

Causes of Students' Dropout at Primary Level in Pakistan: An Empirical Study

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Abstract

The present study has been designed to identify the causes of high dropout rate at the primary level in Pakistan. Data was collected from 94 district managers; 144 head teachers and 288 teachers; 288 parents and 864 students- 50% dropout students and 50% stay-ins at the time of study using Mixed-Research Methods. The main causes and factors of high dropout at primary level in Pakistan revealed from the findings of the study are: too expensive education, distance from home to school, teacher's harsh behavior, lack of parents' interest, difficult syllabus, poor health, poverty, non-availability of facilities and excessive homework. The findings may be useful for the planners, policy makers, and teacher educators to take measures for controlling dropout and increasing enrollment or participation rate at the primary level in Pakistan.

Key Words: Causes, dropout rate, participation rate, primary level & Pakistan

1. INTRODUCTION

Education is the key to the socio-economic development of nations. Building a quality education structure warrants a strong foundation in the form of quality primary education. Education in general and Education for All (EFA) in particular, is one of the top priorities of government of Pakistan. The country has ten-year Perspective Development Plan (2001-2011) visualizing the long term macro-economic and sectoral growth strategies. National Plan of Action ((2001-2015) has been developed through broad based consultations with principle actors of EFA and stakeholders. The basis for planning goals of the National Plan of Action (2001-2015) is the sixth EFA goal which aims to reach the disadvantages population groups in rural and urban areas with emphasis on out of school and illiterate girls and women; and to improve relevance and quality of basic education through enhancing learning achievements of the children.

Although the government of Pakistan has taken many initiatives such as revision of national curricula, production of quality textbooks, placement of graduate teachers at primary level, and grant of stipends to girl students, but we have not been able to achieve the participation rate of 100% by 2015 at primary level which is one of the major provisions of National Plan of Action (Government of Pakistan, 2005). Almost the similar targets were set for the developing countries under Millennium Development Goals (2004); its Goal '2' is 'to ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling'. This target of universalization of primary education (UPE) seems to be difficult to achieve with the current pace of students' participation. Today nine out of the ten children in the world go to school. A total of 570 million primary age children are enrolled in schools while 72 million are still out of school.

More than 100 million children still either do not have the access to schools or do not attend the school due to their personal or family problems (Department for International Development, 2005). Pakistan has made considerable progress in raising adult literacy; however the goal of UPE remains elusive due to low enrollment and high drop out rates. Despite the two rounds of the much propagated Social Action Plan in the nineties a sound base for sustained enrollment rates and retention of students at different levels could not be achieved. The high levels of drop-outs at primary level remain the milestones of journey through school education (Bilquees and Saqib, 2004). In Pakistan, the literacy rate has risen from 26.2% in 1981 (Government of Pakistan, 1998) to 57% in 2009 (Government of Pakistan, 2010) but still about 50 million children (about one-fourth) are out of school. Out of those who enroll at primary level, nearly 50% drop out before its completion. In Pakistan, the official age group at primary level (grade I to V) is 5 to 9 years. The population falling in this age group was almost 20 million in the year 2004. Out of this, 13.95 million children were enrolled and remaining 6 million mostly girls, remained out of school. Out of the enrolled number of 13.95 million, 45% dropped out at various grades (from grade I to V).

Thus, the absolute number of children leaving the school before completing class V comes to 6.279 million (Government of Pakistan, 2004). Presently, only half of the children, who enroll in grade-1, complete their primary education. Female completion rate is less which is 46% as compared to male 54% (Government of Pakistan, 2010). Pre-mature withdrawal of children from school at any stage before the completion of primary education and retention of a child in a class for more than one year are the two major constraints in achieving EFA targets. The gross and net enrollment ratio at different levels of education in Pakistan have not been encouraging. It is far from satisfactory level and thus a matter of grave concern. The overall Net Enrolment Rate (NER) for 2008-09 was 57% as compared to 55% in 2007-08 and the Gross Enrolment Rate (GER) remained at 91% between 2007-08 and 2008-09 (Government of Pakistan, 2010). With regard to the survival rate, it is evident from the data that overall male survival rate is higher which is 56% than the female 44%. Islamabad Capital Territory has the highest survival rate which is 93%. Punjab has the lowest survival rate. Female survival rate is between 25% in FATA to 92% in Islamabad Capital Territory (Government of Pakistan, 1999).

Punjab is home to 56% of Pakistan's population representing 83.7 million people. As the largest province, Punjab occupies a pivotal role in the country's economic and political life, and can help to shape the direction of national policies, enabling similar reforms in other provinces to help the entire country move towards achievement of the Millennium Development Goals (2004). Literacy rate in Punjab is 59%, female literacy rate is 50% and male is 69%, while rural literacy rate is 48% and urban is 74% (Government of Pakistan, 2010; Government of Pakistan, 2005a & b). The enrollment and drop out situation at primary level is not encouraging. Out of an estimated one million children who are enrolled in primary classes, thousands leave every year resulting high drop out in each class. But it is interesting to note that the lowest drop out at primary level in Punjab is in class 4th which is 18.7% and the highest one is in class one which is 29.4% (Government of the Punjab, 2007).

It seems that the dropout situation at primary level is not satisfactory in Pakistan. It has one of the highest school dropout rates in the world. Government of Pakistan is striving hard to improve this alarming situation regarding the high dropouts and repetitions of pupils at primary level. High dropout is adding illiterates to the society. The magnitude of educational wastage in the form of dropout at primary level has been a matter of serious concern to the decision-makers and planners. It is hardly need to be emphasized that it is necessary not only to assess the extent of this phenomena from time to time but also gain knowledge about its causes. There is no single reason why students dropout from the school. Therefore, the present study has been designed to identify the causes and factors for high dropout at primary level in Pakistan. The findings of the study may be useful for the planners, policy makers and teacher educators to take measures for controlling dropout and increasing enrollment or participation rate at primary level in Pakistan.

2 OBJECTIVES AND RESEARCH QUESTIONS

The objectives of the study were to:

- Review literature on dropout rate at primary level in Pakistan
- Investigate the causes of high dropout at primary level in Pakistan
- Suggest measures to design strategies to reduce dropout rate in Pakistan

To achieve these objectives, following research question were formulated:

- What are the causes of students' dropout at primary level in Pakistan?
- How can be minimized students' dropout and increase retention rate at primary level in Pakistan?

3. METHODOLOGY

3.1 Population and Sampling

Owing to time and financial constraints, the study was delimited to the government primary, elementary and secondary schools of Punjab province. The population of this study comprised of Executive District Officers (EDOs) Education and District Education Officers (DEOs); Dy. District Education Officers (Dy. DEOs) and Assistant Education Officers (AEOs); head teachers and teachers; parents; dropped out and stay in students. From this population, sample of the study was drawn by using stratified and simple random sampling techniques. The multistage sampling design was used. As the study was designed to explore the causes of dropout among the students in Punjab; the province of Punjab varied significantly in regard to literacy and other educational opportunities. The government of Punjab has divided Punjab province into two zones: backward districts (15) and relatively developed districts (20). After doing necessary stratification, in the first step, a total of eight districts were selected, four backward and four developed.

In the second step, from each district, six primary, six elementary and six secondary schools from both rural and urban sectors were drawn through proportionate stratified and random sampling techniques. In this way, 144 schools of different categories were selected in total. Table 1 indicates the sample of schools. After the selection of schools, the sample of subjects of different categories was drawn. In this regard, all the EDOs (education), DEOs (secondary and elementary), Dy. DEOs (elementary) and AEOs of eight selected districts were included in the sample of the study. Similarly, the head teachers and two teachers teaching to primary classes; two parents (50% on-Roll and 50% dropout students' parents) and six primary grade students (50% dropout and 50% on Roll at the time of study) of all 144 sampled schools were selected at random. In this way, a total sample of the study was comprised of 8 EDOs and 16 DEOs; 16 Dy. DEOs and 64 AEOs; 144 head teachers and 288 teachers; 288 parents and 864 students. The sample of each category can be seen in Table 2.

3.2 Development and Validation of Instruments

The study was conducted using Mixed-Research Methods i.e. qualitative and quantitative. The qualitative data was collected through interviews and open ended questions in the questionnaires. The quantitative data was collected through closed-type questions in the questionnaires. Data from executives, head teachers, teachers and students were collected using a survey questionnaire which was developed on a five point rating scale ranging from '1' indicating strongly disagree to '5' indicating strongly agree. This questionnaire was comprised of three parts that included: 1) demographic information; 2) 54 items at five point rating scale; and 3) three open ended questions to invite the opinions of the respondents. Data from parents was collected through semi-structured interview protocols that covered the same ideas and some specific aspects related to this group. Interview protocol was developed in the national language (Urdu), and after recording the interviews; it was translated into English and transcribed. Validity and reliability of the instruments were determined through pilot study in the field. Cronbach Alpha was calculated to estimate the reliability of the instrument. The reliability was ensured at Cronbach Alpha coefficient 0.917 and therefore was acceptable for administering an instrument of large scale data collection (Gay, 2002).

3.3 Data Collection

Data was collected in two phases. In the first stage, data was collected using a survey questionnaire. Overall, 1688 questionnaires were administered to the respondents either in person or by post for the purpose of data collection, but well in time Useable questionnaires received back were 1427 in total. The overall response rate was 85% which was encouraging. This was followed by a semi-structured interview. The researchers with two associates who were given proper training for data collection through interview visited the sampled persons one by one and recorded the interviews. The interviewees were asked to fix date and time for convenience of the interviewers, and confirm from them one or two days before the agreed schedule. All the interviews were recorded and field notes were also taken. The average duration of each interview was 45 minutes but this varied 30-50 minutes from interviewee to interviewee. After recording the interviews, corroborating responses were fully transcribed.

3.4 Data Analysis

Collected data was organized, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS) version 14. The quantitative data collected through questionnaires was analyzed using both descriptive and inferential statistics. Item-wise as well as factor-wise analysis was done to view comparisons of the items on each major aspect as a whole. Both item-wise and factor-wise analysis was made in terms of mean, standard deviation, and significant on p value. A factor analysis on Likert-type survey items was used as a data reduction tool.

The analysis involved Varimax rotation and Kaiser normalization, which helped to determine the seven major causes of high dropout rate in Pakistan. With the Varimax rotation, the factors were orthogonal (uncorrelated) and independent from one another even if some variables loaded on more than one factor (Kim & Mueller, 1982; Khan, Saeed & Fatima, 2009). With a sample size greater than 100, loadings of at least 0.40 were considered important and were used to determine which variables were included in a factor (Hair, Anderson, Tathan & Black, 1998; Khan, Saeed & Fatima, 2009). Besides this, the ANOVA test was applied to find the significance difference among the opinions of different categories of the respondents. The qualitative data obtained through open-ended questions and interview protocols was analyzed by placing the responses into identical categories as described in NVivo software used for analyzing qualitative research data. Besides frequencies, the opinions of the respondents were calculated into percentage.

4. RESULTS AND CONCLUSIONS

The study sought to identify the causes of high dropout rate in Pakistan. The factor analysis produced seven conceptual factors that include: economic factors, physical factors, geographical factors, administrative factors, curriculum related factors, teacher related factors and educational environment related factors. Analysis indicates that the mean scores of the six major aspects of high dropout meet the criterion mean score of 3.0. The ranking on the basis of mean scores shows that the 'economic factors' was the major cause of high dropout while the 'administrative factors' was a least cause of high dropout rate in Pakistan. The other factors were somewhere in the middle, as can be seen in Table 3. One of the key concerns of the study was to investigate the difference in the perceptions of the respondents of different categories i.e. district managers, head teachers, teachers and students in regard to the major causes of high dropout rate in Pakistan. For this, an ANOVA test was used to determine the significant difference at p value which reveals that there is no significant difference among the opinions of respondents of different categories. It means that majority of the respondents of different categories agreed or disagreed with different statements of the questionnaire. With regard to the causes of high dropout at primary level in Pakistan, findings of the study revealed different reasons. Some of the major causes of high dropout identified by the respondents are as follow:

4.1 Economic Factors

The level of economic development of a country plays an important role in the development of education and students' retention rate. But findings of the study reveal that a great majority (91%) of the respondents affirmed that the low level of economic development of the country and low per capita income of the people is one of the major causes of high dropout rate in Pakistan. They also believe that poverty is the biggest and the strongest limiting factor to attaining desired outcomes concerning UPE in the country. In 2002, roughly one-third of the population was below poverty line (United Nations Development Program, 2004) while in 2004, this ratio was 23.10% with the higher prevalence of poverty in the rural (28.35%) rather than the urban (13.6%) areas (Government Pakistan, 2004). However, recent survey shows that about 40% of the population in Pakistan lives below the poverty line. In rural areas it even ranges between 45-50 percent (Government of Pakistan, 2008). Previous research studies have also shown that poverty is the main reason forcing children to leave school. One 1977 study indicated that 79% of dropouts are from low-income households. In these families, children also play the role of breadwinner (Human Development Foundation, 2004).

They must work to support their families or their families can no longer afford to send them to school. Ghafoor and Baloch (1990) also found that poverty is the main problem, which does not permit children of poor families either to join or continue their education. Chaurd and Mingat (1996) found that the dropout rate was lowest for schools those offered second shifts. In fact double shifts in schools fulfill a very important demand of the poor parents. It allows them the flexibility of time to send children to school without affecting their earnings, which in most cases are vital to the survival of the family. The positive impact of higher wages on retention rate is also reported by Alderman *et al.* (1996); Behrman *et al.* (1999); Burney and Irfan (1991); and Sathar and Llyod (1994). Findings of the study also indicate that a great majority (88%) of the participants agreed that poor motivational level of parents also contribute towards dropping out students at primary level. Most of the parents are illiterate and do not know the value of education. They are not motivated to send their children to schools. The female child is the first victim of such insensitivity. Children even at a very young age, for a number of reasons like poverty, are forced to do petty jobs ranging from domestic labour to working in workshops and restaurants in the urban areas, and farming in rural areas. Ghafoor and Baloch (1990) found that children of literate parents have more interest in education.

On other hand, illiterate parents are found to be education conservative; sticking to their traditional values. Their conservatism has a strong negative effect on female education. Previous research studies also established positive impact of parents' education on students' dropout and retention rate. Holmes' (2003) study shows that the education of the father increases the expected level of school retention by boys, and that of the mother's enhances the educational attainment of girls. Behrman *et al.* (1999) found that father's education had a significant impact on children's education. Similarly, Swada and Lokshin (2001) reported a consistently positive and significant coefficient of father's and mother's education at all levels of education.

4.2 Physical Factors

Findings of the study also revealed some physical factors which are contributing towards high dropout rate at primary level in Pakistan. Analysis indicates that a remarkable majority (93%) of the respondents agreed that corporal punishment is one of the major reasons for dropping out students from school. Beatings at school are considered culturally acceptable to ensure obedience. In 1989, 52% of Pakistani teachers were found to use physical punishment with their students (United Nations, 2008). In 2005, the UNICEF conducted the first in-depth survey to determine how many children were given corporal punishment. All 3,582 children interviewed stated that they had been beaten at school. According to the Society for the Protection of the Rights of the Child, about 35,000 school children in Pakistan dropout from school each year due to corporal punishment. Such beatings at schools are also responsible for one of the highest dropout rates in the world, which stands at 50% during the first five years of education (United Nations, 2008). Despite growing awareness regarding the issue, many school teachers remain convinced that some degree of corporal punishment is necessary to instruct children. Although all the provincial governments of Pakistan banned corporal punishment in schools since 1999 and issued directives to all teachers not to use corporal punishment on children, the fact is that the directives remain poorly implemented which causes a high dropout at primary level.

Lack of physical facilities is also one of the major reasons of students' dropping out in Pakistan. In this regard, findings reveal that majority (83%) of the respondents stated that inadequate provision of physical facilities in schools and poor standards of health and nutrition is one of the main causes of high dropout rate in Pakistan. It is fact that two-thirds (67%) of the population of Pakistan lives in rural areas (Government of Pakistan, 1998a) and some of the rural areas of the country, especially remote rural areas, lack basic facilities of life such as roads, education and health facilities (Government of Pakistan, 2008) which causes the students dropout and retention rate. In addition, two-thirds (68%) of the participants agreed that poor condition of school buildings is also a main reason of students leaving school at primary level.

4.3 Teacher related Factors

Findings of the study indicated some of the teacher related factors which causes the high dropout rate in Pakistan. One of the major reasons identified by majority (87%) of the respondents is shortage of teachers, especially, in primary schools. Most of the primary schools in Punjab province are single teacher. It is not possible for a single teacher to manage five or six groups of children. They could not manage students' activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school. In addition, majority (86%) of the respondents considered that induction of teachers far from their homes is also one of the main factors. Teachers especially female teachers hesitate to go to schools located in remote areas which causes poor quality of education and ultimately dropout of students. Findings also display that about half (52%) of the participants stated that one of the major reasons of high dropout of students is inadequate and improper residential facilities for teachers especially in far flung areas. This compel the teachers to remain absent from school to attend to family problems which causes the dropout of students. Some others teacher related factors identified by the respondents are low morale of primary school teachers and their harsh treatment towards pupils; sub-standard student-teacher ratio; inadequate knowledge of the child psychology; and low qualified and un-experienced teachers. Chaurd and Mingat (1996) reported that highly qualified and aged teachers appeared to facilitate the dropouts at primary levels.

4.4 Educational Environment related Factors

Quality education at all levels is the most desired goal of education system of any country (Saadi & Saeed, 2010). But in Pakistan, quality of education, at all levels in general and at primary level in particular, is not satisfactory which causes high dropout. In this regard, a great majority (92%) of the participants affirmed that poor quality of education at primary level is one of the major causes of high dropout rate in Pakistan.

Similarly about three-fourth (78%) of the respondents reported that rigid formal system of education at early stages and inflexible examination system are also the main factors which are contributing towards high dropout. In addition, about half (52%) of the respondents agreed that no immediate return of education making the poor parents consider it a futile exercise. Therefore, they withdrawal their children from schools and send them in a factory or workshop to earn for their families. Findings also indicate that three-fourth (78%) of the participants stated that non-conducive atmosphere of shelter less schools is also one of the major reasons which force pupils to leave school.

4.5 Administrative Factors

Findings of the study indicated some of the administrative factors which are contributing towards high dropout rate in Pakistan. Analysis indicates that about two-thirds (73%) of the respondents stated that careless supervision and weak administration is one of the major causes of high dropout. Similarly, 77% of the participants affirmed that in-different attitude of administrative and supervisory personnel towards teaching community also contribute towards high dropout. One-thirds (34%) of the respondents agreed that teacher absenteeism and undue political interference are also the main factors which compel students to leave the school. Another main factor identified by the majority (82%) of the participants is low learning achievement and repetitions. Some children repeatedly fail and stay in the same grade year after year and then dropout from school. At present, 29% students are repeating a grade before dropping out (Government of Pakistan, 2009). Similarly, some of the participants reported that induction of formal education from the very first day in school, unattractive environment of the school and over-crowded classes also compel students to leave school at early stages of their education.

4.6 Geographical Factors

With regard to the geographical factors, findings of the study reveal that about three-fourth (74%) of the participants affirmed that migration of students' parents is also a major reason of students' dropping out. Findings also indicate that long distances of schools from homes and poor transportation facilities are also main causes of dropout at primary level in Pakistan. Previous research studies also established positive impact of distance on students' dropout and retention rate. Sathar and Llyod (1994) found that having a school one kilo meter away from home had a positive and significant effect on the primary school attendance. Swada and Lokshin (2001) also maintained that accessibility to a primary school within the village seems to contribute to about 18% increase in a girl's primary school entry and that the female primary school dropout will decline by about 16%. In addition, some of the participants stated that natural calamities in the hilly areas also compel students to leave the schools.

4.7 Curriculum related Factors

Findings of the study also revealed some of the curriculum related factors that contribute towards high dropout rate in Pakistan. Analysis indicates that two-thirds (66%) of the participants agreed that in Pakistan curriculum at primary level is not in harmony with the needs and abilities of children. They feel boring and not satisfy with the prescribed curriculum which forces them to leave school. Similarly, 67% of the participants stated that the prescribed curriculum at primary level do not fulfill the needs of the community. Therefore, students do not take interest in their education and they leave the school and join a workshop or factory. They also stated that heavy load of school bag also compel students to dropout at early stages.

5. DISCUSSION OF RESULTS

Looking into the findings of the study it seems that on an individual basis, the reasons for dropping out vary, but generally there are two main categories of factors that lead to dropping out students at primary level. These are out-of-school factors and in-school factors. Out-of-school factors are parent's poverty, parent's lack of motivation and understanding of value education, opportunity cost to the parents by sending the child to school, migration of parents and long distance of schools from homes. While in-school factors include lack of facilities in schools; defective textbooks and curriculum which is beyond the comprehension level of students; and harsh attitude of the teachers with students. Mitigating out-of-school factors that contribute to high dropout rates requires a wide range of policies and actions that focus on poverty reduction through income generation and other methods. However, dealing with in-school factors does not require as much effort (Government of Pakistan, 1994). There are two important ways of dealing with or even eliminating in-school factors. The first one is improving the quality of the schools and curricula, and second, training of teachers to use methods that engage children in learning and help them gain high academic achievement. Provisions of facilities such as school places and enrolling pupils are only the aspects of primary education.

Unless the children are able to stay through the primary education cycle and acquire with functional effectiveness the basic skills of literacy and numeracy and understanding and reasoning they would not have accomplished the first decisive step in education. This means that dropout and repetition with the associated human and financial wastage need to be minimized and the quality of primary education reflecting the learning gains of the learners enhanced (Government of Pakistan, 1999). If the government of Pakistan wants to increase literacy and numeracy rates, it must urgently address the problem of primary school dropouts. There is very high female dropout in rural areas as compared to urban areas. However the dropout rates for urban and rural males is almost identical and is closer to rural female dropout. This high dropout rates for males both in urban and rural areas may be directly associated with child labour. Male children can be sent to work farther from home at much earlier age. It may also be due to the out-migration by males even through illegal means. The high female dropout in the rural areas may be the result of limited government efforts at promoting female education compared to urban areas, as well as limited information and access to such government facility by the rural household.

The regional differences and cultural factors may also be reflected in the perceptions of the rural and urban parents regarding the education for girls. Whatever the reason, the higher probability of dropping out of school for rural females is a cause of concern as an overwhelming majority of Pakistan's population lives in rural areas. The regional differences are also reflected in the role of mother's education in reducing dropout rates. While in the urban areas all levels of mother's education significantly reduce dropout rate, in the rural areas it is true only for the highest level of mother's education. It appears that in the rural areas, only the women with highest levels of education are able to influence decisions about their children's school continuation. In rural areas, where means of transportation are relatively less developed, the students who have to travel two kilometers or more to attend school, are more likely to dropout of school. The dummy variable for school being two kilometers or farther away is insignificant for the urban areas. The need to develop transport infrastructure and providing schools in the vicinity of the households is essential to the promotion of female literacy, particularly when we see the role of mother's education in influencing the education of their children.

6. RECOMMENDATIONS

Following efforts can be made to help the students to stay in the schools:

- Make policies and actions that focus on poverty reduction
- Train teachers according to the students' psychology
- Ban corporal punishment in schools
- Make aware and motivate parents about value of education
- Improve teaching and curricula to make school more relevant
- Improve instruction, and access to support, for struggling students
- Build a school climate that fosters academics
- Ensure that students have a strong relationship with and among the students and teachers in the school
- Improve the communication between parents and schools
- Schools should caters the needs of different students

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Table 1: Sample of Schools

Gender	Rural	Urban	Total
Male	48	24	72
Female	48	24	72
Total	96	48	144

Table 2: Respondents by Category

Sr. No	Category of Sample	Sample				Total
		Rural		Urban		
		Male	Female	Male	Female	
1.	Executive District Officers (Education)	---	---	06	02	08
2.	District Education Officers	---	---	06	10	16
3.	Dy. District Education Officers	---	---	08	08	16
4.	Assistant Education Officers	---	---	32	32	64
5.	Head teachers	48	48	24	24	144
6.	Teachers	96	96	48	48	288
7.	Parents	96	96	48	48	288
8.	Students (on Roll)	144	144	72	72	432
9.	Students (dropped out)	144	144	72	72	432
	Total	528	528	316	316	1688

Table 3: Major Causes of Dropout

Causes of Dropout Subscale	Items	Mean	SD	Rank	Cronbach Alpha
Economic Factors	1-9	4.12	0.67	1	0.927
Physical Factors	10-17	4.07	1.01	2	0.902
Geographical Factors	18-23	3.63	1.00	5	0.897
Administrative Factors	24-30	3.51	0.93	7	0.938
Teacher related Factors	31-38	4.03	1.12	3	0.917
Curriculum related Factors	39-45	3.56	0.86	6	0.924
Educational Environment Factors	45-54	3.97	1.04	4	0.917
Overall	54 items	3.84	0.95		0.917

Criterion Mean= 3 N = 1427