# AL-IMAN
## Research Journal
**P-ISSN : 3006-1261 E-ISSN:3006-127X**

*Factors Affecting Dropout of Students from Primary Schools in District Peshawar KPK*

*Atta Ullah¹ Dr. Amjad Reba² Khalid Khan³ Habib Iqbal⁴*

## Abstract

*The study was descriptive in nature. The purpose of this study was to provide new ways to thoughts on the problem of dropout of the students with a new approach to take part in the achievement of the targets towards universality of primary education in district Peshawar Khyber Pakhtunkhwa. The purpose of the study was to find out students related factors that affect the drop out of students at primary level in district Peshawar. The population of the study was all male teachers of primary level in district Peshawar. The target population was all the male teachers of Circle Hazarkhawani Peshawar. The sample of the study was the ten (10) schools of circle Hazarkhawani consisted of sixty (60) PST (primary school teachers) but due to shortage of time, the researcher selected thirty (30) teachers as respondents in such a way that three (3) teachers from each of these ten schools. The researcher adapted a self-ended questionnnaire from Cherotich. J (2017) that was used to collect the data for the study. The collected data was analyzed by statistical package for social sciences (SPSS) statistical tools like, Descriptive Statistics, One-sample t-test, Independent Sample t-test and Pearson Correlation Analysis. The result confirmed that the variable mentioned in the study was Learner's Characteristics (LC) greatly affected dropout of the students from the school. The study suggested that student should be equipped with such qualities which create their interest in studies. The study also suggested that government should take steps in this regard as provide basic facilities like water, health etc. to schools, also provide scholarship to deserving students and strictly ban punishment.*
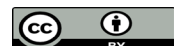
## Keywords

*Dropout, Learner's Factors, Poverty, Punishment, Motivation.*

*¹PhD Scholar, IER University of Peshawar.*
attackatta.gm2@gmail.com
*²Assistant Professor, IER University of Peshawar.*

*³PhD Scholar, IER University of Peshawar.*

*⁴MPhil Scholar, IER University of Peshawar.*

**Introduction**
**Background of the Study**

The importance of education cannot be neglected in the ever-changing global perspective. It is true that qualified nations can be developed, which ensures good qualities in people, by whom development and rich societies could be constructed. Thus, education is fundamental unit for every individual that plays a dynamic role in the development of a country. Primary education plays a pivotal role in the lives of students for further higher education. Primary education is a gateway for enhancing the literacy rate in the countries struggling for social, political and economic development. (Jan et al,2002).

Education is foremost important for both male and female which builds one's knowledge, expands one's attitude and improves one understands. It is also playing a vital role in building and shaping the character of a person. Education is the basic right of humans and the best way to Sustainable improvement, and peace inside as well as among the countries. This is very important for effective participating in the social order and financial aspects of the 21st century, (UNESCO, 2000).

Article 25-A of the Constitution of our country Pakistan declared education as the basic right for human which is the paramount duty of state to provide. Education is an effective instrument for the knowledge and skills transformation from generation to generation, (Forstall, S 2010).(The White, H.N. 2004) described that enough and equitable economy growth is not possible without educated people. Education provides employment capabilities and enables members of a society with skills considered essential for stimulated development, (Govender & Steven, 2004).

Dropout means if a student does not complete at least minimum expected schooling. It may be a child who leaves school before graduation from primary school. The dropout rate amongst boy-child students vary area to area and also country to country. (Jain et al, 2009).

Dropout is a situation related to the students, who leaves the school before the completion of an educational program due to any reason and without being transferred to other school. In other words, a dropout is a child who leaves the school before completing the educational stages in which he was enrolled. In Pakistan greater number of children enrolled in primary education but dropout rate is high and lead to limited number of students' completion of primary school in the country. (Attaullah al, 2016).

Nowadays students face several problems which leads to his/her dropout of school. These include students related factors, socio-economic factors, socio-cultural factors de-motivation, peer pressure, lack of parental supervision, bad company and overburdened by outdoor activities. Dropout of children is an international problem. Therefore, being a patriotic countryman, the researcher has taken up this issue to determine the factors affecting children drop out from school and to suggest remedial measures in the context of Khyber Pakhtunkhwa Pakistan. (US Department of Education, 2004).

Factors of dropout are complex as vary from area to area. The findings of various research studies on the same problem showed multiple reasons like poverty, distance to school, quality of education, non-availability of facilities in public schools, untrained teachers, irregularity of school staff, shortage of teachers, medium of instruction, overcrowded classrooms, weak instructional management. Personal and family related factors such as illiterate parents, poverty and poor health condition are the main hurdles of retention and completion of primary education. Besides these factors some social factors are also include like orphans, migrants, tribal culture, minority groups, and children of different languages when get together are more inclined to dropout. (UNESCO, 2010).

(Alderman et al, 2009) defines that out of enrolled students, 45 % students drop out without completing their primary education in Pakistan. Therefore, only 33 % of boys and 20% of girls complete their school at primary level. This shows that 67% of boys and 80% enrolled girls

drop out before completing their primary education in Pakistan. This data points out the wastage in literacy level in Pakistan. So, there is a dire need to improve the enrollment and retaining rate of male and female at primary education to get a high literacy rate in Pakistan.

The dropout of students from schools is a serious problem, recently about all the countries of the world struggling upon the plans that how to achieve 100 % literacy rate because the development is difficult to be maintained without proper education. It is neither the past problem nor the present, but if ignored it will become a big problem for the future, (Sultana & Kamal,2002).

As discussed above that different studies find out multiple reasons and causes for dropout of the students from school at Primary level but the researcher focused to find out only the students related factors which affect the dropout of the students from school at primary level.

**Objective of the Study**
- To find out the student's related factors affecting dropout among boys at primary level in Peshawar.
- To propose some valuable recommendations for the problem like dropout of students at primary level.

**Hypothesis of the Study**
Ho:   There is no correlation between learner's characteristics and the dropout of students at primary level.

**Research Question**
- What are the students' related factors which cause the dropout of students at primary level in District Peshawar?

**Statement of the Problem**
The problem of dropout of students before completing their primary education is a serious one. It is the matter of entire nation and not only a social problem which is a hurdle in national progress and development because these dropout children may become labor to earn or they may involve in unsocial activities. This dropout increases in the uneducated workforce which is an issuer of great concern. The researchers had tried to take a great contribution by suggesting measures to control over it. Therefore, there is a dire need to find out the reasons and causes of dropout at primary level in Peshawar. This study is based to find out students related factors responsible for student's dropout at primary level in district Peshawar.

**Delimitation**
- The study was delimited to public sector boy's primary schools of Circle Hazarkhawani Town iv District Peshawar.

**LITERATURE REVIEW**
This section focuses on the review of the available literature related to the topic. The researcher made a good understanding and presentation of valued views to establish between problems in hand and previous researches for establishing a conceptual model for study.

**Students School Dropout**
The students' 'drop out' has been defined by different researchers differently (Issa et.al, 2010) defined the dropout as a term used for those students who do not keep continue their study and they suffer from their study due to different reasons other than death. This is a broader definition which is about students of all levels who took discontinuing in their education without completion of study due to different reasons despite the death of students. Drop out is the struck off of the students from their school before completion of a scheme of study (Malik, 2002). He has further given a versatile status which may cover about all the students who leave a course of study (Obiekea et al, 2013) defines dropout as the students who leave their schools before the passing of the studies in which they are enrolled, for unknown reasons". The definition is a versatile one, which is about all those students who leave their planned study

program due to some reason.

## Global Situation of Primary School Dropout

According to a global research (Loreman et al, 2014) on education, it is very necessary to address those students who left the schools before they complete their education up to class 5th. The global image towards getting of Universal Primary Education (UPE) stated that approximately 31.2 million primary students left school globally and did not return Schneider, (2013). Several countries have large enrolment at primary level, but unluckily, these countries have a poor ratio of completing primary level education (Burmeister et al, 2012).

## The Dropout Rate of Pakistan at Primary Level

In Pakistan, the dropout rate of students at primary level in 2001-02 was 43% and was reduced by 02% in 2007-08 (Ministry of Education, 2011).

( Klees& Qargha, 2014) defines that "Global Initiative on out of school children who should be in primary education was 34.4% a decrease of 18.6% in 12 years. There is not a single reason for dropout at the primary level but a series of causes that lead students for dropping out (Farooq, 2016). The economic survey of Pakistan (2009-10) defines the rate of literacy in K.P is insignificant as compare to all other provinces. Various factors are there for the cause of dropout which compels the students to leave the school.

## Reasons for Early Dropout

Student's dropout from school has several reasons and studies listed these causes with specific contexts based on their social, political, cultural and economic circumstances. Some of the common factors such as Poverty, punishment, Failure, Repetition of grades, Over loaded and vertical type curricula, traditional method of teaching, poor quality of teachers, dull school environment, dissatisfied and frustrated teachers, parents neglect, domestic and other work, lack of interest in school, early marriages, absence of medical facilities in schools, absence of guidance service in schools, observed as the main causes of dropout in Pakistan, (Petgrave. K, 2011).

## Students Related Factors

## Low Motivation

Motivation plays an important role in teaching learning process. Teachers should make the mind of learners to willingness perform learning activities and check their regular performing of the learning task. Learner's parents must be known about the importance of motivation, its effect on learning and they must try to motivate their children for learning. Only the motivated learners can perform initiated learning activities, then the students will willingly perform their tasks and all other activities of their learning and similarly learners will be engaged in the long run of education, (Hawksley et al., 2002).

## Age-Related Factors

The older boy is another factor for not attaining the basic cycle of primary education. (Cameron, 2005) Students' age is an important factor regarding dropout at primary level. Children often enter the school late. In grade I, sometime children have 7, 8, 9, or even l0 years of age. In any grade, about 20% of the children have ages higher or lower than the officially required age group. Children who enter school late and being over-aged for a particular grade increases the chances of dropping out before completing of primary education. For example, if children enroll late in primary school, than after few their parents want their children to contribute the household economy. If girls enroll late, then they have few years before they reach puberty when they are likely to be withdrawn from school because of parental concerns about their daughters' safety and reputation (Lewin,2011).

## Low Achievement Level

Students who performed unsatisfactory tend to stay absent from educational institutions regularly. Poor academic performance leads students    to grade repetition; repeaters and underachievers attend school not happily and this unsatisfactory situation trigger circular chain

of events which at last become a cause for dropout of a child from school, Lewis et al, (2010). In Pakistan, It has been observed that many students due to fear of failure leave the school. Those students who are week in study and due to which do not come to school regularly become low grade repeaters and these students due to fear of low grade become dropout of the school.

**Health Problems**

Health and general mal-nutrition of a child may also lead to dropout. If a child has week health, his school regularity may be affected, which leads to dropout of the student. Even if such a student attends school regularly rather he may not be able to give sufficient attention to the study in the classroom because of physical or mental fatigue. Often children from low income homes do not receive the balance diet they required which leads to fatigue and poor concentration, probably help to determine eventual drop-out of many poor children. (Burde, D,2015).

The discussion of the above literature review regarding student's related factors proved that school dropout is influenced by the above factors. In short, it may not be bad to say that in many cases student's low achievement, age-related to class due to repetition, bad society, absenteeism, punishment etc. are the causes of student dropout from the school.

## RESEARCH METHODOLOGY

**Introduction**

This chapter of research presents a description of the research design, population, target population and sampling techniques and sample size for the study. Second is the description of the research instrument used and procedure followed to test the population. The final section gives a detail about data collection producers used for studying the targeted population.

**Design of the Study**

This study was descriptive in nature under the quantitative approach. The quantitative research offered to collect data from a large population.A self-reporting questioner was adopted for collection of data. five-point Likert scale was used in the questioners for collection of data.

**Population of the Study**

The population of the study comprised all the teachers of government primary schools for boys in District Peshawar. There were 594 public primary schools for boys in District Peshawar having 5040 teachers. (EMIS Khyber Pakhtunkhwa, 2023).

**Target population**

The target population in this research was all the male teachers of Circle Hazarkhawani Peshawar which contain forty eight (48) boys' schools having six hundred (600) teachers.

**Sample of the Study**

This research study was based on the "Simple Random Sampling" technique. There were forty-eight (48) boys Schools in Circle Hazarkhawani and only ten (10) schools were selected by simple random sampling technique. The respondents were PST (Primary school teachers). The total number of teachers in these ten schools was 60 but due to shortage of time, 30 teachers were selected as respondents by simple random sampling.

**Pilot study**

To determine the reliability and consistency of the research instrument, a pilot study was conducted. A sample of four teachers from four different schools other than the research sample was used for the pilot study. The reliability of the questionnaire was assessed in terms of Cronbach alphas.

**Rapport**

To build a successful rapport with the respondents, the researcher used personal visits; write letters and soft reminders like cell phone calls, social media like what's app, messenger, twitter etc

**Data Collection**

For data collection, a self-structured close-ended questionnaire was prepared for

purpose of data collection. The data was collected through a close-ended questionnaire five-point Likert's Scale. The researcher visited the schools personally and collected the data.

**Data analysis**

Data was analyses through SPSS software. Simple frequency and percentage and cumulative technique has been used for data analysis.

**DATA ANLYSIS**

**INRODUCTION**

The basic aim of this study was to determine the relationship between the student's related factors affecting and the dropout of the male students at primary level in Circle Hazarkhawani Town IV district Peshawar.

The investigation of the study included only one factor as independent variable, i.e. Learner's Characteristics (LC). The depended variable of this study was Students' dropout which was measured with the help of teachers' perceptions. The study utilized an adapted questionnaire for data collection.

**STATISTICS**

|  |  | gender | Age | qualification | prof qual | school | experience |
|---|---|---|---|---|---|---|---|
| N | Valid | 30 | 30 | 30 | 30 | 30 | 30 |
|  | Missing | 0 | 0 | 0 | 0 | 0 | 0 |

**FREQUENCY TABLE**

**GENDER**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | N | 30 | 100.0 | 100.0 | 100.0 |

**AGE**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 20-30 | 6 | 20.0 | 20.0 | 20.0 |
|  | 31-40 | 13 | 43.3 | 43.3 | 63.3 |
|  | 41-50 | 6 | 20.0 | 20.0 | 83.3 |
|  | above 50 | 5 | 16.7 | 16.7 | 100.0 |
|  | Total | 30 | 100.0 | 100.0 |  |

## QUALIFICATION

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | BA | 2 | 6.7 | 6.7 | 6.7 |
|  | BS | 2 | 6.7 | 6.7 | 13.3 |
|  | BSC | 1 | 3.3 | 3.3 | 16.7 |
|  | FA | 2 | 6.7 | 6.7 | 23.3 |
|  | M.PHIL | 4 | 13.3 | 13.3 | 36.7 |
| Valid | M.PHIL | 1 | 3.3 | 3.3 | 40.0 |
|  | MA | 12 | 40.0 | 40.0 | 80.0 |
|  | MA. | 1 | 3.3 | 3.3 | 83.3 |
|  | MSC | 3 | 10.0 | 10.0 | 93.3 |
|  | SSC | 2 | 6.7 | 6.7 | 100.0 |
|  | Total | 30 | 100.0 | 100.0 |  |

**PROF QUALIFICAION**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | B.ED | 11 | 36.7 | 36.7 | 36.7 |
|  | BED | 1 | 3.3 | 3.3 | 40.0 |
| Valid | M.ED | 10 | 33.3 | 33.3 | 73.3 |
|  | PTC | 8 | 26.7 | 26.7 | 100.0 |
|  | Total | 30 | 100.0 | 100.0 |  |

**EXPERIENCE**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | 1-10 | 21 | 70.0 | 70.0 | 70.0 |
|  | 11-20 | 3 | 10.0 | 10.0 | 80.0 |
| Valid | 21-30 | 2 | 6.7 | 6.7 | 86.7 |
|  | >30 | 4 | 13.3 | 13.3 | 100.0 |
|  | Total | 30 | 100.0 | 100.0 |  |

**SCHOOLS**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
|  | GPS No1 | 3 | 10.0 | 10.0 | 10.0 |
|  | GPS No 2 | 3 | 10.0 | 10.0 | 20.0 |
|  | GPS No 3 | 3 | 10.0 | 10.0 | 30.0 |
| Valid | GPS No 4 | 3 | 10.0 | 10.0 | 40.0 |
|  | GPS AFRIDI | 3 | 10.0 | 10.0 | 50.0 |
|  | GPS ATTA | 3 | 10.0 | 10.0 | 50.0 |

| | | | | |
|---|---|---|---|---|
| GPS DIR COL | 3 | 10.0 | 10.0 | 60.0 |
| GPS PANDO | 3 | 10.0 | 10.0 | 70.0 |
| GPS QAMAR DIN | 3 | 10.0 | 10.0 | 80.0 |
| GPS TOOR | 3 | 10.0 | 10.0 | 90.0 |
| Total | 30 | 100.0 | 100.0 | 100.0 |

## FREQUENCY TABLE

**F1:** Regular absenteeism from the school is a cause of dropout of the students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 18 | 60.0 | 60.0 | 60.0 |
| | 2 | 2 | 6.7 | 6.7 | 66.7 |
| | 4 | 10 | 33.3 | 33.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**F1:** indicates that 67% of the respondent teachers viewed that Regular absenteeism from the school is a cause of dropout of the students whereas, 6.6% of the respondents were not agree about the given statement.

**F2**: Friendship/Attachment of students to bad peer groups leads to school dropouts

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 21 | 70.0 | 70.0 | 70.0 |
| | 2 | 5 | 16.7 | 16.7 | 86.7 |
| | 4 | 4 | 13.3 | 13.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**F2:** indicates that 83% of the respondent teachers viewed that Friendship/Attachment of students to bad peer groups leads to school dropout whereas, 16.6% of the respondents were not agree about the given statement

**F3:** : Low academic performance of the students in the class leads to school dropout

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| | | | | |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 10 | 33.3 | 33.3 | 33.3 |
| | 2 | 7 | 23.3 | 23.3 | 56.7 |
| | 3 | 12 | 40.0 | 40.0 | 96.7 |
| | 4 | 1 | 3.3 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**F3:** indicates that 66.6% of the respondent teachers viewed that Low academic performance of the students in the class leads to school dropout. Whereas, 40% of the respondent's teachers were undecided about the statement also2.33% of the respondents were not agree about the given statement

**F4**: Low self-motivation among boys leads to school dropout

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 15 | 50.0 | 50.0 | 50.0 |
| | 2 | 6 | 20.0 | 20.0 | 70.0 |
| | 3 | 6 | 20.0 | 20.0 | 90.0 |
| | 4 | 3 | 10.0 | 10.0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**F4:** indicates that 60% of the respondent teachers viewed that Low self-motivation among boys lead to school dropout. Whereas, 20% of the respondent's teachers were undecided about the statement also 20% of the respondents were not agree about the given statement

**F5**: Punishment of the teachers leads to dropout of the students.

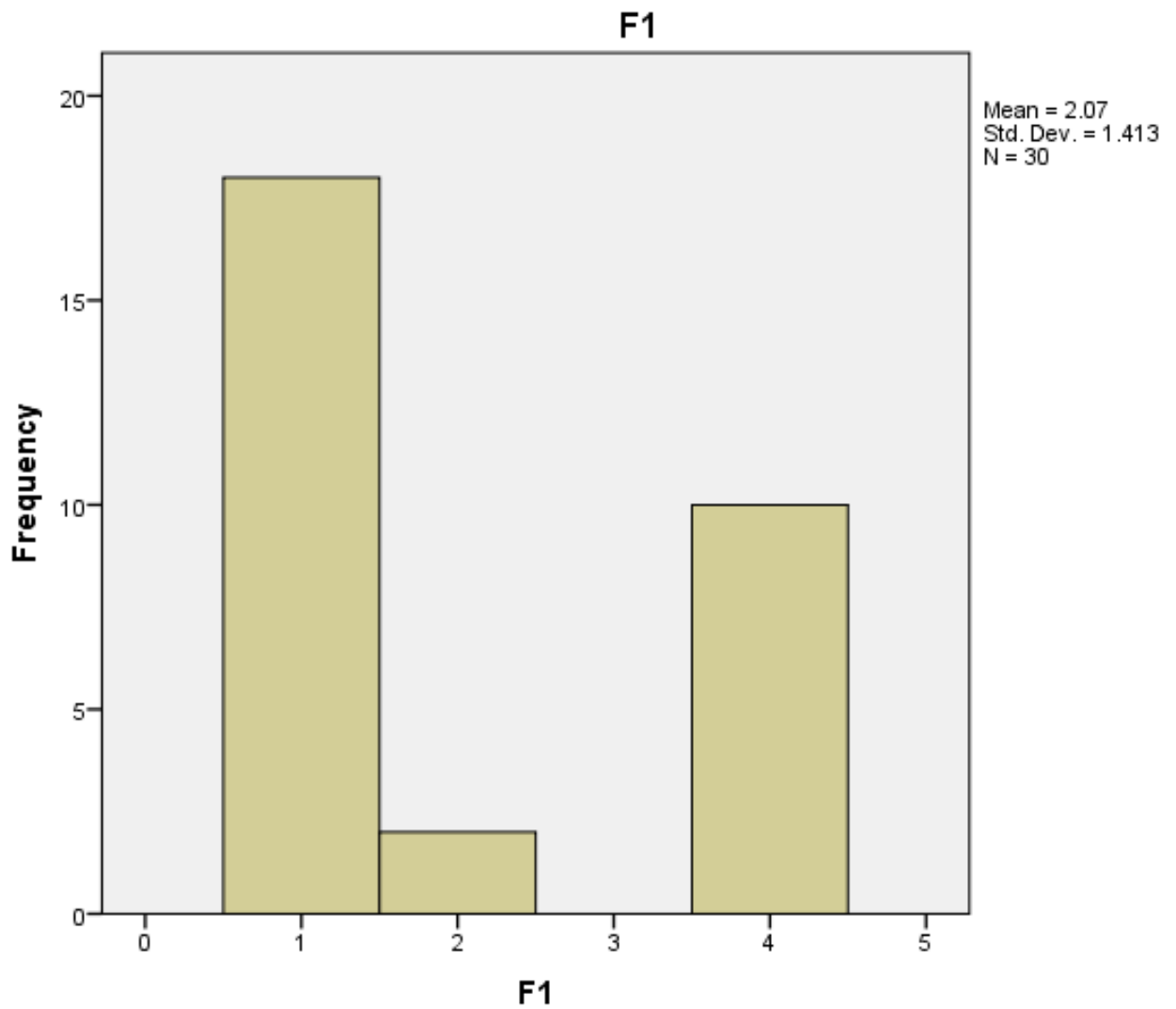| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 6 | 20.0 | 20.0 | 20.0 |
| | 2 | 7 | 23.3 | 23.3 | 43.3 |
| | 4 | 13 | 43.3 | 43.3 | 86.7 |
| | 5 | 4 | 13.3 | 13.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**F:5** indicates that 60.3% of the respondent teachers viewed that Punishment of the teachers leads to drop out of the students. Whereas, 36.6% of the respondent's teachers were not agree about the given statement
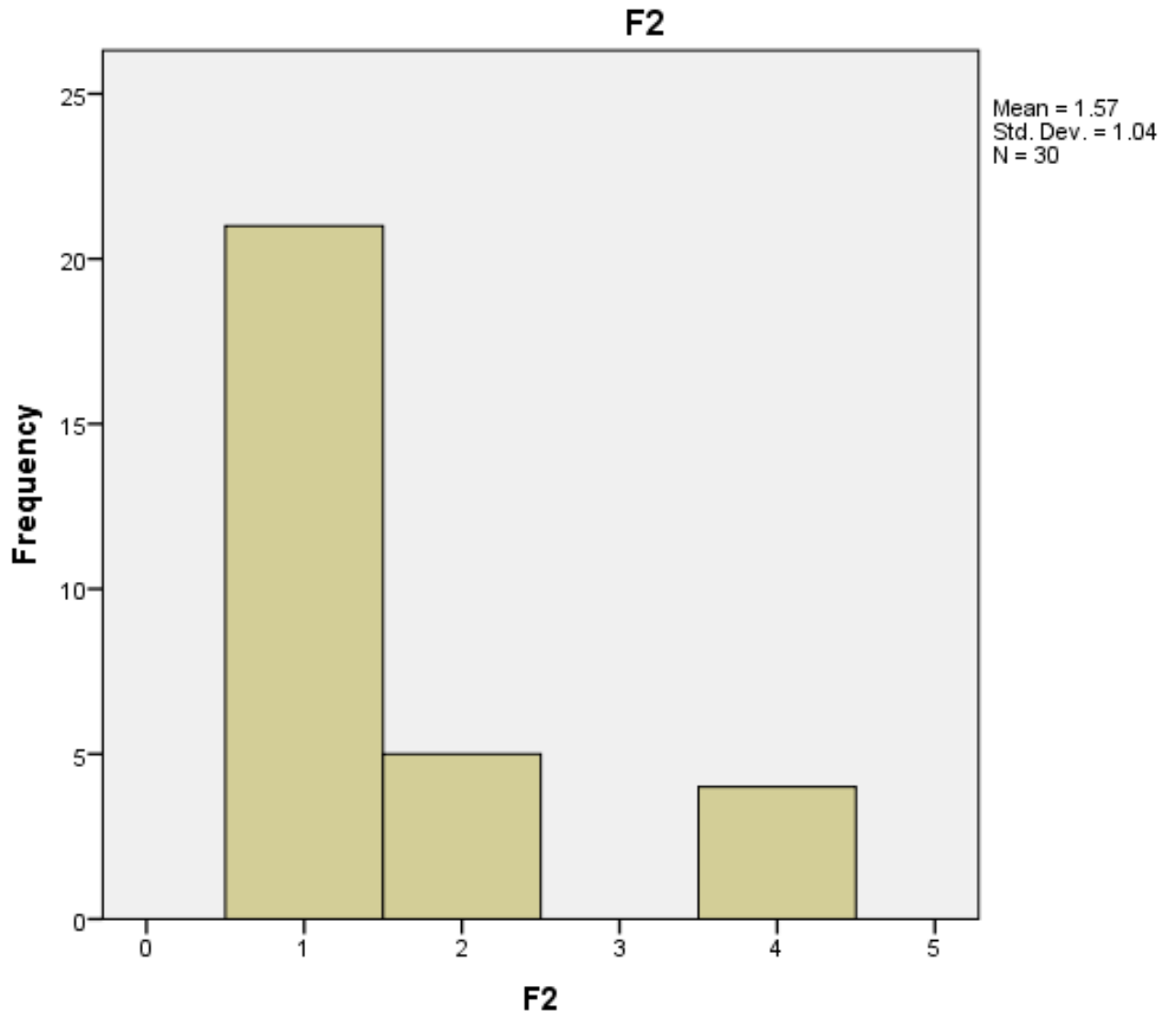
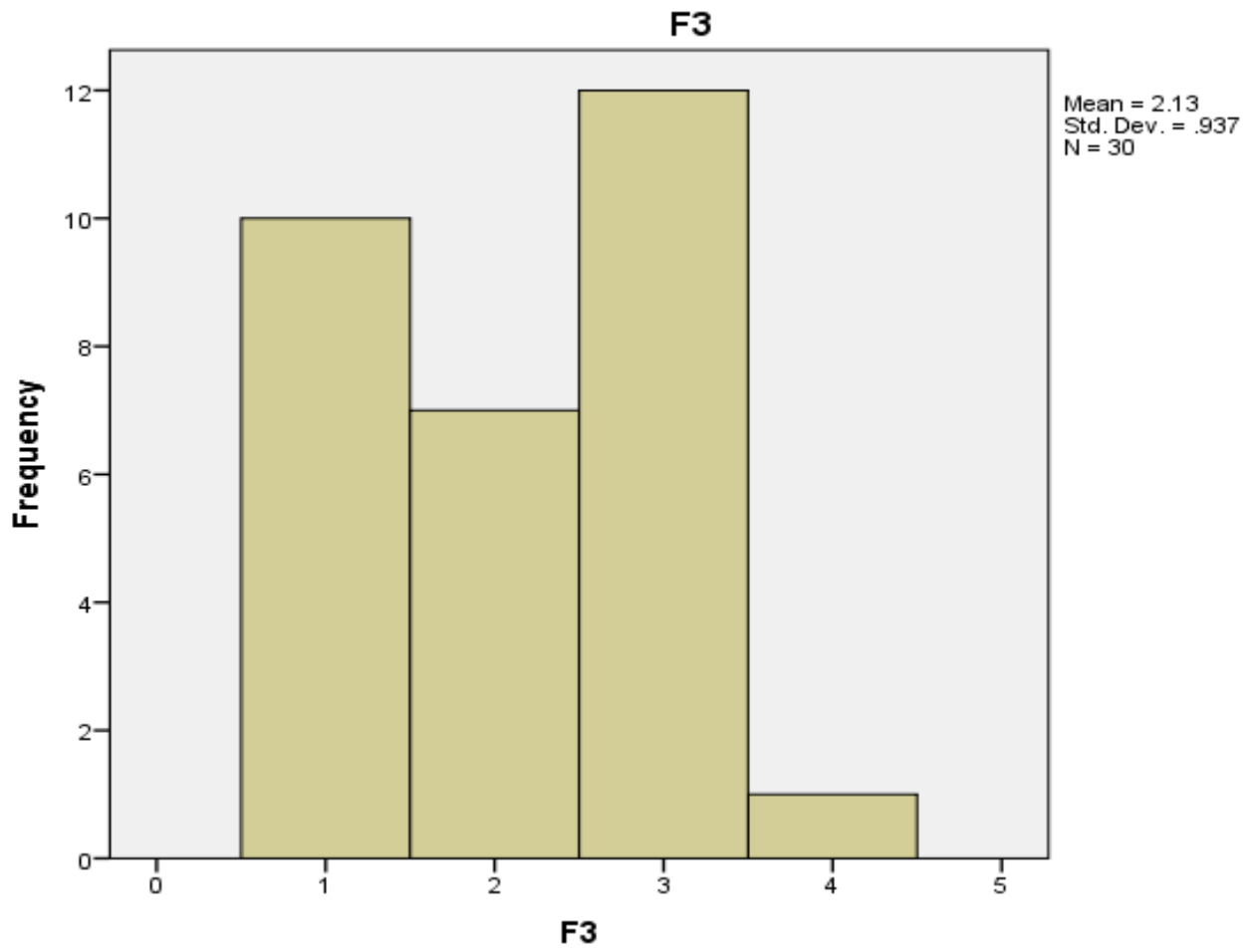**F6:** Work of the students after school leads to dropout of the student

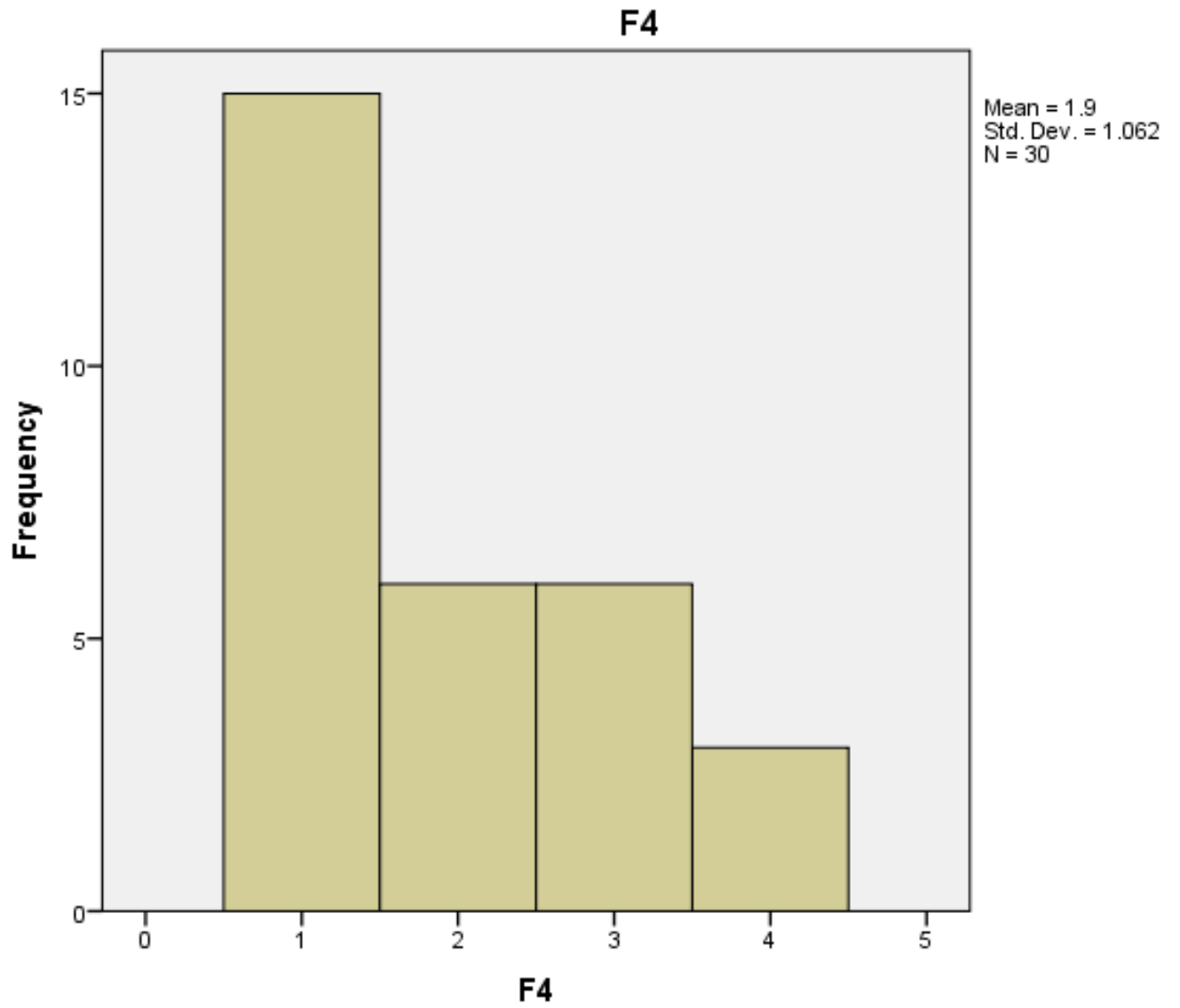| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 5 | 16.7 | 16.7 | 16.7 |
| | 4 | 25 | 83.3 | 83.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**F 6:** indicates that 100% of the respondent teachers viewed that Work of the students after school leads to drop out of the student.
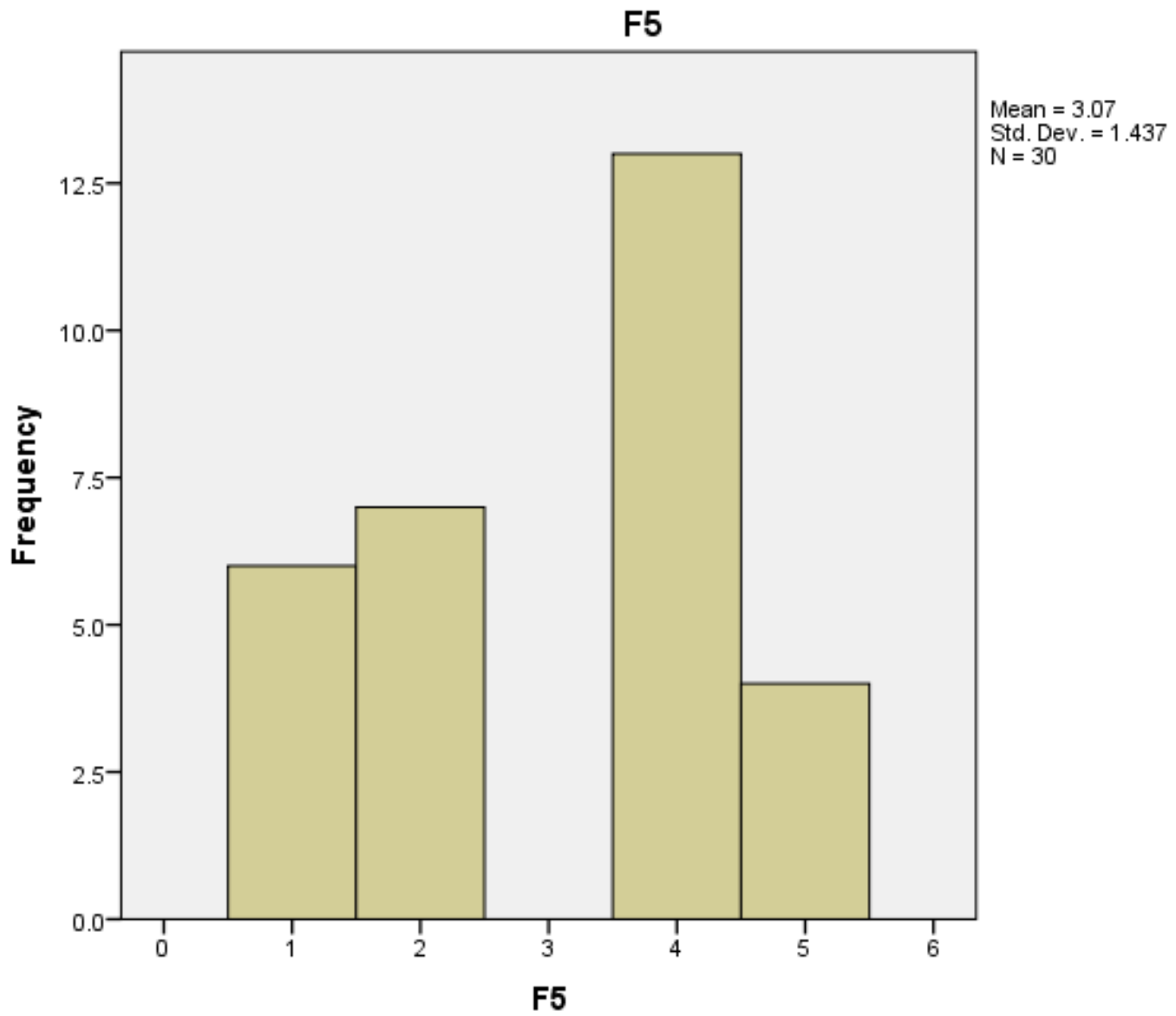
**Histogram**



F1

Mean = 2.07
Std. Dev. = 1.413
N = 30

F2

Mean = 1.57
Std. Dev. = 1.04
N = 30

**F3**

Mean = 2.13
Std. Dev. = .937
N = 30

F4

Mean = 1.9
Std. Dev. = 1.062
N = 30

**F5**

Mean = 3.07
Std. Dev. = 1.437
N = 30

F6

Mean = 3.5
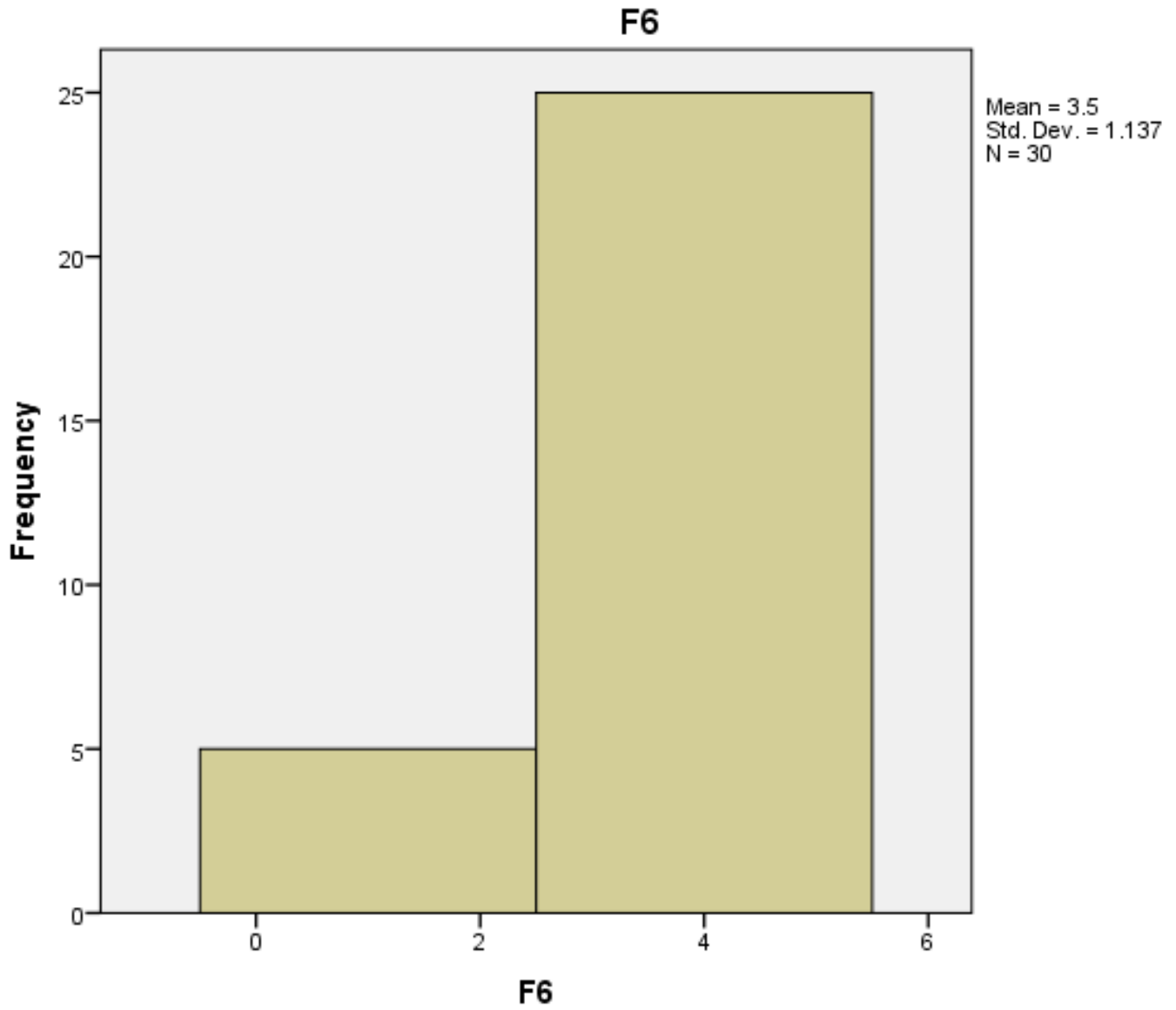Std. Dev. = 1.137
N = 30

**FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

The findings of the research are presented in the coming para and conclusions were drawn based on these findings and recommendations were made from these conclusions.

**FINDINGS**

The following findings were created with help of analyzed data.

- 83.3% of the respondent teachers viewed that Regular absenteeism of the student from the school is a cause of dropout of the students from the school.
- 83.3% of the respondent teachers viewed that Friendship/Attachment of students to bad peer groups leads to drop out of the students from the school.
- 66.6% of the respondent teachers viewed that Low academic performance of the students in the class or taking low grade regularly in the class also leads to school dropout.
- 60% of the respondent teachers viewed that Low self-motivation among the students lead to school dropout.
- 60.3% of the respondent teachers viewed that Punishment of the teachers / violence on the students leads to drop out of the students at primary level.
- 100% of the respondent teachers viewed that work of the students means laborious activities for financial support of his family after school leads to drop out of the student.

**CONCLUSION**

The researcher concluded from one sample t-test that the sample of the study was agreed with all independent variables i.e. Learner's Characteristics (LC) are the factors which affect the dropout rate at primary level in district Peshawar. Furthermore, from the data analysis, it concluded that:

There is a relationship between learner's characteristics and the dropout of students at primary level.

**RECOMMENDATIONS**

- The teachers may train to develop the sense of those characteristics of students that lead to dropout and be able to manage them.
- The school atmosphere may make attractive for the students by providing the recreational activities.
- Majority of the students enter labor market to earn money and support his family. Therefore, the government may introduce financial assistance programs for their parents and legislation to make parents responsible to send their children to school.
- The government may strictly ban the punishment of the students in the government as well as in the private schools at all levels.
- There may be age relaxation for all grade of the students in upper as well as in lower age limit. Similarly, upper age students should also be eligible for board examination especially for grade 9 and 10.
- Seminars related how to improve the achievement level of the students may regularly be arrange in each and every school on weekly or monthly basis to motivate the students.
- The traditional system of marks and grade may avoid so that the students may not struggle for marks and grades but concentrate on conceptual learning.
- Further studies can be drawn taking others factors of dropout of students at primary level like socio-economic factors, socio-cultural factors etc.

## REFERENCES

*Attaullah, S.A Othman, N. H., Pazil, A. H. M., Zaib, S. Z. M., Jin, C. W, &Mahadi,*

*N. F. D. (2016). Influence of work experience and education towards business performance among entrepreneurs. International Business Education Journal, 9(1), 78-87.*

*Burde, D. (2015). A randomized field experiment in Afghanistan: the assessment of learning outcomes and social effects of community-based education: baseline report//principal investigators Dana Burde, Joel Middleton, Cyrus Samii; photo by Nikki Gamer.*

*Burmeister, M., Rauch, F., &Eilks, I. (2012). Education for Sustainable Development (ESD) and chemistry education. Chemistry Education Research and Practice, 13(2), 59-68.*

*Cameron, C., & Boddy, J. (2005). Knowledge and education for care workers: what do they need to know? In Care Work (pp. 60-80). Routledge*

*Forstall, S., Chaudhri, I. A., Louch, J. O., & Peyton, E. S. (2010). U.S. Patent No.*

*7,707,514. Washington, DC: U.S. Patent and Trademark Office.*

*Hawksley, H., Jacoby, J., Louw, H., Coetzee, E., & Findlay, H. (2002). Life orientation today: Grade 8. Cape Town: Maskew Miller Longman (Pty) Ltd.*

*Issa, J. H., & Jamil, H. (2010). Overview of the education system in contemporary Iraq. European Journal of Social Sciences, 14(3), 360-386.*

*Jain, N., Euler, G. L., Shefer, A., Lu, P., Yankey, D., & Markowitz, L. (2009). Human papillomavirus (HPV) awareness and vaccination initiation among women in the United States,*

*National Immunization Survey—Adult 2007. Preventive medicine, 48(5), 426-431.*

*Jan, F. A., Nazakat, A. I. and Qadir A. (2002). "Marketing Aspect of Higher Education,"*

*Klees, S. J., & Qargha, O. (2014). Equity in education: The case of UNICEF and the need for participative debate. Prospects, 44(3), 321-333.*

*Lewin, K. M., &Sabates, R. (2011). Changing Patterns of Access to Education in Anglophone and Francophone Countries in Sub Saharan Africa: Is Education for All Pro-Poor? CREATE Pathways to Access. Research Monograph No. 52.*

*Lewis, E., Mansfield, C., &Baudains, C. (2010). Going on a turtle egg hunt and other adventures: Education for sustainability in early childhood. Australasian Journal of Early Childhood, 35(4), 95-100.*

*Loreman, T., Forlin, C., Chambers, D., Sharma, U., &Deppeler, J. (2014). Conceptualizing and measuring inclusive education. Measuring inclusive education, 3-17.*

*Malak, S., &ALathary, A. (2002). Knowledge management and its role in supporting the development of skills "Development Organizations" research published. Magazine the future of Arabic education F, 8,N26.*

*Obiekea, P. O., Ovri, F. B., & Chukwuma, E. T. C. (2013). Sexual education: an intervention and social adjustment programme for youths in secondary education in Nigeria. African Research Review, 7(1),307-321.*

*Petgrave, K. (2011). Equality in education? A study of Jamaican schools under Michael Manley, 1972–80. Caribbean Quarterly, 57(2), 24-50.*

*Sultana, S. A., & Kamal, M. A. (2002). Distance education and open learning in a developing country like Bangladesh: Philosophy and reality. In 2nd Pan- Commonwealth Conference Proceedings.*

*UNESCO (2010). Global education digest 2010: Comparing Education Statistics Across the World. Montreal, Canada: UNESCO Institute for Statistics.*

*UNESCO (2000). The Dakar framework for action. The World Declaration on Education.*

*White, H. N. (2004). Books, buildings, and learning outcomes: An impact evaluation of World Bank support to basic education in Ghana. The World Bank.*