



Australian
National
University

2023 PNG UPDATE

Theme: “Resilient and Diverse Development “

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An Old African Proverb

“If you educate a man you educate an individual, but if you educate a woman you educate a family, community and the nation as a whole” (Aggrey, 1990).




Research Title:

**An Investigation Into The Factors Influencing
Female Students Dropout in the Rural Primary
Schools of Southern Highlands Province in
Papua New Guinea.**



Overview of the Presentation

1. **Introduction**
 2. **Background of the Study**
 3. **Significance of the Study**
 4. **The Key Questions**
 5. **Literature Review**
 6. **Methodology/Research Design**
 7. **Findings & Discussions**
 8. **Conclusions, Recommendations & Further Study Opportunities**
 9. **References**
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1. Introduction


Dropout is defined as;

- ✓ Situation where students withdraw from the process of education or unable to complete their course of study (McQueen, 2009).
- ✓ Students leaving school early before completion of any educational level (Adala, 2016)
- ✓ This study focused on dropout as female students leaving school before completing primary education at the rural primary schools of Southern Highlands Province.

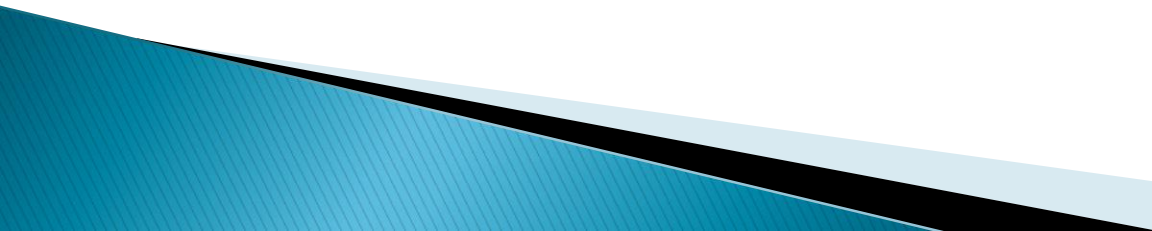
2. Background of the study

The commitment in the Millennium Development Goals and time-bound targets;

- **Goal 2: Achieving Universal Primary Education.**
- ▶ *Target 3: Ensure that by 2015 all children, particularly girls have access to and complete free and compulsory primary education of good quality*
- ▶ **Goal 3: Promote gender equality and empower women.**
- ▶ *Target: Eliminate gender disparity in primary education by 2005 and to all no later than 2015 (UN, 2000).*

- PNG about 85% of people live in rural areas and females make up approximately 48%. Of these, many school-age females are still having difficulty in completing basic education despite improvement in school enrolments (Niningi, 2018, NDoE, 2015; Dovona-Ope, 2009).
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3. Significance of the Study


- Re-enroll the female student dropouts to meet the goal and target of UBE.
 - Contribute to the existing stock of knowledge on gender equality.
 - Inform concern stakeholders to address the issue.
 - Contribute knowledge to the policy makers.
 - Create knowledge for further study opportunities.
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4. Key Research Question


The key question that guided this study is;

- ▶ What factors influence dropout of primary school female students at the rural primary schools of Southern Highlands Province?

► **The two sub-questions are;**

1. Why do female students dropout at the rural primary schools in the Southern Highlands Province?
 2. What measures are being taken to prevent female students' dropout at the rural primary school level?
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5. Literature Review

- ▶ **Primary Education-** Primary Education is seen as the first step in laying the foundation for future educational opportunities and lifelong skills for both males and females. Therefore, it is a global concern (Ministry of Education, 2019; Webster, 2000).
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- **Status of Females' Primary Education-** Globally females' primary education is still disadvantaged. In 2005-2015, over 63 million females around the world were out of school, and 47% of the out-of school females were never expected to enrol as compared to 35% of boys (UNESCO, 2015).


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- Recently, about 129 million girls out of school, 32 million were primary school girls. Countries affected by conflict, low-income and rural areas girls are more than twice as likely to be out of school as girls living in non-affected countries (UNICEF, 2022; Pfunye et al., 2021).
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✓ **Factors Influencing Female Students Dropout-**

Based on rich empirical data, most researchers agree that it is a combination of factors influence female student dropout and not by a single factor. Some combination of factors such as individual, familial, educational, social and others (Lakaio 2022; Niningi, 2018; Noori, 2017).



- ▶ **Remedial Measures Taken-** To minimize the issue of female dropout, some measures such as free education, awareness, counselling were taken. However, factors vary and surface from different angles from country to country and female student dropout still persist (Davda et al., 2017; NDoE; Country Gender Assessment, 2012).
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Research Gap

Niningi (2018) on her qualitative case study research on the Factors Influencing Attrition of Primary School Female Students in the SHP identified that though the female students enrolled in February 2018, not all were attached to school in mid-July. There were total of 13% left school. Of these, more female students left from the rural primary school (9%) than their semi-urban counterparts (4%).

6. Methodology/Research Design

Research Paradigm
-Constructivist

Research Methodology
-Qualitative: A case study

Data collection Procedures
-Interview & Questionnaire

Interpretation of Findings & Conclusion
-Discussion & Conclusion

Data Analysis Procedures
-Manually & Interpretative

Participant Sampling
-Convenient & purposive Sampling



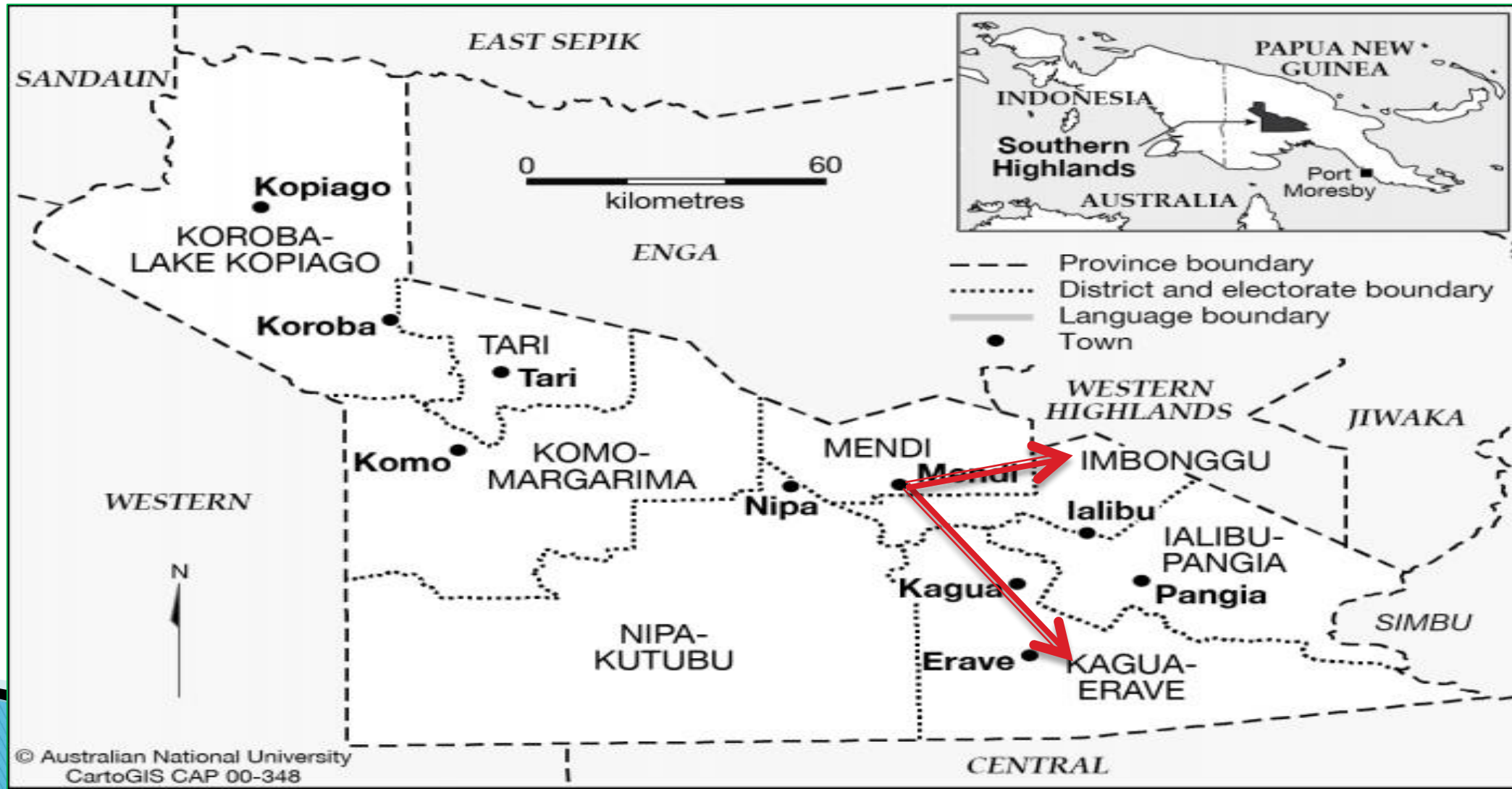
► **Cont:**

Different Groups of Participants

School/ Participants	Personal Interviews		Focus Group Interview		Open-ended Questions		Total
	Dropout Students		Parents/Guardians		Teachers		
	Males	Females	Males	Females	Males	Females	
One	-	2	2 (Group A)	2 (Group A)	4	4	14
Two	-	2	2 (Group B)	2 (Group B)	4	4	14
Three	-	2	2 (Group C)	2 (Group C)	4	4	14
Four	-	2	2 (Group D)	2 (Group D)	4	4	14
Total	0	8	8	8	16	16	56

Research Setting

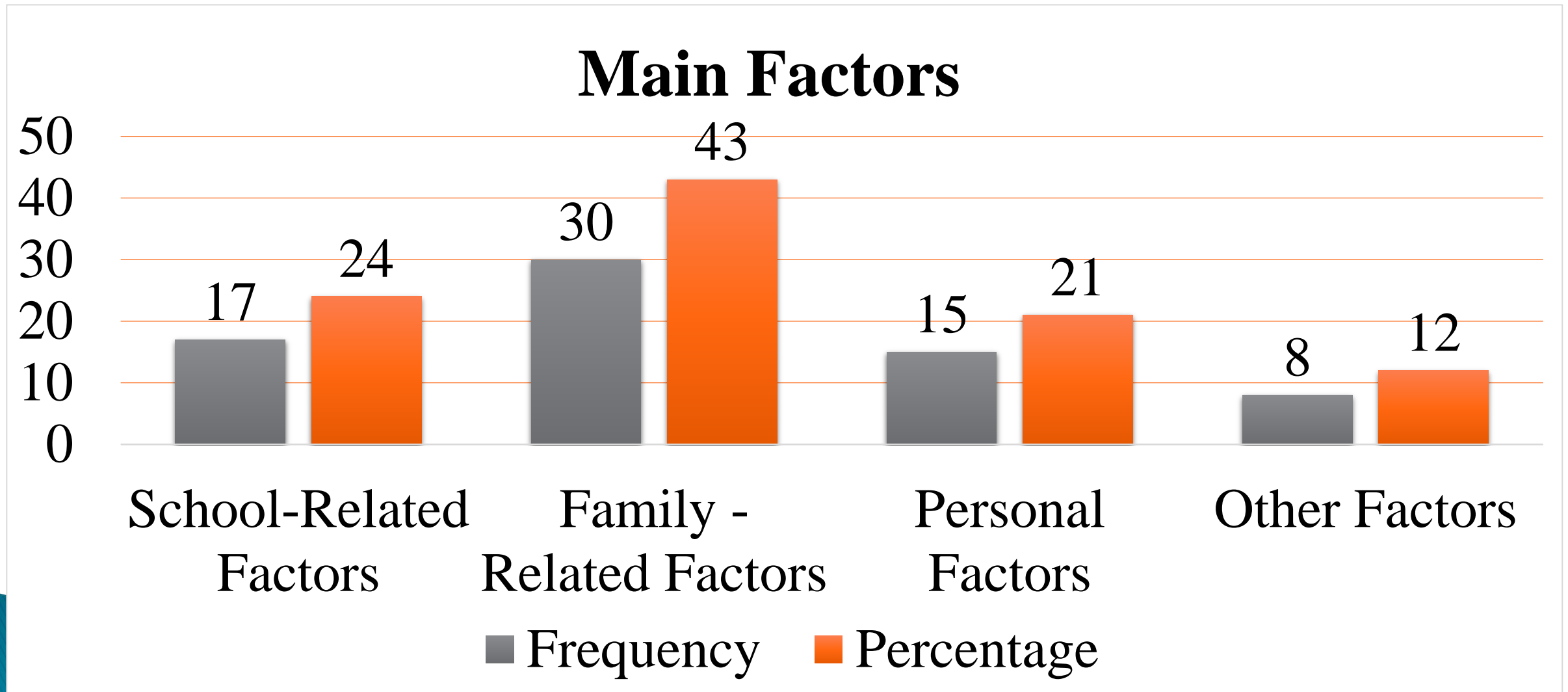
Map of PNG showing Southern Highlands Province where the study was conducted.



Research Findings and Discussions

Schools 1-4 (Grades 3-8)	<i>2021 School Enrolment for Female Students</i>					
	February 2021	%	August 2021	%	Difference	%
School One (S1) n=546	201	37	185	32	16	5
School Two (S2) n=546	125	23	116	21	9	2
School Three (S3) n=546	116	21	101	18	15	3
School Four (S4) n=546	104	19	82	15	22	4
Total:	546	100	484	86	62	14

A) Factors Influencing Female Students Dropout



✓ Family-Related Factors

No.	Factors	Frequency	Percentage (%)
1	Lack of Financial Support n=30	12	40
2	Parental Education n=30	6	20
3	Parents Gender Bias n=30	3	10
4	Household Chores n=30	3	10
5	Early Marriage n=30	2	7
6	Single Parent n=30	4	13
	TOTAL:	30	100

Cont...

Participant S1F02 stated that;

- ▶ *“Mi lusim skul blo wanem ol lain blo mi noinap long painim moni ol askim long skul na supportim mi long skul...na yea behain ol tok ol painim sampla moni bai ol tok long salem mi igo bek long school.”*
- ▶ [I left school because my family could not afford the money required at school to support me...and yeah later they said they will look for some money and send me back to school].

✓ School- Related Factors

No.	Factors	Frequency	Percentage
1	Feminine Facilities n=17	1	6
2	Lack of Female Teachers n=17	3	18
3	Teacher Absenteeism n=17	7	41
4	Grade Repetition n=17	2	12
5	Distance to School n=17	4	23
	Total:	17	100

Cont...

Participant SIF02 expressed that; *“tisa blo mipla bin absent planti long kam long klasrum...displa taim ol narapla tisa les long kam skulim mipla...mi less long igo kam nating planti taim long skul na mi lusim skul”*.

[Our teacher had been absent many times from class...that time other teachers were reluctant to come and teach us...I was feeling bored and tired of going back and forth to school so I left].


✓ Personal Factors

No.	Personal Factors	Frequency	Percentage (%)
1	Lack of Interest n=15	6	40
2	Regular Absenteeism n=15	4	27
3	Poor Academic Performance n=15	3	20
4	Peer Pressure n=15	2	13
	Total:	15	100

Cont...

Participant S1FO2 reported that; “ *mi yet mi les na lusim skul. Ol narapla meri skul pas ya ino igo long ai skul...olsem na mi bin les long westim taim na mi lusim skul long gret 6.*

[I was tired and left school. The other girls who completed school before me did not make it to high school...therefore, I was tired to waste time and left school in grade six].



✓ Other Factors

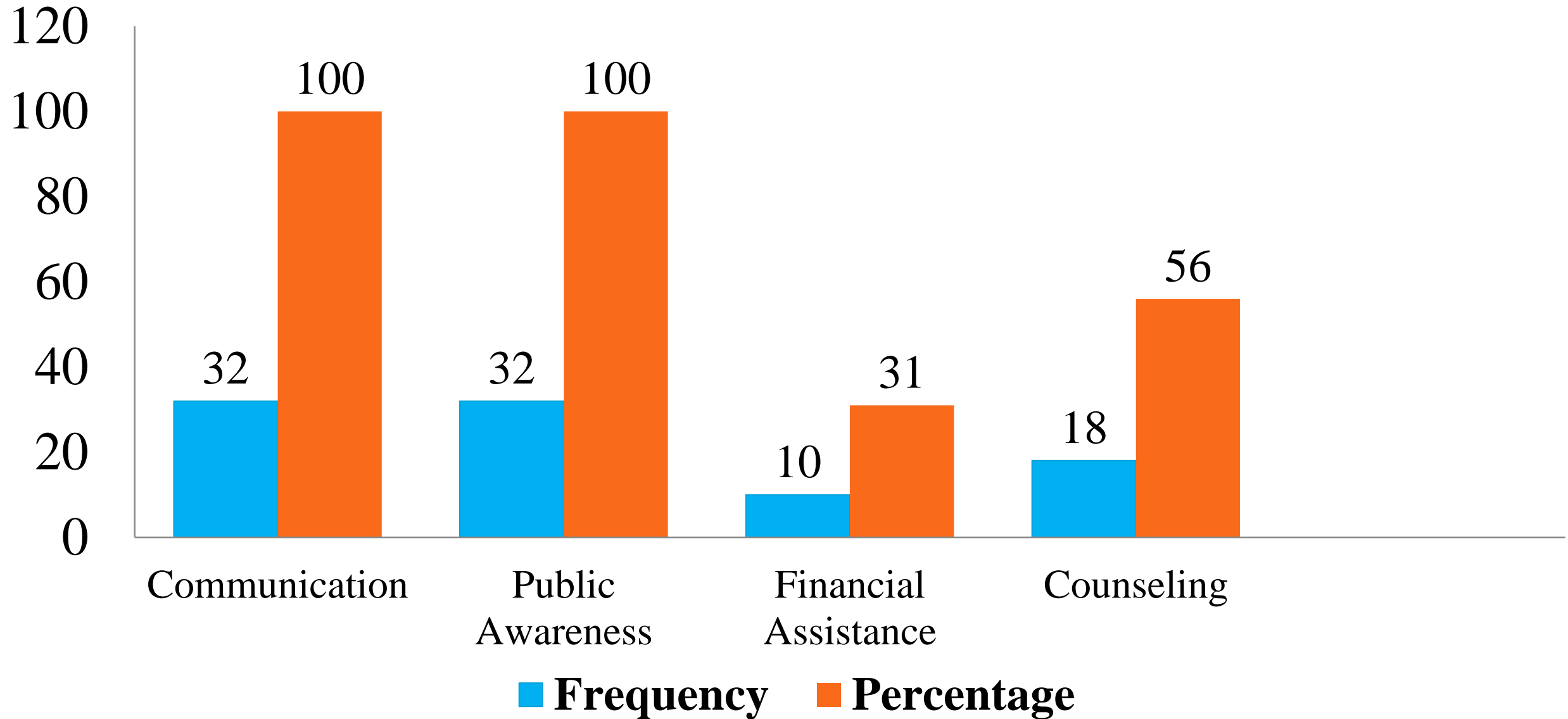
No.	Factors	Frequency	Percentage (%)
1	Tribal Fight n=8	2	25
2	Health Related Issues (Illness) n=8	2	25
3	Cultural Norms and Beliefs n=8	3	37
4	Over Age n=8	1	13
	Total:	8	100

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Participant S3F01 shared a sentiment that; *“ol lain long ples save bilip olsem ol bikpla meri redi long marit mas stap long haus na redim ol yet long marit. Igo kam long skul na ino save long wok long haus na gaden ol man bai les long marit. Olsem na mipla sampla na lusim skul”*.

[Our people in the village believe that all young girls who are prepared to marry must stay home and prepare themselves for marriage. Therefore, some of us left school].

B) Measures Taken



8. Conclusion and Recommendations

❑ Conclusion 1


1. Family-Related Factors - lack of financial support, parental education, single parent, parents gender bias, household chores and early marriage.

2. School-Related Factors – teacher absenteeism, distance to school, lack of female teachers, grade repetition and feminine facilities in school.

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3. Personal factors – lack of interest in school, followed by regular absenteeism, poor academic performance and peer pressure.

4. Other Factors - cultural norms and beliefs, followed by tribal fight, health related issues (illness) and over age.




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Conclusion 2:

- Communication
 - Public Awareness
 - Counseling,
 - Financial Assistance
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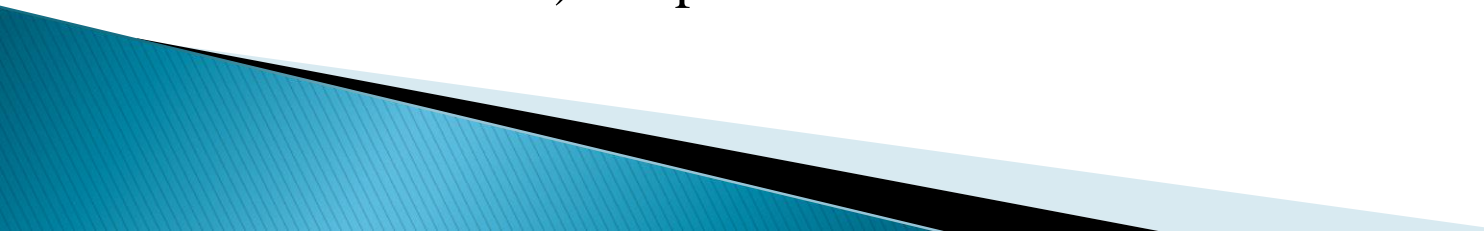
❑ Recommendations

- ▶ Primary Education must be Free and Compulsory for Disadvantage Female Students
 - ▶ School Gender Based In-service
 - ▶ Females Primary Education Awareness
 - ▶ Proper Guidance and Counseling
 - ▶ Strictly Monitor Teachers Attendance
 - ▶ Gender Equality in Teacher Postings
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Recommendations for further study

- Further research to be conducted at the primary and secondary level in all districts of SHP.
 - Further research to be conducted in other provinces of PNG.
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9. References

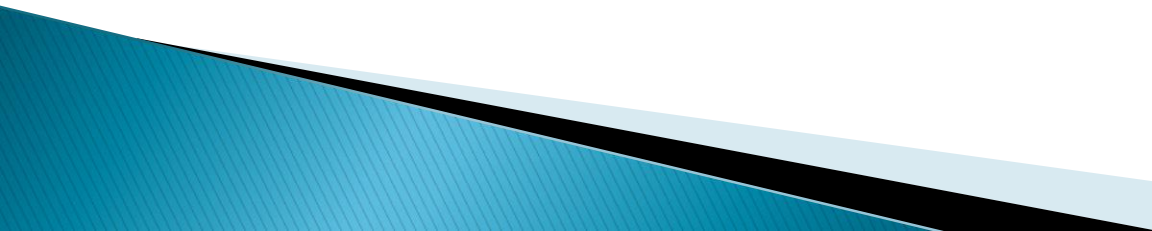
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END OF THE PRESENTATION

Thank You All...