

**YANGON UNIVERSITY OF ECONOMICS  
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON MIDDLE SCHOOL DROPOUT IN  
YANGON REGION  
(Case Study- Mingalardon Township)**

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MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON MIDDLE SCHOOL DROPOUT IN  
YANGON REGION (Case Study- Mingalardon Township)**

**A thesis submitted in partial fulfilment towards requirement for the  
Master of Development Studies (MDevS)**

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## **ABSTRACT**

This study focuses on the “causes and consequences of middle school dropout in Mingalardon township” during 2010-2011 to 2018-2019 academic years. The objectives of study are to analyze the causes and the effects of middle school drop-out rates of level of basic education in Mingalardon Township. Descriptive method is used in this study by qualitative and quantitative approaches based on the primary and secondary data. Primary data are collected from Key Informant Interviews (KII) with focused groups including selected teachers, parents and drop-out students from study area. According to the study result, the middle school students drop-out increased into 71 and the percentage of drop-out was 0.98% from 2015-2016 to 2018-2019 because of appearing the private schools in the townships and many students transferred to private schools although the government is giving priority to and seriously conducting education for all programme for keeping school-age children in school. To generate the workforce for the development of the nation, need to increase the youth literacy rate to achieve and continued efforts are required to achieve universal ability to read and write among the new generation.

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## **LIST OF ABBREVIATIONS**

|        |   |
|--------|---|
| ASEAN  | Association of South East Asian Nations                         |
| AY     | Academic Year   |
| CESR   | Comprehensive Education Sector Review                           |
| CSO    | Central Statistical Organization                                |
| EFA    | Education for All   |
| EPIC   | Education Promotion Implementation Committee                    |
| ESL    | Early School Leaving  |
| KG     | Kindergarten  |
| MDG    | Millennium Development Goals                                    |
| MOE    | Ministry of Education   |
| NGO    | Non-Governmental Organization                                   |
| NFA    | Non-Formal Education  |
| NFPE   | Non-Formal Primary Education                                    |
| UN     | United Nations  |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Emergency Fund          |
| UPE    | Universal Primary Education                                     |

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Rationale of the Study**

Education means to obtain a deeper knowledge and understanding of a variety of subjects to be applied to daily life. Education is not limited to just knowledge from books. It can also be obtained through practical experiences outside of the classroom (Blasco,2009). Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It assists us in forming opinions and forming points of view on various topics. People argue about whether education is the only means of acquiring knowledge.

This study was designed to initiate further research that will expand understanding of high school dropouts by examining a range of perceptions of students who have dropped out previously and who have reenrolled as adults now completing their education. Although dropping out can be viewed as an individual decision, “early school leaving is embedded within a complex array of family, peer, relationship, work, school, and individual psychological processes” (Jozefowicz, 2003, p. 2). Specific questions regarding gender, race, family income, parent education, and peer groups will refine the understanding of school dropout and groups in order to develop more effective and efficient dropout prevention curriculums.

Little is known regarding the feelings and reasons of those who have dropped out. Questions regarding why students have left school, their experiences since they have left, and what could have been done to prevent their leaving are just some of the directions to delve into when studying this area, as it has not been dissected in detail previously. This angle is important to research because there are many specific reasons why individuals drop out. Understanding and taking each reason into consideration when creating prevention programs will provide additional support for programs in schools.

According to the National Education review report (2016-2017) in Myanmar, despite educational developments, it is generally accepted that the education sector has challenges to increase net enrolment at different levels and ensure the quality of education by establishing a quality assurance system. Poverty, diverse languages of over one hundred and thirty national races and conflict situations mentioned in the earlier section also create challenges that affect the education sector.

Regarding Universal Primary Education, the country has made progress but the completion rates of primary, lower and upper secondary school levels (less than 75% at the primary/lower secondary school level and 31% at the upper secondary school level) indicate that it is critical to increase access to high-quality basic education. Yangon Region is the sixth level of school attendance compare with other regions and this point shows that Yangon has higher school dropout rate than other regions.

The school dropout problem is one of the most significant issues in almost all countries. Similarly, Myanmar is facing the problem of school dropout as if every country all over the world is facing. More than one million children in Myanmar are now estimated to be out of school, over 500,000 at primary and over 250,000 at lower secondary levels. This study mainly intends to look into the situation of basic education, teacher-student ratios, youth literacy rates, and secondary school dropout rate in Mingalardon Township, Yangon region. (Myanmar Population and Housing Census, 2014, volume 4-H). The Mingalardon township have many people who are farmers and livestock people, industrial workers, workers earning a bare living, army family, the families who responsible in hospitals and vocational schools and the migrant workers. The rationale behind to choose the Mingalardon township that there are many types and different layers of people and occupation exist. That is why the dropout rate are more increase than the other township.

## **1.2 Objective of the Study**

The study's objective is to analyze the causes and the effects of middle school drop-out rates of basic education in Mingalardon Township.

## **1.3 Method of Study**

This study was conducted by using face to face interview through structured questionnaires and key informant interview (KII) with selected respondents to analyze the socio-demographic characteristics of the respondents such as teachers, parents and

drop-out students and reasons, causes and consequences of the middle school drop-out students from Mingalardon township.

Descriptive Method is used in this study. The primary and secondary data are collected from various sources during 2021. The primary data are collected by using survey questionnaires. The survey questionnaire was designed with three parts. Part I is related socio-demographic characteristics of the respondents. Part II consists of the questions about factors contribution to dropout of students by using fivepoint Likert-type scale. Part III consists of reasons, causes, perceptions, challenges and suggestions for the drop-out problems. Key informant interview (KII) was conducted with selected respondents such as Head master of the middle school, township education officer and middle school teachers from Mingalardon Township and middle school drop-out students and their parents from survey area. The secondary data are used in this study and the data are collected (2010-2011) academic year to (2018-2019) academic year from Ministry of Education and statistical year books published by the central statistical organization.

#### **1.4 Scope and Limitations of the Study**

This study focused to analyze the education sector school dropout in Mingalardon Township, Yangon Region. This study only examined the cause and effects of the middle school dropouts from Mingalardon township between (2010-2011) academic year and (2018-2019) academic year. The official published data and information are gathered from the ministry of education and the township education office. This study only focuses on public schools at the Mingalardon Township.

#### **1.5 Organization of the Study**

This study was organized into five chapters. Chapter includes the rationale of the study, the objective of the study, method of study, scope and limitation of the study and organization of the study. Chapter two deals with the literature review on the educational services at primary level and lower secondary level and the nature and causes of school dropout. Chapter three presents the role of basic education sector in Myanmar, background history of study area Mingalardon township in Yangon region and the teacher-student ratios, school attendance and dropout rates in primary, middle and high school levels. Chapter four presents the survey analysis which included the

study profile, quantitative and qualitative survey data analysis and survey result. Chapter five presents the conclusions including findings and suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Nature and Concept of Early School Leavers and Dropout Students**

The concept of Early School Leaving is not in employment, education or training and school dropout. Students who have 75 % are not attending school and thus are unable to meet the demands set for basic education. In the national context ESL (Early School Leaving) can mean either not having completed compulsory education or not having achieved an upper secondary certificate or the school leaving certificate. (Christle, C.A, et al, 2007)

The underlying issue is that early school leavers are less likely to pursue further education or training later in life, which can lead to a slew of other socioeconomic issues and risks. Early school dropouts are more likely to become unemployed, require various social supports and services, become reliant on government social programs, commit crimes, live in poverty, and be socially outcast. (Christle, C.A, et al, 2007).

When a document recognizing that a student leaves either the qualification or the school is signed, it is referred to as a dropout. Dropout is often thought to be a long and complex procession during which several influencing factors can be identified in students' life until they leave their qualification. As the two phrases (early school leaving and school dropout) are used parallel both in everyday conversations and in scientific literature referring to early school leaving during daytime students in public education. (Christle, C.A, et al, 2007).

Dropout rates among students are a critical problem in any country. Students Dropout refers to students who stop attending school due to financial or practical reasons, as well as dissatisfaction with their social structure and exam results. Dropping out refers to a circumstance in which a student leaves school before completing their graduating degree and does not enroll in any university. It is not required for students to drop out, students may choose to cease attending school by canceling their enrollment. Dropout refers to students who leave school without

completing their primary and secondary education. Every developed and developing countries in the world has a student dropout problem. Dropout rate are remarkably high in developing countries, even for the basic school going children. (Christle, C.A, et al, 2007).

The definition of the term dropout is controversial. A dropout is defined in North Carolina as “any student who leaves school for whatever reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.”

Early school leaving has often been referred to as “dropout”. Dropouts are the students who are unrolled in school at any time during the school year, but they are not enrolled at the end of the school year and did not transfer, graduate, or die. Dropout may refer either to leaving school before passing any recognize exams, or to leaving unqualified to pursue employment opportunities of personal fulfillment. The term ‘early school leaving’ is referred to all forms of leaving education and training before completing upper secondary. It includes both people who have never enrolled in school and those who have dropped out. It also covers people who do not continue their education and training after completing lower secondary education or those who fail their final examinations in upper secondary school (Hammond, C. et al .2007).

## **2.2 Causes of Early School Leavers and Dropout Students**

Several causes are listed in both national and international scientific literature as indicators of early school leaving, but four groups may usually identify: individual, family, school and community society. There are several causes leading to school dropout, such as, family background, conflict between family and school, absenteeism from school, bad school achievements, weak school contacts, school failures, etc. There are innumerable socio demographic factors implicated in the phenomenon of dropout (Hammond, C. et al .2007).

### **2.2.1 Individual Characteristics**

There are significant differences between dropouts and graduates according their socio-economic status: students with disadvantageous socio-economical background have two and a half more probabilities to drop out compared with their middle-class peers. The causes on an individual perspective that focus on the attribute of students such as their educational performance, attitudes, and behaviors and how

these attributes to their decisions to quit school. Several aspects of educational performance have been widely identified in the research literature as strong predictors of dropping out (1) academic achievement, as reflected in grades and test scores, (2) educational stability, which reflects whether students remain in the same school (school stability) or remain enrolled in school at all (enrollment stability), and (3) educational attainment, which reflects by years of schooling completed and the completion of degrees or diplomas. Numerous studies that poor academic achievement is a strong predictor of dropping out (Ekstrom, R.B, 2007). This suggests that educational attainment is dependent on both educational stability and academic achievement. That is, students who either interrupt their schooling by dropping out or changing schools, or who have poor academic achievement in school, are less likely to graduate or complete that segment of schooling. (Drewy, J.A, 2007).

While a large array of individual attitudes, behaviors, and aspects of educational performance influence dropping out and graduating, these individual factors are shaped by the institutional setting where children live. Another important insight of scientific inquiry is the profound influence of settings on adolescents' behavior and development". This perspective is common in developmental psychology. It recognizes that the various settings or contexts in which live-families, schools, and communities- all shape their attitudes, behaviors, and experiences. Students' work schedules may be interfering with learning. According to several studies, when a student works 14 hours per week on a regular basis, they are more likely to drop out. According to other studies, the crucial level is 20 hours per week, with the risk of dropping out increasing as the amount of hours worked increases (Drewy, J.A, 2007).

### **2.2.2 Family Related Factors**

Family is one of the most significant indicators contributing to early school leaving. Based on an American study (Christle, C.A., et al. 2007), the socio-economic status of the family has a fundamental influence on school dropout: children from low-income families are 2.4 more likely to leave education than their middle-class peers. Their research also proved that students whose families receive social maintenance are more likely to drop out of school when starting secondary education. Moreover, students are at risk whose parents have low qualification (only elementary). Archambault and her colleagues 2009 stated that the educational

methods of the parents whose children leave school early are usually not effective, and these parents have low requirements regarding school results. (Christle, C.A., et al. 2007)

### **2.2.3 School as a Factor of Dropout**

The other significant factor is school. Failures that occur early period in a student's school career may serve as the start of a negative spiral, with the result of student's weakening contacts to school, and this leads to school dropout. Christenson, S.L., et al. (2004) also think that school dropout is a long process unsuccessful school experience (learning or behavioral problems). Early school leaving generally happens in secondary education. At this age, a significant decrease in engagement towards school and learning can be seen, as peers become students' references: they follow them in communication, behavior, and decisions. However, early school leaving does not endanger all students.

Based on Christle, C.A., et al. (2007), several factors have a significant impact on school dropout. One is a student's academic achievements, while the other is school attendance – both of which have a negative link with dropout. Szabó, C. M. (2018) found that the way student started their secondary education has a significant impact on their school career. First-form students experience stress when they receive their first grades in secondary school. Although it is possible to overcome the shock of bad marks, not everybody success the half of the students who received ones at the beginning of their secondary school, failed at the end of the academic year.

Early non-success has variety of background factors, including parents' inability to provide adequate support for their children; teachers' lack of appropriate competencies to assist their students; students' weak mathematical and reading abilities; and impersonal school atmosphere where students got lost. Researchers stated if the student has school failures or they fail at the end of ninth school year or they are usually absent from school, these factors have a significant impact on the probability of being dropped out. Another important indicator of school failures and dropout is maladaptive or undesirable student behaviors.

Christle, C.A, et al. (2007) highlighted another important school factor: the quality of teacher-student relationship. Students who experience a bad relationship with their teacher are more likely to drop out than students who report a warm relationship – especially boys. Dropouts reported that conflicts with teachers were one

of the causes motivating their decision to leave school before obtaining their qualification.

Moreover, teachers also perceived that relationship with their students influences students' school achievements. Another researcher notices that school culture has an important impact on early school leaving, teachers have an important social capital for their students. If students' social capital is mostly based on their teachers, it can decrease the possibility of dropout by 50%. They also stated that the physical environment of the school has an influence on early school leaving, in schools that were clean and neat and better equipped lower ratio of dropout could be identified.

#### **2.2.4 Community Related Factors**

Communities and peer groups, in addition to families and schools, can impact students' withdrawal from school; differences in neighborhood features, apart from the influence of families, help explain disparities in dropout rates among communities. Some neighborhoods are communities of concentrated disadvantage with extremely high levels of joblessness, family instability, poor health, substance abuse, poverty welfare dependency, and crime. Disadvantaged communities may influence (Rumberger, R.W, 2001).

Rumberger, R. W, (2001) noted that students at-risk for dropping out had more friends who were dropouts and working and fewer friends who were in school. As discussed by Research has shown that a student may be more likely to drop out if he/she associates with other potential dropouts. This research state that youths that associate with other at-risk youths have a higher probability of dropping out due to the differential association factor.

In additional to the impact of a students' family poverty level, the poverty of the neighborhood also affects dropout. Ensminger, et al, (1996) found that neighborhood conditions directly affect the educational inclination of students relative to race. The neighborhood conditions directly affect the educational inclination of students relative to race. The neighborhoods in which students live affect boys more than girls, possibly because girls are more likely to have stricter curfews.

Over and above parental education and income, community residents may have an impact on parenting methods. Students in low-income communities are more

likely to have dropouts as friends, which increase the likelihood of dropping out school,

Setting is important in influencing dropout behavior, but similar setting also affects individuals differently.

- (a) Large Cities: Students who live in big cities are more likely to drop out.
- (b) Poor communities: Students in low-income communities are more likely to drop out of school, low-income communities may impact the risk of dropping out because of a lack schools and peer influences.
- (c) Employment opportunities: Students are more likely to drop school if they have favorable work options (Rumberger, R. W, 2001).

### **2.3 Consequences of Early Leaving School**

In global perspective, it is an incontestable fact that the progress of a nation is highly dependent on the education of their citizens. Education plays a central role and has a cross cutting impact on all aspects of human life. It is a vital investment for human and economic development. Education is vital for economic development. According to Vision 2030, “Education is key component of economic growth because it has directly influence on entrepreneurship, productivity growth and then increases employment opportunities and women empowerment. (Walker, S.P.et al. 2007).

The problem of school dropout has been felt by almost if not all countries around the world. This social phenomenon has affected negatively on the children or the youth in the world. This has created a wide room where most children engage in economic activities like commercial vehicle assistance, selling on streets and other social vices involving the dealing of drugs, engaging in prostitution and early marriages. Those who drop out of school may tend to have children who have less aspiration for education for the whole life. (Walker, S.P.et al. 2007).

The first type is involuntary dropouts that are those who leave school as a consequence of personal crisis. Children are the leaders of their families and nations in future. Poverty has become the largest factor which causes school dropout. Furthermore, poverty appears to influence school demand, not only because it affects households' ability to pay school fees and other educational costs, but also because it is linked to a high opportunity cost of educating for children. Poverty is a societal blight that discourages and causes many youngsters to drop out of school (Walker, S.P., et al. 2007)

The long-term economic implications of school dropout are and continue to be bleaker. The youth leaving the school without completion have brought negative bearing on their economic lives. In recent years, advancement in technology which has fueled the demand for a highly skilled labor force, transforming a high school education into a minimum requirement for entry into the labor market has worsened the economic insignificance of school dropouts (William., et al, 2015).

Besides, the unemployment rate for dropouts is very high as compared to the unemployment rate of high school graduates. Even when the dropouts are employed, they earn less salary. This eventually affects dropout youths who earn low-income and they are therefore not able to meet their daily needs making their economic life unbearable and unaffordable. Therefore, their future becomes shuttered where most youth engage in dubious activities to meet the necessities of daily life. (William., et al, 2015).

Again, the Human Capital Theory emphasizes the importance of investment in human capital, such as a high school education therefore determines “economic success in life.” This however means that parents who have low human capital affect their children by also becoming young people with low human capital. Therefore, according to the Human Capital Theory, people with less educational investment would not do well in the economy as compare to people whose level of education is high (Ingrum, A. 2006).

Society or community is diversely being affected by the behavior and other social activities of the people residing in it. As indicated by Human Capital Theory, people with less educational investment would not do well in the economy as compare to people whose level of education is high (Ingrum, A. 2006). This implies that, the youth leaving the school without completion have negative bearing on their economic lives. Also, a community is not spared especially when the rates of school dropout were high; such a community experiences higher crime rate (Thornberry .et al, 1985).

The consequences of early school leaving are just as burden for the individual as for the society. Lower wages, unemployment prospects, and possibility of health issues are consequences.

## **2.4 Parents' Opinion**

Perception of parents about education of their children is very crucial to understand phenomenon of dropout. It is encouraging that majority of the parents want their child to get educated. But they are unable to assure good conditions for study in their homes as throughout the day, they are busy in earning their livelihood and cannot attend to their child. According to the scholars, their hopes, they felt, generally gets blurred due to unfavorable attitude of the child towards education. They do not know, how to, deal with such situation. They did not approach school authorities for support. Mothers seemed more inclined for re-joining of school by their wards, which is a good sign, but support from their spouses and teachers is not forthcoming.

O P Monga, et al, (2016), the study was conducted with two objectives: firstly to understand familial factors that contribute to the school dropouts; secondly, to know teachers' perception of school dropouts and strategies to deal with the problem of school dropouts. In-depth interviews were conducted with 50 students and their families from rural areas of Arki Development Block, District Solan, and Himachal Pradesh. The information on dropouts was gathered from school officials. The findings demonstrated that familial characteristics such as family environment, economic condition, and parents' socio-educational status, among others, play a significant role. Teachers perceived this issue as the result of unfavorable family environment, a lack of parental drive, insufficient follow-up by school official, and lack of commitment by the teachers. The teachers proposed and debated a variety of solutions for dealing with this issue.

Krishan S. (2009) pointed out parenting style seems more strongly predict school dropout than parental involvement. Furthermore, parenting style may mitigate the association between parental engagement and school dropout, but only in authoritative households; parental involvement reduces the likelihood of school dropout only in authoritative families. Furthermore, even when previous academic achievement was taken into account, adolescents from authoritative homes were less likely to drop out than adolescents from authoritarian and dictatorial families. These findings emphasize the importance of encouraging quality parent-child relationships to reduce the likelihood of school dropout. When adolescents drop out of school, the results are psychosocially and economically costly, for both the individual and society.

Wells (1990) cited family histories of dropping out as a common element among early school leavers. Amstutz and Sheard (2000) noted the importance of a mother's educational level as a variable in her children's acquisition of basic academic skills. Green and Riddell (2001) also found that a mother's having less than elementary-level education significantly affected her children's literacy skills in later years.

## **2.5 Review on Previous Studies**

Yumiko Yokozeki (1996) investigated the Causes, Processes and Consequences of Student Drop-out from Junior Secondary School (JSS) in Ghana such as the nature of student dropout from JSS in one district in the country in macro level, through a school survey of all 39 schools in the district; and an in-depth study of drop-outs from four schools in Ghana. According to his findings, the most common reason for drop-out was money for males and pregnancy for females, and parental divorce was common among both drop-outs. When language/ethnic group, or having a slight physical handicap were combined with poverty, the combination of the above factors could cause students to drop out. The majority of dropouts pursued economic activities after leaving school, with only a few wishing to return to school and practically all wishing to pursue an apprenticeship that would lead to self-employment. Education may be a powerful instrument for empowering the underprivileged. However, in rural Ghana, education did not always meet the strategic needs of the poor. As a result, dropouts looked for new avenues to success, such as self-employment in microbusinesses.

Marion Terry (2003) studied about the adult literacy programs in Canada included 37 participants who exhibited a variety of reasons for dropping out as youths and young adults. Parents, siblings, and peers, both in and out of school, were the most powerful influences. The students in the study provided information about their family lives and the influences of their parents, siblings, in-school peers, and out-of-school peers on their decisions to drop out of regular school while completing their composition and interview questions. The majority of regular school dropouts come from families with single or divorced parents (Bloch, 1991). The studied revealed that the schooling background of parents, including educational attainment levels and

degrees of satisfaction with their own schooling experiences, positively correlates with children's prognoses for high school completion.

Thirari Laban Michubu (2012) analyzed the reasons for dropout in Kenyan public primary schools. His research looked into the reasons for pupil dropout in public elementary schools in Kenya's Ndoileli division, Igembe North area. Descriptive survey design method was adopted in this study. The primary survey data were collected using class teachers' and pupils' questionnaires and headteachers' interview guide to gather information on the causes of school dropout. Poor performance, forced class repetition, indiscipline, influence of miraa farming and business, circumcision, marriage and pregnancy were the top causes of school dropout, according to the research. According to the study, the government and other stakeholders should address the issue of high school dropout rates and devise strategies to reduce them in order to avoid squandering school curriculum resources and facilities. Moreover, the government should reinforce policies regarding the expenditure of the Free Primary Education Fund, which is set aside to benefit all children in order to provide them with a high-quality education.

Khin Ma Ma Latt (2015) examined about the issue of primary education school dropouts in Hlaingtharyar Township during 2009 to 2013. The main objective of her study was to review the issue of primary school dropouts and ways to solve this problem and finding out the social life of marginalized primary school dropouts age between 10 and 13 years who are from migrant families stayed at Hlaingtharyar Township. The descriptive approach was used in her study. This study found that the needs of policy and behavior changes by all based on the awareness of Child Right, Labor Law, Universal Primary Education, MDG Goal and EFA Program to solve the primary education school dropout problems. The findings stated that Education for All (EFA) mandate should be applied country-wide and NFE program should be established to reduce the school dropout rate in Myanmar for poor families.

Tun Kyaw Oo (2015) explored about the factors affecting school dropout in Kyaukpadaung Township in Mandalay Region. According to the study, he reported that most of the dropout student were at Grade I, II, VIII and Grade XI in that township. In his study results, some factors such as desire to the privacy, lack of follow up of the family, work to help family were the highest percentage for dropping out. Before dropping out, the students encountered financial problem due to their parents' low income. The study also found that another factor for school dropout was

their parents are illiterate and uneducated. As a result, the students want to leave from school in order to help their parents and another factor was the drop-out students satisfied with their work by helping their parents after dropping out but some students want to attend school again if they get opportunity for school life. This study concluded that lack of follow up of the family and lack of good study environment also cause the factors for not continuing to attend school.

Nu Nu Aung (2018) studied and explored about the influencing factors of out-of-school children and non-formal primary education in Myanmar, a case study of NFPE in Dala Township. Her study explored the factors which influence out-of-school children to participate in non-formal education by using qualitative and quantitative methods. Her studied highlighted the challenges faced by students for dropouts and the critical findings of her studies are the beneficial impact on personal well-being, the lack of financing, continued socio-economic hardships and poor infrastructure threaten the sustainability of these system and need to be critically examined or further improvement.

Htet Htet Ye Win (2018) analyzed about main challenges for the school dropout children and the effectiveness of pre-vocational education in implementing the alternative education for out-of-school children in Yangon Region. According to her study results, the school dropout occurred mainly due to the poor households that they are unable to pay for indirect cost of schooling, less interest in learning, look after the younger sibling forced the respondents to leave school early. She also examined that the household's income generated by mother instead of the household head is one of the main factors for respondents to be out-of-school children. Her studied revealed that the young people are more motivated to study academic subjects alongside with vocational subjects for provision of future careers for their employability, returns for long-term life security.

## **CHAPTER III**

### **OVERVIEW ON THE BASIC EDUCATION SECTOR IN MYANMAR AND IN MINGALARDON TOWNSHIP**

#### **3.1 Role of Basic Education Sector in Myanmar**

Education is a fundamental entitlement for children as well as a cornerstone to national growth and success. Myanmar has made significant progress in increasing children's access to education and improving educational quality, but many children remain out of school, and schools struggle to provide the best possible start in life for young people. Myanmar's transformation from military dictatorship to civil society is by no means yet complete, but the momentum for political and social change is now stronger and the country is no longer a pariah state, shunned internationally because of its rejection of democratic institutions and a poor human rights record.

The Ministry of Education initiated a Comprehensive Education Sector Review (CESR) in February 2012, the purpose of which was to promote a "learning society capable of facing the challenges of the Knowledge Age". Though at an early stage of its functioning, the CESR is already of immense symbolic value because it gives hope that the State is becoming more committed to ensuring that every child in Myanmar should have the opportunity to complete a fully cycle of basic education of good quality.

The current basic education system in Myanmar comprises six years of primary (Grade 1 to Grade 6), three years of lower secondary (Grade 7 to Grade 9) and two years of upper secondary (Grade 10 and Grade 11) education. There are currently 47,365 basic education schools in Myanmar with approximately 9.26 million students. The majority of these schools are managed by the Department of Basic Education under the Ministry of Education (MOE). In addition, a significant percentage of students access basic education through monastic, private, community and ethnic education schools. The official commencement date for schools in Myanmar is 1<sup>st</sup> June every year.

Preschools are opened for children over 2 years and they are in extensive care or public systems. Kindergarten starts from the age of 5 (not younger than 4 Years and 8 months at the time of school's commencement date). Primary, Lower Secondary and Upper Secondary Schools in Myanmar are under the Department of Basic Education of the Ministry of Education. Primary education is the first stage of basic education and, in principle, is compulsory. Primary education lasts five years, including one year of pre- school education (kindergarten); it is organized in two cycles: lower and upper primary. The admission age is 5+. It lasts six years and to proceed to the secondary school, students must pass a comprehensive examination of basic subjects after Standard 4. KG starts at the age of 5 and actual teaching - learning process already begins in KG.

Secondary Schools are usually combined, comprising both middle and high schools. Secondary Middle Schools offer Standard 5 to Standard 8 (lower secondary level) whereas Secondary High Schools Standard 9 and Standard 10 (Matriculation) (upper secondary level). The first phase of secondary education takes place at Middle Schools, where students pass through Standard 5 to Standard 8 before they take their Standard 8 examinations. In High Schools, all students have to take Myanmar, English and Mathematics as compulsory subjects. Arts students major in Geography, History and Economics, while science students major in Chemistry, Physics and Biology. At the end of the two-year high school period, i.e. end of Standard 10 (Matriculation), students sit for their university entrance examinations (matriculation examinations) annually in March, administered by the Board of Examinations of the Ministry of Education. Students who achieve distinctions in five or more subjects (or a combined total of approximately 500 / 600 marks are generally guaranteed placement in one of technological and medical universities, the most selective of universities in Myanmar

### **3.2 Background History of Basic Education in Myanmar**

It presents an overview of the Burmese educational system in historical perspective, including monastic education during the Kingdom era, colonial education before independence (1945-1948), following independence (1948-1962), under military control (1962-1988), and on the wave of democratization (1988-2000). The survey showed that Burmese schools mostly used teacher-centered and subject-

oriented teaching and learning methods, as well as a lack of teacher training and a weak curriculum. Furthermore, indigenous people have little chance to promote their language and culture given the supremacy of the Burmese language. Despite the fact that Burma has been on a democratic path since 1988, the education system does not appear to be heading to democracy.

### **3.2.1 Kingdom Era**

In 11<sup>th</sup> century, Buddha Saana spread throughout the kingdom and monastic education started and Buddhism in written form on palm leaves was introduced to Bagan by A Shin Arahan and King Anawratha. Monks were teachers and they taught knowledge and dhamma. From Pinya to Nyaung Yan dynasty, the monastic schools were developed to teach not only dhamma to well restrain in bodily, verbally and mentally to be good morality but also other subjects such as arithmetic, mathematics and history.

Ava dynasty was the golden era for Myanmar literacy that pedagogy of monastic schools were the best instructions for learners. Myanmar literacy education is originated in Buddhist monasteries since king era. Boys were traditionally educated at Buddhist Monastic Schools, where they learned Burmese and rudimentary mathematical skills between the ages of eight and 10. Under this system, few girls became educated people and they learned how to conduct households and domestic works. King Mindon (1853-1878) established modern education by constructing a school for an Anglican missionary.

Myanmar became a British colony following the defeat in the three successive Anglo-Burmese wars in 1824, 1852 and finally in 1885. The colonial education was initiated with the establishment of foreign Roman Catholic Churches to introduce modern educations in Myanmar and 204 churches in 1864. The government had opened three government schools in 1864. The Department of Education was formed in 1866 with an appointed director of public instruction and four circuit teachers. In 1921, the Ministry of Education was established and U Maung Gyi (MA) had become the first Education Minister in colonial period. The colonial education system was aimed to create educated people to support the colonial administration in Burma (Myanmar).

### **3.2.2 Before Independence (1945-1948)**

In July 1945, the Department of Education was established to carry out the Simla Scheme of Educational Rehabilitation, which was funded by the British military budget. Its main goal was to complete the various stages of the allied military campaign against the Japanese in Southeast Asia (Office of the SUPDT, 1953). The Simla Scheme saw the opening of 42 post-primary institutions and 2,060 primary schools. The Education Rebuilding Committee, chaired by the Honorable Sir Htoon Aung Gyaw, reported in 1947 on an assessment of Burma's educational system and a proposal for its reconstruction based on the concept of a uniform school system (Office of the SUPDT, 1947).

The association of the Buddhist clergy and other religious teachers in the spiritual guidance of children in all schools and recommended that religious instruction should be made a compulsory component of the secular curriculum. The reorganized system of schools consisted of:

- (a) Primary school (Standards I to V) for children aged 6 to 11 years old;
- (b) Post-primary school (Standards VI to IX) for children aged 11 to 15 years old;
- (c) Pre-university school (Standards X to XII) for children aged 15 to 18 years old.

Education in the primary and post-primary grades was free and in the pre-university grade subsidized. It is proposed that curriculum be redesigned to give functional, realistic training connected to civil and occupational contexts, particularly in light of Burma's largely agricultural and rural nature. Primary schools learn subjects were religious instruction, language – reading and writing, arithmetic, geography, nature study, hygiene, handicrafts, physical education. Post-primary schools learn subjects were religious instruction, language – reading and writing, elementary mathematics, geography, history, science, handicrafts and practical subjects, physical education.

According to the 1953 government publication Education in Burma, before independence and after independence, it seems that there might have been a parallel committee. In 1946, an Educational Policy Enquiry Committee was formed and a comprehensive report covering most phases of post-war educational needs was submitted by the Committee.

### 3.2.3 After Independence (1948-1962)

On the 4<sup>th</sup> January 1948, Burma gained independence and chose not to join the British Commonwealth. Soon after the declaration of independence on the 4th January 1948, the Government of the Union of Burma announced a statement of Educational Policy which was based upon the 'Report of the Educational Policy Enquiry Committee and upon other reports previously considered by Government'.

On 1 June 1950, a new policy was initiated for implementation. The salient features of the scheme initiated were:

- (a) Amalgamation of the post-primary and primary schools in places where the former exists, to form complete units teaching from the Infant to the Ninth Standard;
- (b) Revival of Middle Schools teaching from the Infant to the Seventh Standard;
- (c) Re-classification of primary schools' teaching from the Infant to the Fourth Standard;
- (d) Insistence on the use of the Vernacular (Burmese) as the medium of instruction;
- (e) Introduction of English as a Compulsory second language at the post-primary stage.

The new policy also initiated a scheme for free education for all pupils in state schools, from the primary to the university level. Private schools were allowed in their own school buildings under the registration of 'Private Schools Act 1951'. A pilot project for compulsory primary education was introduced in the suburbs of Rangoon for two years.

In 1953, the government launched the new education plan as one of the ten 'Welfare Plans'. The aims of the new education plan (also known as five fundamental principles) for the Welfare State were:

- (a) To ensure that every citizen of the Union of Burma shall have a basis foundation in the three R's;
- (b) To train an adequate number of technicians and technologists for the rehabilitation;
- (c) To train and equip young men and women so that they can shoulder their responsibilities as citizens of the Union

- (d) To eradicate illiteracy and imbue all citizens of the Union with the five 'Strengths' (National Health, National Education, National Wealth, National Character and National Unity); and
- (e) To perpetuate the principles and practice of democracy throughout the Union.

Amongst other educational matters the curriculum was also re-oriented in accordance with the new educational aims set forth in the education plan and graded for the primary, middle and high school stages, with emphasis upon practical and prevocational subjects and activity programs.

To inculcate the spirit of co-operative living and to make the school atmosphere congenial, the new plan gave greater attention to school gardening and arts and crafts while general science and practices of other kinds including organized games were equally important. The new plan also launched the establishment of teacher training schemes to deal with the urgent need for trained teachers of all grades. The organization of the school system in the new education plan was a 5-3-3 system that consisted of:

- (a) Nursery School for children aged 3 to 5 years old (Private Provision);
- (b) Primary School (Infant Class (Standard 0) to Standard IV) for children aged 5 to 10 years old;
- (c) Middle School (Standard V to Standard VII) for children aged 10 to 13 years old;
- (d) High School including Agriculture and Technical High Schools (Standard VIII to Standard X) for children aged 13 to 16 years old; and
- (e) Vocational and Technical Institutes and university for young people aged 16 onward.

In the middle schools, the following subjects were introduced: carpentry and technical and commercial subjects for urban schools; and animal husbandry and agricultural subjects for rural schools.

In the high schools, the following subjects were introduced in the curriculum to give a vocational bias in the ordinary high schools: In 1958, the Ministry of Education announced the policy on the medium of instruction that Burmese in schools and English was to be taught only from the Fifth Standard onwards (Union of Myanmar, 1992). However, a wide range of public, private, Christian and Buddhist monastic schools were legally operating throughout the country and private and Christian schools began teaching English in primary education.

### **3.2.4 Under the Military Rule (1962-1988)**

In April 1962, the Revolutionary Council, which was founded by the junta commanded by General Ne Win, proclaimed its political programme entitled ‘The Burmese Way to Socialism’, which included the policy on education as follows:

Education: The Revolutionary Council believes the existing educational system unequaled with livelihood will have to be transformed. An educational system founded on socialist moral ideals and equated with livelihood will be established; Science would take primacy in education.

Although the policy statement desired ‘an educational system equated with livelihood’, which apparently seemed to prepare the children for the opportunities and experiences of adult life, it narrowly focused on ‘science’ rather than a balanced and broadly based curriculum. The education policy was based on socialist moral values, there was no equality of opportunity, given the precedence accorded to science subjects, as pupils were already divided into A-list and B-list students at the end of Standard VIII. Following the 1962 military coup, all schools were nationalized. There were no longer Christian school but Buddhist monastic schools could continue to function in rural areas.

In 1964, the system of education was reorganized. The structure of the ‘New System of Education’ comprised: (a) Basic Education; (b) Technical, Agricultural and Vocational Education; and (c) Higher Education. In the Basic Education, school structure was changed from a 5-3-3 to a 5-4-2 system that consisted of:

- (a) Primary School (Standard 0 to Standard IV) for children aged 5 to 10 years old;
- (b) Middle School (Standard V to Standard VIII) for children aged 10 to 14 years old;
- (c) High School (Standard IX to Standard X) for children aged 14 to 16 years old.

According to article 152 of the 1974 constitution, ‘every citizen shall have the right to education’ and ‘basic education’ would be compulsory. The 1974 Educational Policies embraced the following areas: (a) Basic Education; (b) Technical, Agricultural and Vocational Education; (c) Higher Education; and (c) Educational Research. The curriculum for the Basic Education included only two subject routes: arts and science. There was no inclusion of vocational subjects into the Basic Education curricula. Skills acquired in technical, agricultural and vocational education are not relevant to the employment opportunities open to young persons (UN, 1998).

### **3.2.5 Education on the Wave of Democratization (1988 to 2000)**

In 1988, Burma changed from a constitutional dictatorship to absolute military rule again and the 1974 Constitution was abolished. The rulers promised to establish conditions for general elections. General Saw Maung, the then Head of State, said that education was not the military regime's responsibility but that of the next elected government. At that time, the country was facing serious problems in education in terms of equity, quality and efficiency. According to a UNICEF report, about 40% of Burmese children never attend school and nearly three-quarters do not complete primary education (Khin Maung Kyi et al, 2000).

Burma's basic education enrolment during the period 1982 to 1988, the low retention rate in schools, particularly in rural areas, is the major weakness in the context of Burmese education. The population under 15 is 15.5 million and fewer than 5 are 5.5 million. Therefore, the school children population is 10 million. However, the government figure shows that there were 7 million children only in schools. It is obvious to everyone that 3 million children have no school and/or are not attending school. (UNESCO, 1998)

### **3.2.6 Current Situation of Basic Education in Myanmar**

As Myanmar's democracy grows, it is critical that all sectors be improved to satisfy the requirements of a democratic society. Myanmar's education reform began in 2011, when the country's political system transitioned from a military to a democracy, with the goal of strengthening human resources. Myanmar's new government has made education reform a national priority as well.

Since July 2012, the government has been conducting a Comprehensive Education Sector Review in partnership with development partners in order to discover answers to the difficulties and inadequacies in the current education system (CESR). Until now, the major education reforms have yielded notable results, such as an increase in the education budget, the release of a new education law, and the elimination of public school fees. Enrollment in high school classes has been free since the 2015-2016 academic year. Primary school enrolment became free in 2010-2011, and middle school enrolment became free in 2013-2014. In addition, policies and laws have been laid down as part of the process of the education system reform. The most recently enacted laws are the National Education Law in 2014 and the Amendment of the National Education Law in 2015. In 2011, education policy was

established based on the prior president's recommendations. (Ministry of Education, 2015)

Many difficulties remain to be addressed due to the fact that meaningful reforms take time to implement. Although current education spending in Myanmar is more than in the past, it is still low when compared to neighboring nations. Furthermore, at both the elementary and secondary levels, pupil-to-teacher ratios in Myanmar are substantially higher than in adjacent countries such as Thailand. Myanmar's education system is likewise ineffective due to an outdated curriculum. The country did reform its curriculum once – between 1995 and 1999 – and that curriculum was used continuously up until the academic year 2015-2016.

Myanmar's government is implementing long and short-term plans to improve the country's education system. As the educated population and workforce are demanding economic growth and poverty reduction, the government of Myanmar has made many efforts to strengthen the education sector. Since 2011, the former president's civilian government has implemented nationwide reforms, particularly in the education sector, to improve human resources. Myanmar's newly democratic government, which is formed in March 2016, has made reforming of the education system a national priority in order to fulfill the country's growing demand for human capital.

The Ministry of Education (MoE) is Myanmar's primary educational provider. The MoE is primarily responsible for the provision of the basic education sub-sector, which is separated into three levels: primary, lower secondary and upper secondary KG+12 (5-4-3).

The Ministry of Education established the Non-Formal Education (NFE) Program, to qualify for this NFE program, children aged 10-14 years who those are out of school and they should have willing to continue their primary education in public schools. But there were many constraints to implement for public school teachers. Reducing school dropout rate and increasing school enrollment will not only depends on the parents and guardians but also all stakeholders work together and provide their effort to continue the children education. School dropout issue in not only responsibility by government but also all society has responsibility for cooperation and awareness. (Ministry of Education, 2015)

The continuous education for school dropouts will be arranged as joint channel of Vocational Skill Training, income generating activities and lifelong

learning program as National Plan. Teachers' capacity enhancement and community cooperation as well as policy maker need to consider to decentralizing decision making in Education sector as the chances to improving quality education in Myanmar.

Moreover, the Ministry of Education alone cannot secure quality education and improve national economy, only with the combined effort of academicians, researchers and associated stakeholders working in harmony, a holistic development in the education sector and the growth in our national economy will be achieved and the living standards of nationalities, poverty alleviation and the social, political stability for the whole country (Ministry of Education, 2015).

### 3.3 Basic Education Situation of in Yangon Region

Myanmar's present basic education system includes six years of primary school (Grade 1 to Grade 6), three years of lower secondary or middle school (Grade 7 to Grade 9) education, and two years of upper secondary or high school education (Grade 10 and Grade 11). The Ministry of Education introduced a new basic education structure of KG+12 (kindergarten plus 12 years in the Academic Year (AY) 2016-17 for the basic education reform. In order to conform to the basic education structure of other countries in the ASEAN region, the previous education structure (5-4-2) (Grade 1 to 5 for primary level, Grade 6 to 9 for lower secondary level, and grade 10 to 11 for upper secondary level) was transformed into the KG+12 (5-4-3) structure since 2016. (Ministry of Education, 2017)

**Table (3.1) Number of Schools, Teachers and Students in Myanmar (2017-2018) Academic Year**

| Sr | School Category                  | Number of Basic Education Schools | Number of Teachers | Number of Students | Student Teacher Ratio |
|----|----------------------------------|-----------------------------------|--------------------|--------------------|-----------------------|
| 1  | Upper Secondary (High Schools)   | 2,287                             | 40,157             | 1,009,770          | 1: 25                 |
| 2  | Lower Secondary (Middle Schools) | 3,936                             | 104,078            | 2,935,984          | 1:28                  |

|       |                  |        |         |           |      |
|-------|------------------|--------|---------|-----------|------|
| 3     | Primary Schools  | 38,197 | 248,584 | 5,038,627 | 1:20 |
| 4     | Monastic Schools | 1,557  | 16,043  | 36,0784   | 1:23 |
| 5     | Private Schools  | 730    | 10,398  | 107,451   | 1:10 |
| Total |                  | 46,707 | 419,260 | 9,452,615 |      |

Source: Ministry of Education, Myanmar

Table (3.1) shows the number of schools, teachers and students in Myanmar for (2017-2018) Academic Year. There are about 4,6707 primary, middle and high schools in Myanmar with approximately 9.45 million students in 2018. According to the CSO publication, the official entry age for primary education in Myanmar is 6 years. In academic year, 2017-2018 the number of children who attended primary school were 5,038,627, students attended middle school were 2,935,984 and 1,009,770 in high school respectively. For the union, the student-teacher ratio was 1:20 at the primary level, 1:28 at middle level, and 1:25 at high in 2017-2018 academic year. For monastic schools, student-teacher ratio is 1:23 and private schools is 1:10 respectively. Some students access basic education through monastic, private, community and ethnic education schools around the country. (Myanmar Statistical Year Book, 2019)

**Table (3.2) Number of Primary, Middle and High Schools in Yangon Region (2012-13 to 2017-18) Academic Year**

| Academic Year | Union Total      |                 |                 | Yangon Region |              |              |
|---------------|------------------|-----------------|-----------------|---------------|--------------|--------------|
|               | Primary          | Middle          | High            | Primary       | Middle       | High         |
| 2012-13       | 36,354<br>(100%) | 2,245<br>(100%) | 1,343<br>(100%) | 2,273<br>(6%) | 259<br>(12%) | 183<br>(14%) |
| 2013-14       | 37,579<br>(100%) | 2,267<br>(100%) | 1,549<br>(100%) | 2,264<br>(6%) | 258<br>(11%) | 198<br>(13%) |
| 2014-15       | 38,651<br>(100%) | 2,511<br>(100%) | 1,779<br>(100%) | 2,222<br>(6%) | 283<br>(11%) | 226<br>(13%) |
| 2015-16       | 38,097<br>(100%) | 2,615<br>(100%) | 1,924<br>(100%) | 2,221<br>(6%) | 285<br>(11%) | 233<br>(12%) |

|         |                  |                 |                 |               |              |              |
|---------|------------------|-----------------|-----------------|---------------|--------------|--------------|
| 2016-17 | 38,197<br>(100%) | 2,635<br>(100%) | 1,972<br>(100%) | 2,217<br>(6%) | 292<br>(11%) | 235<br>(12%) |
| 2017-18 | 37,422<br>(100%) | 3,936<br>(100%) | 2,287<br>(100%) | 2,196<br>(6%) | 309<br>(8%)  | 244<br>(11%) |

Source: Central Statistical Organization, Statistical Year Books

Table (3.2) shows the number of primary, middle and high schools in Union Total and Yangon Region during 2012-13 to 2017-18 academic years. According to the data collected from statistical year books, there are 37,422 primary schools in union total and about (6%) 2,196 primary schools in Yangon region. For the middle schools, there are 3,936 schools in union total and only (8%) 309 middle schools in Yangon region. 2,287 high schools in union total and (11%) 244 high schools in Yangon region respectively in 2017-18 AY.

**Table (3.3) Number of Primary, Middle and High Schools Teachers**

| Academic Year | Union Total       |                   |                  | Yangon Region   |                 |                |
|---------------|-------------------|-------------------|------------------|-----------------|-----------------|----------------|
|               | Primary           | Middle            | High             | Primary         | Middle          | High           |
| 2012-13       | 184,743<br>(100%) | 67,883<br>(100%)  | 27,200<br>(100%) | 17,931<br>(6%)  | 10,758<br>(16%) | 4,349<br>(16%) |
| 2013-14       | 187,327<br>(100%) | 69,212<br>(100%)  | 28,817<br>(100%) | 18,020<br>(10%) | 10,532<br>(15%) | 4,446<br>(15%) |
| 2014-15       | 197,124<br>(100%) | 80,660<br>(100%)  | 33,924<br>(100%) | 17,288<br>(9%)  | 10,875<br>(14%) | 4,820<br>(14%) |
| 2015-16       | 234,605<br>(100%) | 97,455<br>(100%)  | 39,051<br>(100%) | 19,785<br>(8%)  | 10,471<br>(11%) | 5,154<br>(13%) |
| 2016-17       | 226,357<br>(100%) | 99,437<br>(100%)  | 39,478<br>(100%) | 18,817<br>(8%)  | 10,207<br>(10%) | 5,190<br>(13%) |
| 2017-18       | 248,584<br>(100%) | 104,078<br>(100%) | 40,157<br>(100%) | 18,740<br>(8%)  | 10,398<br>(10%) | 5,167<br>(13%) |

Source: Central Statistical Organization, Statistical Year Books

Table (3.3) shows the number of primary, middle and high school teachers from 2012-13 to 2017-18 academic year in union and Yangon region. According to the table below, the number of primary, middle and high school teachers are increased year by years in union level. For the Yangon region, primary and high school teachers are increased from 6% to 8% due to newly appointed teachers but middle school teachers are slightly decreased from (16%) 10,758 in 2012-13 to (10%) 10,398 in 2017-18 academic year because some middle school teachers got retired and resigned from jobs for many reasons such as socio-economic and family affairs.

**Table (3.4) Students in Primary, Middle, and High Schools**

| Academic Year | Union Total         |                     |                     | Yangon Region    |                  |                  |
|---------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
|               | Primary             | Middle              | High                | Primary          | Middle           | High             |
| 2012-13       | 5,139,632<br>(100%) | 2,370,861<br>(100%) | 669,056<br>(100%)   | 559,591<br>(11%) | 340,678<br>(14%) | 123,832<br>(19%) |
| 2013-14       | 5,166,317<br>(100%) | 2,542,830<br>(100%) | 730,866<br>(100%)   | 540,916<br>(11%) | 352,348<br>(14%) | 127,584<br>(18%) |
| 2014-15       | 5,121,203<br>(100%) | 2,687,801<br>(100%) | 792,670<br>(100%)   | 527,303<br>(10%) | 359,014<br>(13%) | 127,342<br>(16%) |
| 2015-16       | 5,071,458<br>(100%) | 2,730,879<br>(100%) | 840,706<br>(100%)   | 518,325<br>(10%) | 356,014<br>(13%) | 126,369<br>(15%) |
| 2016-17       | 5,139,305<br>(100%) | 2,843,363<br>(100%) | 925,410<br>(100%)   | 524,864<br>(10%) | 361,237<br>(13%) | 131,068<br>(14%) |
| 2017-18       | 5,038,627<br>(100%) | 2,935,984<br>(100%) | 1,009,770<br>(100%) | 523,053<br>(10%) | 364,978<br>(12%) | 144,284<br>(14%) |

Source: Central Statistical Organization, Statistical Year Books

Table (3.4) shows the number of primary, middle and high schools pupils in union level and Yangon area, based on data collected from the statistical year books. In (2017-18) academic year, there are around 50 million primary students in union level and (10%) 0.5million in Yangon region. For the middle level, nearly 30 million students in union level and (12%) 0.36 million students in Yangon region and 1

million high school students in union level and only (14%) 0.144 million students in Yangon region respectively.

**Table (3.5) Teacher Student Ratio (2010-11 to 2017-18) AY (Average Value)**

| <b>Academic Year</b> | <b>Primary</b> | <b>Secondary</b> | <b>High</b> |
|----------------------|----------------|------------------|-------------|
| 2010-11              | 1:30           | 1:34             | 1:32        |
| 2011-12              | 1:27           | 1:36             | 1:28        |
| 2012-13              | 1:28           | 1:35             | 1:25        |
| 2013-14              | 1:28           | 1:37             | 1:25        |
| 2014-15              | 1:26           | 1:33             | 1:23        |
| 2015-16              | 1:22           | 1:29             | 1:22        |
| 2016-17              | 1:22           | 1:36             | 1:26        |
| 2017-18              | 1:20           | 1:28             | 1:25        |

Source: Central Statistical Organization, Statistical Year Books

Table (3.5) shows teacher-student ratios from 2010-11 to 2017-18 academic years. For the primary level, the ratio is decreased from 1:30 from 2010-11 to 1:20 in 2017-18 due to newly appointed teacher in primary level. At secondary level, the ratio is also decreased from 1:34 in 2010-11 to 1:28 in 2017-18 AY. For high school level, 1:32 in 2010-11 and increased into 1:25 in 2017-18 AY respectively. The reasons for changing average number of teacher year by year are due to newly appointed teachers, resigned from current position, retired, transfer, promotion and move to other works and some of the teachers passed away. (Department of Basic Education, 2018)

### **3.4 Situation of Basic Education in Mingalardon Township**

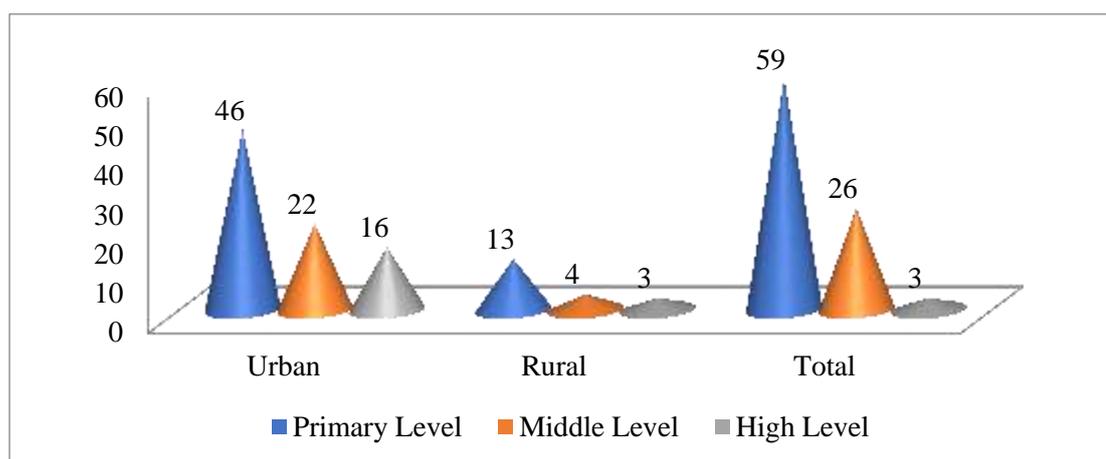
In this study, the situation of basic education in Mingalardon Township such as the current school attendance by aged groups, the quantity changes of the teacher-student ratio, youth literacy rates and drop-out rates in the primary, middle and high school levels were mainly studied. Quantity changes in basic education schools consists of the changes of the number of primary, middle and high schools, the changes of number of teachers, the number of students, teacher-student ratio, primary, middle and high school level of education completed in urban and rural in Mingalardon township, the number of drop-out students.

**Table (3.6) Number of Schools in Mingalardon Township (2018-2019 Academic Year)**

| Category | Primary Level | Middle Level | High Level |
|----------|---------------|--------------|------------|
| Urban    | 46            | 22           | 16         |
| Rural    | 13            | 4            | 3          |
| Total    | 59            | 26           | 19         |

Source: Township Education Office (Mingalardon Township) (2018-2019)

**Figure (3.1) Number of Schools in Mingalardon Township (2018-2019 Academic Year)**



Source: Township Education Office (Mingaladon Township)

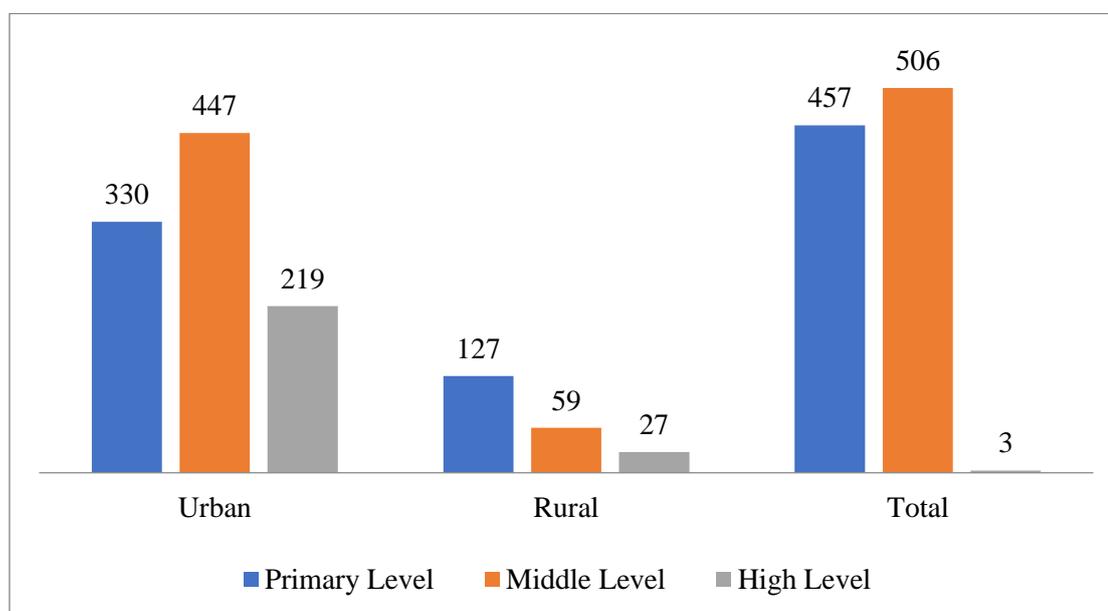
Table (3.6) and figure (3.1) shows the number of primary, middle and high schools in Mingalardon township in 2018-19 academic year. There are 46 primary level schools in urban and only 13 in rural. For the middle school level, 22 schools in urban and 4 in rural area. Total number of high school are 19 and only 3 in rural and 16 in urban area of the Mingalardon township.

**Table (3.7) Number of Teachers in Mingalardon Township (2018-2019 Academic Year)**

| Category | Primary Level | Middle Level | High Level |
|----------|---------------|--------------|------------|
| Urban    | 330           | 447          | 219        |
| Rural    | 127           | 59           | 27         |
| Total    | 457           | 506          | 246        |

Source: Township Education Office (Mingalardon Township) (2018-2019)

**Figure (3.2) Number of Teachers in Mingalardon Township (2018-2019 Academic Year)**



Source: Township Education Office (Mingalardon Township) (2018-2019)

Table (3.7) and Figure (3.2) shows the number of primary, middle and high school teachers in Mingalardon township in 2018-19 academic year. There are 330 primary level teachers in urban and 127 in rural thus the total number of primary teachers are 457. For the middle level, 447 teachers in urban and only 59 in rural area. The number of high school teachers are 219 in urban and only 27 in rural and total number is 246.

### 3.5 Youth Literacy Rate in Mingalardon Township

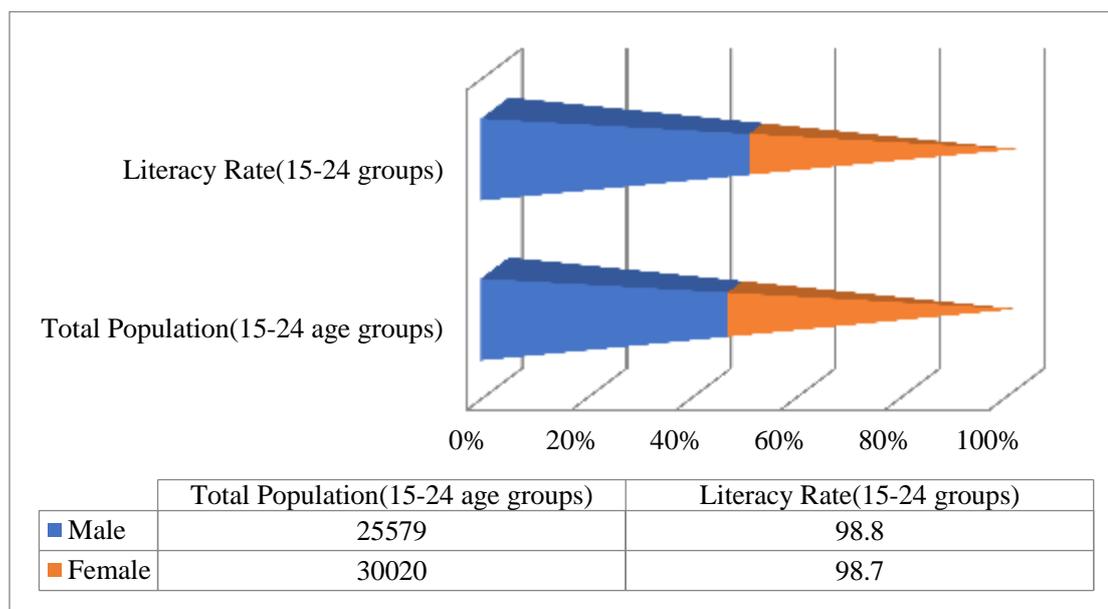
The percentage of people aged 15 to 24 who can read and write simple statements about their daily lives is known as the youth literacy rate (UNESCO 2018). In 2016-2017 academic year, Myanmar’s youth literacy rate was 84.8 %.

**Table (3.8) Youth Literacy Rate (15-24 Age Groups) in Mingalardon Township in 2014**

| Sex     | Total Population<br>(15-24 age groups) | Literacy Rate<br>(15-24 age groups) |
|---------|--|-------------------------------------|
| Males   | 25,579                                 | 98.8 %                              |
| Females | 30,020                                 | 98.7%                               |
| Total   | 55,599                                 | 98.8%                               |

Source: The 2014 Myanmar population and Housing Census, Mingalardon Township Report

**Figure (3.3) Youth Literacy Rate (15-24 Age Groups) in Mingalardon Township in 2014**



Source: The 2014 Myanmar population and Housing Census, Mingalardon Township Report

Table (3.8) and Figure (3.3) shows the youth literacy rate for 15-24 age groups in Mingalardon township in 2014. The literacy rate of youth 15-24 age groups in Mingalardon township is 98.8 per cent with 98.7 per cent for females and 98.8 per cent for males according to the 2014 census data.

### **3.6 Primary School Level in Mingalardon Township**

Everyone is required to complete primary school education. This level is the initial step toward obtaining a basic education for all students. It lasts five years, and pupils must pass a comprehensive examination on basic courses in order to continue into secondary school. The children can attend the KG at age five at the primary schools and they can continue to join the lower and upper primary level after finished the KG standard.

#### **3.6.1 The Teacher-Students Ratio in Primary School Level in Mingalardon Township**

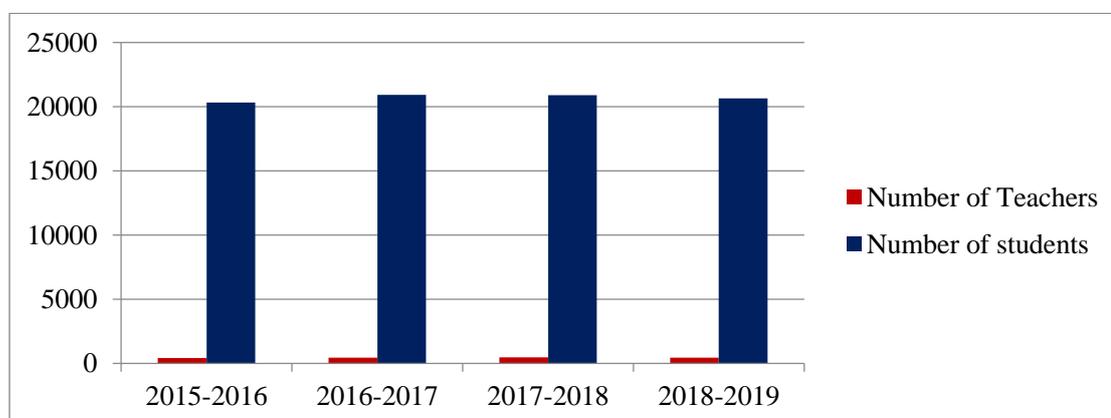
The student-to-teacher ratio is the number of students for each teacher in a classroom. This ratio indicates the workload of the instructor as well as their availability to provide teaching services and care to their students in class. The teacher-student ratio is important factor of the resources devoted to education. Teacher-student ratio measure the effectiveness to teaching for the different levels of primary, middle and high school levels. This ratio is often used to evaluate teaching and learning performance at the elementary school level. The Ministry of Education recognized teacher-student ratio in primary level that the lowest ratio of teacher-student is 1:32, the highest ratio of teacher-student is 1:45 respectively. The teacher-student ratio in primary school level is calculated that the number of primary enrolment students are divided by the number of primary teachers.

**Table (3.9) The Teacher-Student Ratio of Primary School Level in Mingalardon Township**

| Academic Year | Number of Teachers | Number of Students | Teacher-Students Ratio |
|---------------|--------------------|--------------------|------------------------|
| 2015-2016     | 432                | 20,317             | 1:47                   |
| 2016-2017     | 455                | 20,907             | 1:46                   |
| 2017-2018     | 463                | 20,900             | 1:45                   |
| 2018-2019     | 457                | 20,651             | 1:45                   |

Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

**Figure (3.4) The Teacher-Student Ratio of Primary School Level in Mingalardon Township**



Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

Table (3.9) and Figure (3.5) shows the number of teacher-student ratio in primary school level in Mingalardon Township from 2016-17 to 2018-19 academic year. According to the monthly reports of teacher and students list from township education office in this township, the teacher-students ratio in primary level were 1:47 in 2015-2016 academic year. In 2017-2018 and 2018-2019 academic years, the teacher-students ratio at primary level decreased to 1:45.

### **3.6.2. The Teacher-Students Ratio in Middle School Level in Mingalardon Township**

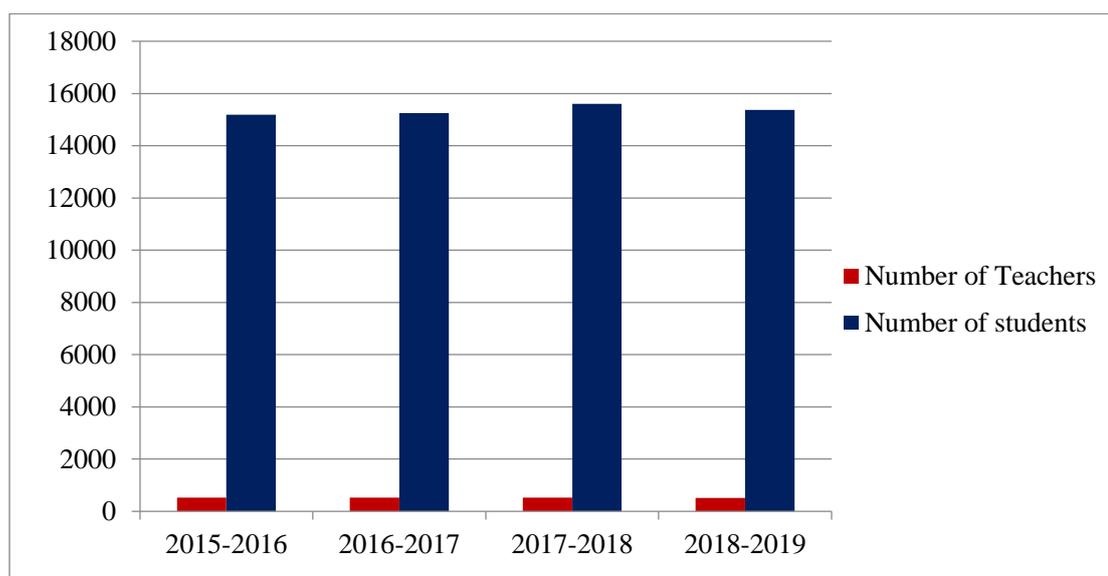
To measure the effectiveness of teaching in the schools, the teacher-student ratio is important in the basic education level to measure the effectiveness of teaching and learning for educational standard of the country. Less the teacher-student ratio will be more effective teaching in school. In Myanmar, different teacher-student ratios among the level of basic education schools in rural and urban area around the country. According to the Ministry of Education recognition, the lowest teacher-student ratio is 1:20 and the highest ratio is 1:30 in high school level. The teacher-student ratio is calculated by the number of students is divided by the number of teachers in each level.

**Table (3.10) The Teacher-Student Ratio in Middle School Level in Mingalardon Township**

| <b>Academic Year</b> | <b>Number of Teachers</b> | <b>Number of Students</b> | <b>Teacher-Student Ratio</b> |
|----------------------|---------------------------|---------------------------|------------------------------|
| 2015-2016            | 518                       | 15,182                    | 1:29                         |
| 2016-2017            | 527                       | 15,249                    | 1:29                         |
| 2017-2018            | 519                       | 15,599                    | 1:30                         |
| 2018-2019            | 506                       | 15,375                    | 1:30                         |

Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

**Figure (3.5) The Teacher-Student Ratio in Middle School Level in Mingalardon Township**



Source: Township Education Office (Mingalardon Township)

Table (3.10) and Figure (3.5) shows the number of teacher-student ratio in middle school level in Mingalardon Township from 2015-16 to 2018-19 academic year. During the study period, the teacher-student ratios changed from 1:29 to 1:30.

### 3. The Teacher-students Ratio of High School Level in Mingalardon Township

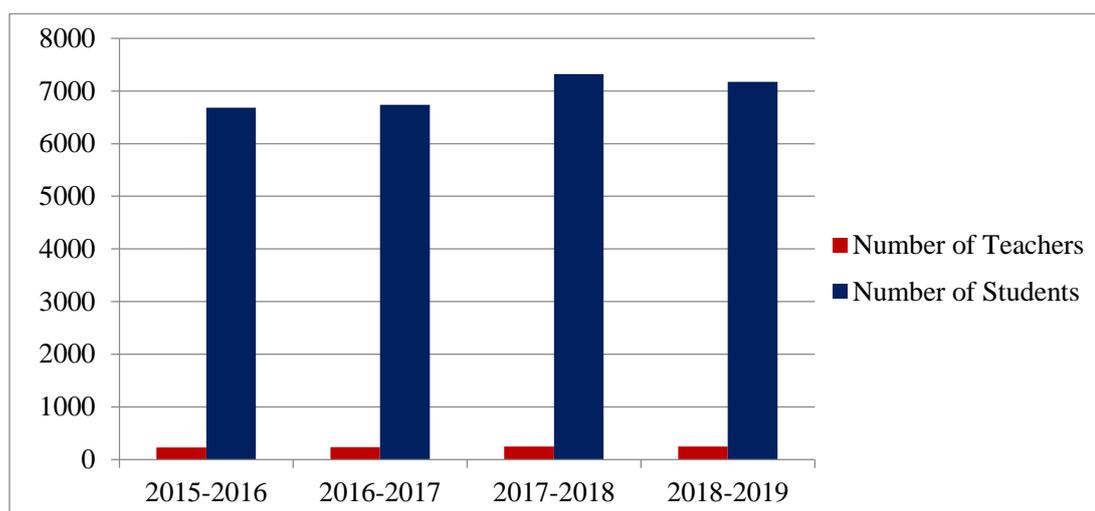
In Mingalardon Township, the teacher-student ratios in high school level did not changed from the 2015-2016 to 2016-2017 academic years. From 2016-2017 to 2017-2018 academic years, the teacher-student ratio at high level increased from 1:29 to 1:30 due to the number of teachers increased from 234 to 248.

**Table (3.11) The Teacher-Student Ratio in High School Level in Mingalardon Township**

| Academic Year | Number of Teachers | Number of Students | Teacher-Student Ratio |
|---------------|--------------------|--------------------|-----------------------|
| 2015-2016     | 231                | 6,684              | 1:29                  |
| 2016-2017     | 234                | 6,739              | 1:29                  |
| 2017-2018     | 248                | 7,321              | 1:30                  |
| 2018-2019     | 246                | 7,171              | 1:29                  |

Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

**Figure (3.6) The Teacher-Student Ratio in High School Level in Mingalardon Township**



Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

According to Table (3.11) and Figure (3.6) shows the number of teacher-student ratio in high school level in Mingalardon Township from 2015-2016 to 2018-2019 academic years.

### 3.7 Number of Drop-Out Rate in Basic Education in Mingalardon Township

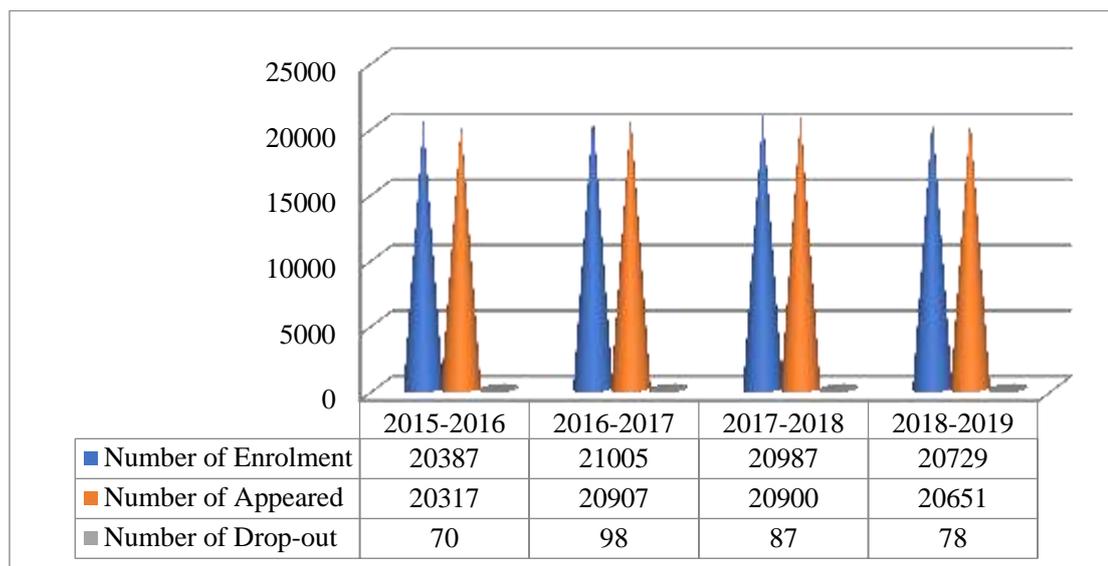
The number of drop-out rate is important to measure the attainable of basic education and youth literacy rate for a country.

**Table (3.12) Number of Drop-Out in Primary School Level in Mingalardon Township (2015-16 to 2018-19AY)**

| Academic Year | Number of Enrolment | Number of Appeared | Number of Drop-out | Percentage of Drop-out (%) |
|---------------|---------------------|--------------------|--------------------|----------------------------|
| 2015-2016     | 20,387              | 20,317             | 70                 | 0.37                       |
| 2016-2017     | 21,005              | 20,907             | 98                 | 0.47                       |
| 2017-2018     | 20,987              | 20,900             | 87                 | 0.41                       |
| 2018-2019     | 2,0729              | 20,651             | 78                 | 0.38                       |

Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

**Figure (3.7) Number of Drop-Out in Primary School Level in Mingalardon Township**



Source: Township Education Office (Mingalardon Township)

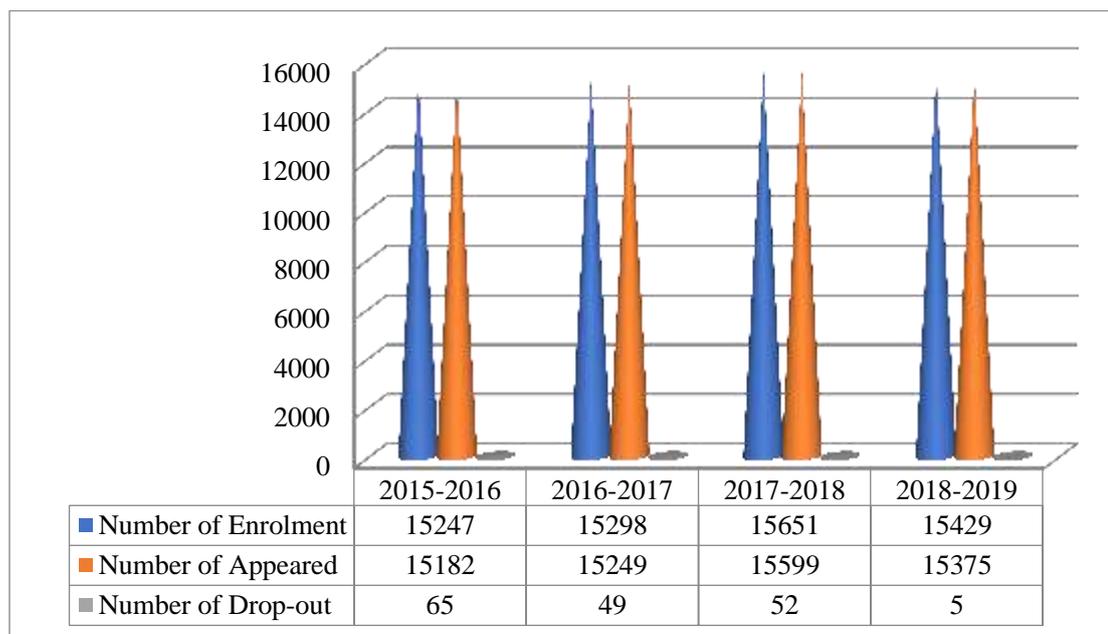
Table (3.12) and Figure (3.7) shows the number of drop-out in primary school level in Mingalardon township from 2015-2016 AY to 2018-2019AY. During the study periods, the number of drop-out rate in primary level in 2015-2016 AY, the number of drop-out students was 70 and the drop-out rate was 0.37% of the total number of enrollment students. The number of drop-out students in primary level increased to 98 in 2016-2017 academic year because some students transferred to schools in another township due to their parents' movement to another township. In 2018-2019 academic year, drop-out rate was decreased to 0.38 %.

**Table (3.13) Number of Drop-Out in Middle School Level in Mingalardon Township**

| Academic Year | Number of Enrolment | Number of Appeared | Number of Drop-out | Percentage of Drop-out (%) |
|---------------|---------------------|--------------------|--------------------|----------------------------|
| 2015-2016     | 15,247              | 15,182             | 65                 | 0.43                       |
| 2016-2017     | 15,298              | 15,249             | 49                 | 0.32                       |
| 2017-2018     | 15,651              | 15,599             | 52                 | 0.33                       |
| 2018-2019     | 15,429              | 15,375             | 54                 | 0.35                       |

Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

**Figure (3.8) Number of Drop-Out in Middle School Level in Mingalardon Township**



Source: Township Education Office (Mingalardon Township)

Table (3.13) and Figure (3.8) shows the number of drop-out in middle school level in Mingalardon township. According to the data, the number of drop-out students increased in 2015-2016 academic year because some student transferred to the private schools and the percentage of drop-out rate was 0.43%. In 2016-2017, the number of drop-out students declined into 49 due to schools' preservation student program for the middle level in basic education and the drop-out rate was 0.32% in that academic year. The percentage of drop-out in 2018-2019 academic year was 0.35% and the number of drop-out students was increased to 54 in that year.

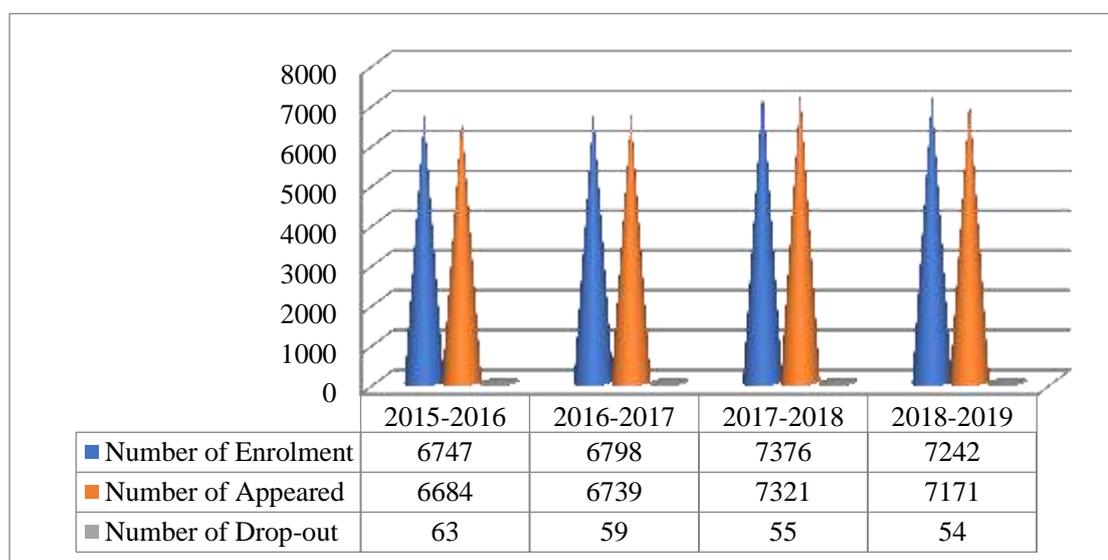
The high school level is very important for the students because after completing this level, the students can join the colleges, universities at higher education level when the students passed the matriculation exam.

**Table (3.14) Number of Drop-Out in High School Level in Mingalardon Township**

| Academic Year | Number of Enrolment | Number of Appeared | Number of Drop-out | Percentage of Drop-out (%) |
|---------------|---------------------|--------------------|--------------------|----------------------------|
| 2015-2016     | 6,747               | 6,684              | 63                 | 0.93                       |
| 2016-2017     | 6,798               | 6,739              | 59                 | 0.86                       |
| 2017-2018     | 7,376               | 7,321              | 55                 | 0.75                       |
| 2018-2019     | 7,242               | 7,171              | 71                 | 0.98                       |

Source: Township Education Office (Mingalardon Township), Monthly Reports of Teachers and Students List

**Figure (3.9) Number of Drop-Out in High School Level in Mingalardon Township**



Source: Township Education Office (Mingalardon Township)

Table (3.14) and Figure (3.9) shows the number of drop-out in high school level in Mingalardon Township. In 2015-2016 academic year, the number of drop-out students was 63 and the percentage of drop-out was 0.93%.

In 2016-2017 academic year, the number of drop-out declined to 59 and the drop-out rate was 0.86% of the total number of enrolments. In 2017-2018 academic year, the number of drop-out students declined to 55 due to schools' preservation student program. In 2018-2019 academic year, the drop-out students increased into 71 and the percentage of drop-out was 0.98% because of appearing the private schools in the townships and many students transferred to private schools.

## **CHAPTER IV**

### **ANALYZE ON MIDDLE SCHOOL DROP-OUT IN MINGALADON TOWNSHIP**

#### **4.1 Survey Profile**

Mingalardon Township is the largest township inside Yangon City, with 27 wards and 5 village tracts. It is located in the northernmost portion of Yangon. Mingalardon Township covers 106.97 square kilometers, shared by 33.16 square kilometres (30.99) percent of recreational area, 18.62 square kilometres (17.41) percent institutional area including cantonment area.

It is bordered on the north by Hmawbi Township, on the east by North Okkalapa Township, on the west by Insein Township and Shwepyitha Township, and on the south by Mayangone Township. Mingalardon is still a developing town with little municipal services. The Yangon International Airport and the Hlawgar National Park are also located in this township. All highway buses to all major cities and towns in the country stop at the Aung Mingalar Bus Terminal. The Yangon University of Computer Studies, one of the greatest universities in the country, is located in the township's western section, as is the Defense Services Institute of Nursing and Paramedical Science.

#### **1. Climate**

The Mingaladon township lies on 24m above sea level and it has a tropical climate and located at 16°54'26"N and 96°08'0"E. When compared with winter, the summers have much more rainfall in this township. The average annual temperature is about 27.3 °C (81.1°F) and precipitation is approximately 2430 mm (95.7 inch) per year. Average rain fall is about 535mm and the township receives significant amount of rainfall from the Southwest Monsoon and severe weather disturbances, but lesser than other stations closer to the coast. The average daytime temperature is experienced in March (36.6°C) and April (37.4°C). The average nighttime temperature is (21.2°C) in March and (23.7°C) in April respectively.

## 2. Population

Total population is approximately 332000 in 2014 (census data) and the area is 108 square kilometer. In Mingaladon township, 59.8% of population live in urban area and the population density is about 3,071 person per square kilometer.

**Table (4.1) Population and Number of Conventional Households by Sex by Ward and Village Tract in Mingalardon Township (North District, Yangon Region) (2014 census data)**

| Sr. | Ward / Village        | No. of Conventional Households | Population |         |        |
|-----|-----------------------|--------------------------------|------------|---------|--------|
|     |                       |                                | Males      | Females | Total  |
| 1   | Htauk Kyant (South)   | 725                            | 1,671      | 1,891   | 3,562  |
| 2   | Htauk Kyunt (North)   | 1,764                          | 3,816      | 4,119   | 7,935  |
| 3   | Pa-San-Pya            | 130                            | 237        | 330     | 567    |
| 4   | Du-San-Pya            | 547                            | 959        | 1,214   | 2,173  |
| 5   | Ye Su (South)         | 1,934                          | 4,006      | 4,531   | 8,537  |
| 6   | Baw Lone Kwain        | 342                            | 782        | 929     | 1,711  |
| 7   | Aye ka Rit            | 527                            | 1,208      | 1,260   | 2,468  |
| 8   | Bago Lane             | 280                            | 676        | 703     | 1,379  |
| 9   | Ti Law Kar Yon        | 616                            | 1,481      | 1,762   | 3,243  |
| 10  | Lan Son Paing         | 122                            | 226        | 336     | 562    |
| 11  | Zay Paing             | 183                            | 496        | 541     | 1,037  |
| 12  | Ywa Ma Paing          | 1,337                          | 2,873      | 3,198   | 6,071  |
| 13  | Htauk Kyunt Toe Cheit | 1,900                          | 4,141      | 4,904   | 9,045  |
| 14  | Kyan khin Su          | 2,111                          | 4,879      | 5,115   | 9,994  |
| 15  | Ah Nan Pin            | 1,715                          | 4,321      | 4,098   | 8,419  |
| 16  | Chit Tee Kone         | 1,939                          | 6,149      | 5,471   | 11,620 |

|              |                              |               |                |                |                |
|--------------|------------------------------|---------------|----------------|----------------|----------------|
| 17           | No (2) Ka                    | 1,082         | 2,426          | 2,936          | 5,362          |
| 18           | No (2) Kha                   | 623           | 1,384          | 1,535          | 2,919          |
| 19           | No (3) Ka                    | 382           | 600            | 729            | 1,329          |
| 20           | No (3) Kha                   | 976           | 1,972          | 2,543          | 4,515          |
| 21           | San Gyi Wa                   | 2,278         | 4,512          | 5,252          | 9,764          |
| 22           | Tat Ma Daw San Pya           | 164           | 306            | 381            | 687            |
| 23           | Pauk Kone                    | 6,765         | 13,864         | 15,965         | 29,829         |
| 24           | Min Ga Lar Don Zay           | 4,442         | 12,974         | 10,614         | 23,588         |
| 25           | Pyan Lei Nay Yar Cha Htar Ye | 5,704         | 12,244         | 14,006         | 26,250         |
| 26           | Pyi Taw Thar                 | 2,009         | 5,096          | 5,269          | 10,365         |
| 27           | Taw Thaik                    | 1,094         | 2,515          | 2,950          | 5,465          |
| 28           | Nwe Khway                    | 3,266         | 6,805          | 7,354          | 14,159         |
| 29           | Kone Ta La Paung             | 4,575         | 9,977          | 12,690         | 22,667         |
| 30           | Shwe Nant Thar               | 6,945         | 19,371         | 20,618         | 39,989         |
| 31           | Pyin Ma Pin                  | 3,091         | 7,042          | 6,983          | 14,025         |
| 32           | Thin Gan Kyun Gyi            | 6,785         | 19,250         | 23,100         | 42,350         |
| <b>Total</b> |                              | <b>66,303</b> | <b>158,259</b> | <b>173,336</b> | <b>331,586</b> |

Source: Myanmar population and Housing Census, Mingalardon Township Report (2014)

According to the 2014 census data, the literacy rate (persons aged 15 and over) was 97.9%, male literacy rate was 99% and female literacy rate was 97.1% respectively. Table (4.1) shows the population and number of conventional households by sex in Mingalardon township in Yangon region, by ward and village tract.

## **4.2 Survey Design**

This study was conducted by asking individual face to face interview through structured questionnaires and key informant interview (KII) with selected respondents to analyze the socio-demographic characteristics of the respondents such as teachers, parents and drop-out students and reasons, causes and consequences of the middle school drop-out students from Mingalardon township.

The primary and secondary data are collected from various sources during 2021. The primary data are collected by using survey questionnaires. The survey questionnaires were designed with three parts. Part I is related socio-demographic characteristics of the respondents including gender, age group, educational background, working experiences, marital status, family income.

Part II consists of the questions about factors contribution to dropout of students, these questions will be answered on fivepoint Likert-type scale ranging from 1 to 5, each domain has an average range from Strongly Disagree, Disagree, Neutral, Agree to Strongly Agree. Part III consists of reasons, causes, perceptions, challenges and suggestions for the drop-out problems. Key informant interview (KII) was conducted with selected respondents such as township education officer, middle school teachers and affiliated middle school teachers from Mingalardon Township, middle school drop-out students and their parents from survey area.

## **4.3 Survey Results**

The survey result presents as the socio-demographic characteristics of respondents such as middle school teachers and middle school dropout students and their parents. The survey data were analyzed by using SPSS (Statistical Packages for Social and Scientific) Software and Microsoft Excel. The results obtained from the survey are presented by each part as follows.

### **4.3.1 Socio-Demographic Characteristics of Respondents (Teachers)**

Table 4.3 showed the gender, age group, qualification, position and working experiences of the respondents teachers from Mingalardon Township.

**Table (4.2) Socio-demographic Characteristics of Respondents (Teachers)**

| Characteristics          |   | Frequency | Percent     |
|--------------------------|---|-----------|-------------|
| Gender                   | Male  | 10        | 67%         |
|                          | Female  | 5         | 33%         |
|                          | Total   | 15        | 100%        |
| Age group                | Below 25 years  | 0         | 0%          |
|                          | 25-30 years   | 6         | 40%         |
|                          | 31-35 years   | 4         | 27%         |
|                          | 36-40 years   | 2         | 13%         |
|                          | 41-45 years   | 2         | 13%         |
|                          | 46-50 years   | 1         | 7%          |
|                          | <b>Total</b>  | <b>15</b> | <b>100%</b> |
| Qualification            | BA  | 1         | 7%          |
|                          | BSc   | 1         | 7%          |
|                          | MA  | 4         | 27%         |
|                          | MSc   | 5         | 33%         |
|                          | BEd   | 4         | 27%         |
|                          | <b>Total</b>  | <b>15</b> | <b>100%</b> |
| Position                 | Basic Education<br>Middle School<br>Teachers            | 10        | 67%         |
|                          | Affiliated Basic<br>Education Middle<br>School Teachers | 4         | 27%         |
|                          | Township Education<br>Officer                           | 1         | 6%          |
|                          | <b>Total</b>  | <b>15</b> | <b>100%</b> |
| Total working experience | 1-5 yrs   | 4         | 27%         |
|                          | 6-10 yrs  | 4         | 27%         |
|                          | 11-15 yrs   | 3         | 20%         |
|                          | 16-20 yrs   | 2         | 13%         |
|                          | Over 20 yrs   | 2         | 13%         |
|                          | <b>Total</b>  | <b>15</b> | <b>100%</b> |

Source: Survey data (2021)

According to the survey result, 67% are male and 33% are female teachers. For the age group, 40 % of respondents are between 25-30 years, 27% are 31-35 years, 13 % are between 36-40 years and 41-45 years and only 7% are 46-50 year of age respectively. Among 15 respondents middle school teachers, 33% got MSc degree, 27% obtained MA degree and BEd degree holder are 27 % and both BA and BSc degree holder are the same percentage 7 %. Positions of the respondents are township education officer (6%), Affiliated BEMS teachers are (27%) and BEMS teachers are 67 % respectively. For the working experiences of the respondents are, 13% are over 20 years and 16-20 years, 20 % are between 11-15 years and 27 % are between 6-10 years and another 27% are only 1-5 years of working experiences.

**Table (4.3) Economic Status of Drop-out Parents**

| Sr    | Economic Status | Frequency | Percent |
|-------|-----------------|-----------|---------|
| 1     | High            | 1         | 7%      |
| 2     | Medium          | 6         | 40%     |
| 3     | Low             | 8         | 53%     |
| Total |                 | 15        | 100%    |

Source: Survey data (2021)

In every country, development of education sector is directly affected by the economic status of families and society. Some students left the school because of poverty. Table 4.4 shows the economic status of drop-out parents. Most of them are Low level of economic status approximately 53 %, 40 % are medium level and only 7% is high level.

**Table (4.4) Difficult for education expenditure such as buy school uniform, text book and necessary things**

| Answer | Frequency | Percent |
|--------|-----------|---------|
| Yes    | 13        | 87%     |
| No     | 2         | 13%     |
| Total  | 15        | 100%    |

Source: Survey data (2021)

According to survey result, 87 % of parents faced difficulty for education expenditure for their children. Only 13 % replied that not difficulty for education expenditure. Table 4.6 shows teachers' perception about satisfaction of daily attendance. Only 47 % replied that they have satisfaction of daily attendance and 53 % are not satisfied due to absent of the students.

**Table (4.5) Teachers' Perception about Satisfaction of Daily Attendance**

| Question                         | Yes     | No      | Total      |
|----------------------------------|---------|---------|------------|
| Satisfaction of Daily Attendance | 7 (47%) | 8 (53%) | 15 (100 %) |

Source: Survey data (2021)

Table 4.7 shows teachers' perception about the causes and consequences of dropouts. For this part of survey questionnaire, the responses are analyzed by using five-point Likert scale, values are calculated based on frequency of responses divided into 5 scales such as Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5 respectively. The mean value for poverty is 4.92, Child labour is 4.36, Negligence by parents is 4.01 forced repetition and harsh punishment are 3.13 and 3.67 respectively, poor performance of student is 4.52, conflict with teacher is 3.83 and uninteresting curriculum is 4.67 respectively.

The average mean value (over all mean value) is calculated to analyze the respondents' perception about the cause and consequences of middle school students' dropout problems. The overall mean value is 4.14. This result means that all the respondents agree for most of the factors are causes of dropout problems of students such as poverty is the most important factor for this problem.

**Table (4.6) Teachers' Perception about the causes and consequences of dropouts**

| Item                        | Minimum | Maximum | Mean | Std Deviation |
|-----------------------------|---------|---------|------|---------------|
| Poverty                     | 2       | 5       | 4.92 | 0.704         |
| Child Labour                | 2       | 4       | 4.36 | 0.594         |
| Negligence by parents       | 2       | 5       | 4.01 | 0.852         |
| Forced Repetition           | 3       | 4       | 3.13 | 0.352         |
| Harsh punishment            | 2       | 4       | 3.67 | 0.743         |
| Poor performance of student | 2       | 5       | 4.53 | 0.655         |
| Conflict with teacher       | 3       | 4       | 3.83 | 0.795         |
| Uninteresting curriculum    | 3       | 4       | 4.67 | 0.688         |
| Overall mean                | 4.14    |         |      |               |

Source: Survey data (2021)

#### **4.3.2 Socio-Demographic Characteristics of Respondents (Dropout students and Parents)**

Table (4.8) shows socio-demographic characteristics of respondents (middle school dropout students and their parents) such as gender, age groups, father's education, mother's education and family income level. For gender of respondents, 60 % are male dropout students and 40 % are female. 33 % of the respondents are 18 years and above, 27 % are between 16-18 years, 20 % are 14-16 years, 13 % are 12-14 years and 7 % are only 10-12 years age group. For the educational standard of their parent, 40 % of fathers are high school level, 33 % are middle school level, 20 % are undergraduate and only 7 % is graduated. For mother's education, 27 % are middle school level, 33 % are high school level and also 33 % are under graduate and 7% is graduated.

Marital status of parents / guardian are as follows, 54 % are married, 20 % are divorced, 13 % are widowed and also 13% are separated. 60 % of middle school dropout students live with their family, 27 % live with their relatives and only 13 % live alone.

Family income level is one of the important factors for students. According to survey result, most of the dropouts students' family monthly income are low and medium levels. 47 % are between 100,001 – 200,000 kyats and 53 % are between 200,001 to 300,000 kyats.

**Table (4.7) Socio-demographic Characteristics of Respondents (Dropout students and Parents)**

| Characteristics                 |                     | Frequency | Percent      |
|---------------------------------|---------------------|-----------|--------------|
| Gender<br>(dropout students)    | Male                | 9         | 60 %         |
|                                 | Female              | 6         | 40 %         |
|                                 | <b>Total</b>        | <b>15</b> | <b>100 %</b> |
| Age group<br>(dropout students) | 10-12 yrs           | 1         | 7%           |
|                                 | 12-14 yrs           | 2         | 13%          |
|                                 | 14-16 yrs           | 3         | 20%          |
|                                 | 16-18 yrs           | 4         | 27%          |
|                                 | 18 and above        | 5         | 33%          |
|                                 | <b>Total</b>        | <b>15</b> | <b>100 %</b> |
| Father's Education              | Middle school level | 5         | 33 %         |
|                                 | High school level   | 6         | 40 %         |
|                                 | Undergraduate       | 3         | 20 %         |
|                                 | Graduate            | 1         | 7 %          |
|                                 | <b>Total</b>        | <b>15</b> | <b>100 %</b> |
| Mother's Education              | Middle school level | 4         | 27 %         |
|                                 | High school level   | 5         | 33 %         |
|                                 | Undergraduate       | 5         | 33 %         |
|                                 | Graduate            | 1         | 7 %          |
|                                 | <b>Total</b>        | <b>15</b> | <b>100 %</b> |

|                                      |                      |           |              |
|--------------------------------------|----------------------|-----------|--------------|
| Marital Status of Parents / Guardian | Married              | 8         | 54 %         |
|                                      | Divorced             | 3         | 20 %         |
|                                      | Widowed              | 2         | 13 %         |
|                                      | Separated            | 2         | 13 %         |
|                                      | <b>Total</b>         | <b>15</b> | <b>100 %</b> |
| Live with                            | Family               | 9         | 60%          |
|                                      | Relative             | 4         | 27%          |
|                                      | Alone                | 2         | 13%          |
|                                      | <b>Total</b>         | <b>15</b> | <b>100 %</b> |
| Family Income (monthly)              | Less than 100,000 ks | 0         | 0%           |
|                                      | 100,001 – 200,000 ks | 7         | 47 %         |
|                                      | 200,001 – 300,000 ks | 8         | 53 %         |
|                                      | Above 300,000 ks     | 0         | 0 %          |
|                                      | <b>Total</b>         | <b>15</b> | <b>100 %</b> |

Source: Survey data (2021)

Table 4.9 shows the middle school dropout students' participation in extra-curricular activities such as football team, sport clubs during their previous school time. Only 20 % replied “yes” for this question and 80 % said “no”.

**Table (4.8) Did you participate in any extra-curricular activities or after school programs, football team, sport clubs, etc.?**

| Item         | Frequency | Percent     |
|--------------|-----------|-------------|
| Yes          | 3         | 20%         |
| No           | 12        | 80%         |
| <b>Total</b> | <b>15</b> | <b>100%</b> |

Source: Survey data (2021)

The following table (4.10) shows the major reasons for the middle school dropouts. According to survey results, there are various reasons for school dropouts such as family related reasons and school related reasons. Among the respondents, 80 % replied that their family financial problem is major reason of dropout from school, 20 % said “no” for this reason. About 33 % of students out if school due to their parents moved away from school or migration. 60 % replied that they were not interested in schooling, only 26 % said that due to heath problem of their family, 20 % said that they have to take care of younger sibling and 40 % replied that school is too fare away from their home.

**Table (4.9) Major reasons for school dropout**

| Sr | Major reasons                               | Yes          | No          | Total         |
|----|---|--------------|-------------|---------------|
| 1  | Family’s financial problem                  | 12<br>(80 %) | 3<br>( 20%) | 15<br>(100 %) |
| 2  | My parents moved away from school           | 5<br>(33 %)  | 10<br>(67%) | 15<br>(100%)  |
| 3  | I (child) was not interested in schooling   | 9<br>(60%)   | 6<br>(40%)  | 15<br>(100%)  |
| 4  | Health problem of family or myself          | 4<br>(26%)   | 11<br>(73%) | 15<br>(100%)  |
| 5  | Taking care of younger siblings             | 8<br>(53%)   | 7<br>(47%)  | 15<br>(100%)  |
| 6  | Parents are not aware of value of education | 3<br>(20%)   | 12<br>(80%) | 15<br>(100%)  |
| 7  | School is too far away from home            | 6<br>(40%)   | 9<br>(60%)  | 15<br>(100%)  |

Source: Survey data (2021)

Table (4.11) show the middle school dropout students’ employment conditions. 47 % are employed one day during the school, 26 % are employed two days, 7 % are employed three days and 20 % are not employed during school life.

**Table (4.10) Employed during the school life**

| Employed during the school            | Frequency | Percent |
|---------------------------------------|-----------|---------|
| One day                               | 7         | 47 %    |
| Two days                              | 4         | 26%     |
| Three days                            | 1         | 7%      |
| I was not employed during school life | 3         | 20 %    |
| Total                                 | 15        | 100%    |

Source: Survey data (2021)

Table (4.12) shows the survey result about the psychological feeling of dropout students such as feeling about their school result, their teacher, their classmate and their school in general. According to the survey data result, 73% of respondents are not very happy with their school result, 20 % are very happy and only 7% is not very happy at all. About their teacher, 47 % are not very happy,33 % are very happy and 20 % are not happy at all. For the classmate, 40 % are very happy and another 40 % are not very happy and 20 % are not happy at all. 46% of middle school dropout students are not very happy with their school in general, only 27 % are very happy and another 27 % are not happy at all respectively. Thus, it can be concluded that school and their environment is one of the factors of dropout.

**Table (4.11) How are you happy with your school environment?**

| Item                                       |                  | Frequency | Percent      |
|--|------------------|-----------|--------------|
| How are you happy with Your school result? | Very happy       | 3         | 20 %         |
|  | Not very happy   | 11        | 73 %         |
|  | Not happy at all | 1         | 7%           |
|  | <b>Total</b>     | <b>15</b> | <b>100 %</b> |
| How are you happy with Your teachers?      | Very happy       | 5         | 33 %         |
|  | Not very happy   | 7         | 47 %         |
|  | Not happy at all | 3         | 20 %         |
|  | <b>Total</b>     | <b>15</b> | <b>100 %</b> |

|   |                  |           |              |
|---|------------------|-----------|--------------|
| How are you happy with<br>Your class mate?        | Very happy       | 6         | 40 %         |
|   | Not very happy   | 6         | 40 %         |
|   | Not happy at all | 3         | 20 %         |
|   | <b>Total</b>     | <b>15</b> | <b>100 %</b> |
| How are you happy with<br>Your school in general? | Very happy       | 4         | 27 %         |
|   | Not very happy   | 7         | 46 %         |
|   | Not happy at all | 4         | 27%          |
|   | <b>Total</b>     | <b>15</b> | <b>100 %</b> |

Source: Survey data (2021)

#### 4.4 Test Reliability

Reliability of the measures was assessed with the use of Cronbach's alpha allows us to measure the reliability of the different categories. It consists of estimates of how much variation in scores of different variables is attributable to chance or random errors (Selltzm, et al, 1976). As a general rule, a coefficient greater than or equal to 0.5 is considered acceptable and a good indication of construct reliability (Nunnally,1978). The overall Cronbach's alpha which is 0.714.

#### 4.5 Students' Perception on Dropouts factors

According to literature review from previous studies, 11 items (statement) are selected to evaluate the perception of the dropout students. Each statement is measured by five point Likert scale such as Strongly Disagree for 1, Disagree for 2, Neutral for 3, Agree for 4 and Strongly Agree for 5 respectively. According to the Sekaram and Bougie (2016), the mean value for the student's perception can be classified as lower level (less than 2), moderate level (between 2 and 3.5) and high level of perception (3.5 and above)

**Table(4.12) Students Perception on Dropouts Factors**

| Statement  | Minimum     | Maximum | Mean | Std Deviation |
|--|-------------|---------|------|---------------|
| I would have stayed in school if I had support from my parents | 2           | 5       | 4.37 | 0.516         |
| I would have stayed in school if I had support from my teacher | 3           | 4       | 3.84 | 0.676         |
| I was sexually assaulted on school premises                    | 1           | 2       | 1.60 | 0.594         |
| If I moved closer to school, I wouldn't have to drop-out       | 2           | 4       | 4.27 | 0.743         |
| Alcohol and drugs caused me to dropout of school               | 2           | 4       | 3.93 | 0.704         |
| I left because I started working                               | 2           | 4       | 4.28 | 0.632         |
| I had to work to support myself                                | 1           | 4       | 4.47 | 1.063         |
| I had to work to support my family                             | 2           | 5       | 4.50 | 0.915         |
| I didn't find the school to add value in my life               | 2           | 3       | 2.27 | 0.799         |
| I left school to concentrate on arts / sports                  | 2           | 3       | 2.73 | 0.458         |
| I found homework and coursework to be very happy               | 2           | 4       | 3.57 | 0.653         |
| <b>Overall mean</b>  | <b>3.62</b> |         |      |               |

Source: Survey data (2021)

According to the Table (4.12) the respondents strongly agree the statements such as “I would have stayed in school if I had support from my parents” (mean value =4.37), “If I moved closer to school, I wouldn’t have to drop-out” (mean value = 4.27), “ I left because I started working” (mean value =4.28), “I had to work to support myself” (mean value =4.47) and “I had to work to support my family” (mean value 4.50). They did not agree the statement “I was sexually assaulted on school premises” (mean value = 1.6). The overall mean value is 3.62 that indicate the respondents highly agreed that the factors are the students’ perception about the causes of dropouts.

#### **4.6 Analysis on Qualitative Result**

This study approached to assessed through qualitative survey questionnaire of respondents' perception of dropout problems and causes and consequences of middle school dropouts in Mingalardon township by using key informant interview method. The respondents were selected based on factors such as dropout students and their parents who live and work in Mingaladon townships and the township education officer, middle school teachers from the study area. For the Key Informant Interview (KII) section, one Mingaladon Township Education Officer, four Middle School Teachers from BEMS (3) Mingaladon Township, three Middle School Teachers from BEHS (4) Mingaladon Township, two Middle School Teachers from BEHS (4) Mingaladon Township and, five A Middle School Teachers from BEMS (5) Mingaladon Township are selected to interview. To get the information concerned with the causes and consequences of the middle school dropout problems in Mingaladon Township from dropout parents, five parents are selected to interview.

According to the answers from the key informant interview result, most of the middle school dropout problems are due to “family related reason such as poverty, family financial problems” and most of the dropout students are “not interested in schooling”. “Helping parents, working for extra income” are also reasons for dropouts. And there have “family income level, father's education and mother's education” are also important factors.

The summary of the key informant interview result are as follows. The main causes for out-of-school children and middle school dropout problems in Mingaladon Township are “parents' poor education, low income, earn their incomes mainly from daily wage labor or small businesses, place little or no value in education and unable to send their children to school”. Parents and children stated similar reasons for both “not been able to attend school and dropping out of school”. Although the ministry of education states that “all children at age five are compulsory to enroll in primary school and all school fees are free of charge, some poor parents cannot afford to provide school uniform, tuition fees and other educational related expenses for the whole year”. Moreover, some poor parents prefer “their elder children to work outside to get extra income for their family due to insufficient monthly income level for the family”.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Findings**

This paper studied about the state of basic education in Mingalardon Township, including current school attendance by aged groups, the quantity changes of the teacher-student ratio, youth literacy rates and drop-out rates in the primary, middle and high school levels and cause and consequences of middle school drop problems.

According to the study result, quantity changes in basic education schools consists of the changes of the number of primary, middle and high schools, the changes of number of teachers, the number of students, teacher-student ratio, the number of drop-out students and drop-out rate in basic education, primary, middle and high school level of education completed in urban and rural in Mingalardon township.

The ratio of teacher-student is also important for the basic education level to evaluate the teaching and learning performance. The Ministry of Education recognized teacher-student ratio in primary level that the lowest ratio of teacher-student is 1:32, the highest ratio of teacher-student is 1:45 respectively. According to the monthly reports of teacher and students list from township education office in this township, the teacher-students ratio in primary level were 1:47 in 2015-2016 academic year. In 2017-2018 and 2018-2019 academic years, the teacher-students ratio at primary level decreased to 1:45.

The number of drop-out rate is important to measure the attainable of basic education and youth literacy rate for a country. During the study periods, the number of drop-out rate in primary level in 2015-2016 academic year was 0.37% of the total number of enrollment students. In 2018-2019 academic year, the drop-out students increased into 71 and the percentage of drop-out was 0.98% because of appearing the private schools in Mingalardon townships because many students transferred to private schools.

In every country, development of education sector is directly affected by the economic status of families and society. Some students left the school because of poverty. As a survey result, most of family of the middle school dropout students are low level of economic status approximately 53 %, 40 % are medium level and only 7% is high level. In addition, schools and their environment is one of the factors of dropout and all the respondents agree that there are many causes of dropout problems of students, poverty is the most important factor for this problem.

According to the interview and key informant interview results, the main causes for out-of-school children and middle school dropout problems in Mingalardon Township are “parents’ lower education level, low income and earn their incomes mainly from daily wage labor or small businesses, place little or no value in education also unable to send their children to school”. In addition, some poor parents prefer “their elder children to work outside to get extra income for their family due to insufficient monthly income level for the family”.

## **5.2 Suggestion**

The school dropout issue is one of the most significant problems in almost all countries. Every year, Myanmar suffers from a high rate of school dropout. More than one million of Myanmar children are now estimated to be out of school, over 500,000 at primary and over 250,000 at lower secondary levels. In fact, understanding the root causes leading students’ dropout will lead to the prevention of dropout.

Although government encourages students for basic education completion many, students form nationwide face at home and in their communities’ resources deficits associated with low achievement and dropout risk. Early school dropout is a considerable problem both for the individual and the family, as well as the school and the society as a whole.

Students who leave school without qualification have much worse opportunities in the future, regarding career, income, promotion, health conditions. Some students with many siblings and from poor income family may be dropouts to help their young to continue their school smoothly and become workers in low-income jobs.

Moreover, the role of the teachers and the relationship with their students influences students’ school achievements. And the teachers have an important social capital for their students. The teachers are also the physical environment of the school

has an influence on early school leaving in schools that were clean and better equipped lower ratio of dropout could be identified. As a result, student dropout is a severe problem in any country.

The basic education level is the most important for the foundation of education sector for the future human resource development to create and generate well trained educated and skilled workforce for the development of Myanmar. The children in Myanmar are the resources for future development skills and creativities of workers, citizens and future leaders for the foundation of the developed nation. For the above reasons, the number of drop-out students and drop-out rate should be decreased.

The government and stakeholders should work together to ensure the successful implementation of Universal Primary Education and a resource allocation framework through effective education policies and programme for primary education more available, affordable and accessible. Need to increase the youth literacy rate to achieve and continued efforts in order to achieve universal ability to read and write among the new generation to generate the workforce for the nation's development.

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## APPENDIX (A)

**Table (1): Number of Primary, Middle and High Schools in Yangon Region  
(2020-2021) Academic Year**

| Township                 | Primary | Middle | High | Total |
|--------------------------|---------|--------|------|-------|
| <b>Northern District</b> | 135     | 246    | 621  | 1,002 |
| Insein                   | 8       | 12     | 30   | 50    |
| Mingaladon               | 12      | 15     | 25   | 52    |
| Hmawbi                   | 15      | 34     | 95   | 144   |
| Hlegu                    | 21      | 53     | 111  | 185   |
| Taikkyi                  | 24      | 80     | 203  | 307   |
| Htantabin                | 19      | 29     | 101  | 149   |
| Shwepyitha               | 9       | 17     | 31   | 57    |
| Hlaingthaya              | 27      | 6      | 25   | 58    |
| <b>Eastern District</b>  | 86      | 97     | 288  | 471   |
| Thingangyun              | 7       | 9      | 30   | 46    |
| Yankin                   | 2       | 7      | 11   | 20    |
| South Okkala             | 5       | 8      | 30   | 43    |
| North Okkala             | 11      | 8      | 45   | 64    |
| Tharketa                 | 6       | 7      | 45   | 58    |
| Dawbon                   | 1       | 4      | 12   | 17    |
| Tamwe                    | 7       | 4      | 28   | 39    |
| Pazundaung               | 4       | 3      | 28   | 39    |
| Botataung                | 7       | 1      | 5    | 13    |
| MingalaTaungnyunt        | 6       | 7      | 17   | 30    |
| Dagaonmyothit (Noth)     | 5       | 2      | 24   | 42    |
| Dagonmyothit (East)      | 6       | 11     | 16   | 33    |
| Dagonmyothit (South)     | 12      | 4      | 12   | 42    |
| Dagonmyothit (Seikkan)   | 7       | 8      | 4    | 19    |

|                          |                |               |              |              |
|--------------------------|----------------|---------------|--------------|--------------|
| <b>Southern District</b> | 137            | 272           | 656          | 1,065        |
| Thanlyin                 | 14             | 33            | 33           | 80           |
| Kyauktan                 | 16             | 39            | 77           | 132          |
| <b>Township</b>          | <b>Primary</b> | <b>Middle</b> | <b>High</b>  | <b>Total</b> |
| Thongwa                  | 20             | 28            | 98           | 146          |
| Khayan                   | 18             | 42            | 84           | 144          |
| Twante                   | 24             | 61            | 130          | 215          |
| Kungyangon               | 12             | 15            | 98           | 125          |
| Kawhmu                   | 18             | 32            | 79           | 129          |
| Dala                     | 11             | 18            | 47           | 76           |
| Seikkyi Kanaungto        | 3              | 4             | 10           | 17           |
| Cocokyun                 | 1              | 0             | 0            | 1            |
| <b>Western District</b>  | 49             | 44            | 123          | 216          |
| Kyauktada                | 1              | 1             | 5            | 7            |
| Latha                    | 2              | 1             | 2            | 7            |
| Pabedan                  | 3              | 2             | 3            | 8            |
| Ahlon                    | 7              | 1             | 6            | 14           |
| Lanmadaw                 | 2              | 1             | 4            | 7            |
| Kyimyindaing             | 7              | 9             | 7            | 23           |
| Sanchaung                | 4              | 2             | 18           | 24           |
| Kamayut                  | 5              | 1             | 11           | 17           |
| Hlaing                   | 6              | 11            | 21           | 38           |
| Mayangon                 | 6              | 8             | 25           | 39           |
| Bahan                    | 3              | 4             | 17           | 24           |
| Dagon                    | 3              | 3             | 4            | 10           |
| <b>Total</b>             | <b>407</b>     | <b>659</b>    | <b>1,688</b> | <b>2,754</b> |

Source: Department of Basic Education. Yangon Region

**Table (2): Number of Primary School Students in Yangon Region (2020-202)**  
**Academic Year**

| Township                 | Primary Level |        |        |        |        | Total   |
|--------------------------|---------------|--------|--------|--------|--------|---------|
|                          | KG            | G-1    | G2     | G3     | G5     |         |
| <b>Northern District</b> | 35,747        | 38,406 | 40,276 | 47,715 | 40,126 | 202,270 |
| Insein                   | 2,883         | 3,363  | 3,420  | 4,058  | 3,395  | 17,119  |
| Mingaladon               | 3,686         | 3,888  | 4,027  | 4,752  | 4,070  | 20,423  |
| Hmawbi                   | 3,847         | 4,076  | 4,388  | 5,515  | 4,406  | 22,232  |
| Hlegu                    | 4,287         | 4,388  | 4,706  | 5,629  | 4,967  | 23,977  |
| Taikkyi                  | 4,782         | 5,160  | 5,354  | 7,255  | 5,700  | 28,251  |
| Htantabin                | 3,220         | 3,443  | 3,475  | 4,278  | 3,936  | 18,352  |
| Shwepyitha               | 4,347         | 4,738  | 5,060  | 5,530  | 4,813  | 24,488  |
| Hlaingthaya              | 8,695         | 9,350  | 9,846  | 10,698 | 8,839  | 47,428  |
| <b>Eastern District</b>  | 23,894        | 25,713 | 26,309 | 31,483 | 25,946 | 133,345 |
| Thingangyun              | 2,326         | 2,413  | 2,481  | 2,840  | 2,403  | 12,463  |
| Yankin                   | 363           | 508    | 537    | 624    | 557    | 2,589   |
| South Okkala             | 1,176         | 1,309  | 1,272  | 1,510  | 1,301  | 6,568   |
| North Okkala             | 3,646         | 3,728  | 3,850  | 4,686  | 3,824  | 19,734  |
| Tharketa                 | 2,155         | 2,213  | 2,323  | 2,792  | 2,221  | 11,704  |
| Dawbon                   | 933           | 945    | 1,013  | 1,173  | 862    | 4,926   |
| Tamwe                    | 966           | 1,043  | 1,060  | 1,303  | 1,054  | 5,426   |
| Pazundaung               | 236           | 235    | 283    | 311    | 273    | 1,338   |
| Botataung                | 580           | 1,008  | 1,032  | 1,138  | 971    | 4,729   |
| MingalaTaungnyunt        | 909           | 1,001  | 1,014  | 1,200  | 963    | 5,087   |
| Dagaonmyothit<br>(Noth)  | 1,583         | 1,774  | 1,776  | 2,256  | 1,880  | 9,269   |
| Dagonmyothit<br>(East)   | 2,090         | 2,234  | 2,229  | 2,746  | 2,203  | 11,502  |
| Dagonmyothit<br>(South)  | 4,589         | 4,807  | 4,906  | 5,921  | 4,980  | 25,203  |

|                           |       |       |       |       |       |        |
|---------------------------|-------|-------|-------|-------|-------|--------|
| Dagonmyothit<br>(Seikkan) | 2,342 | 2,495 | 2,533 | 2,983 | 2,454 | 12,807 |
|---------------------------|-------|-------|-------|-------|-------|--------|

|                          |               |               |               |                |               |                |
|--------------------------|---------------|---------------|---------------|----------------|---------------|----------------|
| <b>Southern District</b> | 22,106        | 24,237        | 25,110        | 29,332         | 25,415        | 126,200        |
| Thanlyin                 | 3,424         | 3,946         | 4,075         | 4,533          | 3,967         | 19,945         |
| Kyauktan                 | 2,481         | 2,742         | 2,745         | 3,272          | 2,807         | 14,047         |
| Thongwa                  | 2,410         | 2,564         | 2,560         | 3,033          | 2,907         | 13,474         |
| Khayan                   | 2,503         | 2,846         | 2,974         | 3,296          | 3,241         | 14,860         |
| Twante                   | 4,161         | 4,394         | 4,760         | 5,819          | 4,554         | 23,688         |
| Kungyangon               | 1,741         | 1,909         | 2,007         | 2,239          | 2,063         | 9,959          |
| Kawhmu                   | 1,801         | 2,108         | 2,148         | 2,709          | 2,253         | 11,019         |
| Dala                     | 2,880         | 3,068         | 3,102         | 3,618          | 2,848         | 15,516         |
| Seikkyi Kanaungto        | 680           | 644           | 718           | 794            | 753           | 3,589          |
| Cocokyun                 | 25            | 16            | 21            | 19             | 22            | 103            |
| <b>Western District</b>  | 6,885         | 7,764         | 8,243         | 9,534          | 8,163         | 40,589         |
| Kyauktada                | 123           | 121           | 134           | 142            | 111           | 630            |
| Latha                    | 170           | 292           | 365           | 360            | 347           | 1,534          |
| Pabedan                  | 182           | 137           | 162           | 203            | 138           | 822            |
| Ahlon                    | 433           | 467           | 476           | 528            | 477           | 2,381          |
| Lanmadaw                 | 112           | 104           | 102           | 138            | 119           | 575            |
| Kyimyindaing             | 1,029         | 1,094         | 1,057         | 1,408          | 1,031         | 5,619          |
| Sanchaung                | 522           | 576           | 606           | 677            | 592           | 2,973          |
| Kamayut                  | 589           | 693           | 705           | 879            | 763           | 3,629          |
| Hlaing                   | 986           | 1,003         | 1,008         | 1,089          | 971           | 5,053          |
| Mayangon                 | 1,729         | 1,752         | 1,876         | 2,156          | 1,871         | 5,384          |
| Bahan                    | 514           | 731           | 815           | 901            | 822           | 3,783          |
| Dagon                    | 496           | 794           | 937           | 1,057          | 921           | 4,205          |
| <b>Total</b>             | <b>88,632</b> | <b>96,120</b> | <b>99,938</b> | <b>118,064</b> | <b>99,650</b> | <b>502,404</b> |

Source: Department of Basic Education. Yangon Region

**Table (3) Educational Infrastructure in Mingaladon Township  
(2019-2020 AY)**

| <b>Types of Education Infrastructure</b>   | <b>Urban</b> | <b>Rural</b> | <b>Total</b> |
|--|--------------|--------------|--------------|
| Basic Education High School                | 6            | 1            | 7            |
| Sub/Affiliated Basic Education High School | 4            | 1            | 5            |
| Affiliated Education Middle School         | 4            | 3            | 7            |
| Basic Education Middle School              | 6            | -            | 6            |
| Post Primary School                        | 2            | -            | 2            |
| Basic Education Primary School             | 20           | 5            | 25           |

Source: Township Education Office (Mingaladon Township)

**Table (4) Number of Primary School Students in Mingaladon Township  
(2019- 2020) Academic Year**

| <b>Category</b> | <b>KG</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Total</b> |
|-----------------|-----------|----------------|----------------|----------------|----------------|----------------|--------------|
| Urban           | 2,651     | 2,752          | 2,861          | -              | 3,414          | 2,953          | 14,631       |
| Rural           | 1,035     | 1,136          | 1,166          | -              | 1,338          | 1,117          | 5,792        |
| Total           | 3,686     | 3,888          | 4,027          | -              | 4,752          | 4,070          | 20,423       |

Source: Township Education Office (Mingaladon Township)

**Table (5) Number of Middle School Students in Mingaladon Township  
(2019- 2020) Academic Year**

| <b>Category</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> | <b>Grade 9</b> | <b>Total</b> |
|-----------------|----------------|----------------|----------------|----------------|--------------|
| Urban           | 3,392          | 3,268          | 3,268          | 3,195          | 13,123       |
| Rural           | 650            | 584            | 535            | 580            | 2,349        |
| Total           | 4,042          | 3,852          | 3,803          | 3,775          | 15,472       |

Source: Township Education Office (Mingaladon Township)

**Table (6) Number of High School Students in Mingaladon Township  
(2019- 2020) Academic Year**

| <b>Category</b> | <b>Grade 10</b> | <b>Grade 11</b> | <b>Total</b> |
|-----------------|-----------------|-----------------|--------------|
| Urban           | 3370            | 2822            | 6192         |
| Rural           | 362             | 240             | 602          |
| Total           | 3732            | 3062            | 6794         |

Source: Township Education Office (Mingaladon Township)

**Table (7) Number of Primary, Middle and High School Students in  
Mingaladon Township (2019- 2020) Academic Year**

| <b>Category</b> | <b>Primary</b>  | <b>Middle</b>   | <b>High</b>    | <b>Total</b>     |
|-----------------|-----------------|-----------------|----------------|------------------|
| Urban           | 14,631<br>(43%) | 13,123<br>(39%) | 6,192<br>(18%) | 33,946 (100%)    |
| Rural           | 5,792<br>(66%)  | 2,349<br>(27%)  | 602<br>(7%)    | 8,743<br>(100%)  |
| Total           | 20,423<br>(48%) | 15,472<br>(36%) | 6,794<br>(16%) | 42,689<br>(100%) |

Source: Township Education Office (Mingaladon Township)

**Table (8) Number of Teachers and Students in Mingaladon Township  
(2018-2019) Academic Year**

| Category         | Urban       |              |               |                 |                 |                  | Rural     |              |               |                |                |                |
|------------------|-------------|--------------|---------------|-----------------|-----------------|------------------|-----------|--------------|---------------|----------------|----------------|----------------|
|                  | Teachers    |              |               | Students        |                 |                  | Teachers  |              |               | Students       |                |                |
| Schools          | M           | F            | Total         | M               | F               | Total            | M         | F            | Total         | M              | F              | Total          |
| Public           |             |              |               |                 |                 |                  |           |              |               |                |                |                |
| Primary          | 4<br>(2%)   | 238<br>(98%) | 242<br>(100%) | 2,338<br>(52%)  | 2,157<br>(48%)  | 4,495<br>(100%)  | -         | 47<br>(100%) | 47<br>(100%)  | 1,345<br>(43%) | 1,752<br>(57%) | 3097<br>(100%) |
| Middle           | 8<br>(3%)   | 293<br>(97%) | 301<br>(100%) | 4,401<br>(51%)  | 4,158<br>(49%)  | 8,559<br>(100%)  | 2<br>(5%) | 36<br>(95%)  | 38<br>(100%)  | 1,224<br>(52%) | 1,109<br>(48%) | 2333<br>(100%) |
| High             | 13<br>(3%)  | 442<br>(97%) | 455<br>(100%) | 10,753<br>(50%) | 10,899<br>(50%) | 21,652<br>(100%) | 4<br>(4%) | 103<br>(96%) | 107<br>(100%) | 1,861<br>(51%) | 1,770<br>(49%) | 3631<br>(100%) |
| Monastic Schools |             |              |               |                 |                 |                  |           |              |               |                |                |                |
| Primary          | 4<br>(11%)  | 33<br>(89%)  | 37<br>(100%)  | 499<br>(49%)    | 517<br>(51%)    | 1,016<br>(100%)  | -         | -            | -             | -              | -              | -              |
| Middle           | 31<br>(10%) | 270<br>(90%) | 301<br>(100%) | 4,439<br>(46%)  | 5,281<br>(54%)  | 9,720<br>(100%)  | -         | -            | -             | -              | -              | -              |
| High             | -           | -            | -             | -               | -               | -                | -         | -            | -             | -              | -              | -              |
| Private Schools  |             |              |               |                 |                 |                  |           |              |               |                |                |                |
| Primary          | -           | -            | -             | -               | -               | -                | -         | -            | -             | -              | -              | -              |
| Middle           | -           | 11<br>(100%) | 11<br>(100%)  | 204<br>(53%)    | 183<br>(47%)    | 387<br>(100%)    | -         | -            | -             | -              | -              | -              |
| High             | 69<br>(31%) | 152<br>(69%) | 221<br>(100%) | 22,378<br>(92%) | 1,975<br>(8%)   | 24,353<br>(100%) | -         | -            | -             | -              | -              | -              |

Source: Township Education Office (Mingaladon Township)

**Table (9) Number of Primary Students by Age in Mingaladon Township  
(2019- 2020) Academic Year**

| Age<br>(Year) | KG   |      | Grade 1 |      | Grade 2 |   | Grade 3 |      | Grade 4 |      | Grade 5 |      |
|---------------|------|------|---------|------|---------|---|---------|------|---------|------|---------|------|
|               | M    | F    | M       | F    | M       | F | M       | F    | M       | F    | M       | F    |
| 5             | 1538 | 1527 | -       | -    | -       | - | -       | -    | -       | -    | -       | -    |
| 6             | 404  | 318  | 1818    | 1665 | -       | - | -       | -    | -       | -    | -       | -    |
| 7             | -    | -    | 261     | 268  | -       | - | 1736    | 1866 | -       | -    | -       | -    |
| 8             | -    | -    | -       | -    | -       | - | 736     | 422  | 1717    | 1669 | -       | -    |
| 9             | -    | -    | -       | -    | -       | - | -       | -    | 358     | 295  | 1664    | 1678 |
| 10            | -    | -    | -       | -    | -       | - | -       | -    | -       | -    | 381     | 295  |
| Total         | 1942 | 1845 | 2079    | 1933 | 0       | 0 | 2472    | 2288 | 2075    | 1964 | 2045    | 1973 |

Source: Township Education Office (Mingaladon Township)

**Table (10) Number of Middle Students by Age in Mingaladon Township  
(2019- 2020) Academic Year**

| Age<br>(Year) | Grade 6 |      | Grade 7 |      | Grade 8 |      | Grade 9 |      |
|---------------|---------|------|---------|------|---------|------|---------|------|
|               | M       | F    | M       | F    | M       | F    | M       | F    |
| 10            | 1536    | 1447 | -       | -    | -       | -    | -       | -    |
| 11            | 479     | 444  | 1474    | 1457 | -       | -    | -       | -    |
| 12            | -       | -    | 501     | 454  | 1574    | 1409 | -       | -    |
| 13            | -       | -    | -       | -    | 319     | 473  | 1585    | 1491 |
| 14            | -       | -    | -       | -    | -       | -    | 383     | 379  |
| Total         | 2015    | 1891 | 1975    | 1911 | 1893    | 1882 | 1968    | 1870 |

Source: Township Education Office (Mingaladon Township)

**Table (11) Number of High School Students by Age in Mingaladon Township  
(2019- 2020) Academic Year**

| Age<br>(Year) | Grade 10 |      | Grade 11 |      | Grade 12 |   |
|---------------|----------|------|----------|------|----------|---|
|               | M        | F    | M        | F    | M        | F |
| 14            | 1405     | 1503 | -        | -    | -        | - |
| 15            | 448      | 457  | 1138     | 1345 | -        | - |
| 16            | -        | -    | 477      | 364  | -        | - |
| Total         | 1853     | 1960 | 1615     | 1709 | -        | - |

Source: Township Education Office (Mingaladon Township)

### Mingaladon Township Facts and Figure

|  |                          |         |         |
|--|--------------------------|---------|---------|
| Total population   | 331,586 *                |         |         |
| Males  | 158,259                  |         |         |
| Females  | 173,327                  |         |         |
| Sex ratio  | 91 males per 100 females |         |         |
| Percentage of urban population   | 59.8%                    |         |         |
| Area (Km <sup>2</sup> )  | 108.0 **                 |         |         |
| Population density (persons per Km <sup>2</sup> )  | 3,070.7 persons          |         |         |
| Number of wards  | 27                       |         |         |
| Number of village tracts   | 5                        |         |         |
| Population in conventional households  | Total                    | Urban   | Rural   |
|  | 291,904                  | 184,625 | 107,279 |
| Number of conventional households  | 66,303                   | 41,641  | 24,662  |
| Mean household size  | 4.4 persons ***          |         |         |
| <ul style="list-style-type: none"> <li>• In Mingaladon Township, there are more females than males with 91 males per 100 females.</li> <li>• In Mingaladon Township, 59.8 per cent of population live in urban areas.</li> <li>• The population density of Mingaladon Township is 3,071 persons per square kilometre.</li> <li>• There are 4.4 persons living in each household in Mingaladon Township. This is equal to the Union average.</li> </ul> |                          |         |         |



## The KG + 12 Education System

The KG + 12 Education System has been introduced in Myanmar since 2016 in Basic Education System and by 2023 when the first batch of students who are nurtured under the programme of KG + 12 Basic Education System. (The Ministry of Education)

| တက္ကသိုလ် | KG | G-1 | G-2 | G-3 | G-4 | G-5 | G-6 | G-7 | G-8 | G-9 | G-10 | G-11 | G-12 |
|-----------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
|           |    | A1  | A2  | A3  | A4  | A5  | A6  | A7  | A8  | A9  | A10  | A11  |      |
| ၂၀၁၆/၂၀၁၇ | B1 |     | A1  | A2  | A3  | A4  | A5  | A6  | A7  | A8  | A9   | A10  |      |
| ၂၀၁၇/၂၀၁၈ |    | B1  |     | A1  | A2  | A3  | A4  | A5  | A6  | A7  | A8   | A9   |      |
| ၂၀၁၈/၂၀၁၉ |    |     | B1  |     | A1  | A2  | A3  | A4  | A5  | A6  | A7   | A8   |      |
| ၂၀၁၉/၂၀၂၀ |    |     |     | B1  |     | A1  | A2  | A3  | A4  | A5  | A6   | A7   |      |
| ၂၀၂၀/၂၀၂၁ |    |     |     |     | B1  |     | A1  | A2  | A3  | A4  | A5   | A6   |      |
| ၂၀၂၁/၂၀၂၂ |    |     |     |     |     | B1  |     | A1  | A2  | A3  | A4   | A5   |      |
| ၂၀၂၂/၂၀၂၃ |    |     |     |     |     |     | B1  |     | A1  | A2  | A3   | A4   |      |
| ၂၀၂၃/၂၀၂၄ |    |     |     |     |     |     |     | B1  |     | A1  | A2   | A3   |      |
| ၂၀၂၄/၂၀၂၅ |    |     |     |     |     |     |     |     | B1  |     | A1   | A2   |      |
| ၂၀၂၅/၂၀၂၆ |    |     |     |     |     |     |     |     |     | B1  |      | A1   |      |
| ၂၀၂၆/၂၀၂၇ |    |     |     |     |     |     |     |     |     |     | B1   |      |      |
| ၂၀၂၇/၂၀၂၈ |    |     |     |     |     |     |     |     |     |     |      | B1   |      |

Source: The Ministry of Education

## **APPENDIX (II)**

Questions for Key Informants Interview (KII) with selected teachers and parents

1. What are the causes of school dropout?
2. What are the consequences of school dropout?
3. Do distance of school and family background effect school dropout?
4. Do the family background affects the drop out?
5. What may be the practical measures to reduce the dropout?

### **Respondents List of Key Informants**

1. Mingalardon Township Education Officer: 1
2. Affiliated Education Middle School Teacher from Mingalardon township: 4 respondents
3. Basic Education Middle School Teacher from Mingaladon townwship: 10 respondents
4. Drop-out student's Parent from Mingaladon township: 5 respondents
5. Drop-out students: 6 students

## QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher find out the factors contributing to dropout of pupils from public middle schools, information you provide will be used for research purpose only, and it will be treated with utmost confidentiality. To this end, do not write your name or that of your school. Please respond to all the items in the questionnaire as correctly and honestly as possible.

### SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender? Please tick where appropriate.

- Male
- Female

2. What is your age bracket?

- Below 25 years       25 - 30 years       31-35       36-40
- 41-45       46-50       51 and above

3. indicate your present professional qualifications.

- BA       BSc       MA       MSc       BEd       MEd

4. For how long have you been teaching?

- Below one year       1 -5 years       6-10 years
- 11-15 years       16-20 years       Over 20 years

5. Please indicate how long you have taught in your current school.

- Less than a year       1-5 years       6-10 years
- 11-15 years       16-20 years       Over 20 years

6. Are you trained in guidance and counseling?

- Yes       No

**SECTION B: Factors contribution to Dropout of pupils.**

7. What is the total number of pupils in your class?.....

Males.....Females.....

8. How would you rate the Daily attendance of pupils in your class? Please tick where appropriate.

Very good                       Satisfactory

9. If satisfactory or

Good

Poor

10. How many pupils have left your class in the last one year?

Male.....                      Female.....

11. What are the reasons for pupil dropout?

.....

12. How would you rate the economic status of a majority of the parents?

High                       Medium                       Low

13. What is the source of livelihood of a majority of parents?

Big business                       Large scale farming                       Salaried employment

Trade                       Small scale farming

Other (specify) .....:.....

14. Does majority of parents find it difficult to buy school provisions such as uniform and reading materials for their children?                       Yes                       No

15. (a) Are there other activities (sports, music, etc) that may make a pupil dropout of school?                       Yes                       No

(b) If yes, please list down these activities.

-----

16. Which gender is more likely to drop out

- Male       Female

17. (a) Do you think parents are the cause of school dropout in your school?

- Yes       No

(b) If yes, explain.....

18. Indicate how each of the following factors may contribute to dropout of pupil from school. Please tick (V) where appropriate.

| Factors                  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--------------------------|-------------------|----------|---------|-------|----------------|
| Poverty                  |                   |          |         |       |                |
| Child labour             |                   |          |         |       |                |
| Negligence by parents    |                   |          |         |       |                |
| Forced Repetition        |                   |          |         |       |                |
| Harsh punishment         |                   |          |         |       |                |
| Poor Performance         |                   |          |         |       |                |
| Conflict with teachers   |                   |          |         |       |                |
| Uninteresting curriculum |                   |          |         |       |                |

19. Suggest ways of preventing pupil dropout in primary education.

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Thank you for participating in the study.

**A STUDY ON MIDDLE SCHOOL DROPOUT IN YANGON  
REGION (Case Study- Mingalardon Township)**

**Questionnaire Form**

**Part I: Demographic Information of Respondent (Demographic Factors)**

1. What is your gender?

- Male
- Female

2. What is your age?

- 10-12 years old
- 12-14 years old
- 14-16 years old
- 16-18 years old
- 18 years and over

3. What is the highest grade level you have completed?

- 5th grade
- 6th grade
- 7th grade
- 8th grade

4. You live with:

- Family
- Relatives
- Alone
- Others

5. Parents' education (Father)

- Primary School level
- Middle School level
- High School level
- Undergraduate
- Graduate
- Others

6. Parents' education (Mother)

- Primary School level
- Middle School level
- High School level
- Undergraduate
- Graduate
- Others

7. What is the marital status of your parents/guardians?

- Married
- Divorced
- Single
- Widowed
- Separated

8. Parents' Occupation (Father) -----

9. Parents' Occupation (Mother) -----

10. What is the monthly income level of your family?

- less than 100,000 Ks
- 100,001 Ks - 200,000 Ks
- 200,001 Ks - 300,000 Ks
- 300,000 Ks -400,000 Ks
- 400,001 Ks – 500,000 Ks
- above 500,000 Ks

## **Part II. Reasons for drop out of school (Socio-economic Factors)**

11. Please mention the **reasons** that caused you to drop out of school:

- Family's financial problem
- My parents moved away from school.
- My parents got divorced so I had to move
- I (child) was not interested in schooling
- Parents are not aware of value of education
- Taking care of younger siblings
- Health problem of family or parents
- I joined a vocational program
- I had to leave due to work

12. Did you participate in any extra curricular activities or after school programs, football team, sport clubs, etc.?

- Yes
- No

13. If you were employed during the school, how many days a week did you work?

- One day
- Two days
- Three days
- More than three days
- I was not employ during school life

14. How happy are you with?

(a) your school results?

- very happy
- not very happy
- not happy at all

(b) your class mates?

- very happy
- not very happy
- not happy at all

(c) your teachers?

- very happy
- not very happy
- not happy at all

(d) school in general?

- very happy
- not very happy
- not happy at all

Part III. **(Perceived relationship with the school)** Respondent's perception

Please state your agreement with the following statements:

|   | Strongly disagree                | Disagree              |                       |                       |                       |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. I would have stayed in school if I had support from my parents  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I would have stayed in school if I had support from my teachers | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I was sexually assaulted on school premises                     | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. If I moved closer to school, I wouldn't have to drop-out        | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Alcohol and drugs caused me to dropout of school                | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. I left because I started working                                | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. I had to work to support myself                                 | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. I had to work to support my family                              | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. I didn't find the school to add value in my life                | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. I left school to concentrate on sports                          | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I left school to concentrate on arts                            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. I found homework and coursework to be very boring.              | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

