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Exploring Teachers' Concerns: Student Enrollment and Absenteeism in Primary Schools of Punjab Province

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Abstract

The present study investigates teachers' concerns regarding student enrollment and absenteeism at the primary level in Punjab Province. The primary objectives are to identify teachers' fears and anxieties related to student enrollment and absenteeism in primary schools. The study population comprises all primary teachers in the districts of Gujranwala and Hafizabad, with a sample of 250 teachers selected from these regions. Data collection was conducted through self-administered questionnaires, and analysis was performed using statistical techniques such as mean and standard deviation. The findings reveal that child labor and poverty are significant obstacles to student enrollment in primary schools. Additionally, factors such as strict teacher behavior, geographical distance from schools, and low parental education levels contribute to both enrollment challenges and student absenteeism. These issues hinder students' consistent participation in the education system. Based on the study's conclusions, it is recommended that teachers implement innovative strategies to address attendance issues, thereby enhancing class participation rates. Creative teaching techniques should be explored to engage students and foster a more conducive learning environment. Furthermore, providing regular guidance and counseling services to parents can support children's academic success and future development. Addressing these concerns through targeted interventions can help primary schools improve enrollment rates and reduce absenteeism. A more inclusive and supportive educational environment will not only benefit students but also strengthen the overall quality of primary education in Punjab Province, ensuring better educational outcomes and long-term academic success for children.

Keywords: Student enrollment, Absenteeism, Primary schools, Teachers' concerns

1. INTRODUCTION

Indeed, primary education plays a pivotal role in the educational system of Pakistan. However, it is widely recognized that Pakistan faces significant challenges in ensuring universal access to quality primary education. Since its inception, the country has grappled with issues of educational neglect, resulting in alarmingly low school enrollment rates. The historical neglect of education in Pakistan can be attributed to various factors, including inadequate government investment in the education sector, socio-economic disparities, cultural barriers, and regional disparities in educational infrastructure and resources. These factors have collectively contributed to the perpetuation of a cycle of low enrollment and poor educational outcomes, particularly at the primary level. Despite efforts by successive governments and various stakeholders to address these challenges, significant gaps persist in ensuring access to quality primary education for all children in Pakistan. Barriers such as poverty, gender inequality, lack of awareness about the importance of education, and insufficient infrastructure continue to hinder efforts to improve school enrollment rates and enhance the quality of primary education across the country. Addressing the systemic issues that contribute to low school enrollment requires a comprehensive approach that involves targeted interventions to address socio-economic disparities, improve educational infrastructure, enhance teacher training and support, promote community engagement, and prioritize the provision of quality education in underserved areas. Furthermore, there is a need for sustained political commitment, increased investment in education, and effective governance to drive meaningful change in the Pakistani education system. By prioritizing primary education and

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JOURNAL OF POLICY OPTIONS

1(3), 121-130

implementing evidence-based policies and programs, Pakistan can work towards overcoming historical neglect and ensuring that all children have access to quality primary education, laying the foundation for their future success and the socio-economic development of the nation.

Absenteeism, characterized by persistent and unexplained absence from school, poses a significant challenge to the dynamic teaching-learning process. In countries like Pakistan, which are categorized as third world nations, absenteeism among school-going children has become increasingly prevalent. This trend is concerning as it disrupts the continuity of education and hampers students' academic progress and overall development. Various factors contribute to absenteeism among different age groups, reflecting the complex nature of the issue. Among younger children, factors such as illness, lack of parental supervision, and family responsibilities can lead to absenteeism. In contrast, older students may be influenced by peer pressure, disengagement from academics, or socioeconomic factors such as the need to work to support their families. In addition to individual-level factors, broader societal and systemic issues also play a role in exacerbating absenteeism. Inadequate school infrastructure, including limited access to clean water and sanitation facilities, can contribute to health-related absenteeism. Furthermore, socio-economic disparities, including poverty and lack of access to transportation, may prevent students from attending school regularly. Addressing absenteeism requires a multi-faceted approach that considers both individual and systemic factors (Azhar & Saboor, 2018). Schools and communities must work together to identify and address the root causes of absenteeism, providing support and resources to students and families in need. This may involve implementing attendance monitoring systems, providing incentives for regular attendance, and offering support services such as counseling and health interventions. Furthermore, efforts to improve school infrastructure and enhance access to education are essential to reducing absenteeism in the long term (Afzal, 2018). By addressing the underlying causes of absenteeism and creating a supportive learning environment, Pakistan can work towards ensuring that all children have the opportunity to attend school regularly and receive a quality education, regardless of their socio-economic background or circumstances.

Undoubtedly, primary education is universally recognized as a fundamental right for every citizen, including those in Pakistan. However, despite this acknowledgment, numerous factors contribute to low enrollment rates in primary schools across the country. Among these factors, poverty emerges as a prominent issue, which has been extensively studied in various research endeavors. Poverty exerts a profound influence on educational access and attainment, particularly in developing countries like Pakistan. Families grappling with poverty often face insurmountable barriers to sending their children to school, including the inability to afford basic necessities such as school fees, uniforms, and textbooks (Khan & Ali, 2018). Additionally, economic hardship may compel children to engage in income-generating activities or household chores, further limiting their ability to attend school regularly. The dire state of literacy in Pakistan, with a national literacy rate hovering around 50 percent, exacerbates the challenges associated with low enrollment. Illiteracy not only perpetuates the cycle of poverty but also contributes to a lack of awareness about the importance of education, leading to apathy towards school attendance among certain segments of the population. In such circumstances, absenteeism has become increasingly prevalent, representing a significant impediment to the effective delivery of education. Factors such as illness, inadequate school infrastructure, and socio-economic pressures contribute to absenteeism, further hindering efforts to improve educational outcomes and break the cycle of poverty. Addressing the root causes of low enrollment and absenteeism requires a concerted effort from policymakers, educators, and communities alike. Strategies aimed at alleviating poverty, such as targeted social welfare programs and economic empowerment initiatives, can help remove financial barriers to education. Additionally, investments in educational infrastructure, teacher training, and outreach programs are essential to promote school attendance and improve learning outcomes. By recognizing the

JOURNAL OF POLICY OPTIONS

1(3), 121-130

interplay between poverty, literacy, and absenteeism, Pakistan can implement holistic approaches to expand access to quality primary education, laying the foundation for individual prosperity and national development. Only through collaborative and sustained efforts can the country overcome these challenges and ensure that every child has the opportunity to fulfill their educational potential.

2. LITERATURE REVIEW

Ahmad (2012) underscores the pervasive issue of child labor as a significant contributor to low enrollment rates, particularly at the primary level, in Pakistan. The influence of illiterate and poorly educated parents on their children's work choices from an early age compounds the challenge of enrollment in primary schools. Many families, driven by economic necessity, prioritize child labor over education, compelling children to work in hotels, workshops, or agricultural fields to contribute to household income. The provision of free textbooks emerges as a notable initiative that can positively impact enrollment rates by alleviating some financial burdens for families. However, despite such efforts, child labor remains prevalent, particularly among impoverished families with multiple children. In agrarian communities, parents often rely on their children to assist with agricultural tasks, such as harvesting crops, to meet their basic food needs. This reliance on child labor not only disrupts children's education but also perpetuates a cycle of poverty and limited opportunities for socio-economic advancement. The absence of basic school supplies, such as stationary, further underscores the financial strain experienced by many families, exacerbating the challenges associated with enrollment and attendance at the primary level. Overall, the pervasive poverty prevalent across the country serves as a significant barrier to educational access and attainment, perpetuating a cycle of low enrollment and absenteeism among school-aged children. Addressing the root causes of poverty and implementing targeted interventions to support vulnerable families are essential steps towards improving enrollment rates and fostering a conducive learning environment for all children in Pakistan.

Baluch & Shahid (2008) highlight the multifaceted influence of household dynamics on primary school enrollment in their research. Factors such as family size, housing ownership issues, high education-related expenses, literacy rates, and dependency ratios all play a crucial role in shaping enrollment patterns at the primary level. The cumulative effect of these factors underscores the complex interplay between socio-economic circumstances and educational access in Pakistan. Large family sizes often strain household resources, making it challenging for parents to prioritize education amidst competing demands. Moreover, issues related to housing ownership can exacerbate financial instability, further limiting families' ability to invest in their children's education. The significant financial burden associated with education, including expenses such as school fees, uniforms, and textbooks, presents a formidable barrier for many families, particularly those with limited financial means. This financial strain is compounded by low literacy rates and high dependency ratios, which may limit parents' awareness of the importance of education and their ability to support their children's educational aspirations. In light of these challenges, it is imperative to recognize the critical role of economic support in promoting primary education among impoverished families. Providing targeted assistance to families who rely on their children, particularly those of school-going age, can help alleviate financial barriers and facilitate increased enrollment in primary schools. By addressing the economic challenges faced by vulnerable households, policymakers can create a more conducive environment for educational access and attainment, thereby empowering children to realize their full potential and break the cycle of intergenerational poverty.

In their research, Khan and Yasmeen (2010) delve into the impact of educational devolution on school enrollment, particularly in rural areas and districts with low literacy rates in Punjab, Pakistan. They shed light on the correlation between educational devolution and school enrollment, emphasizing the

JOURNAL OF POLICY OPTIONS

1(3), 121-130

significance of this relationship, especially in underserved regions. One of the key observations made by the researchers is the potential link between high dropout rates and prolonged absenteeism among primary school students. They suggest that extended periods of absenteeism may serve as a contributing factor to low enrollment rates, as students who are frequently absent from school may become disengaged from the education system, ultimately leading to dropout. According to Khan and Yasmeen, the implementation of educational devolution initiatives holds promise in addressing issues related to absenteeism and enrollment, particularly in rural and low-literacy districts. Educational devolution, which involves the decentralization of decision-making authority and resources to local governments or community stakeholders, can lead to more effective management and oversight of schools at the grassroots level. The researchers argue that by empowering local communities to take ownership of education and allocate resources according to local needs, educational devolution can facilitate better monitoring and control of absenteeism among students. Additionally, they posit that devolution can create a more conducive environment for enrollment by fostering community involvement and accountability in education governance. In essence, Khan and Yasmeen advocate for the universalization of primary education through the positive impact of educational devolution. They contend that by leveraging the principles of devolution, policymakers can address challenges related to absenteeism, improve enrollment rates, and ultimately enhance the quality and accessibility of primary education, particularly in marginalized and rural communities.

Cook & Ezenne (2010) provide valuable insights into the complex issue of student absenteeism at the primary level, particularly in rural areas. They argue that absenteeism stems from a multitude of factors, including personal, educational, and community influences, highlighting the need for a comprehensive understanding of the underlying causes. The researchers emphasize that while family dynamics play a significant role in shaping student attendance patterns, the root causes of absenteeism extend beyond the household to encompass factors within schools, communities, and the students themselves. This holistic perspective underscores the interconnected nature of the various determinants of absenteeism, necessitating a multifaceted approach to address the issue effectively. Personal motivation emerges as a critical factor in mitigating absenteeism among primary-level students. Students who are intrinsically motivated and have a strong sense of purpose towards education are more likely to attend school regularly. Conversely, students who lack motivation or perceive education as irrelevant may be prone to absenteeism. Teachers also play a pivotal role in influencing student attendance through their motivation and engagement strategies. A supportive and motivating teaching environment can inspire students to prioritize their education and attend school consistently. However, the researchers acknowledge that fostering student motivation and combating absenteeism is a challenging task for both teachers and students alike, requiring concerted efforts and targeted interventions.

Mobin, Shakoor, Habib & Qureshi (2012) shed light on the widespread issue of absenteeism in primary schools, emphasizing its significant impact on dropout rates. They highlight poverty as a primary driver of absenteeism in Pakistan, underscoring the socio-economic factors that contribute to students' inability to regularly attend school. Machingambi & Wadesango (2011) conducted a study to delve deeper into the reasons behind absenteeism in primary schools. Their findings reveal several contributing factors, including lack of interest in subjects, poor teaching quality, unfavorable learning environments, and excessive socialization among students. These studies collectively highlight the multifaceted nature of student absenteeism, with underlying causes ranging from socio-economic challenges to educational and environmental factors. Addressing absenteeism requires a comprehensive approach that addresses the root causes identified in these studies, including poverty alleviation initiatives, improvements in teaching quality and learning environments, and strategies to foster student engagement and motivation. By understanding the complex interplay of factors contributing to absenteeism, policymakers, educators,

JOURNAL OF POLICY OPTIONS

1(3), 121-130

and stakeholders can develop targeted interventions to promote regular school attendance and reduce dropout rates, ultimately ensuring that all children have access to quality education and the opportunity to fulfill their academic potential.

Bashir et al. (2011) advocate for governmental interventions aimed at improving enrollment rates in Pakistan, particularly at the primary level. They propose a twofold approach, emphasizing the importance of both reducing consumer prices for essential goods such as food items and increasing government expenditure on education and health. Lowering prices for consumer goods can alleviate financial burdens on families, making it more feasible for them to invest in their children's education. By reducing household expenses, families may have additional resources available to cover educational costs such as school fees, uniforms, and transportation, thereby facilitating higher enrollment rates. Simultaneously, Bashir et al. highlight the critical role of government investment in education and health sectors. Increased expenditure in these areas can improve access to quality education and healthcare services, addressing barriers to enrollment such as inadequate infrastructure, insufficient resources, and poor health outcomes that may impede students' ability to attend school regularly. The researchers assert that while enrollment at higher education levels may yield revenue for institutions, investment in primary education is essential for the long-term prosperity and development of the nation. Primary education serves as a foundational investment in human capital, equipping individuals with the skills and knowledge necessary for future success and contributing to economic growth and stability. Moreover, they emphasize that institutions play a vital role in driving positive feedback loops within the economy. A well-educated workforce not only enhances productivity and innovation but also stimulates economic growth, leading to the creation of new jobs and opportunities for skilled labor.

In a separate study, Nazir (2012) highlights the potential for enhancing student enrollment by addressing factors beyond traditional educational interventions. Nazir suggests that providing job opportunities to individuals who have completed their degrees can serve as an incentive for students to pursue higher education. By demonstrating the tangible benefits of education in terms of improved employment prospects, individuals may be more inclined to enroll in educational programs. Furthermore, Nazir emphasizes the importance of improving facilities in educational institutions, such as polytechnic institutes in Pakistan. Enhancing the quality of infrastructure and resources in these institutions can attract students by providing a conducive learning environment and offering relevant skills training that aligns with market demands. Additionally, Nazir underscores the role of the government and education stakeholders in increasing enrollment at the primary level. By ensuring that basic facilities such as transportation, healthcare, and sanitation are readily available to young children, policymakers can remove barriers to education and create a supportive ecosystem for learning. Providing these essential services directly to communities can encourage parents to prioritize their children's education and facilitate regular school attendance.

3. PROCEDURE FOR ANALYSIS

The present study was conducted as a descriptive survey research aimed at exploring the concerns and apprehensions of primary school teachers regarding student enrollment and absenteeism at the primary level. The study targeted primary school teachers in Districts Gujranwala, and Hafizabad in Pakistan. To gather comprehensive insights, data was collected from a sample of 250 primary teachers, utilizing a combination of questionnaire surveys and open-ended interviews. To ensure the validity of the questionnaire, a rigorous process was undertaken. Initially, a set of questionnaire items was developed, which were then pilot-tested on a small sample of 30 primary teachers. Feedback from the pilot test was used to refine and finalize the questionnaire, resulting in a set of 15 items that accurately captured the teachers' perceptions and concerns regarding enrollment and absenteeism. Data collection took place

JOURNAL OF POLICY OPTIONS

1(3), 121-130

during the months of May and June in 2014. Questionnaires were distributed to primary teachers, accompanied by simultaneous open-ended interviews to allow for deeper exploration of the issues at hand. The open-ended questions focused on eliciting qualitative insights into the factors influencing student enrollment and absenteeism. Upon completion of data collection, the researchers utilized the Statistical Package for the Social Sciences (SPSS) version 17 to analyze the collected data. Mean scores and standard deviations were employed as statistical measures to analyze and interpret the data, providing quantitative insights into the distribution and variation of responses among primary teachers. The study employed a systematic and comprehensive approach to investigate the apprehensions of primary school teachers regarding student enrollment and absenteeism, leveraging both quantitative and qualitative methods to gain a holistic understanding of the underlying issues. By shedding light on these concerns, the study aimed to inform policy and interventions aimed at improving primary education outcomes in Pakistan.

4. RESULTS

Table 1 presents the descriptive statistics on perceived hurdles in the process of student enrollment, with mean scores indicating the level of agreement among respondents and standard deviations reflecting the variability in responses. The scale likely ranges from 1 (strongly disagree) to 5 (strongly agree), with higher means indicating stronger consensus on the hurdle's impact.

The highest-rated hurdle is “Child labor and poverty significantly hinder the enrollment process” (mean = 4.81, SD = 1.19). This reflects strong agreement that economic factors are the most critical barriers to educational access. These findings are consistent with global literature, which identifies poverty and child labor as major determinants of low enrollment, particularly in developing regions where children are often required to contribute to household income (UNESCO, 2020; Ray, 2000).

The statement “A single-teacher school limits the effectiveness of enrollment campaigns” also receives a high level of agreement (mean = 4.50, SD = 1.01), emphasizing concerns over school capacity and instructional quality. Limited teaching staff not only affect education delivery but also deter parents from enrolling their children due to concerns about individual attention and learning outcomes (Lewin & Sabates, 2012).

Table 1: Hurdles in the process of Enrolment

No.	Statement	Mean	SD
1	Long distance to school presents a barrier to student enrollment.	3.35	1.04
2	Child labor and poverty significantly hinder the enrollment process.	4.81	1.19
3	Low literacy rates in the community add to enrollment challenges.	3.04	1.29
4	A single-teacher school limits the effectiveness of enrollment campaigns.	4.50	1.01
5	Inadequate school facilities discourage both students and their parents.	3.22	1.41

Long distance to school (mean = 3.35, SD = 1.04) and inadequate school facilities (mean = 3.22, SD = 1.41) are both rated moderately, showing that physical access and infrastructure still play a role, although they are not perceived as severely as economic or staffing issues. These are in line with findings from Filmer (2007), who emphasizes that geographic and structural barriers reduce enrollment rates, particularly for girls and children in rural areas.

The lowest-rated hurdle is “Low literacy rates in the community” (mean = 3.04, SD = 1.29). While still seen as a barrier, this score suggests a relatively lower perceived impact compared to other factors. This

JOURNAL OF POLICY OPTIONS

1(3), 121-130

may indicate that while community illiteracy influences long-term educational aspirations, immediate economic and structural issues take precedence in decisions about enrollment (Colclough et al., 2003).

Overall, the data suggest that economic constraints, teacher availability, and school resources are the most critical issues affecting enrollment, more so than geographic or social factors. Addressing these challenges requires integrated policy efforts such as poverty alleviation, investment in school infrastructure, and recruitment of qualified teachers to boost enrollment and retention rates.

Table 2 summarizes the concerns of primary teachers regarding low student enrollment, capturing their perceptions of how enrollment rates affect their professional stability and working conditions. The mean scores reflect the level of agreement with each statement, and standard deviations (SD) indicate the degree of variation in responses among the participants.

The statement with the highest agreement is “Low student enrollment results in teacher rationalization, causing challenges for them” (mean = 4.23, SD = 1.01). This indicates that teachers strongly perceive rationalization—often involving consolidation or redistribution of teaching staff—as a major consequence of low enrollment. Rationalization can lead to job insecurity, increased workloads, and disruptions to professional routines, which are known to negatively impact teacher morale and effectiveness (Mulkeen, 2010).

The concern that “Teachers may face transfers because of insufficient student enrollment” also scores high (mean = 3.89, SD = 1.08), suggesting that involuntary transfers are a common fear among teachers in low-enrollment areas. Frequent or forced transfers are often cited in the literature as contributing to teacher dissatisfaction and weakened teacher-student continuity, especially in rural or underserved schools (Bennell & Akyeampong, 2007).

The statement “Penalties are imposed on teachers when student enrollment drops” has a moderate agreement level (mean = 3.42, SD = 1.25). This implies that accountability pressures tied to enrollment targets may result in punitive measures, whether formal or informal. Such practices, although intended to encourage outreach, can be demotivating and perceived as unfair when factors like poverty or migration are beyond the teacher’s control (UNESCO, 2015).

Interestingly, the lowest mean is found for the statement “Salary increments for teachers are halted when enrollment is low” (mean = 2.18, SD = 1.32), indicating relatively lower agreement. This suggests that while teachers acknowledge other professional risks linked to enrollment, they do not commonly associate low enrollment with direct salary repercussions, or such policies may not be widespread. However, the high standard deviation (1.32) indicates differing experiences or understanding across respondents, possibly based on district-specific policies.

In summary, the results reflect that teachers are primarily concerned with job stability, transfers, and professional accountability as consequences of low enrollment. These findings highlight the importance of supportive teacher management policies that recognize the broader socioeconomic factors influencing student enrollment and avoid penalizing educators for circumstances beyond their control.

Table 2: Concerns of Primary Teachers Regarding Low Enrolment

No.	Statement	Mean	SD
1	Low student enrollment results in teacher rationalization, causing challenges for them.	4.23	1.01
2	Salary increments for teachers are halted when enrollment is low.	2.18	1.32
3	Teachers may face transfers because of insufficient student enrollment.	3.89	1.08
4	Penalties are imposed on teachers when student enrollment drops.	3.42	1.25

JOURNAL OF POLICY OPTIONS

1(3), 121-130

Table 3 highlights the factors contributing to student absenteeism as perceived by respondents, with mean scores indicating agreement levels and standard deviations reflecting the variability in opinions.

The highest-rated factor is “Participation in local festivals and *Urs* events leads to students missing school” (mean = 4.13, SD = 1.05). This suggests that cultural and religious events are a major cause of irregular attendance, especially in communities where such gatherings are deeply rooted in tradition and involve entire families. This finding is consistent with previous studies indicating that social customs and religious observances can disrupt academic routines in rural and semi-urban areas (Ahmed, 2011).

The second-highest mean is for “Health-related issues significantly impact student attendance” (mean = 4.01, SD = 1.09), reflecting strong agreement that illness and lack of healthcare access remain critical barriers to consistent school attendance. Poor health and malnutrition are frequently cited as key drivers of absenteeism, particularly among children from low-income households (UNICEF, 2019).

Table 3: Factors Contributing to Student Absenteeism

No.	Statement	Mean	SD
1	The <i>Farogh-e-Taleem</i> fund contributes to student absenteeism.	3.38	1.23
2	Health-related issues significantly impact student attendance.	4.01	1.09
3	Absenteeism rises during crop harvesting seasons.	3.42	1.48
4	Participation in local festivals and <i>Urs</i> events leads to students missing school.	4.13	1.05
5	A teacher’s harsh behavior can drive students to be absent from school.	2.87	1.22

The statement “Absenteeism rises during crop harvesting seasons” (mean = 3.42, SD = 1.48) points to the economic demands on families, where children are often required to assist in agricultural labor. The high standard deviation indicates that while this trend is significant, it may not apply equally across all regions or respondents, depending on the local economy and the extent of family reliance on child labor (Ray, 2000).

“The *Farogh-e-Taleem* fund contributes to student absenteeism” (mean = 3.38, SD = 1.23) suggests a moderate agreement that the fund, possibly intended to support students, may inadvertently lead to misuse or over-reliance without enforcing attendance. Some families may prioritize collecting stipends over ensuring regular schooling, especially if monitoring is weak—a concern raised in several evaluations of conditional cash transfer programs (Fiszbein & Schady, 2009).

The lowest mean score (2.87) is associated with the statement “A teacher’s harsh behavior can drive students to be absent from school.” Although lower than the others, the score still indicates some level of agreement, highlighting that classroom environment and teacher attitude can influence attendance. This aligns with studies showing that negative teacher-student relationships can lead to disengagement, especially among younger or vulnerable students (UNESCO, 2015).

In summary, the data show that cultural participation, health issues, agricultural labor, and financial incentives significantly contribute to student absenteeism, with teacher behavior playing a smaller but non-negligible role. These findings call for multifaceted strategies, including calendar adjustments during festivals, school-based health services, community awareness, and teacher training to create a more inclusive and engaging learning environment.

5. CONCLUSION

The study provides valuable insights into the complex factors contributing to low enrollment and student absenteeism in primary schools. Key findings highlight the significant challenges faced by educators, students, and communities in promoting and maintaining regular school attendance. Child labor and

JOURNAL OF POLICY OPTIONS

1(3), 121-130

poverty emerge as primary obstacles to enrollment, reflecting the socio-economic realities faced by many families in the region. The prevalence of child labor necessitates the need for comprehensive measures to address economic hardships and create opportunities for children to access education without compromising their livelihoods. Geographical barriers, such as the distance between schools and residential areas, further exacerbate enrollment challenges, particularly in remote regions where infrastructure may be limited. Additionally, the low levels of education and literacy within communities hinder efforts to promote enrollment and create awareness about the importance of education. The allure of private schools, with their superior physical facilities and perceived academic performance, presents a significant challenge to public schools in attracting and retaining students. This underscores the need for investments in public education infrastructure and resources to enhance the quality and competitiveness of government-run schools. Teachers face numerous apprehensions related to low enrollment and absenteeism, including concerns about rationalization, loss of increments, transfers, and fines. These anxieties reflect the pressures and responsibilities placed on educators to meet enrollment targets and ensure student attendance, often under challenging circumstances. Student absenteeism is influenced by a combination of factors, including financial constraints, health issues, agricultural obligations during crop harvesting seasons, and cultural and religious festivals. The burden of farogh-e-taleem fund exacerbates absenteeism among students from economically disadvantaged backgrounds, highlighting the need for equitable access to education and support for vulnerable families. In short, the study underscores the importance of addressing systemic barriers to enrollment and absenteeism in primary schools through targeted interventions and policy measures. By addressing socio-economic disparities, improving infrastructure and resources, and providing support for educators and families, policymakers can work towards ensuring that all children have equal opportunities to access and benefit from quality education.

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JOURNAL OF POLICY OPTIONS

1(3), 121-130

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