https://doi.org/10.52131/jer.2022.0301.0014

*i*RASD Journal of Educational Research

Volume 3, Number 1, 2022, Pages 09 - 16

Journal Homepage:
https://journals.internationalrasd.org/index.php/jer

# Dropout Factor Affecting Internal Efficiency of Secondary Schools

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**ARTICLE INFO**

***Article History:***
Received: September 07, 2022
Revised: November 30, 2022
Accepted: December 13, 2022
Available Online: December 31, 2022

***Keywords:***
Internal efficiency
School absenteeism
Dropout rate
External efficiency
Educational inputs
Educational outputs
Net enrollment rate
Gross enrollment rate
Cohort.

**ABSTRACT**

The research aimed to evaluate the factors affecting the internal efficiency of secondary schools in Bahawalpur, Pakistan. To accomplish this goal, the research was conducted as descriptive. The researcher used a mixed-method approach to achieve the objectives of the study. According to the nature of the study, a questionnaire was designed to collect the data. The quantitative data were collected from principals using available sampling and teachers using simple random sampling, through questionnaires were presented, analyzed, and interpreted using standard deviation frequency count, mean, percentage, and T-test. Thirty-five secondary schools were selected randomly, which comprised (50%) of the total secondary schools. Thirty-five (35) Headteachers and seventy-three (73) SST teachers from Bahawalpur participated in the study. The analysis indicates that dropout emerged from factor analysis as a common factor. Based on the research finding, some of the significant factors causing student dropout rate were; students over age group; principals and teachers having low education and academics background; most parents are illiterate, and with a low standard of living, the long Distance to the school from home, student's family standard of living, The lack of school facilities and involvement in family work were mentioned as the major challenging factors for dropout. The researcher suggests some recommendations to strengthen parent literacy and awareness-raising activities in light of the study's findings; the key ones were increased school facilities and services and minimizing the student's participation in family work. Finally, district education officers, assistant education officers, and school administrators can work hard and have a strict follow-up to allow schools to illustrate a continuing trend in minimizing dropouts of students.



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## 1. Introduction

Improving the internal efficiency of secondary schools is essential and requires a structured study to determine the use or misuse of educational content and the degree to which successful activities such as homework or assessment are implemented (Suryani, N. kairani, 2019). It adversely affects poor educational quality; lack of teacher resources, preparation, and administration materials; selection of unskilled and untrained teachers; crowded classrooms. The internal efficiency of schools is closely linked to education quality, which government schools say stakeholders (Muriithi, 2017). The root of the concept is

productivity in financial matters. It is the ideal link between the source and outputs of information (Mirahmadizadeh et al., 2020). A healthy and favorable atmosphere is of significant importance to the overall success of students, the development of the student's actions, and the development of the school as a means of culture and society (Bizenjo, 2020).

The school environment here means all circumstances, resources, and related and interlinked activities, directly or indirectly influencing the school's functioning (Muriithi, 2017; Of & Policy, 2010). The idea of school adequacy features yet, another comparative approach. The limit advances training points (Erukudi & Edabu, 2020). It comprises the components instrumental in improving the impact of the school on understudies 'scholarly accomplishment, identity advancement, and teaching citizenship esteem (Horizons, 2020). It is a multi-dimensional method that cannot be tranquilized and studied. Undergraduate study learning is a requirement to determine the colleges' adequacy. There is a stamped contrast between productivity and viability (Radić & Paleka, 2020). At the point when schools accomplish their goals with negligible monetary assets are said to be effective (Butt, 2013).

## 2. Literature Review

Efficiency as an idea has its root in financial aspects. It is the ideal connection between information sources and yields. Frameworks work just when crude material expands efficiency. Along these lines, a training framework is said to be productive if it accomplishes its destinations (Mustakim & Sunarsi, 2020). It is also the situation that small schools are closer to student residences and more physically than larger schools, and because of their convenient access to small schools, this closeness increases parental association (Weybright et al., 2017). For their participation in school-based activities, an atmosphere of respect is necessary among parents, students, and teachers (Pov et al., 2020). This tradition is assured when you know each other (Abdelaty & Esmail, 2020). Adelman et al. (2018) suggested that schools were archived in areas of secondary and tertiary education for adults. Under this scenario, less effective or inefficient schools accommodated children from areas where parents were not taught (Espinoza et al., 2020). The potential accomplishments of students are measured by their past results, as described (Wennström, 2017).

### 2.1. Theoretical Model of Internal Efficiency

The data sources and procedure of the training framework coordinate yields and results for estimating its viability (Mirahmadizadeh et al., 2020). The instruction arrangement is gathered from four accompanying components (Mushi et al., 2019).

**Inputs**

The contributions of training are the attributes of students; teachers; educational modules; course books; offices and hardware; and money-related assets.

**Processes**

These are the interchanges among students and contributions between various sources of info and between instructing/learning forms, e.g., participation/investment, truancy, etc.

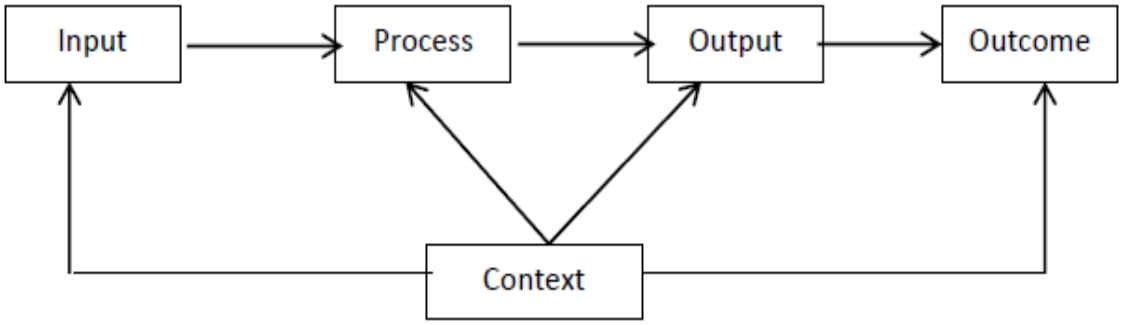
**Outputs**

These are the immediate and quicker outcomes or impacts of training, e.g., student consummation/confirmation.

**Outcomes:** these are the complete or resulting impacts of training, e.g., augmented learning capacities, business, commitment to profitability, enhanced well-being, and other nonmonetary results.

## 2.2. The Paradigm Used

The worldview utilized for show investigation is the Input-process-yield worldview utilized by UNESCO and the Organization of Economic and Cooperation Development. The worldview is beneath.




The input-process-output-outcome and context are measured in terms of the indicators or variables1. The input variables are those provided to school education by the Government or society. E.g., resources allocated, school infrastructure, and teachers recruited (Radić & Paleka, 2020). The output is the result of school education. It is short-term. For example, the percentage of students who have completed secondary education and the percentage of students who can read or write. The outcome is the impact of education on the individual and society. The percentage of educated, employed population and literacy rate are outcome variables. The Process variables are those which transform educational input into output. The Attendance rate of students and teachers and the proportion of students receiving benefits of educational schemes are examples of process indicators (Saguin, 2019). The context is the psychological, social, political, and cultural environment in which the education system operates. Examples of contextual variables are the proportion of parents who value education and the status of teachers as perceived by the public (Nikolic et al., 2017).

## 2.3. Statement of the Problem

The current education system in Pakistan's Punjab province is in disrepute because of low education quality, absenteeism of schoolteachers, lack of proper monitoring and support systems, and lack of the required education materials. These metrics harm the effectiveness of public high schools. In light of the parameters of global literature, the research attempted to analyze factors to encourage internal productivity in secondary schools. To identify gaps and recommend realistic criteria for enhancing the internal performance of secondary schools in the public sector, the internal efficiency scenario in government schools has been examined and analyzed.

## 2.4. Objectives of the Study

1. To evaluate the factors affecting the internal efficiency of secondary schools.
2. To investigate the level of internal efficiency in a component of dropout in schools of secondary level in Bahawalpur.

## 2.5. Research Questions of the Study

1. What are the factors that have the most impact on the internal efficiency of secondary schools?
2. What is the situation in secondary schools' internal efficiency in factors like dropout rates in Bahawalpur?

## 2.6. Significance of the study

There is a clear correlation between the efficiency of schools and the overall bad image of the education system. This study's findings would be helpful for education planners and all educational stakeholders because all stakeholders in education are fulfilled

only by successful schools (Wakoli, 2019). Training planners and program developers learn which factors contribute to the productivity of their schools and which framework is built for that purpose. The research findings will also add to the current literature treasure on how school quality standards are guaranteed and consumer acceptability is guaranteed when the study strategy is implemented (Haddad & Mei Heong, 2020).

The current study was essential because the Bahawalpur District high school system is weak, and the teaching careers are not valued. The explanation for the inefficiency of secondary schools for girls must be investigated and the criteria to promote the internal efficiency of the public sector highlighted. The results should lead to awareness about the issue in question in current literature. The report also offers politicians, curriculum designers, administrators and other stakeholders' valuable ideas on the best possible ways to overcome the challenges of enhancing the internal performance of high schools for the nation's improvement.

## 3. Research Procedure & Methodology

The quantitative research method was adopted for the current study. The data were collected through questionnaires. In the Bahawalpur district the current research has its population. The survey method for gathering data was thus used. Other than data obtained from reports, questionnaires were arranged and completed by head teachers, SST teachers in school at each secondary school. The personal information, background information, and opinions on internal efficiency at school level was response obtained through questionnaire. To select the population for analysis in this study, the sampling technique is utilized to choose population that is spread more than five tehsils of District Bahawalpur. The representativeness implies that it ought to be a fair-minded generation of the imperative qualities of the population. The study's sample of the investigation is enough claiming 76 (50%) principals and 271 (50%) senior teachers will incorporate into the examination from every one of the five tehsils of Bahawalpur region. to guarantee its representativeness straightforward arbitrary examining system will be used use. The accompanying table gives a brief photo of the example in five tehsils of Bahawalpur District.

### 3.1. Population

The population for analysis is selected as 153 principals/heads of schools at secondary level and 542 senior teachers of schools in Bahawalpur District of Punjab. For analysis in this investigative study, the population was 76 principals/heads of schools at secondary level and 271 senior teachers in six tehsils of Bahawalpur District.

### 3.2. Sample Size and Sampling Techniques

The study sample is acceptable, because in all five districts in Bahawalpur 76 (50 present) heads and 271 (50 percent) teachers from higher education are included. To ensure its representativeness, a simple random sampling technique will be used. In five tehsils of Bahawalpur city the following table gives a detailed picture of the sample.

**Distribution of Sampled of High Schools' Principals, Senior School Teachers (SST).**

| Tehsils | Total No of Schools | Schools | Sample Principals | teachers |
|---|---|---|---|---|
| BWP city | 48 | 12 | 12 | 40 |
| BWP Sadar | 7 | 2 | 2 | 3 |
| Yazman | 34 | 8 | 8 | 11 |
| Ahmadpur East | 31 | 6 | 6 | 1 |
| KPT | 8 | 2 | 2 | 3 |
| Hasilpur | 25 | 5 | 5 | 5 |
| Total | 153 | 35 | 35 | 73 |

## 4. Statistical Analysis

Data was entered in SPSS. Percentage, arithmetic mean, standard deviation, T, test was used to get the results.

## 4.1. Factors Analysis of the Variance

The second objective of the study was to investigate the level of the internal efficiency in components of drop out in schools of secondary level in Bahawalpur district. Table is related to the said objective

**Table 1**

***Factors Related Dropout***

| Sr. No. | Item No. | Statement | Factors Loading | Variance explained | Reliability |
|---|---|---|---|---|---|
| 1 | 6 | Frequent absenteeism | .876 | | |
| 2 | 1 | Distance to the school from home | .843 | | |
| 3 | 8 | Deficiency of school facilities | .761 | | |
| 4 | 3 | Poor academic performance | .720 | 11.138 | 0.882 |
| 5 | 5 | Participation in family work | .527 | | |
| 6 | 10 | Lack of parental encouragement | .510 | | |
| 7 | 2 | Students lack interest in studies | .302 | | |

According to Table 1, exposed construct item related to the factor related to dropouts/repetition explained 11.138% of the common variance. The statements in the factor were arranged from highest (0.876) to the lowest (0.302) values of factor loading. Frequent absenteeism (0.876), Distance to the school from home (0.843), Deficiency of school facilities (0.761), Poor academic performance (0.720), Participation in family work (0.527), Lack of parental encouragement (0.510) and Students lack interest in studies (0.302). The value of Cronbach alpha (α) for the factor was 0.882.

The first objective of the study was to examine the determinants those, affect the internal efficiency of secondary schools under mentioned Table is related to the said objective.

**Table 2**

***Factors Affecting Internal Efficiency***

| Sr. No. | Item No. | Statement | Factors Loading | Variance explained | Reliability |
|---|---|---|---|---|---|
| 1 | 31 | Physical facilities affect internal efficiency of school | .845 | | |
| 2 | 27 | School with high dropout rate | .772 | | |
| 3 | 34 | School policy to admission criteria affects school performance | .429 | 7.509 | 0.690 |
| 4 | 35 | Trend of student to quit govt school and join private school affects school efficiency | .432 | | |

According to Table 2 exposed construct item related to the factor related to the factor of affecting internal efficiency show 7.509% of common variance. The statements in the factor were arranged from highest (0.845) to the lowest (0.432) values of factor loading. Physical facilities affect internal efficiency of school (0.845), School with high dropout rate (0.772), School policy to admission criteria affects school performance (0.429) and Trend of student to quit govt school and join private school affects school efficiency (0.432). The value of Cronbach alpha (α) for the factor was 0.690.

## 4.2. Questionnaire Analysis of the Head Teachers/ SST Teachers

The second objective of the study was to investigate the level of the internal efficiency in components of drop out, performance/pass rates, survival and physical facilities in schools of secondary level in Bahawalpur district. Table is related to the said objective.

**Table 3**

***Factors related dropout/repetition***

| Sr. No. | Item No. | Statement | Level of Agreement *f* (%) High frequency | High percentage | Low frequency | Low percentage | Total frequency |
|---|---|---|---|---|---|---|---|
| 1 | 6 | Frequent absenteeism | 3 | 8.0 | 5 | 2.0 | 108 |
| 2 | 1 | Distance to the school from home | 3 | 8.4 | 4 | 1.6 | 108 |
| 3 | 8 | The lack of school facilities | 8 | 2.9 | 0 | 7.1 | 108 |
| 4 | 3 | Poor academic performance | 2 | 7.1 | 5 | 2.9 | 108 |
| 5 | 5 | Involvement in family work | 2 | 7.8 | 5 | 2.2 | 108 |
| 6 | 10 | Lack of parental encouragement | 0 | 4.9 | 8 | 5.1 | 108 |
| 7 | 2 | Students lack interest in studies | 3 | 8.9 | 4 | 1.1 | 108 |
| | | **Average** | **69.9%** | | **30.1%** | | |
| | | Paired sample t test | High Mean = 70.14<br>High S.D. = 9.092 | | Low Mean = 30.1<br>Low S.D. = 9.092<br>Std. Error Mean = 3.500<br>df: 6<br>t: 10.037<br>Sig. 0 .003 | | |

In Table 3 illustrates that more than 73.9% Frequent absenteeism (0.876), 72.5% Distance to the school from home (0.843), 68.4% The lack of school facilities (0.761), 70% Poor academic performance (0.720), 68.5% Involvement in family work (0.527), 69% Lack of parental encouragement (0.510) and 65.4% Students lack interest in studies.72% teachers frequently uses unfamiliar and abstract words in the classroom. The paired sample t-test reflected significant of differences between high and low sets of teachers in favor of high side (High Mean = 70.14, High S.D. = 9.092, Low Mean = 30.1, Low S.D. = 9.092, Std. Error Mean = 13.500, df: 6, t: 10.037, Sig. 0 .003).

**Table 4**
***Factors affecting internal efficiency***

| Sr. No. | Item No. | Statement | Level of Agreement *f* (%) High frequency | High percentage | Low frequency | Low percentage | Total frequency |
|---|---|---|---|---|---|---|---|
| 1 | 31 | Physical facilities affect internal efficiency of school | 3 | 0.1 | 5 | 0 | 108 |
| 2 | 27 | School with high dropout rate | 3 | 0.8 | 4 | 9 | 108 |
| 3 | 34 | School policy to admission criteria affects school performance | 8 | 5.3 | 0 | 5 | 108 |
| 4 | 35 | Trend of student to quit govt school and join private school affects school efficiency | 2 | 4.9 | 5 | 5 | 108 |
| 5 | 31 | Physical facilities affect internal efficiency of school | 2 | 7.0 | 5 | 3 | 108 |
| | | **Average** | **71.6%** | | **28.4%** | | |
| | | Paired sample t test | Agree Mean = 73.6<br>Agree S.D. = 10.762 | | Disagree Mean= 26.4<br>Disagree S.D. = 10.762<br>Std. Error Mean = 2.514<br>df: 4<br>t: 10.656<br>Sig. 0 .000 | | |

In Table 4. illustrates that more than 71.6% teachers highly response about teachers' attention to the class. The data revealed that 70% teachers' pay attention to the students individually, 71% teachers highly response about that the students enter the class after reading their assignment, 65.3% teachers highly response about that it was important to cover the entire syllabus during the course, 75% teachers highly response about that the topics that were taught in the class were asked in the examination and 77% teachers highly response about that more than half time of the class passed in group work. The paired

sample t-test reflected significant of differences between agree and disagree sets of teachers in favor of agree side (Agree Mean = 73.60, Agree S.D. = 28.762, Disagree Mean = 26.40, Disagree S.D. = 10.762, Std. Error Mean = 7.514, df: 4, t: 10.656, Sig. 0 .000).

## 5. Conclusion & Discussions

The situation in the whole system of internal efficiency is probably fine. But over 63% of respondents said teachers don't enjoy learning for students. Despite the bad results of the previous one, they took the next class. They taught the students as a whole group in more than 79 percent of cases and employed the lecturing method. During the lesson they also used abstract and unexpected phrases.

According to 81% of pupils, the teachers did not make group work. They wanted to go through the material of the course. Rote learning is widely done in class, as demonstrated by 64% of students. As far as the questioning and evaluation is concerned, the teachers immediately needed a student's answer after asking the question (61 percent of respondents). Only voluntary students were able to answer the question in 70 percent of cases. Teachers gave the students a deep feeling of excitement to pass the exam (78 percent of students).

This is further shown by the remarks made by recruitment agencies and the experience of Pakistani students attending secondary schools in foreign universities. Based on the low competitive exam performance of the applicants, the Federal Public Service Commission Pakistan (Government of Pakistan, 2006) says the Commission has concluded that inadequacies/deficiencies in the students are mainly due to a poor teaching/learning process in Pakistan (Government of Pakistan, 2006). Zaka (2006), said that in Pakistan students were not prepared for profound study and critical analysis at secondary school.

In the method of education, internal efficiency plays an important role. Internal output is related to waste in education, as a high rate of internal efficacy reduces waste in education. Students will then boost their standard. Internal efficiency is specifically related to the structure of school management. Well run schools are therefore more successful than a poorly run school.

The composition of the students shows that, as students are older, their grade levels are lower. Owing to age factors, classmates' discrimination and student preferences, there would be more chances of repeating. Many teachers have less than five years' experience and less qualifications. These teachers could not teach at high schools, which resulted in some students opting to re-grade to have a good knowledge of the subject. In the last four years the rate of decrease in secondary education has shown a misleading pattern.

Factors contributing to students dropping out are long distances from home to schools, schools ae not yet close to their parents. The construction services are distributed in a single location. The current rural policy says that the development service should be in a single location. Since parents resist, students still have to go to school to work 3-5 KM.

### 5.1. Recommendations

1. Education District Officer can select school heads that meet the high school principal's criteria. It is necessary to develop updated programs, design realistic strategies such as the training and retraining of the principal to meet the minimum educational requirements for the minimum level of eligible secondary school in order to boost the effectiveness of their competence and thus reduce the abandonment rate. AEOs shall also provide supervisory assistance to enhance compliance with the provision laid down for the head of school.
2. Numerous studies have shown the beneficial effects of competent teaching on pupil results (UNESCO, 1998:33). However, the study showed that the lack of textbooks for students, the student-teacher ratios and high section students were important factors for student repetition. Therefore, to improve these issues, the government should provide the available textbooks, a reference material that individual students can own, so that every child can have materials for education in every school.

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