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# Parents' Voices that Cries

**Dr. FARZANA YOUSAF**
Lecturer, University of Education, Lahore.
Email: farzana.yousaf@ue.edu.pk

**Dr. KIRAN SHEHZADI**
Lecturer, University of Education, Lahore.
Email: kiran.shahzadi@ue.edu.pk

**SAMINA SAFDAR**
Lecturer, University of Education, Lahore.
Email: Samina.safdar@ue.edu.pk

## *Abstract*

*This study was aimed to elucidate out of school children's parents subjective perspective that limits the access to education of their children. Qualitative research method was used to find out these limits by using semi structured interviews of one hundred and three out of school children's parents to get the clear picture of out of school children's problems from the experiences of their parents which were restraining them from school. For this purpose thematic analysis of video recorded interviews was conducted with the help of NVivo 11 plus software. The thematic analysis of the data highlighted many reasons for being out of school by using codes, themes and subthemes. During one to one interviews, researcher raised questions related to five significant hurdles which out of school children confronted i.e. cultural factors, demographic factors, psychological factors, socioeconomic factors, and policy barriers. The major reasons were poverty, illiteracy, gender, disability, jobless fathers', fear of sexual harassment, domestic conflicts, high inflation rate, family size, and organizational and structural policy barriers.*

***Keywords:*** *Out of School Children, Qualitative Research, Poverty, Distance to School, Family Size, Policy Barriers, Thematic Analysis.*

## Introduction

Pakistan has seen an education dilemma for 70 years since its birth. This may be a long time in the life of an individual, but very short in the history of a nation. During this short time, considerable development has been made in education. The development of a nation follows the development of the human resource. The provision of equal rights to education is the responsibility of the Government. The government of Pakistan reiterates the importance of education in the Economic Survey 2018-2019 as for equitable quality education and lifelong learning opportunities for all citizens can be achieved through real development in education. Therefore, for human capital and sustainable socioeconomic development education has a pivotal role. Only one source that increases political socialization and cultural strength, defeats unemployment, improves awareness, self-esteem, and tolerance, and builds social equity is education. The socioeconomic and technical development of a country depends upon a high literacy rate. So each country should enhance the literacy rate of its people (Ministry of Finance, 2019).

The present study also explores the voices of out of school children's parents. The current study is an initial step in Pakistan to see the issues of out of school children in detail by the views of their parents.

## Objectives of Study

The core objective of this study documented parents' voices and find out all those factors which reduce the access to education of their children.

## Questions of the Study

1. What reasons are identified by out of school children's parents attach to the condition for being out of school?

## Literature Review

Education is the right of everyone in a society just as Pildat Back Ground Paper (2011) explained that according to 18th Constitutional Amendment, education is the responsibility of provincial government while Article 25-A in the Constitution of Pakistan assures the right to free and compulsory education to all children of age 5 to 16 years in Pakistan and this education is provided by the State; both federal and provincial Government (p. 6). Similarly, article 37-B of the constitution makes it the responsibility of the free and compulsory secondary education for all. Article 26 of the universal declaration government to eliminate illiteracy and within the least amount of feasible time, and grants of human rights strengthens the above-said articles by saying that it is the basic human right of every person of society to get a free and compulsory basic education.

The provision of equal rights to education is the responsibility of the Government. Brown (2011) supported the above said human rights by explaining that education is the birthright of every child so there is an emergency of education in the world and this emergency is caused by some terrible human and socioeconomic consequences. Pakistan has some drawbacks in education as compared to global education; in 2010, out of school children were 5.1 million, i.e. 1 in 12 of the children in the world is out of school in which 3 million are the girls (UNESCO, 2012). On the other hand, According to the Ministry of Education (2015), the numbers of Out of School Children are 6.7 million; of which 55% are girls and Pakistan's Government is working hard to enhance the number of students at primary level. Habib (2013) explained that educational devolution has become the most crucial challenge for Pakistan. More funds, the involvement of the community, and parent's demand for quality education can build an improved educational system. Primary education is necessary for every child, so government has to make efforts to offer education to all children with the help of different programs to attain the target of universalization of education in Pakistan. But a report of the Save the Children and Society for the Protection of the Rights of the Child (2009) explored the aim to make free education by using four percent of GDP on education is still unfulfilled in Pakistan. The enhancement in educational expenditure has not been spent efficiently in Pakistan.

Kakoli & Sayeed (2013) found that in poor urban areas low enrollment is increased in the presence of illiterate women at home. They said that the economic condition of families increased the probability of out of school children. They also observed that boys and girls have different reasons for being out of school. Mpyangu et al. (2014) said that firstly Uganda was introduced UPE (Universal Primary Education) in African countries. They explained the reasons why children have never attended school, by region, Sex of household head and refugee status in Uganda. Haq (2013) showed that over 27 million children are being out of school in Pakistan and the literacy rate is 54% in which males are 66.25% and females are 41.75%. In which 23 % of children aged 6-16 of the villages and 7% children of aged 6-16 of the cities are out of school. While, in Punjab 50%, in Balochistan 78%, in Sindh, 61%, and Khyber Pakhtunkhwa 65% of children age 3-5 are being out of school. This is a very alarming situation for educationists and policymakers. Here one important point is not to forget the role of parents' who motivate their children. Parents' interest and motivation involve them in their children's schooling. If they have no interest in their children's education, then the result is that Pakistan will be lagged to other countries in the Human

Development Index. Out of School Children were defined by Ministry of Education of Pakistan (2013) in National Plan of Action 2013-16 in such a way that there are two types of OOSC (Out of School Children).

1. Who never attended school till that age?
2. Who dropped out before completing primary school?

Although the actual participation in pre-primary education is increasing, yet it remains low. If we want to monitor the condition of out of school children, we should profile excluded children, determine the range and intricacy of out of school children's exclusion, find out inequalities in schooling and look at the improvement towards primary education.

## Five Dimensions of Exclusion

The first three dimensions of the 5D model of exclusion cover those children who never attend any school (UNICEF, 2015). Excluded children are of two different population groups; out of school children who are excluded from education and in school, but at risk of dropping out children who may be excluded within education. Figure 1 show that five different dimensions of children in which dimensions 1, 2, and 3 create to specific age groups, while dimensions 4 and 5 relate to the level of education.

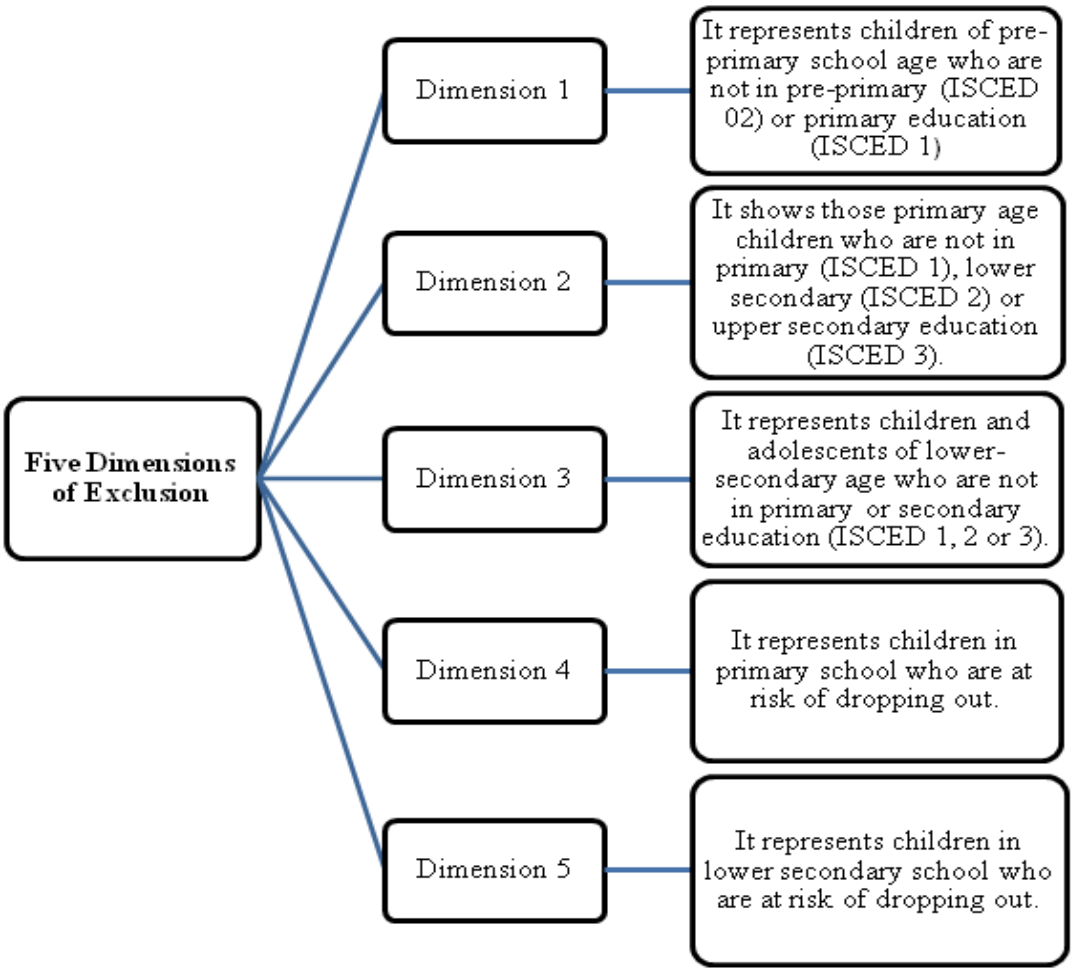


Figure 1: 5D model of Exclusion
Source: UNICEF & UIS, 2015

UNESCO (2016) reported in the Global Education Monitoring Report that numbers of Out of School Children in Pakistan are slightly reducing during the last two years. According to it currently, 24 Million Out of School Children are present in Pakistan which was 1million less than the previous year. But if Pakistan wants to achieve educational targets in the new 2030 Agenda and Sustainable Development Goals framework, it requires concentration and support from parents, policymakers, media, and general public nationally and internationally to overcome the ratio of Out of School Children in Pakistan.

## Methodology

Researchers attempted to document the voices of out of school children's parents for various issues and problems that influenced parents' attitudes, perceptions, and thoughts towards schooling. This study focuses on socioeconomic, psycho-cultural, political, and demographic barriers that influence children for being out of school.

Data were gathered through 103 semi-structured interviews of out of school children's parents by multiphase sampling technique from the 9 divisions of Punjab. At first stage, Districts were selected randomly. At second stage Tehsil were also selected randomly and at third stage one urban and two rural union councils were also selected randomly while at last stage sample was selected with the help of purposive sampling technique. Researchers started the data collection process for interviews in five of the Districts and administered interviews in person by visiting those areas where the possibility of out of school children was more. The data from the remaining sample were collected through research assistants.

Schulze, (2003) said that it is not inevitably ideal as its selection necessarily involves gain as well as loss. The qualitative study begins with a description of the research design, sampling, and sample size; it also elaborates on research instruments and how their validity and reliability were assessed. This study employed qualitative techniques. A qualitative design is a research that uses words (Cropley, 2002; Somekh & Lewin, 2005; and Braun & Clarke, 2013). The purpose of this method designs to bring flexibility to deal with diversified respondents and the cultural realities that shape up the meanings of their actions.

Braun & Clarke (2013) said that qualitative data is collected in the form of words and in this research; the researcher seeks to understand and interpret data in more local meaning. Therefore, qualitative research design generates narrow, but rich and illuminative data (Bengtsson, 2016). Interview schedule comprised of items that reflect the parents' experiences and ideas about the political, cultural, financial, psychological, and demographic factors which may become the actual causes for being out of school.

On the base data collection, a narrative analysis of codes and analytical report writing was done.

## Results

The responses come from interviews of parents were analyzed by the "Coding Process". The words that come again and again were given certain codes so it becomes easy to handle a large number of responses and to understand data in a systematic way.

The thematic analysis for extracting different themes was done by labeling common patterns, ideas, attributes and interest of out of school children's parents. So, different sub themes emerged from coding the data by labeling same repeated patterns of the voices of out of school children's parents.

The five main themes emerged from the interviews of out of School children's parents were "Socio Economic Factors", "Policy barriers", "Demographic Factors", "Psychological Factors" and "Cultural factors" were responsible for the illiteracy of their children.

The above said themes which emerged after the data analysis process had done on NVivo 11 plus software from the interviews of Out of School Children's Parents had some sub themes. These sub themes showed common similarities that parents associated with different themes and were described here one by one.

The first theme of thematic analysis of Out of School Children's Parents was "Cultural Factors". The common sub themes that come after coding process of thematic analysis by labeling data were "Area environment", "Female Problems" and "Literacy". These sub themes showed similarities that different parents associate with "Cultural Factors".

The first sub theme generated by coding of data was "Area environment". Area environment makes culture of any area and reflects the way of living of people. This sub theme was originated from some common repeated patterns such as "Send mentally retarded children to school", Sexual Harassment", "Children of my caste" and "no labour work in our village" of parents' interviews. As participants reported that:
OCP 5:

*"There was no labour work in our village, so we can't adjust in that miserable condition of poverty".*

OCP 103:

*"People of my caste and area send mentally or physically retarded children to school, but some of them harass our children sexually. So my relatives don't like to send their girls to school".*

Many times females are the deprived persons of a society. The behavior towards girls is the reflection of the mindset of a society. So the next sub theme of this theme "Cultural Factors" was "Female Problems". Female problems had been explored by labeling common codes such as; " Different attitude towards boys and girls", "Early marriage of girls", "Girls of my family don't go to school", "Give preference to boys", "Negative attitude towards girls' education", and " Can't send my daughters due to long distance" in interviews. Interviewees reported it as:

OCP 18:

*"People of my area don't send their mentally or physically retarded children to school but send their girls to school".*

OCP 48:

*"People of my caste and area send mentally or physically retarded children to school, but some of them harass our children sexually. So my relatives don't like to send their girls to school".*

The next common sub theme identified from coding process was "Literacy". Knowledgeable society becomes helpful in increase of literacy while ignorant society produces illiterates. Illiterates don't know the importance of education. They live in a dark hole of ignorance. Interviews of out of school parents reflected it as:

OCP 91:

*"We are twelve family members. Now all of my ten children are not going to school".*

OCP 31:

*"None of my children go to school. I had not studied".*

OCP 30:

> *"I never saw any school. My children had not educational accessories. I can't afford all the educational expenses of my all children".*

There are different demographic factors responsible for being out of school. Parents' point of views were same as Out of School Children said that family size, distance and living area status can directly or indirectly affect education.

These sub themes had some codes that had been identified from interviews of out of school children's parents by labelling of data. These were "Large family", "Busy in earning", Disaster area", "Green area", "Poor area", "Our area is not prosperous", "Daily long travels", and "School is situated in neighbouring village".

In our country only one family member works and the other family members eat in many large families. This member can't be able to fulfil all the needs of family. Education is not the first priority, first priority is survival. As, the interviewees reported that:

OCP 77:

> *"We are thirteen; husband and wife with ten children and my mother. I am a labourer and works on daily wages. I earn four to five thousand per month. Now one of my children goes to school as we can't afford their studies".*

OCP 84:

> *"We are fifteen; husband and wife with twelve children and my father. I make bricks on a brick furnace. I earn five to six thousand per month. Not a single child of my family goes to school as we can't afford education of all. I am a poor, my father was a poor and my children will be poor. Due to high inflation rates I can't afford the educational expenditures of my children".*

The next sub theme was "Distance". This sub theme emerged from interviews of out of school children's parents. Parents don't like to send their children to school when school is far away especially girls. Participant narrated it as:

OCP 96:

> *"I never saw any school. A school is situated in the neighbouring village. It requires daily long travelling. I can't send my daughters to school".*

OCP 88:

> *"Not a single child of my family goes to school as we can't afford education of all and school's travelling required two hours".*

The next demographical sub theme was "Living Area's Status". It affected the way of living, earning of out of school children's parents people of their area. As participants described that:

OCP 51:

> *"We are living in a disaster area. People of my area want food not education".*

OCP 30:

> *"People of our area are not prosperous. Many of them are poor, but who have money sent their children to school".*

The "Psychological Factors" theme emerged from the thematic analysis of out of school children's parents interviews had five sub themes that were identified by labeling the common patterns in interviews. These sub themes were "Adjustment Problems", "Future Dream", "Parents and Children's Relationship", and "Personal Problems". According to the parents point of views these problems become the main causes for being out of school.

According to out of school children's parents the sub theme "Adjustment Problems" can be originated from psychological upset of mind. Many times people are not adjusted in society due to attitude problems. And it becomes a chain of poor. Due to adjustment problems in families, family members divide their house chores to avoid any fight. Interviewees described it as:

OCP 5:

> *"There was no labour work in our village, so we can't adjust in that miserable condition of poverty".*

OCP 15:

> *"A labourer whose income is five to six thousand per month, can't able to send his children to school. I did not go to school and my children also do not go to school. It is a chain for poorer".*

The next sub theme was "Future dream" in this theme "Psychological Factors". Everyone has its own dreams, according to its own thinking, interest and ideas. Dreams require a consistent hard work. To see dream is the right of every person. Parents of out of school children said about the dreams of their love ones as they want to become "Successful person", "Doctor", "Can't see dreams", "Police officer", "Think about their future to become something", "Teacher", "To get jobs", "said nothing about their future", "Dream is nothing", "No dream", "Lawyer", Wish to give education to my ward" and "To get education". Parents identified this sub theme as:

OCP 1:

> *"I want education for my children. We are poor; my children have no dreams about their future. If they study, may be they become a lawyer. But, how it can be possible for poorer"?*

OCP 6:

> *"You also note that it is my great wish to give education to my ward. If we are not poor, my children go to school too".*

The next or third sub theme emerged after coding the common similarities in interviews of out of school children's parents was "Parents and Children's Relationship". Good relations support and motivate children to work hard for their future otherwise they were disheartened. This sub theme emerged from "Helped in house chores", "Did not contribute in family earning", and "No time to pick and drop our children". Parents indicated that:

OCP 18:

> *"They have not any one to drop them into the school. My children don't help us in our earning".*

OCP 44:

*"And have no time to pick and drop our children to school. They did not contribute in family earning as they are young, but they helped in house chores".*

The fourth sub theme generated from the common similarities was "Personal Problems". Interviewees described different personal problems of their children. These problems step forward in the way to their children's education. The most common codes extracted from the interviews of out of school children's parents were "like to study in mother tongue", "I left my school", "Puberty", " stay busy in household works", and " Quarrel". As interviewees narrated it:

OCP 54:

*"Our children contribute in family earning and stay busy in household works".*

OCP 58:

*"Poverty engulfs us. I quarrel with my wife on small matters".*

OCP 59:

*"If my children have a chance to get the education they want to get it in their mother tongue".*

The fourth theme of thematic analysis of out of school children's parents was "Socio Economic Factors". The common sub themes that come after coding process of thematic analysis by NVivo 11 plus were "Poverty", "Occupation", "Unemployment", "Family Problems", and "Help in Family". These sub themes were same as out of school children's sub themes for socioeconomic factors.

The first common sub theme of "Socio Economic Factors" theme generated from the similarities of interviews of out of school children's parents was "Family Problems". Family problem many times become the main cause of illiteracy. Parents told that "My husband is not with us", "My wife died", and "worried about food mot marriage" were some of family problems that can become the reasons of their children for being out of school. Interviewees narrated it as:

OCP 93:

*"My husband is not with us. I am a teacher in a private school. My monthly income is 9000-10000. My all children are not going to school".*

OCP 90:

*"There are five people in my family and I have three children. I work as a peon in a school. My husband died. My monthly income is 9000-10000. Only one of my children goes to school. I can't compete against the inflation rate. I didn't study also".*

The second important sub theme of "Socio Economic Factors" theme was "Poverty". Poverty is the main reason for out of school children. "Work on daily wages", "no fee, stationary, uniform, shoes, and transport", "earn your to five thousand", "can't afford their studies", "no money for school expenditures", "we are poor", "can't be able to buy books and copies", "where we find there we eat", "cannot be possible for poor", "living hand to mouth", "had not those educational accessories". Poverty engulfs us", and "can't afford the education of all children, reflected a poverty of a family. Parents described it in their own words as:

OCP 70:

> *"Eight people are in my home. I have six children. They are not going to school except one. We are making mud toys and after very hard work of all family, we earn three to four thousand. I never saw a school. My children always liked to go to school. My children have not fee, books and copies, uniform and shoes, and have not any source of transport to go to school. They helped me in my work".*

OCP 67:

> *"I have no money for their transport, uniforms, shoes, books, copies and fee. My children always like to go to school. We are living hand to mouth. We can't afford transport for school. My children help us in earning and household works. We are poor and moving place to place for earning".*

Next common sub theme was "Unemployment" which is again a great hurdle in the way of getting an education. Unemployment causes many socioeconomic and psychological problems. Now a day without money there is no survival or life. It decreases the income of family and family is forced to work on daily wages and people move from place to place for earning. Parents told about this sub theme as:

OCP 9:

> *"I am working on daily wages and after very hard work I get five to six thousand. I never saw any school. My children had not educational accessories. I can't afford all the educational expenses of my all children".*

OCP 22:

> *"I am a housewife and my husband works on daily wages. We earn four to five thousand per month. Now one of my children goes to school as we can't afford their studies".*

The fourth common sub theme was "Occupation". An occupation has an indirect effect on children's education. In our country some occupations have low levels of earnings or income. So, the people of those occupations can't afford the education of their children. In interviews, parents relate their occupation to the education of their children in such a way:

OCP 46:

> *"I am a labourer. My monthly income is 4000-5000. None of my children go to school. I didn't study too".*

OCP 92:

> *"I am making bricks and after very hard work of all family, we earn three to four thousand. I never saw a school. My children always liked to go to school. My children have not fee, books and copies, uniform and shoes, and have not any source of transport to go to school".*

The last sub theme of theme "Socio Economic Factors" was "Help in Family". This theme emerged from the common codes such as "children help us in earning", "help in house chores", and "they work for money" in interviews. Participants indicated it as:

OCP 68:

> *"Our children contribute in family earning and stay busy in household works".*

OCP 38:

*"My children always like to go to school. They helped me in my work".*

The fifth and last theme of thematic analysis of Out of School Children's Parents was "Policy Barriers". The common sub themes that come after coding process of thematic analysis by NVivo 11 plus were "Organizational", and "Structural",. Organizational barriers originated before the implementation of policies while structural barriers originated after the implementation of policies. The questions relate to policy barriers were asked only from parents as children don't know about the policies.

"Organizational" and "Structural" were the main policy barriers. These sub themes had some codes that had been extracted from interviews of out of school children's parents. These were "Govt. tells free and compulsory education for all", "to increase the literacy rate of country", "some people wrote our problems on pages", the relationship between formulation and implementation of policy" and "Government wrote thousands of pages for free and compulsory education for all" were the main policy barriers related to organizational barriers and the codes of "Structural" sub theme that had been extracted from interviews of out of school children's parents were "Govt. Do nothing", "Poor becomes poorer day by day", "I want resources", "Give equal rights to rich and poor", "Govt. Failed to fulfil their dreams", and "writes big ideas, but implements nothing". As, the interviewees reported that:

OCP 16:

*"I think this is due to unawareness of government; it writes big ideas but implements nothing. It tells free and compulsory education for all but does nothing for poor. It does not give equal rights to rich and poor. We have little money; by it, we only eat not study. We know about the importance of education. One day some people wrote our problems on pages, but did nothing for us. You also note that it is my great wish to give education to my ward".*

OCP 28:

*"I think there is no relation between formulation and implementation of policy; it is only a written statement. I know that it is my children's right that government should provide free and compulsory education to them. But, government is not promoting social justice for our children. I want to admit my children to school, but my conditions are not affordable. Not any single government personnel asked us about our child's education. I want fee and money for my children's future education"..*

## Discussion

The available literature of different countries on out of school children studies focuses predominantly on quantitative characteristics (UNICEF, 2012; 2012a; 2012b; 2012c; 2012d; 2013; 2013a; 2013b; 2014; 2015b; 2018) while, this study focuses on qualitative characteristics.

The thematic analysis of the parents' interviews highlighted some reasons for being out of school. These reasons are their low income as they work on daily wages, child's likeness or dislike ness towards education and school, they can't afford a proper uniform, their least attractive jobs, teacher's behavior toward their children, they want to send their girls to school but can't afford, types of works they and their children do, their house rent, electricity bill, etc. Parents discussed that they want to send their girls to school but due to the fear of sexual harassment and bad happening with girls, they don't do this. They said that current time and situations are not good for girls. One of them said that we are threatened by a landlord about our girl's kidnapping that why we don't send our girls to school. Khatoon et al (2016) revealed the most underlying factors for Out of School Children belonging to marginalized communities.

Parents also told that they are labourers and making bricks so, it becomes too much difficult to pay house rent, bills and provide food for their children.

According to the parents' point of view quality of government school is not good. So, they like to send their children to street private schools. They also want a free lunch in schools. They are poor and poverty is reflected in their words as they have only one-time food or less food, they make bricks on a furnace. Their children like to get an education, but they can't afford stationary, copies, scarf and shoes. They have no vehicle and other resources for their girls. They are so poor that it becomes too difficult to change their position. One mother said that they eat bread with red chilies and salt, then how it can be possible for them to send their children to school. They said the poor becomes poorer day by day. The whole family works for food and living. Their work, their children work, their wife work, and their daughter work and after that, they can only buy food. They are illiterate and poor people so can't buy neat and proper uniforms for children. Their children always wish to get a good education. They think that literates speak thoroughly, know about their selves, get good jobs, become bold and confident. So, according to them, education is important for human beings. UNESCO (2015) examined the obstacles of out-of-school children and adolescents and identified practical, financial, and social barriers. There are practical barriers, such as the distance to the nearest school and school infrastructure; financial barriers, such as school fees and the opportunity cost of schooling (particularly the need for them to contribute to household incomes); and social barriers, such as discrimination against girls and children with disabilities.

Some children are being out of school due to the fear of studies. They and their parents don't know the importance of education. In our country now education is free, but parents are unaware of this. In order to provide education to children does not mean sending them to school, but to send them with all accessories to school. So, it becomes difficult for the poor whose actual focus is on their survival, not to provide education to their children. Now a day, education becomes expensive and people who are underprivileged and unemployed can't afford educational expenses. Out of school children reflected many problems that limit their access to education (Nazir et al, 2019; Yousaf, 2019; and Yousaf et al, 2021).

## Conclusion

Problems of out of school children are significant in developing countries. These problems relate to individuals, home, and society. In the scenario of this study, the researcher explored a long list of factors in the forms of sub themes and themes which are responsible to be out of school, but poverty is the main cause that hinders the education of children. Most people don't know the importance of education. They think that education is only the source of employment, but actually, education is not the guarantee of employment. Education enhances the personal capabilities and awareness about oneself. This study also found that the uninterested attitude of parents towards their children's education and parents' ignorance are the reasons for being out of school. Parents are busy in their earnings and think that who will do the house chores in the absence of their children; especially those families where the number of siblings is greater, their education of girls is affected.

At the macro level, child's education is the responsibility of the state and the government of Pakistan is taking new steps for the enhancement of literacy, e.g. no fee and availability of books at the secondary level, but at the micro-level, it is the responsibility of parents to educate their children, and researcher found that out of school children's parents don't opt this responsibility. Distance to school in rural and urban areas becomes another problem for illiterate parents; they don't like to take this responsibility on their shoulders to drop daily their children to school. The researcher found that most of out of school children are involved in income-generating activities. They think that they earn a lot, but school-going children earn nothing and feel strong to help their families. Another dilemma which the researcher observed during the interviews' conduction was that the poor who take a step to enroll their children into schools; they prefer private schools instead of government schools. They think that the education of private schools is better than government school, but most of these parents are illiterates and can't be able to help their children in

studies. These parents start tuition for their children and one day they can't be able to afford the educational expenses of their children and the result is that their children leave their studies. The low academic achievement is another cause of dropout and children leave their studies as they feel shame in school due to their peer's attitude. After studying 5 to 7 years they can't be able to get a reasonable job and the result will be unemployment.

All the problems which were discussed in this study were interlinked with each other. Culture and policy barriers are the cause of socioeconomic problems and psychological problems emerged from these all. The same is the improvement in one type of problem that may lead to an improvement in the interlinked problem. We have to resolve these problems; otherwise, these raise the illiteracy and ignorance in the society.

There are many studies on the problems of out of school children, but the current study focuses on the five dimensions of exclusion. A long list of reasons for out of school generated in the form of sub themes and themes and interviews of a large sample (103 parents) for data collection from the interviews are increasing the credibility of this research.

Mason (2010) suggested that 20 to 30 interviews are sufficient for thematic analysis as after that saturation of themes would be started it means no new themes generate from data. This research documents the voices of illiterate, ignorant, and unaware people who can't be able to interpret their perceptions, so to enhance the trustworthiness and quality of this research, the researcher had conducted the interviews of large samples as multiple cases. The sample of this study was representative of all out of school children's parents, but there was less participation of female interviewees in this study.

The main objective of this study was to document the voices of out of school children's parents. Data explored and explained the voices of parents extensively. Moreover, it has been found that most of the problems for being out of school identified by parents are explained in different manners. The other objective of this study was to find out the socioeconomic factors which are responsible for keeping children out of schools, especially girls, policy barriers limiting the access to primary education for all as a result of poor legislation, cultural factors that affect the psyche of out of school children and their parents, and the demographic factors which reduce the access to education.

This research argued that being out of school can rarely be put down to one factor, but it is influenced by several relating factors. So, being out of school is a product rather than an individual tale. As each tale is different, the thematic analysis in this study would explore how these tales are different. The result of this study would provide insight, how some children are being out of school, while others are going to school.

## Future Recommendations

1. One of the strengths of this investigation was that questions were indigenous and were related to the problems of out of school children but if the sample was selected throughout the country; validity and reliability of study may be improved.

2. Administration of the observational and case studies in all five dimensions of Out of School Children find out more case specific solution of all strategic plans used to decrease the number of the out of school children.

3. The process and the product evaluation of interventions that have been already run in the country in diminishing the number of Out of School Children can be administered with the help of long term experimental design.

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