

OUT OF SCHOOL CHILDREN: A THREATENING FACTOR FOR SUSTAINABLE DEVELOPMENT IN PAKISTAN

Irfan Ghaffar¹, Dr. Sakina Riaz² and Irum Fatima Dehraj³

ABSTRACT

The purpose of the present research paper is to analyze the socio-economic characteristics of out-of-school children and to highlight the factors involved in promoting out-of-school children's ratio. The research also aims to analyze the impact of out-of-school children on sustainable development in Pakistan. The research is quantitative in nature, in which descriptive research type was employed. For the allocation and distribution of the population, both probability and non-probability sampling methods were used, wherein from probability sampling the sample random technique was used to select 3 districts of Karachi and in non-probability sampling the purposive sampling technique was used to select the respondents from the selected districts. The data was collected from 105 out-of-school children between the ages of 10 to 18 years old from the district of East, Korangi, and Malir, 35 from each, by using the questionnaire, which had 75 questions. The research indicates that the children are mostly out of school due to weak financial status, child labor, gender inequality, poor environment and corporal punishments in schools. The research study recommends proper monitoring and reporting mechanisms to monitor and track out-of-school children's cases at local and community levels to tackle them promptly as well as the proper implementation of child labor laws and the policy of giving free primary quality education to every child.

Keywords: *Out of School Children, Sustainable Development, Factor, Pakistan*

1. INTRODUCTION

Education is one of the fundamental rights of every individual, regardless of gender, race, color, or ethnicity. (UNESCO, 2020) Education is not only the pillar of society but also the key to sustainable development. In spite of this, there are 258 million children and youth out of school in the world, and deprived of the fundamental right of education, among which 57 million children are at primary school level, where 17 million children belong to Bangladesh, India, Sri Lanka and Pakistan. (UNESCO, 2019) Out-of-school children have become one of the most threatening and alarming issues for

¹Research Associate at Aga Khan University, Karachi, Pakistan. Email: irfanb506@yahoo.com

²Associate Professor, University of Karachi, Karachi, Pakistan. Email: syedasakinariaz@yahoo.com

³Manager, Aga Khan University, Karachi, Pakistan. Email: irum.fatima@aku.edu

sustainable development (Okoh et al, 2020). Pakistan, which is a developing country and is one of the populated country in South Asia, (Goujon et al, 2020) has more than 51.53 million school-going age children, of whom only 28.84 have access to education and the rest of 22.8 are deprived of education. (UNESCO, 2018). It is very disturbing that Pakistan has the highest percentage of out-of-school children of primary school age among the South Asian countries, including Bangladesh, India, and Sri Lanka (UNICEF, 2014).

Children are measured as one of the most important and crucial human resources for a country's development and prosperity. Children have a significant and integral role in the country's future social and economic development, but this is only possible when the quality of education becomes accessible and approachable for every child in the territory. Until every child is not properly educated, they will not be considered as quality human resource for sustainable development. Therefore, it is the state's responsibility to ensure every child in school in order to make productive human resource for development. (UNICEF, 2015)

Being one of the significant and disturbing issue several interventions were adopted throughout the world including Pakistan to limit and control the ratio of out of school children in order to safeguard the future of children as well as to ensure the sustainable future development of the nations. Since 2000 after the development of millennium development goals the quality of education and out of school children got special attention due to which world has achieved progress in this matter and till 2015, a good response were secured on the globe including the girls education too (UNICEF, 2021) but yet there are still huge amount of children out of school due to different factors including poverty, financial crisis, gender, cultural practices, geographical location of the children, armed conflicts and different human and manmade disasters. (United Nations, 2014)

The children who are out of school will not be the part sustainable developing process, they get involved in different antisocial and illegal activities for the fulfillment of their needs which cause disorganization in the society. These antisocial or illegal activities include street crime, snatching, robbery, violence, drugs etc (Singh et al, 2018). In Pakistan, the street crimes and other different antisocial activities ratio is high and seems to increase by the passage of time, and in mostly cases those individual are involved who are far away from school and are not socialized. Schools and formal education have a central role in the nourishment and socialization of the child and out of school children are deprived from this environment where their overall development is based. So in the result the overall country suffers (Abdullah et al, 2014).

As like other countries in the world, Pakistan is also a signatory country of UN's sustainable development goals (SDGs) to be achieved till 2030. On the light of SDGs and education as the fundamental right of every child, Pakistan has initiated different efforts to achieve the goal no 4 which is related to quality of education and lifelong learning but unfortunately Pakistan has not achieved satisfactory success in this regards as the rest developing countries in the world has done (UNESCO, 2021). There are different solid policies made to bring every child in school but the implementation of these policies found to be lacking due to different factors including corruption, lack of human and financial resources, poverty, geographical barriers etc. (Khushik et al, 2020).

1.1 Objectives of the Research

- To analyze the socio-economic characteristics of out of school children.
- To determine how child labor and other financial crises involved in promoting out-of-school children ratio.
- To determine the impact of out of school children on sustainable development.

1.2 Hypothesis

1. There is a significant relationship between child labor and out of school children ratio.
2. There is a significant relationship between financial crisis of the family and school dropout.

1.3 Significance of the Study

This research has various importance as it provides multiple information about the out-of-school children and the factors which are contributing to increase the out-of-school ratio as well as it helps to understand the socioeconomic status out of school children. The children who are not included in the formal education system force are less likely to become the productive human resource for sustainable development so this research highlights the gateways to bring the out-of-school children in the force of formal education system to maximize productive human resources for sustainable development.

1.4 Problem Statement

Out-of-school children is one of a huge issue all over the globe, especially in developing and under developing countries like Pakistan. According to UNECISO, there are approximately 22.8 million children out of

school in Pakistan, which has a devastating impact on sustainable and prosperous development. There are a number of factors promoting the out-of-school children issue, including child labor, financial crisis, and lack of access to education. The key to sustainable development is education, and through education we can be able to make every individual a developing agent of society, and this is only possible when every child is in school.

2. LITERATURE REVIEW

There is a number of researches conducted which highlighted the out-of-school issue, and its long term consequences to the world and the nations for the sustainable development as well as these research pointed out different factors involved in promoting the out of school children ratio. A few of the researches are as below.

Shafiq conducted research in 2010 and determined that there is a strong relationship between household income and financial barriers to the out of school children. The families who suffer from financial problems and do not have enough financial resources face difficulty educating their children, as the quality education in developing countries is very expensive and there are many expenditures linked with education to be born including books, uniforms, school fees and transportation. For poor and less privileged families it's too hard to bear these all educational expenditures so as result such families do not send their children to schools or their children may be dropped from schools. (Shafiq, 2010). It is also determined in their research study that there is a strong relationship between families' socioeconomic condition and children dropping out from school. (Ekpo et al, 2020, et al, 2015).

There are multiple types of research that determined association between poverty and out-of-school children ratio, poverty is one of the strong factor which promotes the dropout and support to bring the children out from school. The families suffering from poverty cannot afford to send their children to schools so they prefer to engage their children in financial support work to bear their other crucial needs (Kamran et al 2017; Bibi et al, 2018).

However, the girls are more likely to be out of school as compared to boys due to different factors including cultural practices, norms and inappropriate division of labor in society. The girls have culturally assigned duties at home including domestic chores. Mostly in rural areas, the families prefer their girl's children to get engaged in helping out domestic needs rather than sending them to school. The boys are given more importance as compared to girls, the girls are considered as a temporary person where after marriage they will leave that's why the families do not prefer to invest on girl's

education. As the result, the girls deprived from the fundamental right of education. (Shahidul et al, 2015; Fatima et al, 2021).

Early marriage or forced marriage has a critical role in promoting the drop-out ratio of children from schools, especially the girls are more affected as compared to boys. There are several factors involved in promoting early marriage which has a very negative impact on society; the children are forced to marry where they suffer from different issues including physical and mental health as well as lose their education too. After marriage, the responsibilities of family and early pregnancies are some examples of dropout factors (Mcckleary-skills et al, 2015; Sekine et al, 2017).

Different researches showed evidence that the structure of the family is one of the important factor which compels the children to drop out from school. According to these researches, families with single parents or step-parents due to any reason including divorce, death, etc make the children out from school. In female-headed families, the children are at high risk to drop out from school and take the responsibility of financial needs of the family and same like in the case of step parent, the children's fundamental rights and need are not considered as important as the own parents do. (Pong et al, 2000; Song et al, 2012)

Shah et al (2019) analyzed in their research that the geographical location of the children is also a challenging factor in promoting the out-of-school ratio. In developing countries like Pakistan, the majority of the population live in rural areas, where the population is not organized. Most of the villages are far from one another and settled with only a small number of people, making it challenging for developing countries with limited resources to make schools available with a quality education for every village. As a result, it would not be possible for the children to travel from one village to another to acquire an education and they would remain out of school.

Several studies have found that child labour is one of the primary factors promoting out-of-school children; more than half of out-of-school children work to support their families or to cover their expenses (Haider et al, 2016). In developing countries, child labor laws are neglected or not properly implemented due to which the children can easily get working opportunities. (Zafar et al, 2016) The children are given very tough works where they not only lose their education but also suffer from health issues, as well as the children are being abused at work place (Ashfaq et al, 2017). Another factor contributing to the high rate of child labour is that children can be easily hired for very low wages, whereas adults cannot (Basu, 2000).

Research shows seasonal migration has a significant role in dropping children from school. After migration, the children face hurdles in approaching

or accessing education in a new area in the shape of language barriers, discrimination, and adjustment to the new environment (Mari et al, 2019).

The use of tobacco and alcohol by children is a threatening factor not only for children but for society as a whole. Easy drug availability in educational institutions, especially in schools, leads to drug addiction in children. Being addicted to drugs, it causes children to drop out of schools because they fail to maintain their educational environment and routine after being involved in any drug-addicted behavior (Townsend et al, 2007).

Apart from the socio-economic factors, the education system and educational institutions, including schools, are sometimes the factors of increasing the out-of-school ratio and making children drop out. Educational institutions are bound to maintain the educational environment, failing to maintain the educational environment in school leads to poor academic achievement of children, the poor academic achievement causes drop out from schools (Simić et al, 2017).

If the education system fails to maintain the educational institutions' quality of education and their environment as well as the material resources of the institutions, it leads to drop outs and no more admissions of new children. Therefore, maintaining the quality of education and environment of the school is very important and significant to be done in order to control the drop out and out of school children ratio (Dagnew, 2017).

3. METHODOLOGY

This research study is quantitative in nature, while the type of this research is descriptive research. The researchers used probability and non-probability sampling both for the selection and distribution of the population. In probability sampling, the sample random technique was used to select 3 districts in Karachi, and in non-probability sampling, the purposive sampling technique was used to select the respondents from the population. The data was collected from 105 out-of-school children between the ages of 10 to 18 years old from the district East, district Korangi, and district Malir, with 35 respondents from each using the interview schedule to fill out the questionnaire, which had 75 questions.

3.1 Analysis and Interpretation

Table No. 1: Frequency Distribution of Demographic Characteristics of the Respondents

Age	Frequency	Percentage %
10 to 12 years	15	14%
13 to 15 years	29	28%
14 to 18 Years	61	58%
Total	105	100%
Total family members	Frequency	Percentage %
1 to 4	19	18%
5 to 8	51	49%
9 to 12	23	22%
13 to 16	12	11%
Total	105	100%
Monthly income	Frequency	Percentage %
No income	24	23%
1000 to 8000	46	44%
8001 to 1500	25	24%
15001 to 22000	6	6%
More then 22001	4	3%
Total	105	100%
Education	Frequency	Percentage %
Illiterate	25	24%
Religious education	17	16%
Primary	37	35%
Middle	19	18%
Secondary	7	7%
Total	105	100%

The above is about the demographics of the respondents, which shows that the highest 58% of respondents were between the ages of 14 to 18 years, while the 28% respondents were between the ages of 13 to 15 years, meanwhile 14% of respondents were between the ages of 10 to 12 years. However, the table indicates that 44% of the respondents' financial income is only between 1000 to 8000, which is very low to bear the basic needs of daily life, while 24% of the respondents' income is between 8001 to 15000, while on the other hand, 23% of the respondents do not have any financial income, meanwhile only 3% of the respondents have more than 22001 income. The

above table also indicates the education level of the respondents, which shows that the highest 35% of children have studied just till primary level and dropped from the school, while the second highest 24%, are illiterate and have never been to school. Meanwhile, 16% have got religious education, and only 7% have reached till secondary level and dropped from the school. According to the above table, the highest 49% of respondents had 5 to 8 family members, while the second highest 22% had 9 to 12 family members, meanwhile 18% had 1 to 4 members, and the lowest, 11%, had 13 to 16 family members.

Table No. 2: Frequency Distribution according to the Current Reason of not going to School

Reasons of not going to school	Frequency	Percentage %
Due to poor interest	23	22%
Due to unaffordability	36	34%
Due to work	29	28%
Due to lack of schools	8	8%
Due to admission requirements	4	3%
Due to home responsibilities	5	5%
Total	105	100%

The above table shows that the highest 34% of respondents cannot afford the educational expenses to go to school, while 28% of respondents do not go to school due to work, they are involved in different works to bear the daily life expenses. While on the other hand, 22% of respondents have no interest in getting education meanwhile, 8% have no approach to school due to not availability of school in their area, whereas 5% do not go to school due to different home responsibilities, and the lowest 3% of respondents said they cannot get admission due to several reasons including school fees, documents and criteria. By the above table indications, it is analyzed that poverty, child labor and lack of awareness about the importance of education are the main reasons by which the mostly children do not go to school. They do have interest because they live in an environment where people are not aware of the importance of education, and as result they do not give preference to education.

Table No.3: Frequency distribution according to ever attended school

Ever attended school	Frequency	Percentage %
Yes	81	77%
No	24	23%
Total	105	100%

The above table shows that the highest 77% of respondents attended school and then left or dropped out from school due to different factors, while 23% of respondents haven't ever attended school yet. Dropouts from school occur for a variety of reasons, including poverty, child labor, a lack of resources in the education system, and corporal punishment in educational institutions; as a result, most children attend primary school and then drop out.

Table No.3.1. Frequency distribution according to reason of leaving the school

Reason of leaving the school	Frequency	Percentage %
Due to work / financial issue	49	60%
Due to corporal punishment	8	10%
School adjustment problem	7	9%
Due to teacher behavior	4	5%
Due to absent teachers	4	5%
No interest	9	11%
Total	81	100%

The above table indicates the different factors involved in dropouts of children from schools; where the highest, 60% of respondents dropped out from school because they had started working to bear the necessary needs or they were suffering from financial problems, while the second highest 11% of respondents dropped out from school because they had lost interest in getting education. On the other hand, 10% of the respondents dropped out from school due to corporal punishment in their schools, meanwhile, 9% of the respondents left school due to school adjustment problems, and the remaining 5% left school due to absent teachers and the same 5% of the respondents left school due to teachers' behavior. Child labor is on top which causes dropouts from schools. Children are supposed to go to work to fulfill their daily life expenses.

Table No. 4: Frequency distribution according to girl's education permission

Permission	Frequency	Percentage %
Yes	72	69%
No	33	31%
Total	105	100%

According to the above table, the highest 69% of respondents said they allow the girls to get education while the remaining 31% of respondents said they do not allow their girls to get education. Due to media and

awareness, people now do not restrict girls' education, but in comparison with boys, they give less favor to the girls. There are still several factors that are influencing girls' education in our society.

Table No. 5: Frequency distribution according to Family Financial Crisis

Family face financial crisis	Frequency	Percentage %
Yes	64	61%
No	41	39%
Total	105	100%

The above table illustrates the respondents' family financial crisis, which shows that the highest 61% of respondents' families were suffering from the financial crisis, while the remaining 39% of respondents' families were not suffering from the financial crisis. The financially weak and unprivileged families cannot afford to educate their children. That's why the majority of out-of-school families are suffering from financial problems.

Table No.6: Frequency distribution according to family financial stability and children getting admission in school

In case of financial stability get admission	Frequency	Percentage %
Yes	69	66%
No	36	34%
Total	105	100%

According to the above table, the data shows that the highest 66% of respondents are willing to get admission and start education when they get stable financially while the rest of the lowest 34% are not ready or willing to get admission after financial stability. Financial stability among the families will decrease the out-of-school children because the children would not be expected to go to work and their families will be able to bear their educational and other expenses.

Table No.7: Frequency distribution according to Governmental schools availability in Vicinity

Government school available	Frequency	Percentage %
Yes	63	60%
No	42	40%
Total	105	100%

The above table shows that the highest 60% of respondents said there are schools available in their vicinity, while the other 40% of respondents said there is no school available in their vicinity. Government schools are available in a very limited figure in which every area is not covered due to the fact that traveling from one place to another for education is also a factor in increasing the dropout and out of school ratio.

Table No.8: Frequency distribution according to currently doing work

Currently Working	Frequency	Percentage %
Yes	70	67%
No	35	33%
Total	105	100%

The above table shows that the highest 60% of respondents said there are schools available in their vicinity, while the other 40% of respondents said there is no school available in their vicinity. Government schools are available in a very limited figure in which every area is not covered due to the fact that traveling from one place to another for education is also a factor in increasing the dropout and out of school ratio.

Table No.9: Frequency distribution according to involvement in illegal activity and drug abuse

Involved in illegal activity	Frequency	Percentage %
Yes	41	39%
No	64	61%
Total	105	100%
Smoking/ Use drugs	Frequency	Percentage %
Yes	67	64%
No	38	36%
Total	105	100%

The above table shows that the highest 61% of respondents were not involved in illegal activities and the lowest 39% were involved in illegal activities. While on another side the table indicates that 64% of respondents said they are using one of the drugs meanwhile the rest 36% respondents said they are not involved in any kind of drug usage. At school-going age the children who do not go to school increase the chance of getting involved in illegal activities and drug usage where they become a strong factor to minimize sustainable development.

Table No.10: Frequency distribution according to playing sports

Play sports	Frequency	Percentage %
Yes	31	30%
No	74	70%
Total	105	100%

According to the above table, the highest 70% of respondents do not play sports, while the rest of the lowest 30% of respondents play sports. These children are not only deprived of education but also deprived of recreational activities, as these activities have a key role in child growth and development.

8.1 Test of Hypothesis

H1_A: There is a significant relationship between financial crisis of the family and school dropout statistical Test

$$x^2 = \sum \frac{(fo - fe)^2}{fe}$$

Decision rule: Reject H1_A and H2_A if $x^2 \geq 3.841$

Table No.11: The contingency table

Family face financial crisis	Ever Attended School		Total
	Yes	No	
Yes	51 ₍₄₉₎	13 ₍₁₅₎	64
No	30 ₍₃₂₎	11 ₍₉₎	41
Total	81	24	105

$$\begin{aligned} & \frac{(51 - 49)^2}{49} + \frac{(13 - 15)^2}{13} + \frac{(30 - 32)^2}{32} + \frac{(11 - 9)^2}{9} \\ & \frac{(2)^2}{49} + \frac{(-2)^2}{13} + \frac{(-2)^2}{32} + \frac{(2)^2}{9} \\ & \frac{4}{49} + \frac{4}{13} + \frac{4}{32} + \frac{4}{9} \\ & 0.08 + 0.30 + 0.12 + 0.44 \\ & = 0.94 \\ & \mathbf{x^2 = 0.94} \end{aligned}$$

We find that the computed value is less than 3.841, therefore H1_A is accepted and it is concluded that there is a significant relationship between family financial crises and out-of-school children. This finding supported the findings of Ekpo et al., 2020; A et al., 2015; and Shafiq, 2010 that family financial crisis and status have a significant impact on child dropout rates in schools.

Table No. 12: The contingency table

H2_A: There is a significant relationship between child labor and out of school children ratio.

Working	Ever attended school		Total
	Yes	No	
Yes	53 ₍₄₉₎	17 ₍₂₁₎	70
No	20 ₍₂₄₎	15 ₍₁₁₎	35
Total	73	32	105

$$\begin{aligned}
 & \frac{(53 - 49)^2}{49} + \frac{(17 - 21)^2}{21} + \frac{(20 - 24)^2}{24} + \frac{(15 - 11)^2}{11} \\
 & \frac{(4)^2}{49} + \frac{(-4)^2}{21} + \frac{(-4)^2}{24} + \frac{(4)^2}{11} \\
 & \frac{16}{49} + \frac{16}{21} + \frac{16}{24} + \frac{16}{11} \\
 & 0.32 + 0.76 + 0.66 + 1.45 \\
 & = 3.19 \\
 & \chi^2 = 3.19
 \end{aligned}$$

We find that the computed value is less than 3.841, therefore H2_A is accepted and concluded that there is a significant relationship between child labor and out-of-school children. This result conforms to the research of Haider et al, 2016 that child labor is one of the main factor which causes huge dropouts from schools.

4. DISCUSSION

The purpose of this study is to evaluate the socio-economic characteristics of out of school children and assess its impact on sustainable development with reference to Pakistan. In this descriptive, quantitative research, both probability and non-probability sampling methods were utilized. Through probability sampling technique, three district of Karachi East, district Korangi, and district Malir were selected. Through using purposive

sampling technique, the data was collected from a sample of 105 out-of-school children. The research was carried out to evaluate the factors involved in increasing the number of out-of-school children in Pakistan and draw ground-based recommendations to minimize the figure of out-of-school. The researches had collected with 35 respondents from each from the district using the interview schedule to fill out the pre-tested questionnaire, which had 75 open & close-ended survey questions were included for in-depth socio-economics evaluation. As per the convenience of the respondents, the questionnaire was managed in Urdu and Sindhi language. Informed consent were taken and the descriptive statistics, mean and frequencies were also used to describe the variables. The proportions for out of school children, alongside the underlying reasons were analyzed. Chi-square test was also used. Two hypothesis were developed to examine the relationship between child labour, financial crisis of the family and out of school children ratio. Children under the age of 14 to 18 Years consist of 58% of the total population. Gender distribution was found to be very nearly equal. Majority of the respondent were age group constituted 52.9% were found to be poor according to water and sanitation, assets, maternal education, and income (WAMI) index.

The research indicates that the children are mostly out of school due to weak financial status, child labor, gender inequality, poor environment and corporal punishments in schools. These findings are similar to the studies of conducted in Brazil and Kenya. In their studies, Cardoso & Verner, (2007) and Lloyd, Mensch, & Clark, (2000) were found the same reasons. The study results indicated that there are multiple factors involved in the promotion of out-of-school children. For instance, according to table 2, the family's financial crisis is one of the main obstacles in front of the children's getting into school, 34% of the children confessed that their family cannot afford their educational expenses due to which they do not send us to school for getting education. The less economically privileged families prefer to engage their children in income-generating activities at a very early age to bear their daily life necessities (Haider et al, 2016) rather than bearing their educational expensive expenses and losing one member of their economic generating source. Due to the poor implementation of child labor laws in Pakistan, this is easily possible for families to engage their children in work Zafar et al, 2016).

Child labor is not only a threatening factor for sustainable development but also one of the major elements preventing children from getting into school. In particular, in developing countries, child labor is not only increasing the out-of-school ratio but also sourcing children to get involved in drugs and illegal activities, which is an alarming indicator for society's prosperity. As the result shows in table 8 that more than 64% of respondents

are involved in child labor and dropped out from school, the country not only lost these valuable human resources for development but also increased the force of influencers for development.

Beyond these factors, there are multiple factors linked to the educational system. In Pakistan, the educational system itself is the element that is sourcing the promotion of out-of-school children. As the results of table 2 and 3.1 indicate the number of children blamed to be out of school due to lack of availability of schools in their vicinity, corporal punishment in school, teacher behavior and absence, school environment and complicated admission requirements. It is the primary responsibility of every state to ensure access to education, and especially the primary level of education to every child in the country, but unfortunately, Pakistan has not achieved this target yet.

Teachers have a key and central role in educational institutions mainly in schools. They are the main characters who have a significant role in building and shaping the students' personalities and making them productive human resources for sustainable development in the country. But if the teachers show weakness in the fulfillment of their responsibilities or if they would not have the capability to exercise their central role, then they become the factor for the disturbance of the education process and cause the students to run away from school, as the result of table 3.1, indicating that 10% of respondents left school due to teachers' behavior and absence from schools. The teacher's behavior and presence in the school matters a lot, and this is an important source of motivation for the students as well as they develop trust in education on which success is based (Şahin et al, 2016).

Unsatisfactory performance of teachers and schools causes poor interest in education among the children and their parents, which leads to an increased dropout ratio and a decreased enrollment ratio. As the results of table 3.1 show, 11% of respondents left their education due to lack of interest in education. However, the poor interest is not only linked with the education system's performance but also linked with the level of awareness too. The deprived and less privileged people living in disadvantaged areas have very limited awareness and they consider education as a waste of time and money. They give preference and importance to business and semi-skilled and unskilled laboring. (Millenky, 2016)

Aside from that, there are several socio-cultural aspects to this issue involving females who face discrimination in various sectors, including education. Pakistan is a male-dominated society where females are not given the space to be a part of the developmental process as in developed countries where females have. According to table 4, 31% of respondents confessed that their families do not allow their female children to get education due to

cultural, social and religious factors. Apart from this, there is a concept that girls are the temporary members of the family and spending on girls' education is a waste of money and time. That's why they focus on the training of girls to take care of the home or domestic responsibilities (Jamal, 2016; Qureshi, 2012).

5. CONCLUSION

This study concludes that out-of-school children have become one of the most threatening and alarming issues all over the world, especially in developing countries like Pakistan. Out-of-school children are not only obstacles to sustainable development but also a source of other different social evils. This study noticed and analyzed that there are several factors involved in the promotion of out-of-school children in Pakistan, including poverty, child labor and gender inequality. Apart from this, there are several factors associated with the education system, which include lack of availability of schools, teachers' behavior and absence, school adjustment, corporal punishment, and inappropriate admission requirements. The researchers observed that there are number of children who are out of school just because they do not have interest to get education. Poor interest in education is associated with different elements, which on top are the environment of the children where they live and the level of awareness about the importance of education. Here it can be concluded that out-of-school children are not only deprived from the brightness of education but also involved in different antisocial activities. The children who are out of school are involved in smoking and using different drugs. The involvement in drugs leads to the involvement of other different social evils, including crime, etc., and in situations like this, the future and the valuable human resources for development become the factors for influencing sustainable development. Therefore, the problem of out-of-school children should be taken under consideration on a priority basis with modified policies in order to put the country on the track of sustainable development.

6. RECOMMENDATIONS

In light of the results of the study, the following recommendations are drawn.

- It is analyzed that child labor is one of the central factor of increasing the number of out-of-school children, so the research strongly recommends that the implementation of child labor laws should be ensured with zero tolerance.

- In light of the results, it is recommended that the government should implement and ensure the policy of giving free primary quality education to every child.
- According to the research, the school environment and corporal punishment increase dropouts; therefore, the school's environmental standard should be maintained in order to control and minimize the drop-out ratio.
- Teachers are the pillars and backbone of the schools, and they have a key role in influencing the dropout ratio. Therefore, the teachers should be properly trained, covering every aspect.
- A proper monitoring and reporting mechanism should be designed to monitor and track out-of-school children cases at the local and community level so that they can be addressed as soon as possible.

REFERENCES

- A, Latif., Al, Choudhary., and AA, Hammayun. (2015). Economic Effects of Student Dropouts: A Comparative Study. *Journal of Global Economics*, 3(2) 137.
- Abdullah, Muhammad, Ahmed.,et al. (2014). A qualitative exploration of Pakistan's street children, as a consequence of the poverty-disease cycle. *Infectious Diseases of Poverty*, 3(11), <https://doi.org/10.1186/2049-9957-3-11>
- Ashfaq, Asia.,Ali Rabia., and Habiba, Ume. (2017). Child labour in Pakistan: consequences on children's health. *International Journal of Human Rights and Constitutional Studies*, 5(1), 82-90.
- Basu, Kaushik. (2000). the Intriguing Relation between Adult Minimum Wage and Child Labour *The Economic Journal*, 110(462), 50-61
- Bibi, Aqsa., and Ahmad, Waqar. (2018). Causes of Girls Drop Out From Primary Schools in Tehsil Bahrain District Swat, Kpk Pakistan. *Asian Journal of Contemporary Education*, 3(1), 44-58
- Cardoso, A. R., & Verner, D. (2007). School drop-out and push-out factors in Brazil: The role of early parenthood, child labor, and poverty. *World Bank Policy Research Working Paper*, 4178.
- Dagnew, Asrat. (2017). Determinants of students' dropout rate in primary schools: The case of Awi zone selected schools, Ethiopia. *African Educational Research Journal*. 5(3), 186-193
- Ekpo, Effiong, OJI., and Inah, Edet, Monday. (2020). Influence of family background on students' drop out from secondary schools in Yakurr

- local government area. *Global Journal of Educational Research*, 19(1), 15-20.
- Fatima, Syeda Aliya., Fatima, Syeda Tasneem. & Alwi, S. Khurram Khan. (2021). Major Causes of Female Dropouts at Different Educational Levels in Karachi. *Global Educational Studies Review*, VI(1), 293-305.
- Goujon, Anne., Wazir, Asif., Gailey, Nicholas. (2020). Pakistan: A population giant falling behind in its demographic transition. *Population & Societies*, 576(4), 1-4.
- Haider, Syed, Zubair., and Qureshi, Ayesha. (2016). Are All Children Equal? Causative Factors of Child Labour in Selected Districts of South Punjab, Pakistan. *New Approaches In Educational Research*, 5. (1), 3-10
- Jamal, Aamir. (2016). Why He Won't Send His Daughter to School—Barriers to Girls' Education in Northwest Pakistan: A Qualitative Delphi Study of Pashtun Men. *SAGE Open Journals*, 6(3), 1-13
- Kamran, Rimsha. Deen, and Shamas, ul. (2017). Out of School Children: Causes behind Primary Dropout. *Journal of Inclusive Education*, 1, (4), 35–51
- Khushik, Faheem and Diemer, Arnaud. (2020). Education And Sustainability, How Contributes To Change The Representations Of Developing Issues? The Case Study of Pakistan. *International Journal of Management and Sustainability*. 9(2),101-119
- Lloyd, C. B., Mensch, B. S., & Clark, W. H. (2000). The effects of primary school quality on school dropout among Kenyan girls and boys. *Comp. Educ. Rev*, 44(2), 113-147.
- Mari, Shameem, Akhtar., Sartaj, Shabana., Siming, Insaf, Ali, Kalyar, Jan, Muhammad., Allah ,Rind, Ditto. (2019). Effects of seasonal migration on school drop-out in district Tharparkar, Sindh, Pakistan: A logistic regression analysis. *WALIA Journal* 35(1), 51-56.
- McCleary-Sills, Jennifer., Hanmer, Lucia, Parsons, Jennifer & Klugman, Jeni. (2015). Child Marriage: A Critical Barrier to Girls' Schooling and Gender Equality in Education. *The Review of Faith & International Affairs*, 13(3), 69-80.
- Millenky, Megan. (2016).Connecting high school dropouts to employment and education: an impact study of the National Guard Youth ChalleNGe Program. *IZA Journal of Labor Policy*, 5(10), 1-17
- Okoh, Charity N., John A, Emenike., Doma, Amina., Akinsola, Mary O. (2020). Out of School Children: Enhancing Factors and Consequences for Sustainable Development in North Central Geo-Political Zone, Nigeria . *American Journal of Educational Research*. 2020, 8(10), 804-811.

- Pong, Suet, Ling., & Beom, Ju, Dong. (2000). The Effects of Change in Family Structure and Income on Dropping Out of Middle and High School. *Journal of Family Issues*, 21(2), 147-169.
- Qureshi, Madeeha, Gohar. (2012). The Gender Differences in School Enrolment and Returns to Education in Pakistan. *The Pakistan Development Review*, 51(3), 219-256
- Rana, Surender, Singh. & Rani, Suman. (). A Study of the Causes of Girls Dropout in Haryana. *Journal of Educational Science and Research (JESR)*, 5(1), 13-19
- Şahin, Şeyma., Arseven, Zeynep., and Kılıç, Abdurrahman. (2016). Causes of Student Absenteeism and School Dropouts. *International Journal of Instruction*. 9(1), 195-210
- Sekine, Kazutaka., and Hodgkin, Marian, Ellen. (2017). Effect of child marriage on girls' school dropout in Nepal: Analysis of data from the Multiple Indicator Cluster Survey 2014. *PLoS ONE*, 12(7)
- Shafiq, M. Najeeb. (2010). The Effect of an Economic Crisis on Educational Outcomes: An Economic Framework and Review of the Evidence. *Current Issues in Comparative Education*. 12(2), 5-13.
- Shah, Dawood., Haider, Ghulam., and Taj, Tahir. (2019). Causes of Dropout Rate at Primary Level in Pakistan. *International Journal of Curriculum and Instruction*, 11(2), 38-74.
- Shahidul, S. M., and Karim, A. H. M. Zehadul. (2015). Factors Contributing To School Dropout among the Girls: A Review of Literature. *European Journal of Research and Reflection in Educational Sciences*. 3(2), 25-36
- Simić, Nataša. and Krstić, Ksenija. (2017). School factors related to dropout from primary and secondary education in Serbia - a qualitative research *Psihološka Istraživanja*, Vol. XX (1), 51-70
- Singh, Bhal., and Punia, Vandana. (2018). Role of Value Based Education in Reducing Juvenile Delinquency at School Level. *Educational Quest: An International Journal of Education and Applied Social Science*, 9(3), 229-232.
- Song, Chunyan., Benin, Mary., Glick, Jennifer. (2012). Dropping Out of High School: The Effects of Family Structure and Family Transitions. *Journal of Divorce & Remarriage*, 53(1), 18-33.
- Townsend, Loraine., Flisher, Alan, J., & King, Gary. (2007). A Systematic Review of the Relationship between High school Dropout and Substance Use. *Clinical Child and Family Psychology* 10(4) 295-317.
- UNESCO. (2018, March 01). Education: Giving every child the right to education. <https://www.unicef.org/pakistan/education>

- UNESCO. (2019, September 01). New Methodology Shows that 258 Million Children, Adolescents and Youth Are Out of School. http://uis.unesco.org/sites/default/files/documents/newmethodology-shows-258-million-children-adolescents-and-youth-are-out_school.pdf
- UNESCO. (2020, November 26). What you need to know about the right to education. <https://en.unesco.org/news/what-you-need-know-about-right-education>
- UNESCO. (2021). 5-Year Progress Review of SDG 4 – Education 2030 in Asia-Pacific. United Nations Educational, Scientific and Cultural Organization.
- UNICEF (2021, April 01). Primary education. <https://data.unicef.org/topic/education/primary-education/>
- UNICEF. (2014, January). All Children in school by 2015 Global Initiative on Out-of-SchoolChildren.<http://uis.unesco.org/sites/default/files/documents/out-of-school-childrensouth-asia-country-study-education-2014-en.pdf>
- UNICEF. (2015, January 22) Education: the most powerful investment in our future. <https://blogs.unicef.org/blog/education-the-most-powerful-investment-in-our-future/>
- United Nations. (2014). The Millennium Development Goals Report 2014. UN. <https://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>
- Zafar, Zubaida., Sarwar, Isra., and Haider, Syed, Imran. (2016). Socio-Economic and PoliticalCauses of Child Labor: The Case of Pakistan. Global Political Review (GPR), 1(1), 32-43