

## Factors Contributing Towards Dropouts at Undergraduate Level: An Analysis

Mohammad Nazrul Islam\*

Tanvir Pavel\*\*

### Abstract

*This study has attempted to identify the factors affecting student dropouts in the graduate level at the university. In this research, a combination of quantitative and qualitative methods was used. A dropout survey was developed and used to determine which factors affect student attrition from the university programs. 147 students who had dropped out were asked to explain reasons behind their decisions. They have been contacted over phone and/or personally. The findings show that the most important factor affecting student dropouts is pressure of study. Financial problems and going abroad took the second and the third places. Beside finding the reasons for dropouts, this paper has tried to recommend some policies to control this leakage.*

**Key Words:** Dropouts, Leakage Control.

### Introduction

"The issue of dropout is a serious problem for Bangladesh. It is a great challenge for the new government to wipe out illiteracy from the society because around 50 percent students, admitted in class one, drop out before completing class five" (Satyarthi, 2009). About 50 percent of primary and 80 percent of secondary level students drop out of school in Bangladesh, according to a report released on 17 December, 2007, by the Campaign for Popular Education (CAMPE), a Bangladeshi non-governmental organization (NGO) (IRIN, 2007). According to the survey of the American Youth Policy Forum (2004), it has been found that out of every nine second one student drops out from the school in the United States of America. In Bangladesh about seven lakh of nearly seventeen lakh students enrolled in classes between IX and XII in 2005–06 for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) examinations in 2007 have dropped out (BD. News, 2007). It is a matter of surprise that there is 39.65 per cent dropout in secondary and higher secondary levels against 33 per cent in primary levels (Education Board, 2007). The government annually spends more than Tk 600 crore as stipend for the students of primary schools and about Tk 200 crore for the students from Class VI to Class XII under female stipend projects. Under the nine education boards, 5,44,595 secondary students were identified as dropouts because they did not take the Secondary School Certificate examination 2007. Similarly, 131,139 higher secondary students were detected as dropouts because they had not completed registration for the Higher Secondary Certificate examinations 2007 (BD. News, 2007). In 2005-06 academic session, 11,57,923 students under nine education

---

\* Assistant Professor of Accounting, Faculty of Business, ASA University Bangladesh

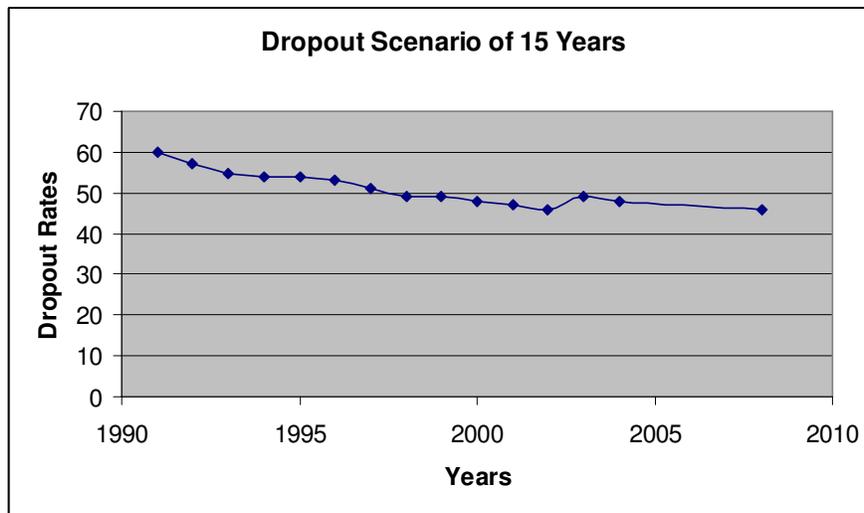
\*\* Former Sr. Lecturer in Economics, Faculty of Business, ASA University Bangladesh

boards were enrolled in Class IX, but only 5,44,595 regular students completed registration for the SSC examinations 2007. Likewise, 521,449 students who got admitted into higher secondary classes got themselves registered in 2005-06 academic session, but only 3,90,310 regular students are taking the HSC examinations 2007 scheduled to begin from May 10, 2007. With 139,329 irregular students, the number of 2007 HSC examinees is 541,817. It seems to be unusual as the number of dropouts in an academic session is so high. The Board of Intermediate and Secondary Education asked school and college authorities to explain the reasons of dropouts several times. According to the Directorate of Primary Education (DPE) report (2002), it has been found that the rate of dropouts is decreasing day by day. May be it is due to the increased level of awareness at guardian level. The scenario can be shown here.

Year	Completion Rate (%)	Drop out Rate (%)
1991	40.7	59.3
1994	61.3	38.7
1995	62.0	38.0
1998	65.0	35.0
1999	65.0	35.0
2000	67.0	35.0
2001	67.0	35.0

Source: DPE record for Five-Year-Cycle Completion and Dropout Rate.

The dropout scenario can also be shown through the following time series graph which shows that the rate of dropout is decreasing over the years. Now the rate of dropout at the primary level in Bangladesh is about 35 percent, whereas in Northern Virginia, Alexandria, USA, the highest dropout rate is 11.1 percent and in Loudoun County the lowest is 3.3 percent (WP, 2009).



*Figure: Dropout Scenario in the last 15 years. The graph has been drawn on the basis of DPE data.*

The following table provides the trend of dropouts in primary education over the period 1990-2004. In 1990, class wise variation was quite prominent. The average dropout rate was about 15 percent in each grade. Since 1990 the dropout rate started decreasing. There was a sharp reduction in dropout rate in 1998 and since then it showed an upward trend. In 2004, the average grade-wise dropout was 12 percent. The reasons for sharp fall in dropout rate in 1998 are not clear. These dropout rates may underestimate the extent of dropouts, especially if they do not account fully for dropout between years rather than within years.

**Table: Dropout rates by grade and gender in primary education**

Year	Grade									
	I		II		III		IV		V	
	Total	Girls								
1990	21.6	21.0	9.7	13.0	17.4	15.1	13.1	8.0	17.5	11.0
1992	19.0	20.3	8.0	8.4	14.0	14.7	7.0	7.3	8.0	7.9
1994	12.0	12.4	10.0	10.6	12.0	12.1	7.0	7.2	3.0	3.0
1998	11.8	10.0	14.0	10.1	9.7	8.6	4.9	6.0	8.4	6.6
2002	11.1	10.7	11.5	10.7	12.4	11.1	12.7	11.5	5.7	5.5
2003	12.4	11.5	12.7	11.7	13.5	11.9	15.3	14.1	4.6	4.2
2004	13.1	11.6	8.5	8.4	14.8	14.5	16.1	14.5	2.6	2.6

Source: DPE records for government and registered non-government primary schools

### Dropout Scenario in India

Dropout rate is defined as the proportion of children that cease to remain enrolled in the schooling system. There are a number of methods for estimating dropout rate. One of them, followed in the Selected Education Statistics (SES) of the Ministry of Human Resource Development, is as follows:

Gross dropout rates for classes (I-V) =  $\{1 - (\text{Enrolment in Class V during the reference year} / \text{Enrolment in Class I four years ago})\} * 100$ .

Gross dropout rates for classes (I-VIII) =  $\{1 - (\text{Enrolment in Class VIII during the reference year} / \text{Enrolment in Class I seven years ago})\} * 100$ .

Details of year/stage-wise gross dropout rates generally indicates two points one the reducing trend of dropout rates, both at the primary and upper primary stages and two, a near-gender neutrality among the dropout rates. The major limitation in the process of such calculation is that it does not take into account the repetition and transfer of children.

Data collected through DISE provides repeaters' enrolment, class/sex-wise. Two consecutive years' data thus collected can be used to generate a reconstructed cohort which is much more

appropriate to estimate the dropout rates. Moreover, DISE data are school-wise. Using such data for the schools which remained common in two consecutive years, a new database has been generated and the dropout rates are calculated#. This suggests that the dropout rates were 15% in 2002-03 which reduced to 13% in 2003-04 and further reduced to 12% in 2004-05. Although the trend is encouraging, concerted efforts would be needed to ensure further reduction.

#### **Drop-out Rates at Primary and Upper Primary Levels, 1999-2000 to 2004-05**

Stage	1999- 2000*	2000- 01*	2001- 02*	2002- 03*	2003- 04*	2004- 05*
<b>Class I-V</b>						
Boys	38.7	39.7	38.4	35.9	33.7	31.37
Girls	42.3	41.9	39.9	33.7	28.6	24.82
Total	40.3	40.7	39.0	34.9	31.5	28.49
<b>Class I-VIII</b>						
Boys	52.0	50.3	52.9	52.3	51.8	50.10
Girls	58.0	57.7	56.9	53.4	52.9	50.76
Total	54.5	53.7	54.6	52.8	52.3	50.39

Source: DevelopedNation.org

### **Why do India's children drop out of school?**

Contrary to popular sentiment, the non-availability of schooling facilities seems to account for only 10 - 15% of India's out-of-school children. A much larger percentage of children are never enrolled in school simply because, according to reports, they and/or their parents are "not interested". A large percentage of children are unable to take advantage of nearby educational facilities because they are needed at home to participate in the basic tasks of the household economy. Many children who are not in school are instead working eight hours or more daily; moreover, these children are not earning any significant income, as they have been relegated to tasks such as caring for their siblings, or tending grazing cattle, rather than being involved in jobs that would permit them to earn wages. A considerable proportion of urban dropouts cite "failure to pass examinations" as their reason for discontinuance of education.

### **Dropouts in Pakistan**

Primary school dropout rates remained fairly consistent in the 1970s and 1980s, at just over 50 percent for boys and 60 percent for girls. The middle school dropout rates for boys and girls rose from 22 percent in 1976 to about 33 percent in 1983 (google, 2011). The main out-of-school reason for leaving primary school is financial. Pakistani studies have shown poverty to be the main reason forcing children out of school. One 1977 study indicated that 79 percent of dropouts are from low-income households (Staff writer, 2007). The Fata annual school census report 2009-10 reveals that dropout rate is 63 per cent among boys and 77 per cent among girls, while 54 per cent children quit schools before reaching grade 10 (Pakstudy, 2010).

## **Background of the Study**

After the independence of Bangladesh, the governments of different regimes have taken diversified initiatives to promote education for all. The Bangladesh Education Commission of 1974 recommended compulsory free education for all up to class VIII and in the eighties, some guidelines were set to launch Universal Primary Education (UPE). The Fifth Five Year Plan (1997-2002) had accorded highest priority to primary education and set a target of achieving gross enrolment rate of 110 percent, and net enrolment rate of 95 percent by the year 2002. (Planning Commission, 1998). But according to a baseline survey on primary education conducted by the Directorate of Primary Education (DPE, 2006), the dropout rate for both boys and girls increased from 33 percent in 2002 to 47 percent in 2006. This alarming rate induces the researchers to think about the dropout scenario at different levels of education. As a matter of interest, this study is an attempt to scrutinize the dropout scenario of different levels of education with a particular attention to the dropout cases of ASA University Bangladesh. The researchers tried to find out whether the reasons behind dropouts at the primary and the secondary levels are same as that of undergraduate level. While working with this issue it is also found that most of the analyses on dropout issues is done either for primary education level or for secondary education level. That is why it also creates a scope for the researchers to overview the dropout scenario at all levels of education and especially on graduation level. The Chairman of the Board of Governors of ASA University Bangladesh also emphasizes on finding out the factors for dropout and to identify the measures to curb dropout at the graduation level in Bangladesh.

## **Significance of the Study**

Although many studies have been done on the primary school dropout in Bangladesh, yet the issue of dropout at the undergraduate level still remains open for research. It is found from the secondary sources that several programs and policies had been taken to control dropout over the last few decades but all it generates is only disappointment. At the same time the problem of dropout is widening as it is found from the primary to undergraduate level. It seems that multidimensional reasons are associated with dropping out of the students and to integrate the dropout reasons at primary to graduate levels is definitely a complex one. This is a new insight to focus on dropout scenario at the university level in Bangladesh. As the number of public and private universities is increasing day by day and the number of enrollment is also increasing, it is the high time to concentrate on the rate of dropout at the graduation level and find the measures to control it. In order to do so, a case study has been conducted by the researchers over the dropout students of ASA University Bangladesh as sample to find out the reasons and their remedies. In order to assess this, the common dropout cases of primary and secondary levels are also taken into consideration. So, the aim of this study is not only to explore the reasons of dropout at graduation level but also to integrate the overall reasons of dropout at different levels of education and to build up a conceptual framework by which the level of dropout can be controlled at undergraduate and other levels of education in Bangladesh. The aim of this paper is to give an outline to the policymakers with an overview of research about the dropout problem and the best strategies for building an early warning system that can signal which institutions are most in need of controlling dropout problem. On the other hand, the study will also be helpful for the guardian of the students to understand the internal and the external reasons of dropout and to give them an idea about their role to minimize dropout at different levels of students. An effective measure to control dropout will significantly improve our overall education system and the nation as a whole will be benefited from it.

## **Research Methodology**

The main purpose of the study was to investigate into the causes of student dropout at the graduation level. The case study was limited to graduate students of ASA University Bangladesh. There are ten programs at two different faculties at the ASA University. Up to the date of the study there are 3,499 students enrolled in the ten programs where 619 students are found dropouts. A sample of 20% of total dropouts was taken by simple random sampling technique. In the round figure, the sample dropouts were 125 students. The samples were drawn purposively so as to fulfill the objectives of the study. The data were collected through a structured questionnaire. The researchers have collected data from class rooms, administrative officers concerned for the semester wise course registration. Initially, the names, roll numbers, and the contact details of the dropout students were collected and accordingly they have been rigorously interrogated over mobile phones. In case of contacting the dropout students, the university students' information server has played a significant role. The data were tabulated and analyzed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel.

## **Objective of the Study**

The study was conducted to find out the overall reasons for dropout of students from the undergraduate level. The following are the specific objectives of the study:

1. To identify the major academic, social, family, financial, job related and personal causes of students dropout at graduation level.
2. To identify the impact of dropout in the society.
3. To make recommendations to reduce the chances of high dropout.

## **A Case Study of ASA University Bangladesh**

ASA University Bangladesh is one of the youngest of the private universities. It started functioning on the 21<sup>st</sup> May, 2007. In its first batch 771 students were admitted, which is a record in the arena of the private universities. The present number of students in the two faculties is about 3,500. Out of this, 619 students are found as dropouts, which is 17.68% of the total number of students. In other private universities in Bangladesh, the rate of drop outs ranges from 21.4% to 40%. Specially, the universities which have higher tuition fee have the higher percentage of drop outs. The drop out information of the Institute of Business Administration (IBA) of Dhaka University that was founded in 1966 in collaboration with Indiana University, Bloomington, USA, under a Ford Foundation Financial Assistance Program with the objective of providing professional training to create future business leaders in Bangladesh, will add value in this perspective. IBA, as the pioneer of Master of Business Administration (MBA), began its journey by launching its flagship MBA program. According to a recent study, it has been found that in its MBA program, the institute admits 200 students. Out of these 200 students, about 125 students pass out. So, the rate of drop out is 37.5%. In its newly commenced BBA program, the rate of drop out is about 30%. The prime cause of this drop out is the pressure of study. Another reason that has been mentioned by some of the students is that most of the students are involved in

services. Drop out is a normal phenomenon in the education sector not only in Bangladesh but also throughout the world.

### Analysis of Dropouts in Total

Our sample size was 147, about 25% of the total population of the 619 dropouts. On the basis of our sample survey, the following analysis in total can be shown. From the bar chart it is seen that the cause of the highest dropouts is related to academic problem and the cause of the lowest dropout is insecurity. It can be inferred from the analysis that the amount of learning that ASA claims from the students is quite high which makes the weak students leave. Strength of ASAUB found from the analysis is that the level of security at ASA University is very good as only 0.6% percent said that dropout was due to insecurity.

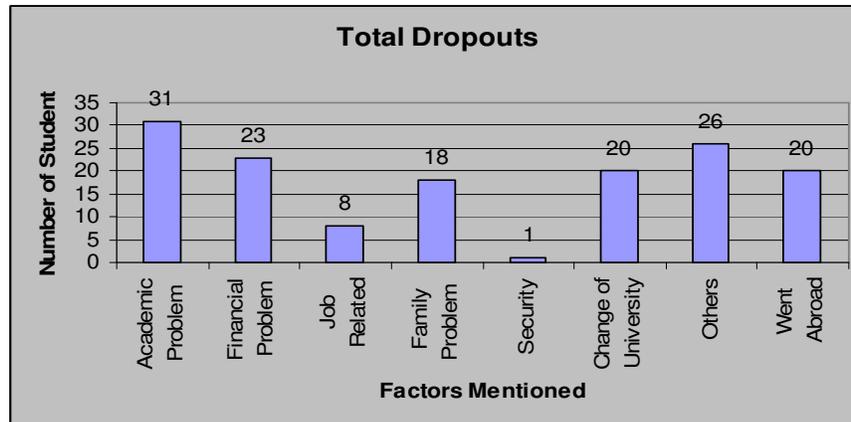
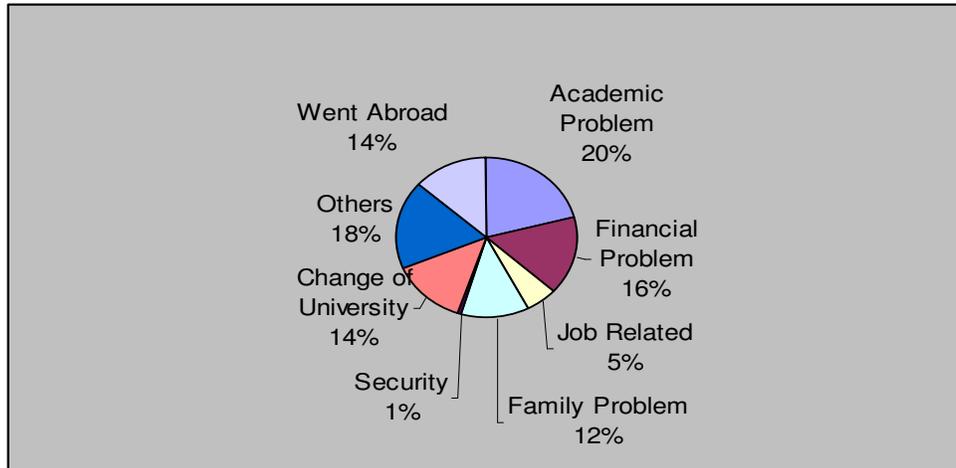


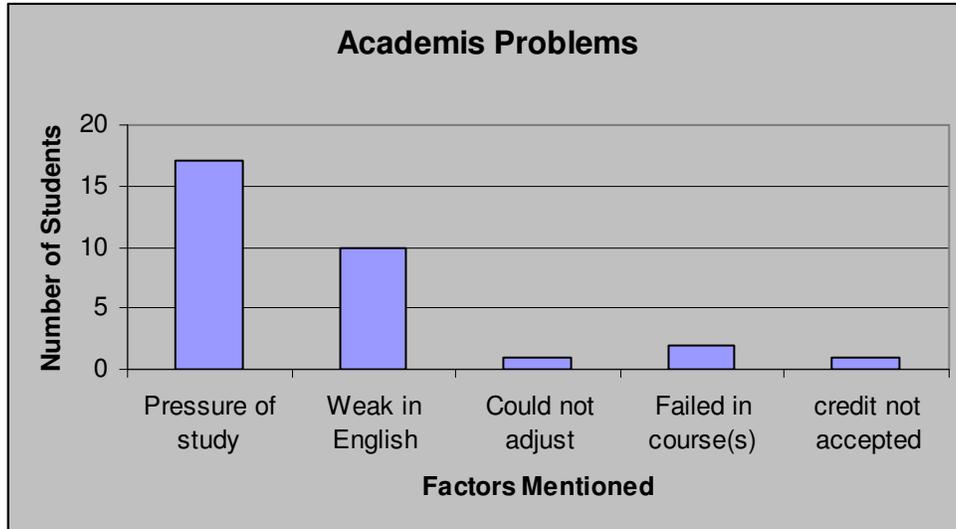
Figure: Total Dropouts on the basis of causes.

The above scenario can also be shown through a pie diagram. Then the diagram will take the following shape. From the pie diagram it is seen that the highest number of students dropouts is for higher pressure of study. The second highest reason mentioned by the dropout students is the reason for financial crisis. There are also other reasons for which the students have dropped out, which include job related problem, family problem, going abroad, changed university, and security problem.

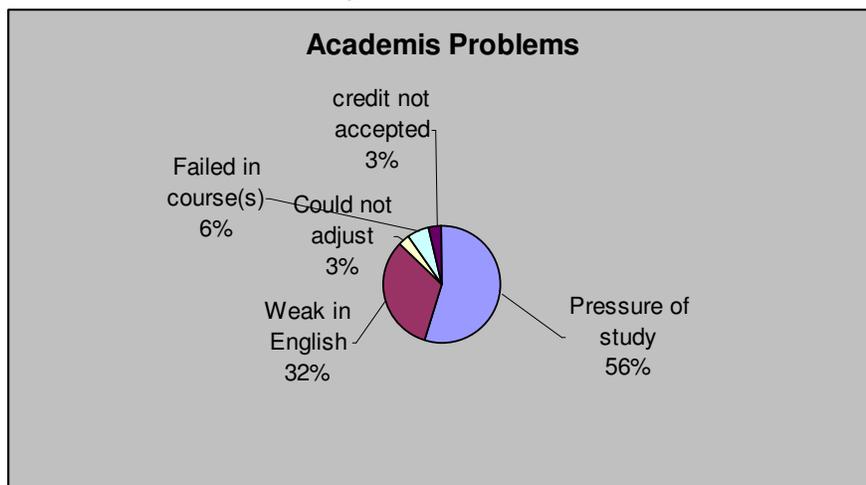


#### Analysis by University Study Related Causes:

Duerksen (1972) summarizes several studies on instrumental music dropouts. One study reported that 34 percent of the students surveyed indicated that they dropped out of the instrumental program because their instrument was too difficult. From the Duerksen study it has been seen that the difficulty level of study materials leads dropouts. At ASA University Bangladesh all the faculty members always try to impart quality education to the students. In order to bestow quality education there is no alternative to study more and to push the students into the depth of the ideas imparted. In our analysis, it has been found that the guardians are very much aware about their son's or daughter's career. When a guardian finds that his/her son/daughter is not doing well in the courses studied by the son/daughter, the guardian becomes worried. The guardian finally edges the son/daughter out of the university. It has been found from the study that out of the total study related problem, 56 percent has been dropped out due to pressure of study, 32 percent has been dropped out as they are weak in English, 3 percent of the dropouts could not adjust with the environment, 6 percent of the dropouts failed in the courses, and 3 percent of the students are dropped out as their credits from another universities were not accepted. The students who are weak in English have been dropped out as all the texts followed in teaching are in Standard American English. This university follows the course curriculum of the most renowned universities of United States of America (USA). The students who are weak in English can't understand those books and feel bored, which leads them to drop out. Pressure of study is huge at this university. As a result, the students who admitted themselves at the university with the intention that they will be awarded a certificate without much pain, have left the university.



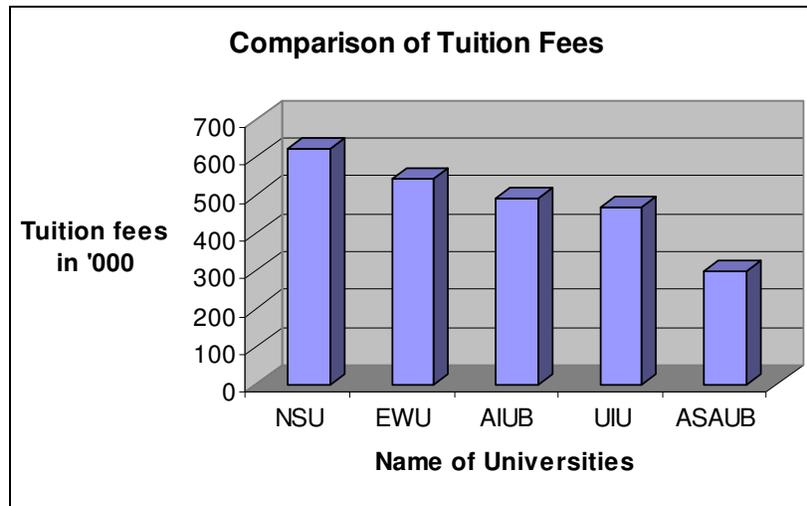
Causes of university study related dropouts can also be clearly shown through a pie chart. Then the pie will take the following shape. From the following pie diagram, it can be found that a large portion of the circle has been covered by the study pressure. Dropout for study pressure is the strength of the university and this credit should be given to the faculty members. The faculty members are dedicated and serious enough to make the students better educated.



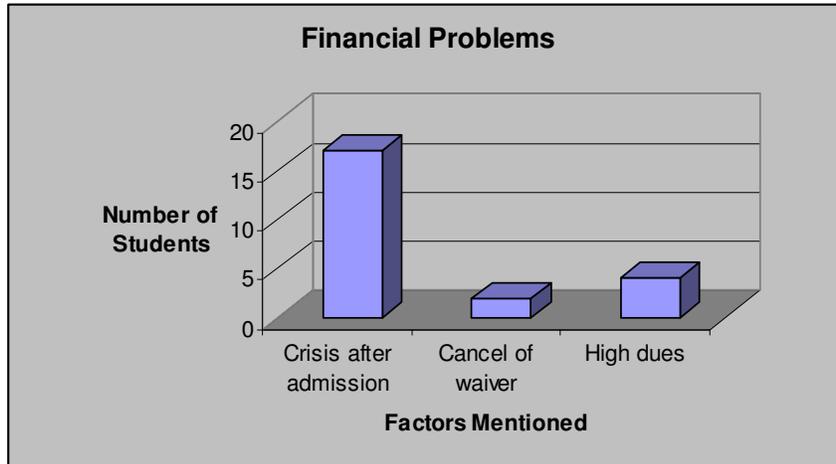
Analysis by the financial Causes:

ASA University Bangladesh is one of the cheapest among the private universities in Bangladesh. The facilities offered by this university in comparison to its fee structure have been appreciated by the guardians and education experts. It has already gone sky-high for its less expensive but quality education. The researchers have collected data regarding the fee structures of different

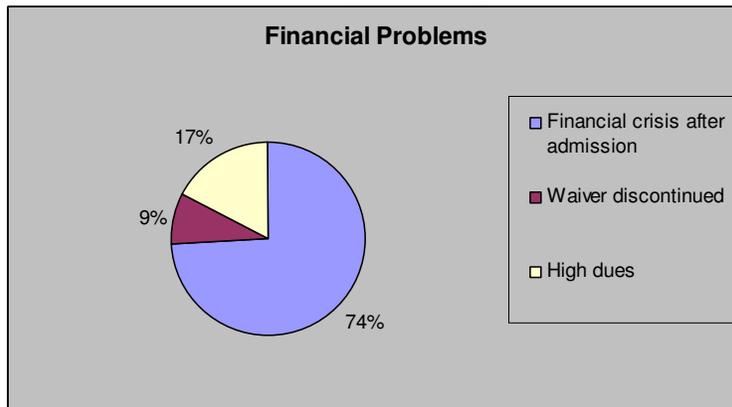
universities, which are providing the same level of education but vary in cost of education. In comparison to those universities the fee structure of ASA University Bangladesh is the lowest even when it is providing the same quality education. It can be easily seen from the following bar diagram. Why is it doing so? ASA as the leading Non Government Organization (NGO) in Bangladesh has an aim to bring quality education to the doors of the poor.



The reasons for dropping out are many. Onset of puberty resulting into engagement and marriage, household chores mainly looking after children, financial crisis at home are very common reasons for high dropout rate among girls. For boys, the main reasons for dropping out are financial crisis, inability to give good results in the school examinations and the need to be productive and contribute to the family income (Sharmila, 2008). The researchers have found that among all the causes mentioned relating to financial crisis dropouts, 74 percent of the students fallen into financial crisis after getting admission at the university, 9 percent of the students have been dropped out due the cancel of waiver, and 17 percent of them dropped out as a result of huge amount of accumulated dues. ASA University Bangladesh has already awarded more than 2.5 crores taka as scholarship in different criteria (e. g., result based, merit based, need based, and members of ASA.). It has been found that the students who have been dropped out for financial crisis after admission have their family in financial crisis.



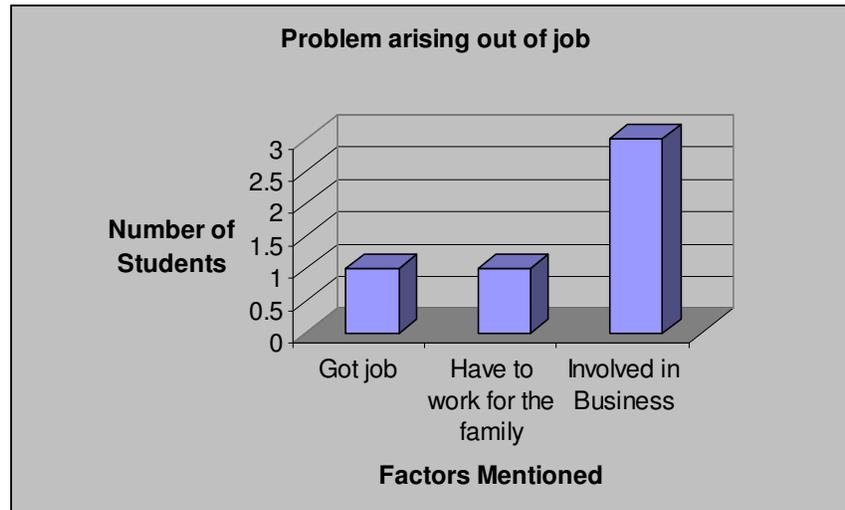
The reasons behind financial crisis are many. The impact of global recession on economy, sudden loss of job of the prime earning member, and dropping in farmers’ crop price. As an example it can be cited that a good number of students who have been dropped out due to financial crisis said that their brothers or fathers have been sent to Bangladesh from abroad. This has been for the global recessional impact. It is a generous practice at ASA University Bangladesh that the students have been allowed to sit for the final exam even after having the whole semester’s fee due. As a result, the university was going through the changes. The dues have become huge, which is near about 5.5 crores taka within two years of experience.



**Analysis by Job Related Causes:**

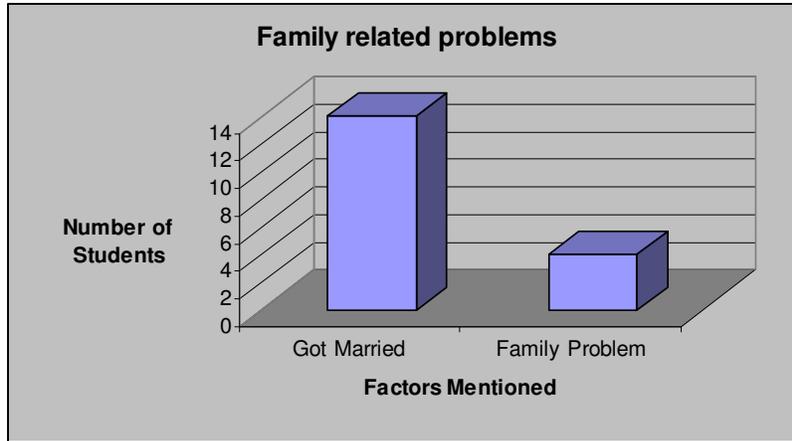
This issue is very much similar to the financial problem of the students. At the end of his first semester, Titu decided he wouldn't return to ASAUB. With family problems to contend with, and ever-growing financial problems, Titu packed up the belongings in his mess, and said goodbye to his friends in mess. Titu is part of a growing population of students who are, for various reasons, abandoning their education. The reasons students give for dropping out of university vary. Some,

like Titu, leave because of financial strain or family problems. Titu said his family issues were resolved relatively quickly, but the financial problems didn't go away so easily. He has gone to help his family. Now, he is a full swing business man. Some of the students who are dropouts got jobs and quit the university. In the findings of the survey, it has been found that 3.4 percent of the sample has left the university due to getting job and involving in business. Most of them are involved in business.



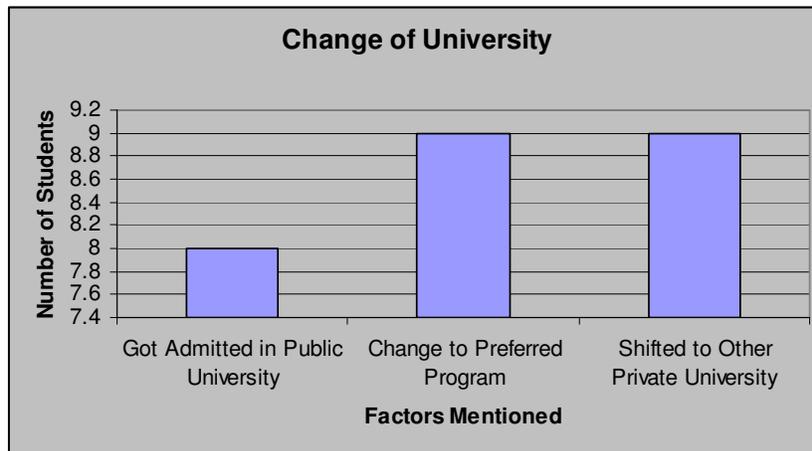
**Analysis by Family Related Problem:**

In the society of Bangladesh, women are always deprived from education due to early marriage. It has been found in many researches that after marriage girls were restricted to go to schools, colleges, and universities. In the present paper, it has also been found that especially the girls who were married have quit the university since their husbands and guardians prohibited going to university. Out of 18 female family related dropouts 14 (i.e., 77 percent ) have been dropped out due to marriage. Family problem includes separation of father and mother, death of the prime member of the family, and accident by other family members.



**Analysis by Types of University Change:**

From the sample of 147 dropout students of ASAUB, 26 students mention that the reasons of their dropping out are to change their University. We found three main causes of changing their University. Among them, to study their preferred subjects and to switch to the other private Universities were equal in percentage. To enroll in a Public University is another reason of dropping out from their institution which belongs to 30 percent under this category of dropping out.

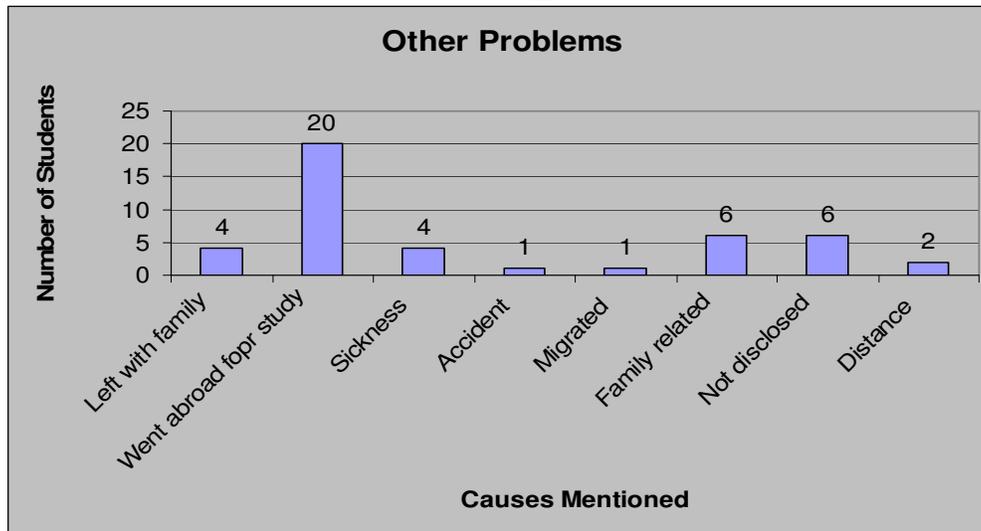


After scrutinizing all the above mentioned causes for changing their University, it is found that around 34 percent students were dissatisfied with their existing program and that is why they would like to switch to their preferred programs. This induces them to drop out from this University. On the other hand, around 30 percent dropout students within this category who believe that the educational program and the images of Public Universities are comparatively better than that of Private Universities, they also like to dropout from the University of ASA. The reasons of switching to other private Universities are completely frictional. That means they have voluntarily taken their decision to enroll into other private Universities either because of their pre

intention to get admitted into that University or for any other comparative advantage related to internal or external issue. The extreme pressure of rigorous study may also induce some students to switch over to other private Universities. Students who receive poor grades at ASAUB or failing to cope with the standard education system are more likely to switch to the other Private Universities also.

### Analysis by Other Causes

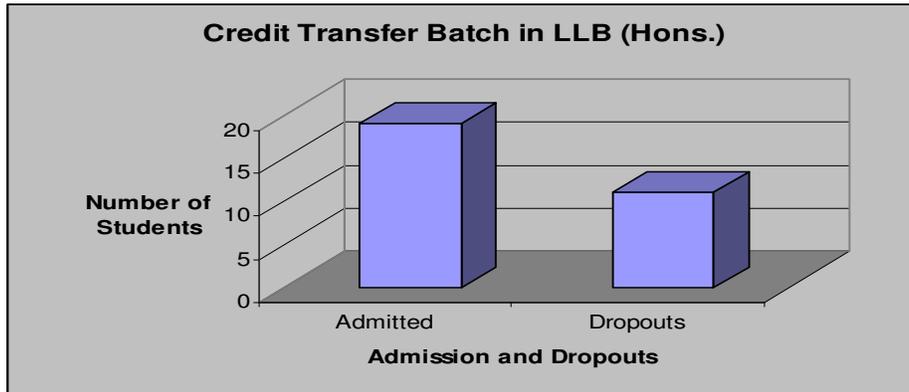
Researchers also found eight other causes of dropout from the University of ASA. Among them, the reason of post admission at a university overseas for higher studies is the highest in percentage. Around 13 percent students who became frustrated to continue their studies have also dropped out as they were not serious in study and show poor academic performance at this University. Since the University is very strict in its rules and regulations for the students to attend class regularly and be serious in improving their performance, it also creates a mismatch between the University's objectives and their attitudes. Due to this, they are also dropping out from this University. Almost all the other reasons of dropping out are low in percentage but heterogeneous. Among them, the accidental reasons, migration abroad and distance from home to the University are insignificant in percentage. Besides, around 9 percent students mention that severe illness is their reasons of dropout which is equal to the percentage of those dropout students whose reasons of dropout is to go abroad with their family members. On the other hand, almost 13 percent students are reluctant to mention their causes of dropping out.



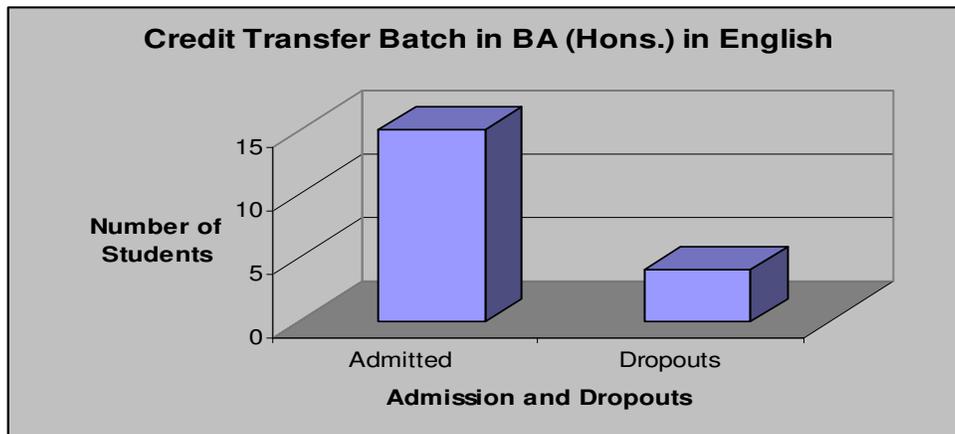
### Credit Transfer Batch Analysis

To understand the overall dropout scenario at ASAUB the researchers have also collected the information of dropout from different programs of the university. The following bar diagram showed the dropouts of the students who have left the university and who were credit transfer

batch. It has been seen that those who had come at this university from other university could not cope up in the environment. Out of 19 students admitted in the law department only 8 students have registered for the summer semester, 2009. From this data it has been found that 11 students have either dropped the semester or have left the university. Dropout rate in case of credit transfer students is about 58 percent. Among the causes mentioned by the CT students study pressure is the number one cause for dropouts. New environment and new teachers would be the second and third reasons for dropouts of CT batch students.



The position of English Department regarding CT batch is comparatively better than that of Law Department. In English department out of 19 CT students 4 has been dropped out, which is 21 percent of the CT students admitted in English Department.



### **Conclusion and Recommendation**

The findings of the survey and the analyses show that the most important factor affecting student dropouts is the pressure of study. Financial problems and going abroad took the second and third place. To control the dropout leakage, the following recommendations can be made:

1. Counseling hours by the faculty members should be increased. To motivate the faculty members to give more time in counseling, some incentives can be offered.
2. Remedial English courses should be launched. If a student can't qualify in the remedial courses, he/she will not be allowed to the main stream of programs.
3. Only getting admission in the remedial courses is not enough. The English teachers must be well trained so that they can impart the proper knowledge of English into the students.
4. Waiver policy can be changed for the betterment of the poor students and meritorious.
5. Campus job can be offered to the meritorious and needy students.
6. Donation can be searched from the various donor agencies to help the poor students.
7. A poor fund can be maintained by the university.
8. Study loan can be managed both from banks and from the ASA NGO.
9. On campus job can be offered to the students on the basis of need and merit.
10. Study loan can be offered.
11. Regarding the family related problems, the university has very little things to do. Even, the university can start a campaign to make the people aware to allow the girls to go to the university. Women are contributing towards the nation as well as internationally. They should be given priority to have education.
12. Regarding the change of university, we have few measures to take. Even we can enhance the physical facilities such as increasing the number of computer labs.
13. Credit transfer batch should not be taken as they do not stay at the university.

**References**

- American Youth Forum, (2004). "Every Nine Seconds in America a Student Becomes a Dropout." Retrieved from the site: [http://www.aypf.org/publications/WhateverItTakes/WIT\\_ninseconds.pdf](http://www.aypf.org/publications/WhateverItTakes/WIT_ninseconds.pdf).
- Bangladesh News.com (2009). "7 lakh out of 17 lakh SCC, HSC students drop out in a year", Sunday, April 22nd, 2007. Retrieved from the site: "<http://www.bangladeshnews.com.bd/2007/04/22/7-lakh-out-of-17-lakh-scc-hsc-students-drop-out-in-a-year/>
- Directorate of Primary Education (DPE), (2002). "Primary Education Statistics- Five-year Cycle Completion and Drop out Rate." Bangladesh Education Board Report, 2007.
- Duerksen, G.L. (1972). *Teaching instrumental music*. Washington, D.C.: Music Educators National Conference.
- Google (2011). Education, Retrieved from the site: <http://countrystudies.us/pakistan/42.htm>
- IRIN (2007). "BANGLADESH: High rate of school dropouts" retrieved from the site: <http://www.irinnews.org/Report.aspx?ReportId=75937>.
- Pakstudy, (2010). Militancy, poverty: Dropout rate in Fata schools reaches 69 per cent, Retrieved from the site: <http://www.pakstudy.com/web/node/3828>.
- Planning Commission (1998). The Fifth Five Year Plan, 1997-2002, Planning Commission, Government of Bangladesh.
- Satyarathi, K. (2009). "50pc Dropout at Primary level in Bangladesh", The Daily Star, January, 2009 online edition.
- Sharmila, G. (2008). "Issue of school dropouts in Mumbai" Retrieved from the site: <http://www.merineews.com/catFull.jsp?articleID=129593>.
- Staff Writer, (2007). Why Pakistani primary school students drop out, Retrieved from the site: [http://www.yespakistan.com/education/prim\\_dropout.asp](http://www.yespakistan.com/education/prim_dropout.asp)
- United States Department of Education (UDE), (2005). "Dropout rate in percentage United States: 2005".
- Washington Post (WP), (2009). "Nearly 9% of Class of '08 Dropped Out in Virginia", Wednesday, April 1, 2009; Page B01.