Three	Four	Five
2017	50	27	24	36	27	26
2018	90	46	24	37	28	24
2019	68	75	43	30	21	30
2020	20	30	54	35	23	18
2021	43	18	39	57	29	22
2022	58	12	32	29	43	27

Table 2.2 shows that 50 students were enrolled in nursery classes in 2017. Of these 50 students 46 were promoted to class one and further, the result shows that of these 46 students, 43 were admitted in the next class. The results of the study reveal that from these 43 students of class two 8 students were dropped and 35 students were promoted in class three. The results show that there were 35 students in class three from these 35 students 29 students were admitted in class four and from these 29 students 27 students were promoted in class 5th in 2022 which identifies the huge enrolment gap between nursery and 5th class.

Table 2.3

Average Enrollment Gap from Nursery to 5th Class in Sample Schools of all the clusters (Tehsil Rahim Yar Khan)

Year	Nursery	One	Two	Three	Four	Five
2017	**50**	24	19	26	27	16
2018	72	**34**	19	15	23	23
2019	120	38	**27**	21	15	20
2020	115	38	37	**24**	18	17
2021	106	50	33	34	**22**	17
2022	93	55	48	28	23	**19**

Table 2.3 shows that 50 students were enrolled in nursery classes in 2017. Of these 50 students 34 were promoted to class one and further, the results show that of these 34 students, 27 were admitted to the next class. The results of the study reveal that from these 27 students of class two 3 students were dropped and 24 students were promoted in class three. The results show that there were 24 students in class three from these 24 students 22 students were admitted in class four and from these 22 students 19 students were promoted in class 5th in 2022 which identifies the huge enrolment gap between nursery and 5th class.

Table 2.4

Average Enrollment Gap from Nursery to 5th Class in Sample Schools of all the clusters (Tehsil Sadiqabad)

Year	Nursery	One	Two	Three	Four	Five
2017	**62**	53	43	72	70	51
2018	40	**54**	50	50	72	59
2019	81	58	**49**	52	47	46
2020	60	54	51	**46**	42	39
2021	79	45	51	35	**40**	37
2022	76	45	45	46	30	**38**

Table 2.4 shows that 62 students were enrolled in nursery classes in 2017. Of these 62 students 54 were promoted to class one and further, the result shows that of these 54

students, 49 were admitted in the next class. The results of the study reveal that from these 49 students of class two 3 students were dropped and 46 students were promoted in class three. The results show that there were 46 students in class three from these 46 students 40 students were admitted in class four and from these 40 students 38 students were promoted in class 5th in 2022 which identifies the huge enrolment gap between nursery and 5th class.

Conclusions of study (Data Collected from Teachers)

The results of the study reveal teachers' opinions about socioeconomic factors. They said that parents' low income, the growing unemployment rate in the country and students' nutrition and health caused enrolment gaps from nursery to 5th class. The teachers said that the Low level of economic development of the country did not force the students to leave the school. Further teachers' opinion was collected about physical factors. They said that the Lack of infrastructure and basic facilities in the school, Non-availability of transportation facilities in rural areas and unavailability/shortage of teachers in the school results in enrolment gaps. They disagreed with the concept that Physical punishment, corporal punishment, loss of self-respect and heavy bags result enrolment gap at the primary level. Results of the study show teachers' opinions about geographical factors. They were undecided about the Long distances of schools from home and they admitted the idea that Natural calamities and poor communication facilities create an enrolment gap from nursery to 5th class. They described their thoughts about teacher-related factors. They were against the Shortage of teachers or the non-availability of a required number of teachers at the primary level creating enrolment gaps. They admitted that female teachers feel hesitation to work in rural areas, teachers' absenteeism from schools, posting of teachers far from their homes and non-availability of residential facilities at school for teachers cause enrolment gaps at the primary level. The participants of the study

favoured the idea that the Low morale of primary school teachers in society and their harsh treatment towards pupils due to no psychological knowledge of children and inexperienced teachers cause an enrolment gap in primary schools.

They shared their opinion about family-related factors. They said that the illiteracy of parents and large family size, poor family conditions and migration of parents for earning livelihoods cause the enrolment gap at the primary level in Pakistan. The participants were against the statement that early marriages of the child create enrolment gaps at the primary level. They discussed their opinion about teaching material-related factors. They favoured that difficult curriculum content and not accordance of the curriculum with social demands cause enrolment gaps from nursery to 5th class. They were against the idea that the medium of instruction at the primary level causes enrolment gaps at the primary level.

The participants give their opinions about administrative factors. They disagreed that weak administrative style at the primary level causes dropout at primary level and They favoured that attitude of supervisory staff towards teachers and political interference in school affairs create enrolment gaps. According to them difficult curriculum content and not accordance of curriculum with the social demands and needs of society cause enrolment gaps from nursery to 5th class. They were against the idea that lack of monitoring and supervision at school causes enrolment gaps at the primary level.

Teachers explain their opinion about facilities in-school factors. They strongly agreed that the Non-availability of physical facilities, (drinking water, boundary wall, electricity, toilets for students and teachers), causing dropouts. They favoured the statement that incompetent teachers at schools cause enrolment gaps and they admitted that the Unavailability of sweepers and involvement of students in cleanliness activities cause enrolment gaps from nursery to 5th class.

Results show teachers' opinions about some common factors such as school fees, lack of funds, and domestic and social crises

cause enrolment gaps. They agreed with the idea that students' poor performance at schools causes enrolment gaps from nursery to 5th class and Lack of Govt. interest in education causes enrolment gaps at the primary level.

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