

# Effect Of Environmental And Behavioral Factors On Students' Dropout During Transition From Secondary To Higher Secondary At Public Sector

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## Abstract

The study entitled "Effect of Environmental and Behavioral Factors on Students' Dropout during Transition from Secondary to Higher Secondary at Public Sector". The study's goal was to figure out what factors influence dropout during the transition from secondary to higher education in Tehsil Sadiqabad. The research primarily descriptive in nature, and a survey approach was used, as well as mixed method quantitative and qualitative methodologies are also applied in it. The study's population includes all the Tehsil Sadiqabad's students, teachers and principals. Sample of the study consisted on 8 principals, 32 teachers and 120 students. Data collected from the teachers and students using questionnaire. A pilot study was done to ensure the tools' validity. SPSS was used to evaluate the acquired data using relevant statistical formulas such as, frequency, mean, standard deviation and percentage. The study concluded that there are multiple factors affecting on dropout during transition from secondary to higher secondary level including socioeconomic status, language barriers academic factors, social factors and personal factors gender and subject based issues and medium of instruction. It was recommended that above mentioned factors can be replaced with following suggestions affecting on dropout during transition parental and student motivation, value of learners interest and intentions active and constrictive role of all stakeholders including family teachers and society.

**Keywords:** Dropout, Transition, Secondary, Higher secondary

## Introduction

The development of society, as well as the nation, is directly correlated to education. All experts in education are agreed on this single point, Education is the foundation for a nation's and society's development. Education is actually a process of learning and teaching. From which children can learn knowledge, skills, values, beliefs and habits. That is, education is directly related to human

consciousness and understanding (Cech & Values, 2014). It helps in raising awareness and understanding. Explaining education, Mark Smith, a well-known educator, said that it is a process of inviting truth and possibility. In which an attempt is made to invite truth, truthfulness and possibility. And an attempt is made to discover these characteristics (Theodossopoulos, 2013).

If we look at educational problems in Pakistan

reveals that in terms of education, the conditions of education in Pakistan are not like other developing countries, low enrolment at the level of compulsory education, gender discrimination, economic contradictions, and absence of teachers (Guo et al., 2013). Due to the lack of proper equipment, educational problems in Pakistan are increasing day by day.

Education experts agree that education is the most important indicator that contributes to the overall development of a nation (Barrett, Huber, & Reynolds, 2014). Experts also acknowledge that good education significantly reduces poverty and hunger. The journey of education is not only connected with the journey of mankind but also the process of its development and promotion is nurtured with human values (Barrett et al., 2014). History has shown that the beginning of human education and training goes through different periods starting from the mother's lap and man continues to go through this process till the end of his life. Human survival requires air, water and food. Similarly, education is of central importance in human life for the spiritual survival of human beings (Magni, 2017). The development of any nation depends on its educational development. Education has been the cause of "progress" and "decline" of nations (Mehta, 2015). Any country's development is dependent on high-quality education and training.

In the above-sited stages of education, students face the following issues, which affect the educational performance of a learner (Fareed, Ashraf, Bilal, & sciences, 2016).

- a) Educational issues
- b) Social issues
- c) Emotional issues
- d) economic issues

These issues cause a bad effect on the student's performance; consequently, dropouts from the educational institutions are taken into place.

Educational researchers are agreed that all humans experience physical or psychological changes throughout their lives (Buchanan, Hargreaves, & Quick, 2022).

This is how students jump once in a lifetime at any five-time period experimentally both the transformation and the variance of secondary school to college (Shannonhouse, 2012). This literature review focusses on the transition during this phase because during this phase he has become an adult and a free learner. This is important the reason is that he is facing a new G. Life responsibilities and career decisions student face this stage (Heinz & evaluation, 2015). Life changes and they realize that as individuals, they can change their course, can find and follow their special route in life (Lent & Brown, 2013). This special ceremonial phase of the life is called "Rite of passage" (Van Genneep, 2013).

Integration separation, integration and back wardens are the phases of the adaptation process (Caskey, Chen, & Warden, 2021). According to him, integration is the immersive approach into the new culture leaving behind the past memories and experiences. Separation is characterized by remaining stagnant and adhered to the old culture while completely resisting the approaching environment (Caskey et al., 2021). He further derived Backward stage as rejecting the old culture completely and adapting the new cultures warmly. College interactions are the prediction indicators of adaptation for academic career success (Rudolph, Lavigne, & Zacher, 2017). Current studies related to first three types are required for a successful transfer from the old school life to the new college life.

Researchers agree that for success, it is important and mandatory to adopt to this culture as soon as possible and then try to adhere to it (Almaiah, Al-Khasawneh, Althunibat, & technologies, 2020). Students have to adopt to college or university life, College and university entrant has to deal with

four types of adaption, which are as follows (Briggs, Clark, & Hall, 2012):

- Educational Adaption
- Social Adaption
- Emotional Adaption
- Personal Adaption

Institutional attachment is a prime factor of embracing this transition (Briggs et al., 2012). Academic adaption is the adaptation of new college environment, as a result of institutes' goodwill, as far as curricular activities are concerned and his attitude towards the scheme of study or courses and his progress and efforts in such courses (O'Neill & Buckley, 2019).

Apart from academic success, college transition is of vital importance as far as personal development of the students is concerned (Farrington et al., 2012). Successful adaptation of education and the transfer of students to college is their success in the college. Difference in the school and college cultures is an open secret. It is difficult for the students to completely adopt it early on (Venezia & Jaeger, 2013). To cope with the challenge of adaptation, students need to change their habits to adopt the change. . Students face difficulties so that new challenges can be met. Learners have to develop new and demanding habits to deal with these problems. To meet the standards required from the environment, the college or the parents expect students to be independent learners and cope the challenges (Denovan & Macaskill, 2013). Diversified teaching methods are also a big deal in the colleges. According to the report, teachers also face gender diversity challenges. Mostly college students suffer due to lack of their time management and workload balance skills. Student-teachers interaction lack instructions and diagnostic patterns in understanding which contributes the dissatisfaction among the students and they become dis-hearted (Zhang, Zhang, & Education, 2020).

Number of challenges for new classmates, seniors and other college officials. In the early

months, new students face these social adoption problems results in adverse effects on student performance at the college stage. In the modern era, participation in social circles is considered mandatory for growth in the colleges (Burgess, 2015). Multiple friends are made during the initial period of college life. New to avoid this, new students will have to make new friends or join different social networks (Chretien & Kind, 2013). Different issues in the early days of college. If they can't create social networks, they may face loneliness or alienation in colleges.

In colleges, students face challenges in learning a new language. And the adoption of new social and cultural systems. College transfer with linguistics utility puts students at a disadvantage, especially in multiculturalism countries like Pakistan. English is not the mother language in Pakistan and it is being taught as a foreign or second language. In Public schools, most students come from poor English language background, emphasis on English through grammar and translation methods. Grammar rules include speech sections, tenses, parts of speech, vocabulary, precise writing and translation (Khan et al., 2019). Less emphasis is placed on the practical aspects of the procedure. In language class very few students practice listening and speaking skills while taught. That's why when students arrive at college, they face many difficulties. They need to improve their listening and speaking skills. Continue your education in colleges where English is the most widely used language. There is very little room for teaching in grammar and translation methods (Howatt, Smith, & History, 2014). Language for communication skills method is usually emphasized. In translation method, a paragraph is given and instructions are passed to translate that from one language to the targeted language. In contrast, this approach is limiting communication skills factor of a language. Another reason that coped the barrier to avoid it (Al Nakhlah & Invention, 2016).

If learners want to adapt to the new environment, then they should choose an institute where their basic needs, difficulties and challenges faced by them are addressed (Coman, Țiru, Meseșan-Schmitz, Stanciu, & Bularca, 2020). Universities and senior students are very sensitive to rigging and bullying. Students leave their new institution, even some students feel lonely due to this rigging factor (Zembrodt & Practice, 2021). College's students who enter faces of anxiety, stress, depression and trauma in college.

### Research Objectives

The objectives of study were:

- 1 To explore the causes of dropout from secondary to higher secondary
- 2 To identify the factors effecting student's dropout during transition of secondary to higher secondary school
- 3 To analyze the effect of environmental and behavioral factors on students' dropout from secondary to higher secondary

### Research questions

The research questions of study were:

- 1 What are the causes of dropout from secondary to higher secondary?
- 2 What are the factors effecting student's dropout during transition of secondary

to higher secondary school?

- 3 How environmental and behavioral factors effect on students' dropout from secondary to higher secondary?

### Research Methodology

The study was survey and descriptive in nature. The qualitative as well as quantitative (QUAL-quant) approach was adopted. The explanatory sequential approach was used. "A descriptive survey is a way of gathering information by interviewing and administering questionnaires to a sample of persons," according to Orodho (2005).

The study's participants were students between the ages of 14 and 18. Those pupils came from various schools, as well as those who had completed matriculation at the same institution. The study's target demographic included instructors, students from all government secondary and upper secondary schools in Tehsil Sadiqabad. The study's sample was chosen with care to ensure that it was representative of students entering institution.

At Tehsil Sadiqabad, Punjab, Pakistan, there are 8 government secondary and upper secondary schools, including Boys, Girls located in Tehsil: Sadiqabad.

City	Secondary Schools	Higher Secondary Schools	Enrolled Students	Teachers
Sadiqabad	67	5	48121	1263

Source: School census Data, Sadiq Abad Tehsil (2021 -2022)

No	Name of Higher Secondary Schools
1	GGHSS SANJAR PUR
2	GGHSS BHONG SHARIF
3	GBHSS JAMAL DIN WALI
4	GBHSS CHOK BAHADAR PUR
5	GGHSS OLD

The quantitative and qualitative study samples were recruited independently from the study's population.

The researcher gathered the data for the study using the questionnaire. The researcher had personally visited the schools and interacted with the principals and students. Stakeholders

were briefed about the questionnaire by the researcher before completing the questionnaire on the subjected topic.

SPSS was used to evaluate the acquired data using relevant statistical formulas such as, Table 1: Environment of HSS

Theme	Stat.	SDA	DA	UD	A	SA	Total	SD	Mean
Assignment and study easier	F	1	10	31	53	45	140	0.95	3.94
	P	0.7	7.1	22.1	37.9	32.1	100		
Easy working culture	F	1	13	24	54	48	140	0.98	3.96
	P	0.7	9.3	17.1	38.6	34.3	100		
Not difficulty in completing tasks	F	1	5	32	56	46	140	0.88	4.01
	P	0.7	3.6	22.9	40	32.9	100		
No need to take tuition	F	-	3	37	59	41	140	0.81	3.99
	P	-	2.1	26.4	42.1	29.3	100		
Easily to understand the teaching style	F	1	8	33	59	39	140	0.90	3.91
	P	0.7	5.7	23.6	42.1	27.9	100		
Total	F	2	3	33	58	43	140	0.90	3.96
	P	0.7	5.56	22.42	40.14	31.3	100		

Table 1 represents the data about a factor of environment in the higher secondary schools. There are many aspects that express about the school environment like study, working culture, completing the task, extra coaching and teaching methodologies adopted in the school. Data analysis represents that 40% of prospective teachers and students agreed that that environment of the higher secondary

frequency, mean, standard deviation and percentage.

### Data Analysis

school is good and 31% participants were strongly agreed while 22% participants were remained undecided. 5% participants were disagreed and not satisfied the environment of the higher secondary school. Standard deviation & mean of the prospective teachers and students are 0.90 & 3.96 respectively calculated.

Table 2: Behaviour of Students

Theme	Stat.	SDA	DA	UD	A	SA	Total	SD	Mean
Don't need more time to understand subjects	F	-	5	35	58	42	140	0.84	3.98
	P	-	3.6	25	41.4	30	100		
Don't need to work hard	F	-	4	32	62	42	140	0.81	4.01
	P	-	2.9	22.9	44.3	30	100		
Less work load	F	1	11	31	47	50	140	0.98	3.96
	P	0.7	7.9	22.1	33.6	35.7	100		
Complete homework within given time	F	-	-	28	69	43	140	0.71	4.11
	P	-	-	20	49.3	30.7	100		
Don't feel hesitation with official staff	F	-	4	39	58	39	140	0.82	3.94
	P	-	2.9	27.9	41.4	27.9	100		
Total	F	1	6	33	58	43	140	0.83	4.00
	P	0.7	4.32	23.58	42	30.86	100		

Table 3 represents the data about a factor of behaviour of the students at higher secondary schools. There are many aspects that shows the behaviour like study, working hard, ready to complete the task, hesitation with official staff adopted in the school. Data analysis represents that 43% of prospective teachers and students agreed that behaviour of the students is effect at

higher secondary school and 30% participants were strongly agreed while 23% participants were remained undecided, 4% participants were disagreed and not satisfied the environment of the higher secondary school. Standard deviation & mean of the prospective teachers and students are 0.83 & 4.00 respectively calculated.

Table 3: Confidence level of Students

Theme	Stat.	SDA	DA	UD	A	SA	Total	SD	Mean
Don't feel hesitation to ask question	F	-	2	42	55	41	140	0.81	3.96
	P	-	1.4	30	39.3	29.3	100		
Classes are less populous and noisy	F	-	2	39	61	38	140	0.78	3.96
	P	-	1.4	27.9	43.6	27.1	100		
Made friends	F	-	5	35	55	45	140	0.85	4.00
	P	-	3.6	25	39.3	32.1	100		
No difficulty to meet others	F	-	3	35	60	42	140	0.80	4.01
	P	-	2.1	25	42.9	30	100		
Make good friends	F	-	5	36	63	36	140	0.81	3.93
	P	-	3.6	25.7	45	25.7	100		
Don't feel alone and isolated	F	-	1	33	63	43	140	0.76	4.06
	P	-	0.7	23.6	45	30.7	100		
Taken part in activities	F	-	6	40	49	45	140	0.88	3.95
	P	-	4.3	28.6	35	32.1	100		
Don't want to join some political party	F	-	4	27	66	43	140	0.78	4.06
	P	-	2.9	19.3	47.1	30.7	100		
Easily adopted myself socially	F	-	2	36	58	44	140	0.80	4.03
	P	-	1.4	25.7	41.4	31.4	100		
Easily made friends	F	7	5	27	50	51	140	1.07	3.95
	P	5	3.6	19.3	35.7	36.4	100		
Total	F	7	3.5	35	58	42.8	140	0.83	3.99
	P	5	2.5	25.01	41.43	30.55	100		

Table 3 represents the data about a factor of confidence level of the students at higher secondary schools. There are many aspects that shows the confidence level of the students like hesitation to ask question, classes are less populous and noisy, making friends, feel alone and isolated, taking part in activities, join some political party. Data analysis revealed that 41% of prospective teachers and students agreed that

confidence level counts at higher secondary school is good and 30% participants were strongly agreed while 25% participants were remained undecided. 7% participants were disagreed and not satisfied the environment of the higher secondary school. Standard deviation & mean of the prospective teachers and students are 0.83 & 3.99 respectively calculated.

## Findings

- There are many aspects that express about the school environment like study, working culture, completing the task, extra coaching and teaching methodologies adopted in the school. Data analysis represents that 40% of prospective teachers and students agreed that that environment of the higher secondary school is good and 31% participants were strongly agreed while 22% participants were remained undecided. 5% participants were disagreed and not satisfied the environment of the higher secondary school. Standard deviation & mean of the prospective teachers and students are 0.90 & 3.96 respectively calculated.
- There are many aspects that shows the behaviour of the student like study, working hard, ready to complete the task, hesitation with official staff adopted in the school. Data analysis represents that 43% of prospective teachers and students agreed that behaviour of the students is effect at higher secondary school and 30% participants were strongly agreed while 23% participants were remained undecided. 4% participants were disagreed and not satisfied the environment of the higher secondary school. Standard deviation & mean of the prospective teachers and students are 0.83 & 4.00 respectively calculated.
- There are many aspects that shows the confidence level of the students like hesitation to ask question, classes are less populous and noisy, making friends, feel alone and isolated, taking part in activities, join some political party. Data analysis represents that 41% of prospective teachers and students agreed that that environment of the higher secondary school is good and 30% participants were strongly agreed while 25% participants were

remained undecided. 7% participants were disagreed and not satisfied that confidence level counts at higher secondary school. Standard deviation & mean of the prospective teachers and students are 0.83 & 3.99 respectively calculated.

## Conclusions

It is concluded that the school environment is checked through the study, working culture, completing the task, extra coaching and teaching methodologies adopted in the school. It is revealed that most of the teachers and students agreed that that environment of the higher secondary school is good and many participants were strongly agreed while some of the participants were remained undecided. Few participants were disagreed and not satisfied the environment of the higher secondary school.

The study revealed that the behaviour of the student is analyzed through study, hardworking, ready to complete the task, hesitation with official staff adopted in the school. It is depicted that most of the teachers and students agreed that that behaviour of the students is effect at the higher secondary school is good and many others were strongly agreed while some of participants were remained undecided. Few participants were disagreed and not satisfied the environment of the higher secondary school.

The study concluded that the confidence level of the students like hesitation to ask question, classes are less populous and noisy, making friends, feel alone and isolated, taking part in activities, join some political party. Data analysis revealed that most of the teachers and students agreed that that environment of the higher secondary school is good and many others were strongly agreed while some of the participants were remained undecided. Few participants were disagreed and not satisfied that confidence level counts at higher secondary school.

### Recommendation

- All the stakeholders, including family, society, and teachers should play an active and constructive role to combat the challenges of retention at the secondary level.,
- Motivational sessions regarding socioeconomic and academic issues must be conducted periodically to keep the learners determined with their educational goals.
- Academic, social, personal and cognition issues must be addressed and resolved individually.
- Special session must be conducted based on student interest and subject Student must be provided Opportunities and free will to in school and out of the school.
- Language barriers rule are urban discrimination Should be minimized.
- And learning friendly environment and resources must be provided at school and home.
- Apart from academic activities curricular ac. Including sports, debates and literary activities must be conducted the special rental and subject issues and crisis must be controlled and not to expose before the Growing children.
- Gender based subjects both for male and female must be included

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