



Why do students Drop out?

A study of boys' and girls' drop out in primary schools, Jalalabad city,
Nangarhar province, Afghanistan.

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ABSTRACT

Getting education is very important for both boys and girls. However, there are some children who do not complete school cycle and leave school before its completion which is one of the concerning issues for the Ministry of Education in Afghanistan. To know why these children drop out of school and to what extent they drop out, the study provides some brief information on it.

To get information on the above issue, structured interviews were used. The study was conducted in 8 schools – two boys and two girls' schools in rural area and two boys and two girls' schools in urban area of Nangarhar province of Afghanistan. Data was collected from sample of 48 people in total. (5 dropout girls in urban 5 in rural area, 5 dropout boys in urban and 5 in rural area, 20 parents of the dropout students and 8 teachers of grade 4).

After collecting information, some of the main causes for the dropout were found as work to earn some money for support of family (poverty), moving from one place to another, punishment, teachers' behavior, long distance from house to school and lack of text books and facilities

By looking to the findings of the study, there is a need of other researches in the area because to analyze the causes of drop out deeply and find solution for them to achieve EFA goal by 2015.

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ABBREVIATIONS

EFA	Education for All
IRC	International Red Cross
MOE	Ministry of Education
NESP	National Education Strategic Plan
NGO	Non Governmental Organization
NRVA	National Risk and Vulnerability Assessment
PCK	Pedagogical content knowledge
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations (International) Children's Fund
UNDP	United Nations Development Program
USA	United States of America

INTRODUCTION

Background

The most fundamental issue, which has been accepted by all in the world is learning or getting education. At the beginning, there was no universal education around the world and the informal education was taking place in all academic institutions (Rafi, 1998). Historically in Afghanistan people were taught and learned informal religious education such as Buddhism and others. The Islamic education spread in 9th century in form of informal education (ibid). Compare to other countries of the world formal education in Afghanistan has a short history. In 1903 the first modern school, Habibya High school was established in Kabul. Since that time the government of Afghanistan paid proper attention on education. As a result many schools, teacher trainings collage and institutes established in Kabul. After a period of time different schools were established in Afghanistan and later on both male and female students were sent aboard for higher education to turkey and Germany (Samady, 2001).

Slowly and gradually the formal education was took place in the region. In 1970 one third of all children were going to school, that 15% of them were girls. When the Soviet Union attacked to Afghanistan all universities and schools started teaching communist preaching and as a result majority of students left school and dropout (Samady, 2001). After a decade when Mujahidin defeated Soviet Union, again the schools were reopened for male and female. George (1950) cited in Mansory (2000) reported that there was only schools and nothing else, no professional teacher, not proper training system for teachers and even there were no textbooks in school at all.

From 1996- 2001 Taliban government took place in Afghanistan and they closed male and female modern schools. There were limited schools for boys and secretly only few female schools running and supported by NGO's in limited part of the country. In 2001 by support of United States new government came and once again all male and female schools' doors reopen to students. A large number of boys and girls admitted in schools across the country. Ministry of Education (2009) reported UNICEF started back to school campaign and about 6.5 million students were registered in school which is the large number of enrollment in Afghanistan history. 61% of these enrolled students were male and 39% of them were female students. In spite of such progress, still there were a lot of obstacles in the way to get education such as lack of schools, lack of professional teachers, distance from home to school and lack of books and facilities. These may cause students to leave school and start learning something else.

Problem area

School dropout is very common in Afghanistan. As everyone knows majority of Afghanistan's people are Muslim and education is "obligatory in Islam for male and female." (<http://www.islamawareness.net/Education/importance.html>). Every one (male and female) must seek knowledge, and in addition to that here is an article about compulsory education in Afghanistan's constitution. Article 43 of Constitution in Afghanistan reads: "The state is obliged to devise and implement effective programs for a balanced expansion of education all over Afghanistan and to provide compulsory intermediate level education" (http://www.afghan-web.com/politics/current_constitution.html). According to this article every Afghan must get free intermediate school education, but still there are large number of girls and boys who are out of school and they even did not enter.

The purpose of this research is to find out why students in Afghanistan drop out in primary schools. In order to know what factors lead boys and girls to drop out of school, the following objectives were considered to be achieved.

Objectives

1. To explore the nature and attributes of phenomena of girls and boys dropout in primary school.
2. To investigate the extent of girls' and boys' dropout in primary schools.
3. To look at teachers and parents views about dropout students.

Research questions

1. What are the factors that influence the dropout rate among girls and boys?
2. To what extent do girls and boys dropout?
3. What are the opinions of the teachers and parents about dropout students'?

METHODS

For this research quantitative methods was used to find out the number of dropouts in different schools because usage of quantitative method described as entailing the collection of numerical data (Bryman, 2012).

To collect information, three questionnaires were designed as a structure interview (self completion questionnaire) and some open questions. One for girls and boys who dropped out of school, this questionnaire consisted of 29 questions mainly related to school information, family background, and reasons for dropping out, teachers' behaviour. The second questionnaire was designed for teachers. This questioner consisted of 11 questions mainly dealing with reasons for students dropping out of school and their ideas on importance of education. There were two more open questions to give some recommendation about education. The third questionnaire was for parent (Father) of the dropout students. This questionnaire consisted of 8 questions mainly dealing with reasons of dropping out of school, their background information and their ideas on importance of education. Two more open questions were added to give some information and recommendation about education.

According to Bryman (2012) it is considerable approach when a structure interview is used as a self completion questionnaire, then probably during interview there will be ask different types of questions. Therefore using different form of questions during interview may setup good result. I filled the questionnaires for the male respondents such as boys and illiterate fathers but for the female respondents such as girls, a female was hired.

The study was conducted in 8 schools – two boys' and two girls' schools in rural area and two boys' and two girls' schools in urban area of Nangarhar province of Afghanistan. Data was collected from sample of 48 people in total. (5 dropout girls in urban 5 in rural area; 5 dropout boys in urban and 5 in rural area; 20 Fathers of the dropout students and 8 teachers of grade 4).

The data collection was undertaken in a period of approximately three weeks in May 2013. To know who had left school and who continued school, it was necessary to look at the final exam result books. The collected data was translated into English.

I already got a permission letter from Ministry of Education that helped me during interview with teachers, children and children's Father.

Limitation

There were some limitations to this study that could narrow the research. The first limitation was access to children who left school both in urban and rural areas because those boys and girls was looking to find out whose names are written in school register book. The teachers and students didn't know exactly their home address specially girls' dropout students. For example; some families move from one place to another place, left school because of security reasons or got engaged so there was very difficult to talk with a strange man or woman. Most of the time families immigrant of married and there was permission to interview with them.

The second limitation to this study was the honesty of some of the answers because children answers were affected by asking a strange man or women, In addition parents didn't let strangers enter their houses to interview their children especially for the girls because culturally people don't like strangers enter to their houses whether that is male or female, so only a small number of dropouts (10 girls and 10 boys) were interviewed and filled questionnaires. This small number of school dropouts cannot represent the view of the entire school dropout students.

As they were 4th class dropout so they didn't have enough skill for reading and writing questionnaire and the questions were repeated several times for girls and boys to answer. So I helped boys and a teacher was hired to help girls to fill the questionnaires.

The parents of dropout were busy in their daily work and some of them were out of city but I tried my best and find them and fill questionnaires. The illiterate fathers need my help to fill the questionnaire. The questionnaire was filled by 19 Father and 1 grandfather.

LITERATURE REVIEW

Some facts about education

Education is “the single most vital element in combating poverty, empowering society and promoting human rights and democracy” (UNCIEF, 2003. p 4). It is, without a doubt, a key economic and social right that enables children to grow into adults who can fully contribute in the social and political lives of their country (Nazirzoy, 2009). Finally, receiving an education can allow children and families to improve their lives (ibid).

Education is important so there is a need that it should be compulsory for all human beings to get it. In 1990, during the World Conference on Education for All which was held in Jomtien, Thailand, all the countries approved to assume policies that would guarantee universal education by the year 2000 (UNESCO, 2011). This conference noted that “progress toward education for all had been inadequate and hence a renewed commitment was necessary” (UNESCO, 2011, p.4). The conference also adopted a structure for focusing on the achievement by 2015 of six Education for All (EFA) goals (UNESCO, 2011) that were reported in (UNESCO, 2011):

1. Expand early childhood care and education
2. Provide free and compulsory primary education to all.
3. Promote learning and life skills for young people and adults.
4. Increase adult literacy by 50 percent.
5. Achieve gender parity by 2005, gender equality by 2015.
6. Improve the quality of education (p. 29)

Providing free and compulsory primary education for all contributes to manage children for proper schooling (UNESCO, 2007). Therefore, Universal Declaration of Human rights (1948) article (26) read; “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.” (<http://www.un.org/en/documents/udhr/>). Chamai (1983) study shows that Philippines, Mexico, Ghana, Kenya, India and Pakistan also indicate compulsory education in their policies. However, there are some factors that don't allow the concept of compulsory education to take place and these factors may cause school dropout.

Drop out

The concept for dropout itself is confusing, because each country has its own concept and definition for it. From Thai perspective Nicaise (2000) find out dropout that the students who stay away from school more than given number of days or all those who either don't enter to school or leave school before completion of education cycle called dropout. Besides this, Rumberger (2001) defines dropout as “that a persons who has not completed school cycle and who is no longer enrolled in school or program that can lead to high school completion at a particular point in time” (p. 5). While Fuller (1927) cited in Crain-Dorough (2003) “The dropout phenomenon was called “school- leaving” and was considered to be a psychological problem based on interest and attitudes.” (p. 40).

Mansory (2007) mentioned in his study the definition of dropout as follow:

A student who is absent more than what is allowed (maximum 50 per cent of the time is grade 1-3 and 25 per cent in grades 4-6), a student who doesn't participate in the annual examination or a student who has quit school during the school years is considered *mahroom*, i. e. s/he is denied the right to continue to the next grade, or, in other words, this student has dropped out

the current year but may come back another year. He or she may repeat the school year and has the right to do so within three years; this rule applies also for a student who has failed in a final grade examination. Until three years have passed the student continues to be registered in the grade to which s/he belongs, which means that the registration or enrolment statistics not only include children who actually are students the current year but also those who may return in the coming three years. After three years s/he is expelled from school and only then s/he can be considered as a drop out student (p. 8).

Causes of dropout

At the period of time much progress has been made toward education in Afghanistan. “In March 2002, Ministry of Education with financial support of UNICEF started Back to school campaign in Afghanistan” (UNICEF, 2003. p 37). Ministry of Education (2006) cited in Karlsson & Mansory (2007) that a great number of “NGO’s and international communities such as IRC, USA, Japan, Sweden and other donors have started supporting educational projects in Afghanistan” (p.195). Such as Afghanistan in many other countries like Bangladesh, Pakistan and India education known compulsory and every child should go to school to have a bright future, but still there are students’ dropout.

A number of researches has been conducted in the region to find the factors and causes of dropout. According to the most recent National Risk and Vulnerability Assessment (NRVA, 2007/08), that in Afghanistan 60% of all boys were enrolled in primary school and 42% of all girls, while in secondary level the enrolment rates are dramatically reduced. Yoshikawa et, al. (2011) found that there is also a considerable gap between enrollment and actual attendance, about 2.4 million girls were enrolled in school regularly and they started attending classes, while after enrolment 19% of all children were found out as temporarily absent, some of them could be absent for most or all of the year.

There are worldwide different factors and causes that may force students leave school. Some of these factors as follows:

Economic Factor

The most well-known causes of drop out in many countries are poverty. For example, “in Ethiopia like other developing countries household poverty is a major factor keeping many children out of school. Poor households often cannot afford to send their children to school or are forced to withdraw children out of school at early ages” (<http://paa2011.princeton.edu/papers/111283>). If education is free then why families and people withdraw their children from school? The answer could be there are some hidden costs families cannot afford. These hidden costs can be books, supplies, uniforms and food that may cause poor families not to let their children to go to school. Hossain and Zeitlyn (2010) also reached similar conclusion, that there are some factors such as household size and family structure that parents may not agree to send their children to school.

Similarly, United Nations Development Program (2004) reported that the level of economic in developing countries can play an important role in the development of education and students’ retention rate. Several researches have been conducted which shows access to education is strongly determined by family wages. For instance, Hussain et al. (2011) found that “the low level of economic development of the country and low per capita income of the people is one of the major causes of high dropout rate in Pakistan” (p. 4). Furthermore, poor health, lack of school equipment and living in areas with low performing schools are “all correlated with poor attainment and repetition of grades” (Hossain and zeitlyn, 2010, p.4).

Similarly, poverty can be a reason forcing children to leave school and work in market, most of the time, it may not allow children of poor families either to join or continue their

school. Same as in Pakistan, India also faces enormous challenges with 18 million street children to provide them education (Datta and Banik, 2012). There are many children still they didn't enroll in school and there are many other people they live in poverty suffering regions of the country (ibid). In different part of India there are thousands boys and girls they spend their major part of their life, living and working on the street (ibid). Datta and Banik (2012) argue that the streets become home for such children. By coming across to Pakistan and India we can see some similarity in Afghanistan school position.

Moreover, Yoshikawa et, al. (2011) found that poverty is the single biggest challenge to boys and girls education in Afghanistan. Otaigbe (2002), reported that poverty is an unacceptable level of living conditions, that some people could find themselves due to lack of financial and material resources. By having poverty in the region about 9 million Afghans, or 36% of the Afghanistan population, are not able to meet their basic needs (NRVA, 2007/08). Most boys and girls who drop out in Afghanistan may because of their family's poverty. Finding and estimation Afghanistan Government indicates that one out of five children, majority of whom are male between the ages 6 and 17, are employed (ibid). These all may because of poverty in the region. Hussain et, al. (2011) reported the same issue that in low income families' children may play the role of breadwinner. They may need to work to support their families or their families may no longer afford their daily school expenses to send them to school.

Punishment Factor

Corporal punishment is a concept which is used in most countries as a discipline tool such as Afghanistan, Pakistan, India, USA and Europe. Some researchers found out that Corporal punishment took place in all part of the world. Global Initiative to End All Corporal Punishment of Children (2010) reported that, "most corporal punishment involves of hitting, slapping and spanking children with hand or by stick" (p.5). By having bad effect in 1987 corporal punishment banned by parliament in British state and private schools (<http://www.corpun.com/counuks.htm>).

Same as in British states corporal punishment was used in United States of American by parents and teachers too (ibid). Malik (2012) argues that corporal punishment is deeply used in Pakistan both in government and private schools. He argues whether it is physical or psychological can be a major cause of drop out in many countries. For instance, Hussain et al. (2011) found from their study that 93% of the respondents agreed that corporal punishment is the main cause for children to leave school in Pakistan. The Society for the Protection of the Rights of the Child cited in Hussain et al. (2011) that each year 35,000 school children in Pakistan dropout from school. By having such problems, in 1999 the government of Pakistan banned corporal punishment in all schools in the country (ibid). While, Malik (2012) found that from 2003- 2008 corporal punishment was so high in Tamil Nadu, Children were forced by teacher to do domestic work for teacher in their houses, beside this children were beaten in class till they fall unconscious and even some times children were disciplined through electric shocks (ibid).

The punishment focuses on what a child has done wrong. It is like a principle to make children stop doing wrong things and let them know if s/he did something wrong, they will suffer some punishment in order not to do it again. Same as in Pakistan and India researcher found that in 2008, Afghanistan schools' children were punished mostly by being beaten with a stick. However, beating students has been forbidden in Afghan school since 2005. As a result United Nations (2008) cited in Hussain et, al. (2011) the corporal punishment at schools are responsible for one of the highest dropout rates in "the world, which stands at 50% during the first five years of education" (p. 5).

Teacher Related Factors

Teacher is most important key links between students and school. Without teacher teaching doesn't take place, but sometimes his/her presence, absence, numbers, their dealing with students and even their professionalism could cause students' dropout. For example, Hussain et, al. (2011) found that most of the primary schools in Punjab province have a single teacher; it may not be possible for a single teacher to manage five or six groups of children in one single period; similarly a teacher could not manage students' activities properly and students may not take interest in their studies. In addition, Hussain et, al. (2011) study reported that majority (86%) of the respondents considered that the insufficient and inappropriate residential facilities for teachers especially in far flung areas may cause major reason of high dropout (ibid).

Similarly, Metha (2007) cited in Eswaran & Sing (2008) that "Indian schools are managed by government and an average of 2.63 teachers per school against 5 classes" (p. 2). His study reported that absence of teachers are generally higher than other under developing countries. These absence may have personal reasons such as illness, maternity leave, participation in marriage parties, religious functions, festivals etc, for instance there are some more academic reasons in in-service education program such as seminars, orientation courses and workshops (ibid). these may make teachers busy and couldn't go to class to teacher students.

Some researchers found out that teachers in Afghanistan are facing similar experiences with some slight differences as in Pakistan and India. i. e. In 2005 there were 22 percent of all teachers met the official qualification of minimum 14th grade of education (Ministry of education, 2006). Students drop out of schools because of teachers' bad behaviors, corporal punishment, and large size of classes, lack of professional teacher and lack of pedagogical content of knowledge. Here in Afghanistan it is very common when a man couldn't find a job s/he normally chooses the teaching profession, it may be the last option when s/he couldn't find other employment.

Geographical factors and lack of school buildings

Distance from home to school is one of the major factors that could cause students' drop out. Hussain et al. (2011) found similar finding for boys and girls distance from home to school and poor transportation can be the main cause of dropout out for primary level students. In addition Sathar & Llyod (1994) reported by having 1 km distance of school to home can place negative effect on primary school students attendance.

In general, distance from home to school may socially acceptable for boys to walk or travel, but for girls it can be a big problem, especially in rural areas. Same as in other developed countries often children require to travel long distance for schooling. Furthermore, Mansory (2007) found out that dropout rate has some positive and negative correlations with variable, such as distance from home to school. The negative correlation may students especially girls couldn't arrive on time to school. By having long distance from school to home and late arrival to school, may count student as an absent and at last after a couple of days student may dropout from school.

It is also important to know about school building. During previous conflicts, many school buildings were burned down in different part of Afghanistan. According Ministry of Education (2007) report, currently each school has two or more shifts classes. Ministry of Education (MoE) has advised schools without buildings to rent facilities (tents or apartments) until new school buildings are constructed. It may not be effective but temporarily it may help students until new school building constructed and a large number of students can accommodate (ibid). In order to reach boys and girls enrolment rate to 60% or 75%, 5000 new school buildings required to be constructed (ibid). Islamic Republic of Afghanistan (2005)

cited in Karlsson & Mansory (2007) that “Afghanistan requires extensive, predictable and sustained international aid to meet the target” (p.194). National Education Strategic Plan (2010) reads that Ministry of education (MoE) based on community demand, with support of international donors constructed schools in different rural and urban areas to reduce distance from home to school and every one can access to school easily.

Teaching and learning materials related factors

Teaching and learning materials such as text books are also important factor. By having lack of teacher and text books a student can be discouraged and s/he may not show interest in study and finally make them to leave school. Researchers found out that in Bangladesh, the lack of writing materials such as pen or pencil and notebook is a common picture in the schools and many children come to school without any learning materials (Hossain & Zeitlyn, 2010). These children struggle and try to follow classes and activities without writing anything and sometimes by sharing resources with other children. It may push student to leave school, besides such difficulty purchasing text books also added a problem. For instance, in Bangladesh and in many other countries students need to pay for getting text books. Some families may have limited resources to buy textbooks and other materials. At last their children couldn't get access to learning material and they may leave school.

Some time the content of textbooks and the way of teaching may cause some problem, especially the interpretation of sex roles in society, could theoretically influence girls' interest in formal education (Hossain & Zeitlyn, 2010). As in Afghanistan the curriculum is revised and made changes but still there are no experts, professional and trained teachers for such curriculum to teach in proper way. Ministry of Education in Afghanistan also understands this issue but stated in NESP (2010) that there are “shortage of curriculum experts to review and evaluate implementation of the revised curriculum” (p.23). In addition there are many remote area schools they still don't have access to revised text books. Some time the children who use the books for the first time; they can complete those activities in their books. Next year when the same books distributed to children, the exercises are already completed and it may not get chance to follow along to the class. The books can be looking boring and at least 25% of the children are partially excluded from those sessions (Hossain & Zeitlyn, 2010).

Lack of Security

Lack of security can be one of the major factors for students' dropout. Some of the examples are mentioned by CARE (2009) as cited in Solotaroff et al. (2009) that burning of school buildings, tents, explosions near schools, kidnapping and killing occur all over Afghanistan. In addition, some other schools received warning letters to close down (ibid). According to Asia foundation (2008), the annual survey indicates, Afghans identify lack of security which is the biggest problem facing people in the country, In addition he added that the study show 63% of respondents believe security make them to leave their home area. These broad picture statistics only take us so far towards understanding how insecurity has grown in Afghanistan, however, the United Nations Children's Fund (UNICEF), reported that burning school buildings and tents is the most frequent type of attacks in Afghanistan.

Lack of security can be the main reason and it may cause gender disparity in school. For instance, same as boys in South and West Asia, where girls account for 59 per cent of children not enrolled in school (UNGEI, 2011). Furthermore, the United Nations Educational, Scientific and Cultural Organization's Institute for Statistics indicates that more than 40 per cent of the current out-of-school children in sub-Saharan Africa and South and West Asia are not enrolled in school at all (ibid). Some other researchers, like the study of Holmes (2003) found out that overall; male receive more education then females, and they tend to

dropout or leave school earlier for both economic (poverty) and social cultural issues. Furthermore Holmes (2003) reported that the cost of female students sending to school in rural area where girls are married early is high, because benefits of their schooling may not occur to their parental household.

In conclusion, although there are much progress in education of Afghanistan, there are still many goals which seems not to be achievable in Afghanistan which needs further consideration by the Ministry of Education in Afghanistan to achieve the education for all goals.

FINDINGS:

General complaints

The schools which I visited were facing lack of books and building. Most of the teachers in both rural and urban, girls and boys were complaining about the lack of books. One of the teachers said “The students are facing with the lack of books” which are important means of learning in both rural and urban areas. Lack of proper building (Classes) was another challenge; teachers mentioned in their interview and complained that most our schools don’t have proper buildings and classrooms. There were some schools which didn’t have boundary wall and especially in urban area there were several schools they furnished with Tents which was donated by UNICEF or some students found out that they were using tree shadow in school especially in girls’ schools. One of the interviewed teacher said, “There are no boundary wall at school, students can escape very easily”. When teachers were asked about the availability and enough teachers, they reported that there are enough teachers for each class.

Table 1: Rural and urban areas teachers’ views on general challenges of students.

General Challenges	Rural area teachers’ view	Urban area teachers’ view
Lack of books	3	2
Lack of teacher	0	0
Lack of classrooms	1	2

Retention rate

Retention rate of the same grade 4 in three consequent years was collected, in which it was found some differences based on the rural and urban areas. For instance, rural area had some girl failed students while in urban area there was no failed girl at all. Regarding Mahroom boys in both areas, it was found that more boys were Mahroom in the urban areas than the boys in the rural area.

While coming to annual total number of Mahroom, the study found that there were 53(10% total grade 4 students) Mahroom out 501 students in 2010, 75(15% of total grade 4 students) Mahroom out of 499 in 2011 and in 2012 the number of Mahroom even increased to

Table 2: Retention of grade 4 students in 3 years at both rural & urban areas

Year and grade	Grade 4(2010)				Grade 4(2011)				Grade 4(2012)			
Area	Urban		Rural		Urban		Rural		Urban		Rural	
Sex	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Passed	128	77	83	126	143	79	77	87	131	78	102	104
Passed with condition	0	9	2	2	0	4	0	8	0	3	0	0
Failed	5	0	4	12	9	0	11	6	5	0	4	5
Mahroom	15	15	6	17	19	15	8	33	28	8	17	48
Enrolled number of students	148	101	95	157	171	98	96	134	164	89	123	157

101(19 % of total grade 4 students) out of 533 students which is a high number and a concerning point. It was also found that total number of boys and girls Mahroom in rural area was more than the students in urban area.

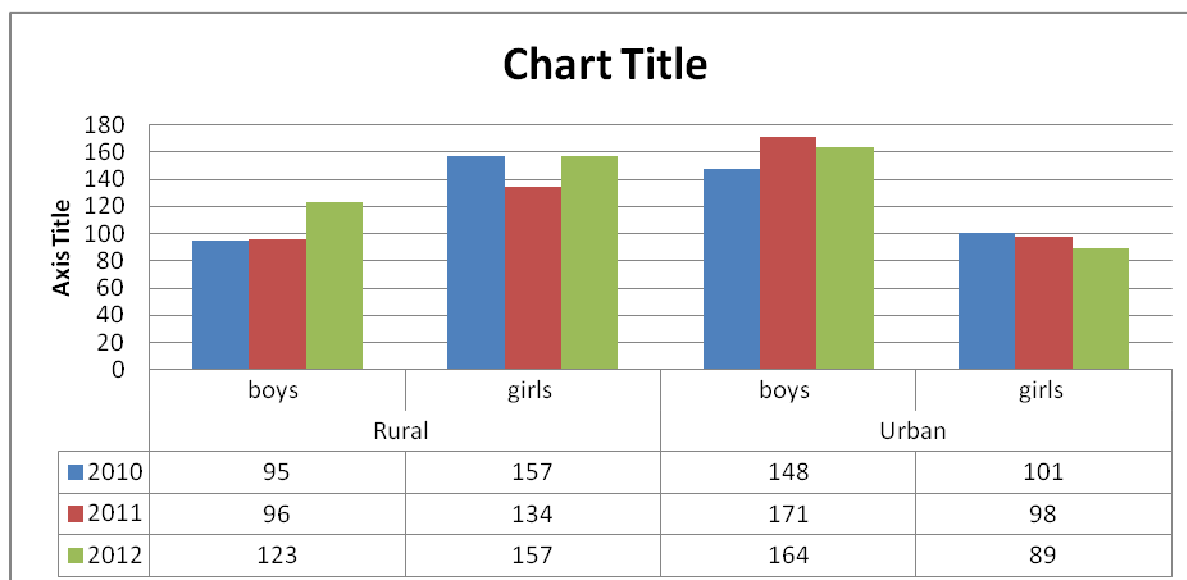


Figure 1: Retention of grade 4 students in 3 years at both rural & urban areas

The above figure shows that the enrolment rate of students under studied schools were somehow different in both rural and urban areas and also in both gender. For example, girls in rural area enrolled more than boys in all three years grade. However in urban area comparing to rural more boys were enrolled. This finding indicates that boys in rural area are more dropout than boys in urban area or boys in urban area has a lot of facilities than rural area. For example; schools may near to their houses they may have more access to school than rural area students.

Parents' education

The general feeling is that if parents have University education, less of their children drop out of school. However, contrary to what is thought, the study found that more boys and girls who had father with University education left school in rural area. The girls' parents who had University education claimed that their "girls got adult and there is no need for them to go to school anymore". One of them said that girls should go to school to until they can read and write and should know how to write her name and father name. According to him, it is enough for his daughter to read and write. Among 20 interviewed students, mother of one the girl and father of one boy had education of grade 12 to 14, the rest had lower education than grade 12. There were five students who had parents with no education at all which supports the idea that parent's education would have effects on their children education.

One of the other interesting findings regarding parents' education was that almost of all of the interviewed students who left school had parents with education of madrasa or mosque, but they still left school. Madrasa and mosque education are informal religious classes which are held in most part of Afghanistan. Parents asked about obligatory education in Islam, they said yes it is right, but the situation is not good and there are no good teachers to teach them

instead of learning they play and waste their time. It is better they learn automobile repairing in workshop.

Table 3: Students replies on their parents' education level.

Qualification	Rural				Urban			
	Boys		Girls		Boys		Girls	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
University	1	0	2	0	0	0	0	0
14 th to 12	0	0	0	1	0	0	1	0
11 to literacy course	0	0	0	0	1	0	1	1
Madrassa/ Masjid	1	0	1	1	1	1	1	1
Illiterate	3	5	2	3	3	4	2	3

Causes of students' drop out

The study found different causes for drop out of student in both rural and urban areas. One of the most prominent causes in both rural and urban areas for the drop out was supporting their families. For instance, three of the students among others mentioned that they left school because they wanted to support their family. Among these 3, one of them was living in rural area and 2 of them were living in urban area. The study also found that some children parents had religious education, but still they didn't care about their children. One father of these children said, "My children should learn religious studies and they need to memorize Holy Quran and I need them to work outside market as labor to earn some money to me."

Immigration (moving from one place to another place) was the unique cause of drop out for boy and girls in urban area while it was not found for the rural area children. Early marriage was one of another cause both for rural and urban area girls. Both girl and boy had reason of sickness for their drop out in rural area while there was no boy and girl in urban area to have this reason for their drop out. The majority of other students had other causes for the drop out. For example, one boy in rural area said he cannot learn at school therefore his father told him to learn carpentry. A girl said in rural area my father is Mula (religious scholar) and he doesn't let me to go outside to school and anywhere else. One of urban boys reported that "my father divorced my mother and my mother is from Pakistan. We live in someone's house as servant. My mother is working inside house as cleaner and I am working outside tasks". In urban and rural areas girls reported about bad security and environment, which may be the most important issue for girls' dropout in both rural and urban area.

Table 4: Some causes of drop out

Area	Rural		Urban		Total
Causes	Boys	Girls	Boys	Girls	
Need to work	1	0	2	0	3
Failed	1	0	0	0	1
Dislike of teachers	1	0	0	0	1
Dislike of classmate	0	0	0	0	0
School was not useful	0	0	0	1	1
Long distance from school	0	1	0	0	1
Sickness	1	1	0	0	2

Immigrant	0	0	1	1	2
Lack of female teachers	0	1	0	0	1
Early Marriages	0	1	0	1	2
Others	2	1	1	2	6

Some of the other causes of students' drop out

Punishment

According to interviewed students who left school, corporal punishment was a big issue in rural and urban schools. During interview it is found out that one of the student said; "My math teacher was telling me to come and bring straw to his cow. One day I didn't go. Next day in school he beat me by a stick and I run away from school after that I didn't go to school again".

Table 5: Corporal punishment as a cause of dropout

Punishment	Rural		Urban	
	Boys	Girls	Boys	Girls
Corporal punishment	5	3	3	5
Take fine	0	0	0	0
Insulting	1	2	1	0
Advice	0	0	0	0

The stick was also seen in teacher's hands which they reasoned to have it for scaring of students to have them under discipline. In addition some other students complained about insulting which is a bad manner in Afghan culture. Advice by teacher as correction was not found in both areas as a cause for dropout.

Teacher related factors

Teachers are the most important links between student and school. Teachers' instruction in the class is the most important part of the learning process at school. The study found out that half of the students liked the lessons by teachers, but half didn't like.

Table 6: Satisfaction on teachers' teaching

Satisfaction rate of teacher's teaching	Rural		Urban	
	Boys	Girls	Boys	Girls
Interesting	1	0	2	1
Good	1	0	1	3
Fair	1	1	3	4
Bad	1	1	0	0

Findings of the study indicates that students who dropout and they are not in school anymore but still they reported that their teacher teaching was interesting to them in urban area but in rural area some students argued that teaching was not good and satisfactory for them. Therefore, they left school.

School distance

Table 7: School distance as a cause of dropout (two ways walking)

Distance	Rural		Urban	
	Boys	Girls	Boys	Girls
Less than 30 minute walk	0	0	3	2
One hour walk	2	0	1	3
Two hour walk	2	2	0	0
More than 2 hour walk	2	3	0	0

School distance from home is considered to be an important cause of drop out. Findings of the study revealed that majority of the boys and girls in rural areas walked more than two hours to school while there was no student in urban area who walks the same range of distance. Schools were found to be near to students in urban area while they are further than 30 minutes' walk for students in the rural area.

Curriculum related factors

Table 8: Textbooks and their contents

Subjects	Rural		Urban	
	Boys	Girls	Boys	Girls
Pashto	0	0	1	1
Dari	0	0	1	1
Math	5	4	1	3
History	1	0	1	1

Findings of the study also revealed some of the curriculum related factors that contribute towards high dropout rate in rural and urban schools in Jalalabad. The study indicates that most students didn't like math subject. They indicated that math subject was boring to them which may force them to leave school. Therefore, students do not take interest in their education and they leave the school and join a workshop or factory. In addition to math, students also mentioned they face problem in learning languages subjects. In Urban area some people speak Dari and some Pashto but they live together. They may immigrant during civil war. Those students who speaks Pashto they have Dari language learning problem and those who speaks Dari they have Pashto learning problem.

Teachers and parents views on students challenges

From teachers' perspective the study found that 30% of boys in urban and 10% of boys in rural area left school because of economic problems. While coming to girls in urban, teachers thought that people don't let their girls to work out side. Therefore, finding indicates that there were no single girl who left school because of economic problems in the city. Security was another concerning issue especially for the female to continue school. But in the city, the security is better than the rural area. Teachers thought that only girls are facing security problem in rural area but in urban they mentioned security is not the main cause of dropout in Jalalabad city at all. Finding indicates that in urban area environment caused some girls leave school. Harassment and having no good environment for girls to go to school may be the big issue in urban area. Culturally people are scared of harassment in urban area and they don't leave their daughter to go to school or outside when they are young.

When teacher and parents views were compared about challenges, parents thought that distance from home was not important while teachers says 20% of dropout are because of distance from home to school. Teachers indicate that by having early marriages and other

family background girls leave schools. But the parents of boys and girls thought that economy and security were the big reason of boys and girls dropout of school.

Some of the parents had different reasons for drop out of their children, a father said, "Because of economic problems, I couldn't let my children come to school but if the situation becomes good, then there will be no problem in sending my children to school ." He mainly meant if the security situation gets better, he will let his daughter go to school again. While asking this father about his children's future, he replied, "I cannot say anything about my children future life, because the economic and security situation is not good"

One of the other interviewed father reported that he doesn't see good future of his children because there is no good security. According to him, education is a gift from Allah but in Afghanistan this gift is not visible for everyone. Most people are illiterate. He added that "poverty is too much and the economic situation is very bad".

One of the father mentions, "My child life is dark in future because they didn't learn anything and I cannot push them to learn because the security is bad and our economic situation is not good."

A father of girl thought if a child doesn't get knowledge, his/her life is dark in the future. He continued, "It is well known [that] education is obligatory in Islam; Therefore, I suggest to all male and female to get knowledge." While asking him as a follow up question, why did his daughter left school? He replied that "she got engaged and her father in-law family didn't let her go to school anymore."

DISCUSSION

Dropout is common every where all over the world. According to past researches, each researcher has his own definition for dropout, as mentioned in the literature review. According to my finding, dropout is a concept for leaving school before completing school cycle and no longer being enrolled in school. Same definition was found in Nicaise (2000) which writes that dropout refers to those students who stay away from school for more than a given number of days or leave school before completing education cycle. This study focused on finding out the causes of dropout. The analysis shows many factors that may cause students to leave school.

General complaint

According to teachers' views, some of the factors such as lack of text books and school buildings or its lack of walls were factors causing students to drop out. These could mean that when text books are not available, students become uninterested and then leave school. When there is no school building or boundary wall for the school, teacher could think that students could sit outside in open air which will cause sickness for some students get sick and decide to drop out of schools. In NESP (2010) Ministry of Education also understood such matter that there are shortages of new text books in both rural and urban area. One of the concerning issue in text book is the exercise filling in the book. When books are published and distributed to students, they use them and complete exercises. When the education year is finished, these books are collected by the administration of schools and redistributed to the next year students.

The finding of this study indicated the problem; those books used last year in schools, the exercises of these books have already been completed by students who used it before. This could be boring for some students and will cause them to drop out of school and also this will affect learning achievement of students. In Afghanistan most of the students are poor and cannot buy new textbooks. Hossain & Zeitlyn (2010) discussed something similar in Pakistan and mentioned that students' families are poor and they may not be able to have enough money to buy text books from outside market. This can cause students to leave school and learn something else.

Retention rate

Students' retention rates are discussed for 4th grade in both rural and urban areas for three consequent years. Failing of girls in rural area and boys in urban area are the finding of this study which could mean that the trend of school failing for girls in rural area and for boys in urban area is common and this could cause them to drop out of school because female are not allowed to go out in rural areas and do family work. The boys in urban area would do some other jobs for earning money to support their families, so they would not be able to go to school regularly and finally fail or Mahroom and at last they drop out of school. If we look at annual Mahroom rate of these three years, the number of Mahroom students are increasing every year. Although there is back to school campaign, still the Mahroom rate increased year to year. If it goes like this, Ministry of Education in Afghanistan will not achieve the target of EFA 2015 goal. Some other countries as Pakistan which is mentioned by Hussain et al. (2011) experiencing similar matter where there is education campaign in high level to gain millennium goals but still every year students dropout.

Children with educated parents

Still it is said that parents with education will have children with not much drop out, while the study had somehow opposite findings. However, such drop out could be related to level of parents' education but could be related to culture constraints because in the study, the girls' parents who had higher education claimed that their girls got adult and there is no need for them to go to school anymore. Another finding of the study also supported culture cause for students drop out in which it was found that one of the parents said that girls should go to school only until they can read and write and should know how to write her name and father name. According to him, it is enough education for girls.

There were five students who had parents with no education at all; which supports the idea that parents' education would have effects on their children education. There were some students who had parents with Islamic education, but they still left school. Again there could be some other reasons behind such drop out, it may be poverty or other causes which leads students to drop out and the parents Islamic education may not cause children drop out, because Islamic education and studies encourage people to send their children both boys and girls to get knowledge.

Causes of students' dropout

Poverty

Analyses show that there are many causes influencing students' school continuation. One was supporting family for home expenses. Many children who left school were found that they were responsible to support their families. They needed to work outside in the market to earn money and help their families. This could mean that one of the most prominent causes for the drop out of school is poverty both in rural and urban areas. If government does not take this issue seriously, the chance will be less to achieve EFA goals by 2015. Although it is known that education is free and compulsory, there are some other costs which poor people will not be able to afford. Similarly, poverty as a cause of drop out was found out in Hossain and Zeitlyn (2010) research, which was written that there are some hidden costs may influence students to leave school such as uniform, books and note books etc.

One of the remarkable finding of the study was that some children were found that their parents had religious education and they might already know that education is obligatory in Islam but still they didn't care. One of the father of these children reported that their children should learn religious studies and they need to memorize Holy Quran. Therefore he took his children out of school and made them learn Holy Quran and beside of this, he said he needed his children to work outside market as labor. This kind of drop out could be because of poverty and need of work to earn money and not because of learning Holy Quran; because Holy Quran also says that getting education or knowledge is compulsory on both male and female alike.

Moving from one place to another

The second cause of drop out in this study was moving from one place to another in urban area and in rural areas. One of the most prominent reasons for moving from one place to another place was rented houses. The analysis show some poor families stay in one house for a year and next year they move to another area. This could cause children not to go to school because some of the students would leave school in the middle of the educational year and may not join the next school there. If this continues, they will leave school for such issue and become dropouts. In addition such students instead of going to another school, they start working and may increase the rate of drop out students.

Punishment

Punishment is a very old concept which is used as a discipline tool in different countries. The finding of this study indicates that 95% of all respondents agreed that corporal punishment was used in schools. If we look at previous researches which have been done in several other countries such as in Pakistan, USA, Nepal, France, and in India, they showed that the main cause of dropout is punishment in school. In many countries corporal punishment is banned but still teachers are using as a discipline tool as mentioned in the literature review. In Afghanistan corporal punishment is banned in all schools in rural and urban areas based on Ministry of Education law. Article 39 of the Education Act 2008 reads that "Every kind of physical and psychological punishment of students is prohibited even for their correction and chastisement." (p. 13).

However, during interviews with teachers sticks were seen in teachers' hand which shows that corporal punishment is still practiced. When teachers were asked why they have stick in their hand although it is banned in schools. They reasoned that they don't punish children by stick, but they use stick as a sign to scare students not to make noises or other behavior which are against disciplines. This kind of punishment could cause drop out of students because if students are punished physically or psychologically, they will get tired of going to school and finally they will leave it.

Such findings are confirmed by other researchers in most other countries, such as in USA, Pakistan, Bangladesh and India. For instance, same as in Afghanistan corporal punishment was banned in Pakistan, but Hussain et, al. (2011) argued that it is still practicing and it was mentioned that there are 93% of dropout because of corporal punishment in Pakistan. (www.endcorporalpunishment.org) cited UNICEF (2005) that 86% of children aged 2-14 experience of physical punishment in Afghanistan, such as slapping, kicking and hitting with a stick are common forms of punishment. These physical and psychological punishment could make students leave school and finally they dropout.

Teachers

The analysis indicates in general most of dropout students still thinking teachers are teaching them interesting things. However, rural area students complained about teachers' teaching more than the urban area students. This could mean that teachers in urban area are kinder than the teacher in rural area or teachers in urban area may be more professional than teachers in rural area. In addition it is worth mentioned that in rural area, most of the teachers were 12 class graduates but in urban area most of the teachers were 14th or 16th class graduate. This shows that teachers' level of education also had some consequences on the teachers' teaching and this could cause some students to leave school. Students also complained that their teachers were beating them and teachers were absent most of the time. This shows that teachers' absence could also be a reason of drop out. Ministry of Education needs to take it in consideration and find a solution for it.

Distance from home to school

The distance from home to school is also important. The finding of this study indicates that long distance from school could be a cause for girls' dropout especially in rural area, while most the boys and parents mentioned that long distance was not so important. According to them, boy students can walk to school whether it is far or not. This could mean that girls can be drop out of school where the school is far from their houses and this could be because culturally, girls are not allowed to go far from their houses especially in rural area while for boys it doesn't matter whether it is near or far. The girls' drop out in rural area could

be long distance. Families may scare of environmental issues such as security, Harassment and as a result they take their girls children out of school.

Text books

Text books are the most important part of teaching and learning at school. As it was noted that most of the students didn't like math subject at all, it could mean that math is difficult to students. The study indicated that most had difficulty in math and it could be because of lack of professional teachers to teach, and make students to understand to become math subject easy and interesting to them. This difficulty for understanding math might cause students' dropout. Some students in urban area complained about language subjects. It could be because there are different languages spoken in urban area and this will cause students to complain about such subjects.

CONCLUSION

Education is a power. It is the right of each child not only in Afghanistan, but also in the World to get education. However, there are some constraints in getting education especially in Afghanistan.

The study aimed to explore some of the factors that are influencing girls and boys' dropout in primary schools, to investigate its extent and also to find out teachers and parents' views about school dropout. The aim of the study was achieved somehow because it was found that there were some factors that influenced girls and boys to be dropout of schools in primary schools.

Some of the main causes of dropout were work to earn some money to support the family (poverty), moving from one place to another, punishment, teachers' behavior, long distance from house to school and lack of text books and facilities. In some details, the high level of dropout rates for boys both in urban and rural areas may be directly associated with child labor but the high level of drop out for girls in both area may associate with long distance and having no good environment. The parents' education also counted as an important issue for children education. Distance from home to school and poor transportation facilities are counted as other issues. Poverty and family income can turn students to leave school and work for family support.

The study's findings are matching to some extent to the findings of some of the existing knowledge in the area. Some of the found causes for the drop out could not be found in some of the other countries, especially factors which are related to culture because culture of every country is different. For instance, in Afghanistan when there is no boundary walls for school, people will not accept culturally that their daughters seen by other people pass the road, but in other countries, it wouldn't be a matter.

It is important that government of Afghanistan needs not only to write the planned activities in elimination of such factors on the papers, but also need to take practical actions to reduce the dropout rate. Otherwise the dropout rate may increase every year and Afghanistan won't be able to achieve EFA goal by 2015. Finally, the dropout causes found through this study cannot be generalized for the whole country, so I propose that some further studies conducted on this theme.

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ANNEXES:

Boys and girls questioners

Structured interview form

A. Student's Personal information:

1. Age:
2. Do your parents alive?
 1. They are alive.
 2. Mom is alive father is died
 3. Mom is died and father is alive
 4. None of them alive.
3. Where do you live?
 1. With parents
 2. With Brother/ sister
 3. Uncle/Aunt
 4. Others
4. How many people are there in your parents/family?
 1. You and your parents
 2. 4 to 6 people
 3. 7to 9 people
 4. 10 to 14 people
5. What is the main income of your family?
 1. Salary
 2. Private business
 3. Farming
 4. Others
6. How is your economic situation?
 1. Wealthy
 2. Normal
 3. Poor
 4. Others
7. What is your parent's qualification?

Parents	Qualification	Years of study (Grade)	Current Job	Remarks
Father				
Mother				

8. How many grades have you repeated (if any) ?
9. How many marks have you got in your last class?
10. The school had male or female teachers?
 1. male
 2. Female
 3. Co-teacher (Male and Female)
11. Do you think education is important for Girls?
 1. Agree
 2. Disagree
 3. Don't know

12. Do you think if you get education it will change girls' future?

1. Agree 2. Disagree 3. Don't agree

13. How do you see your future life?

1. Bright 2. Dark 3. Don't know

14. Why do you left school?

Fell free and select the strongest reason

- Need to work for family
- Failed in school
- I didn't like the teacher
- I didn't like my classmate
- No use full to learn in school
- Long distance to school
- I was sick
- Immigration
- No female teacher
- I got married
- Others

B. School related information

15. School location

1. Rural area 2. Urban area

16. In what type of school did you study?

1. Government 2. Local village 3. Mosque school

17. What was your school condition?

1. Tent 2. Open area 3. Mosques 4. Proper school building

18. How were your teachers teaching?

1. Interesting 2. Good 3. Fair 4. Bad

19. School distance from home

1. Less than 30 minutes walk 2. One hour walk 3. Two hour walk 4. More than two hours.

20. When you were at school what subjects you didn't like and why?

21. Who decides for continuation of your school?

1. Father 2. Mother 3. Brother/sister 4. My self

22. How many hours do you help your family at home?

1. One hour 2. 2 to 4 hours 3. 5 to 8 hours 4. I don't know.

23. What are you doing during day time?

1. Households 2. Tailoring 3. Working in office 4. Others

24. Do your school had washroom ?

1. Yes 2. No 3. Yes but not suitable

25. When you got late to school what was the reaction of the teacher towards you?

1. Corporal punishment 2. Fine me 3. Insult me 4. Advice me

26. When you are absent from school what was the reaction of your teacher?

1. Beat me 2. Fine me 3. Become angry on me 4. Others

27. When you didn't go to school what was the reaction of your parents?

1. Beat me 2. Become upset 3. Become angry on me 4. Others

28. Do you have brother or sister who left school before completion?

Brother /Sister	Age	Grade during dropout	Why she/he left school

Father related questioners:

Parent related questions

1. How many children do you have in your family ?
1. 1-2 2. 3-5 3. 6-8 4. 8-12
2. What is your qualification?
1. University 2. 14th grade 3. Mosque or Madrass 4. Illiterate
3. Do your monthly income enough for your family ?
1. Yea 2. No 3. Sometime 4. Others
4. How far is school from your home ?
1. near to my home 2. In another village 3. In city 4. Very far
5. What factors influenced your child to drop out of school?
1. economic 2. Security 3. Environment 4. School distance 5. Others
6. If you see variation in above selected factors, what will be your reaction about your child?
1. Readmit him in school 2. Leave him illiterate 3. Let him to work 4. I don't know
7. How do you see your child's future?
8. According Islam education is Obligatory, what is your idea and suggestions

Teacher related questioners:

1. Age:

2. Qualification:.....

3. Sex : Male Female

4. Student's attendance for the following years?

Years	2010	2011	2012
Student's grade			
Passed			
Passed with condition			
Failed			
Dropout			
Grad total			

5. What challenges students are facing at school?

Lack of text books 2. Lack of teachers 3. Building 4. Others

6. What factors influence students to dropout?

Economic 2. Security 3. Environment 4. School distance from home
5. Others

If your answer is others, describe what they are?

7. What facilities do you have in school for students?

Toilets 2. Playground 3. Library 4. All 5. None of them

8. Does school has Parents community?

1. Yes 2. No 3. I don't know

9. How is the school environment?

Equipment class 2. Setting under tree shadow 3. Open area 4. others

10. As education is obligatory in Islam as a teacher what is your suggestion to people and dropout students?

11. What is your recommendation to prevent school dropout?

ترتيب شوي پوښتنې

د زده کونکي اړونده پوښتنې:

۱. عمر

۲. ايا ستا مور او پلار ژوندي دي؟

۱. دواړه ژوندي دي ۲. مور مې ژوندی ده ۳. پلار مې ژوندی دی ۴. دواړه مړه دي

۳. د چا سره اوسېږي؟

۱. مور او پلار سره ۲. ورور/ خور سره ۳. کاکا/ماما/ ترور سره ۴. د بل چا سره.....

۴. تاسي په کور کې څو تنه یاستئ؟

۱. زه او مور او پلار مې ۲. ۴-۶ تنه ۳. ۷-۹ تنه ۴. ۱۰-۱۴ تنه

۵. ستاسي د کورنۍ عمومي عايد څه دی؟

۱. معاش ۲. شخصي کاروبار ۳. دهقاني ۴. نورڅه.....

۶. ستاسي اقتصادي حالت څنگه دی.

۱. مالداره يو ۲. درميانه يو ۳. غريبان يو ۴. نورڅه.....

۷. ستا د مور او پلار زده کړې څومره دي؟

مور او پلار	زده کړې	د زده کړو اندازه	اوسنۍ وظيفه	ملاحظات
پلار				
مور				

۸. په ټولگي کې څو ځله ناکام شوی یی؟

۹. به اخري ټولگي کې کامياب شوی وی او که ناکام شوی .

۱. کامياب ۲. ناکام ۳. مشروط ۴. محروم

۱۰. مکتب د هلکانو وو او که د نجونو؟

۱. د هلکانو ۲. د نجونو ۳. هلکانو او نجونو (گډ ښوونځي)

۱۱. ته څه فکر کوي زده کړې هلکانو ته مهمې دی او کنه؟

۱. موافق یم ۲. موافق نه یم ۳. نه پوهیږم

۱۲. ايا زده کړې د ټولني پرمختگ لپاره مهم دی او کنه؟

۱. موافق یم ۲. موافق نه یم ۳. نه پوهیږم

۱۳. که چیرې ته زده کړې وکړې دا به ستا راتلونکي (اينده) بدل کړی؟

۱. موافق یم ۲. موافق نه یم ۳. نه

۱۴. خپل اينده ژوند درته څنگه ښکاري؟

۱. روښانه ۲. تیاره ۳. نه پوهیږم

۱۵. ولی د ښوونځي پریښود؟

ښه په ډاډه زړه راته مهمه وجهه راته اووايه

- کورنی ته د نفقي پیدا کولو په خاطر
- په ښوونځي کې ناکام شوی ووم .
- ښوونکي مې نه خوښیدو .

- ټولگيوال می نه خوښيدل .
- درس نه وو .
- ښوونځی مو د کوره لری وو
- زه مريض ووم
- مهاجر شوی وو
- ښځينه ښوونکي نه وو
- وده می وکړ
- نورڅه .

ب. د ښوونځي اړونده پوښتنې:

۱۶. ښوونځي موقعيت

۱. کليواله سيمه ۲. ښاری سيمه

۱۷. په کوم ډول ښوونځي کي د زده کړي کړي وو .

۱. دولتي ۲. کليوالي ۳. مسجد کي

۱۸. ستاسي د ښوونځي حالت څرنگ وو .

۱. خيمه وو ۲. خلاصه فضا ۳. مسجد ۴. ښوونځی تعمير درلود

۱۹. ستاسي ښوونکي څرنگه درس ورکولو .

۱. دلچسپه وو ۲. ښه وو ۳. ښه نه وو ۴. خراب وو

۲۰. ښوونځي مو د کوره څومره فاصله درلود؟

۱. په پښود ۳۰ دقيقو څخه کمه وه ۲. يو ساعت لاره وو ۳. دوه ساعته لار وو ۴. د دوه ساعتو څخه زياته وه

۲۱. کله چي ښوونځی کی وی کوم مضمون د نه خوښيدو او ولی ؟

۲۲. د ښوونځی پرېښودو وروسته مسجد يا مدرسي ته ځي ؟

۱. هميشه ۲. کله نا کله ۳. ځنی وخت ۴. هيڅ کله هم نه

۲۳. ستاسي دکور نه مسجد يا مدرسه څومره لرې دی؟

۱. د کور سره مو نږدی دی ۲. په بل کلی کی دی ۳. په ښار کی دی ۴. نور څه

۲۴. ستاسي د مکتب ويلو کی څوک تصميم نيونکی دی ؟

۱. زما پلار ۲. زما مور ۳. زما ورور/خور ۴. زه پخپله

۲۵. په کور کي خپلي کورنی سره څو ساعته د کور په کارونو کي کومک کوي؟

۱. يو ساعت ۲. دوه نه تر څلور ساعته ۳. پنځه نه تر ۸ ساعته ۴. نه پوهيرم

۲۶. د ورځي په وخت کي څه کار کوي؟

۱. دهقانی کوم ۲. په ښار کی کار کوم ۳. په ورکشاپ کی کار کوم ۴. نورڅه

۲۷. کله چي ښوونځي ته ناوخته تللی ښونکی په له تا سره کوم عمل تر سره کول ؟

۱. وهل یی ۲. جريمه کول یی ۳. ښکښل یی درته کول ۴. نور څه

۲۸. که چيري ښوونځی ته نه تللی په بله ورځ ښوونکی له تا سره کوم عمل تر سره کول ؟

۱. وهلم ۲. جريمه کول ۳. غصه یی راباندی کول ۴. نورڅه

۲۹. کله چې ښوونځی ته نه تللی سنا پلار تا سره کوم عمل کول ؟
 ۱. وهلم ۲. خپه کیدو ۳. پرما غصه کول ۴. نورڅه

۳۰. سنا نور وروڼه یا خويندې کوم د ښوونځي د فراغت نه مخکې ښوونځی پرېښی وی .

ورور یا خور	عمر	د ښوونځي پرېښود په وخت يې ټولگي	ولی دی ښوونځي پرېښود

د ښوونکي اړونده پوښتنې

۱. د ښوونکي عمر:

۲. زده کړې:

۳. جنس : سړی ښځه

۴. په لاندې ذکر شوي کلونو کې د زده کوونکي په هکله معلومات

کلونه	۲۰۱۰	۲۰۱۱	۲۰۱۲
ټولګی			
کامیاب			
مشروط			
ناکام			
محروم			
ټول شمیره			

۵. زده کوونکي په ښوونځي کې له کومو مشکلاتو سره مخامخ دي؟

۱. د کتابونو نه شتون ۲. د ښوونکو نه شتون ۳. د تعمیر نه شتون ۴. نورڅه

۶. د زده کوونکي د کومو عواملو متاثره وو چې مکتب یې پرېښی؟

۱. اقتصادي ۲. امنیتي ۳. محیطي ۴. د کوره د مکتب فاصله ۵. نورڅه

۷. په مکتب کې زده کوونکو ته کوم سهولیات مهیا دي؟

۱. تشنابونه ۲. د لوبو میدان ۳. کتابتون ۴. ټول ۵. هیڅ یو هم

۸. ایا مکتب د والدینو شورا لري؟

۱. بلې ۲. نه خیر ۳. زه نه پوهیږم

۹. د مکتب چاپیریال څرنگه دی؟

۱. ټولګي یې منظم دی ۲. زده کوونکي ټولګی نه لری ۳. د اوونۍ لاندې درس لولي. ۴. نورڅه

۱۰. لکه څرنگه چې په اسلام کې زده کړې په ښځه او نر فرض دی د یو ښوونکي په توګه محرومو زده کوونکو ته ستا وړاندیز څه دی .

۱۱. د هغه ماشومانو نه ستا غوښتنه څه دی چې مکتب یې پرېښی او د هغوی پلرونو ته ستا پیغام څه دی.

د والدينو اړونده پوښتنې

۱. په خپله کورنۍ کې څو ماشومان لري؟
۱. ۲-۱ تنه ۲. ۳-۵ تنه ۳. ۶-۸ تنه ۴. ۸-۱۲ تنه
۲. زده کړې مو تر کومې درجې تر سره کړي؟
۱. پوهنتون ۲. دولسم نه تر څوالم ټولگي ۳. د مدرسې / مسجد ۴. زده کړې مې ندې کړي.
۳. ايا ستا مياشتنۍ عايد ستا د کورنۍ کفايت کوي؟
۱. بلې ۲. نه ۳. بعضې وخت ۴. نورڅه
۴. ستاسې کور نه مکتب څومره لرې ساحه کې پروته ده؟
۱. کور سره مې نږدې دی ۲. په بل کلی کې دی ۳. په ښار کې دی ۴. ډير لرې دی
۵. کومو عواملو ته او ستا ماشوم متاثره کړل چې ستا ماشوم مکتب پرېښود؟
۱. غربت ۲. خراب امنيت ۳. خراب محيط ۴. د مکتب اوږده فاصله ۵. نورڅه
۶. د پورته ذکر شوي عواملو د بدلون په صورت کې د خپل ماشوم په هکله ستا عمل به څه وي.
۱. بيرته يې مکتب کې شاملوم ۲. همدارنگه بيسواده يې پرېږدم ۳. توصيه ورته کوم چې کار وکړي. ۴. زه نه پوهېږم
۷. د خپل ماشوم اينده څرنگه درته ښکاري؟
۸. په اسلام کې زده کړې فرض دي ددې په هکله ستا نظر او وړانديز څه دی؟