

Influence of School Dropout Students on Community Development of Manghopir Town, Karachi

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ABSTRACT

School dropout remains a critical challenge in Pakistan, with profound implications for both individual life trajectories and broader community development. This study examines the influence of school dropout students on the socio-economic and cultural development of Manghopir Town, District West Karachi—a locality marked by poverty, ethnic diversity, and limited access to quality education. Using a mixed-methods approach, data were collected through surveys, interviews, and focus group discussions with students, parents, teachers, and community leaders. A structured questionnaire was administered to gather quantitative data from participants. Quantitative data collected through structured questionnaires were examined using SPSS 27. The findings reveal that high dropout rates contribute to reduced human capital, increased child labor, and limited employment opportunities, thereby perpetuating cycles of poverty and social exclusion. Moreover, dropout students are more vulnerable to involvement in informal labor markets and, in some cases, delinquent activities, which weakens social cohesion and undermines community resilience. The study also highlights structural factors such as inadequate school infrastructure, teacher absenteeism, and socio-cultural barriers—including gender discrimination and early marriages—that exacerbate dropout trends. By situating these dynamics within the specific context of Manghopir Town, the research underscores the urgent need for targeted interventions, including improved school governance, community-based awareness programs, and social protection measures to reduce dropout rates. Ultimately, the study argues that addressing school dropout is not only an educational imperative but also a prerequisite for sustainable community development in marginalized urban areas of Karachi.

Keywords: School Dropout, Community Development, Education, Poverty, Social Cohesion

INTRODUCTION

Education is universally recognized as a cornerstone for sustainable community development, social mobility, and economic progress. In developing countries such as Pakistan, however, persistent challenges of school dropout continue to undermine these objectives, particularly in marginalized urban localities (Fatima, Suhag, Ali, Shah, & Shanzay, 2024). School dropout is not merely an educational issue; it is a multidimensional social problem that affects the socio-economic fabric of communities perpetuating cycles of poverty, unemployment, and social exclusion (Sabah & Sarwar, 2023). Manghopir Town, located in District West Karachi, represents a microcosm of these challenges. The town is characterized by socio-economic disparities, limited access to quality education, and high levels of urban poverty. These conditions contribute to elevated dropout rates, which in turn hinder the community's capacity for development. Dropped-out students often face restricted employment opportunities, leading to increased vulnerability to child labor, crime, and other social risks (Mughala, Aldridge, & Monaghan, 2019). Consequently, the dropout phenomenon not only affects individual life trajectories but also weakens the collective potential of the community to achieve sustainable development.

The issue of school dropout in Pakistan is further compounded by structural inequalities, including inadequate school infrastructure, teacher absenteeism, and socio-cultural barriers such as gender discrimination and early marriages (UNESCO Institute for Statistics, 2017). In Manghopir Town, these factors intersect with localized challenges such as ethnic diversity, informal settlements, and limited civic amenities, creating a complex environment where education is often deprioritized in favor of immediate economic survival. This dynamic reflects the broader national trend, where Pakistan continues to have one of the highest numbers of out-of-school children globally (UIS, 2017). Understanding the impact of school dropout on community development in Manghopir Town is therefore critical. It provides insights into how educational discontinuity shapes social cohesion, economic participation, and intergenerational mobility. Moreover, such research can inform policymakers, educators, and local stakeholders in designing targeted interventions that address both the causes and consequences of dropout. By situating the problem within the specific socio-economic and cultural context of Manghopir, this study aims to contribute to the discourse on education and development in urban Pakistan, while highlighting the urgent need for inclusive and sustainable educational reforms.

Objectives

The objectives of this study as given under:

1. To investigate the impact of school dropout students on community development in Manghopir Town, District West Karachi.
2. To understand the challenges faced by children in Manghopir in accessing and continuing education.
3. To identify the roles of government and other organizations in addressing the issue of school dropout students.
4. To make recommendations for improving the situation of school dropout students in Manghopir.

Research Questions

The research questions of this study as under:

- a. What were the reasons of dropouts of students from school in Secondary Schools of District West Karachi?
- b. What challenges faced by students in accessing and continuing their education in district schools?
- c. What roles of govt. and other organizations play in tackling issues of students' dropout.
- d. What would be the possible solution to improve the situation of school dropout of students?

Hypotheses

1. There is no effect of school dropouts on the community with regards to the unemployment rate in Manghopir's territory.

2. There is no effect of school dropouts on the community with regards to the crime rate in Manghopir's territory.
3. There is no effect of school dropouts on the community with regards to the Illiteracy rate in Manghopir's territory.
4. There is no effect of school dropouts on the community with regards to the social instability in Manghopir's territory.

LITERATURE REVIEW

Manghopir Town's development trajectory cannot be disentangled from the educational discontinuities that shape human capital, social cohesion, and local governance. School dropout functions as a cumulative disadvantage that reduces employability, depresses household incomes, and weakens civic participation, ultimately constraining community-level capabilities to plan, coordinate, and invest in collective goods. Evidence from Karachi and Sindh shows dropout is embedded in intertwined demand- and supply-side factors—poverty, child labor, school quality, and transition barriers—creating feedback loops that reproduce exclusion in low-income localities similar to Manghopir. Dropout is not a single event but a process influenced by household survival strategies, academic struggles, and school environments; its consequences extend beyond individuals to the communal sphere by eroding the stock of skills, trust, and organizational capacity required for local development. Qualitative accounts from Karachi's public primary schools underline how income pressures, care responsibilities, and adverse school climates push children out, revealing a decision-making calculus inside families that prioritizes short-term earnings over long-term educational returns—an orientation that, at scale, diminishes the community's economic base and social capital. In urban poor settlements, where institutions are fragile and public services thin, dropout compounds existing vulnerabilities by reducing residents' access to formal labor markets and weakening linkages to civic structures that mediate development.

School dropout is a persistent global issue, particularly in developing countries where socio-economic disparities, weak institutional frameworks, and cultural barriers exacerbate the problem. UNESCO (2017) reported that Pakistan has one of the highest numbers of out-of-school children worldwide, second only to Nigeria. This educational exclusion undermines the achievement of Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education (UNESCO, 2017). In Pakistan, dropout rates remain alarmingly high, with approximately 73% of children leaving school before completing secondary education (Mughala et al., 2019). These figures highlight systemic challenges such as poverty, gender inequality, and inadequate infrastructure that hinder educational continuity. Research in Karachi and other urban centers has identified multiple factors contributing to dropout. Fatima et al. (2024) found that socio-economic pressures, poor school environments, and parental prioritization of income generation over education were major determinants. Similarly, Mughala et al. (2019) emphasized the interplay of “push” factors (e.g., poor teaching quality, corporal punishment) and “pull” factors (e.g., child labor, family responsibilities) that force children out of school. In marginalized areas like Manghopir Town, where poverty, informal labor markets, and weak governance prevail, these factors are intensified. Studies suggest that children in such communities often face the dual burden of economic survival and limited educational opportunities (Laghari, 2024). The implications of school dropout extend beyond individual students to the broader community. Education is widely recognized as a driver of socio-economic development, and its absence perpetuates cycles of poverty, unemployment, and social exclusion (Fatima et al., 2024). Communities with high dropout rates often experience reduced human capital, limited civic participation, and increased vulnerability to crime and exploitation (Mughala et al., 2019).

In the context of Manghopir Town, dropout students often enter informal labor markets, contributing minimally to long-term community development. The lack of skilled human resources constrains local economic growth and perpetuates dependency on low-wage, unskilled labor. Moreover, dropout rates are

linked to weakened social cohesion, as disengaged youth are more susceptible to anti-social behaviors and radicalization (UNESCO, 2017). Education is not only a personal asset but also a collective resource that strengthens community resilience. Studies in urban Pakistan demonstrate that communities with higher educational attainment experience better health outcomes, stronger civic institutions, and enhanced economic productivity (Fatima et al., 2024). Conversely, dropout students represent a “lost potential” that undermines community empowerment. For Manghopir Town, where socio-economic marginalization is already pronounced, addressing dropout is critical for sustainable development. Interventions such as community-based schooling, vocational training, and parental engagement programs have been recommended to mitigate dropout and enhance community development (Mughala et al., 2019). While national and provincial studies have explored dropout causes and consequences, there is limited research focusing specifically on Manghopir Town. Given its unique socio-economic and cultural dynamics—including ethnic diversity, informal settlements, and limited state presence—understanding the localized impact of dropout on community development is essential. This research will contribute to filling that gap by contextualizing dropout within the lived realities of Manghopir’s residents.

The literature converges on a developmental cascade: poverty and labor demands heighten dropout risk; weak school governance and transition barriers fail to absorb shocks; dropout then depresses local skills, trust, and organizational capacity—limiting communal development. Yet, fine-grained, intra-urban evidence from Manghopir is scarce: we lack micro-spatial analyses that connect dropout patterns to neighborhood-level service deficits, ethnic and occupational segmentation, and local civic dynamics. Addressing this gap requires a Manghopir-specific lens that traces household decisions, school interfaces, and community organizations over time, linking educational discontinuity to tangible development outcomes such as employment structures, service access, and collective action capacity.

METHODOLOGY

Research Strategy

The study used a mixed-methods research approach to investigate the impact of school dropouts on community development in Manghopir metropolis, District West, Karachi. This approach gathers quantitative information from questionnaires with qualitative visions from interviews, aiming to improve information validity and offer a entire know-how of the complicated topics surrounding school dropout in Manghopir town. The have a look at goals to triangulate consequences and offer an energetic.

Population and Sampling

The population for this studies consists of: school dropout college students from both public and private establishments in Manghopir metropolis. dad and mom and guardians of dropout college students. neighborhood community contributors, consisting of teachers, nearby leaders, and social employees involved in schooling and network improvement. government and NGO representatives running in the field of training and social welfare. participants decided on purposively based on their relevance to the studies goals.

Instruments

A structured questionnaire consist of 45 items was administered to gather quantitative data from participants. The questionnaire became blanketed demographic statistics, instructional backgrounds, reasons for faculty dropout, and perceptions of network improvement. Semi-established interviews had been conducted with decided on contributors to gather qualitative facts.

Data Collection

Data was collected thru a combination of surveys, interviews, and attention institution discussions. Researchers have been conduct private visits to set up rapport with individuals and facilitate facts series. The look at used planned questionnaires to meet quantitative records on socio-financial background, educational, and network have an effect on amongst college dropout college students and network participants.

Data Analysis

This study was employ an organized approach to derive significant understandings from both quantitative and qualitative records sources associated to high school dropout and network improvement in Manghopir Karachi. Quantitative records collected thru dependent questionnaires were tested the use of Statistical package for the Social Sciences (SPSS 27). Qualitative records attained through semi-based interviews become examined the use of thematic evaluation.

FINDINGS AND RESULTS

Descriptive Statistics

Table 1

School Dropout Information

Items	Frequency		Percentage	
	Yes	No	Yes	No
Have you noted any changes in the past few years regarding the circumstances facing Manghopir's drop out of students?	217	123	63.82	36.17
Did you or someone in your home drop out of school?	196	144	57.64	42.35
The primary reasons for dropping out	210	130	61.76	38.24
Need to support the family financially	278	62	81.76	18.24
How long have you/they been out of school?	153	107	45.00	23.53

The above table reveals that the majority of members (63.82%) have observed upgrades inside the closing numerous years regarding the conditions surrounding Manghopir's pupil dropout price. in step with the above desk, 57.64% of contributors drop out of faculty, both themselves or a member of the family. according to the above table, monetary problems are the principle cause why the majority of contributors (61.76%) drop out of school. in step with the above desk, 81.76% of college students left school early to attend to their families. The aforementioned desk suggests that 45% of participants left college in less than a 12 months, 31.47% in between one and three years, and 23. 53% in extra of three years.

Table 2

Impact on Community Development

Items	Frequency		Percentage	
	Yes	No	Yes	No
You think school dropouts have an effect on the community	81	259	23.82	76.18
Do you believe that school dropouts have a significant impact on community development in Manghopir Town?	133	62	39.11	18.23
In what ways do school dropouts contribute to social problems in the community?	261	79	76.76	23.24
What sectors of community development are most affected by school dropouts?	254	86	74.71	25.29

As may be visible within the above table, 23.82% of respondents believe that better unemployment prices are result from greater people losing out of faculty. consistent with the above desk, 39.11% of respondents consider that college dropouts have a full-size impact on community improvement in

Manghopir city. the following table suggests that 39.11% of respondents suppose that drug misuse is one trouble that is causing social issues because of school dropouts. in line with the subsequent table, 74.71% of respondents think that training sectors of network are most tormented by faculty dropouts.

Table 3

Possible Interventions

Items	Frequency		Percentage	
	Yes	No	Yes	No
What do you think are the most effective ways to reduce school dropout rates in Manghopir Town?	312	28	91.76	8.24
If yes, how effective do you think these programs are?	35	33	10.29	9.71
Would you or your family be keen to join in community programs aimed at reducing school dropouts?	74	89	21.76	26.17
Are there present community programs aimed at addressing the problem of school dropouts?	68	202	20.0	59.41

In keeping with the following table, 91.76% of respondents think that offering financial assistance to families are the simplest ways to lessen school dropout prices in Manghopir town. in line with the subsequent desk, 20.0% of respondents assume that present community packages are effective. in line with the subsequent table, 21.76% of respondents assume that they will be part of in network programs aimed at decreasing faculty dropouts. consistent with the subsequent table, 20.0% of respondents think that gift network packages aimed toward addressing the hassle of faculty dropouts whereas, 59.41% no longer happy about packages.

Table 4

Testing of Hypotheses

	Frequency		Percentage		P-Value
	Yes	No	Yes	No	
Unemployment rate	81	259	23.82	76.18	0.0001
Crime rate	193	147	56.76	43.24	0.0126
Illiteracy rate	286	54	84.11	15.89	0.0001
Social instability	103	237	30.29	69.71	0.0001

The P-value of chi square test is much less than 0.05 in network improvement issue “unemployment fee”, therefore we reject Ho and finish that there is effect of faculty dropouts on the community improvement factors. The P-cost of chi rectangular test is much less than zero.05 in community improvement component “crime fee”, therefore we reject Ho and finish that there may be effect of faculty dropouts at the network development factors. The P-value of chi rectangular take a look at is much less than 0.05 in network development element “Illiteracy fee”, consequently we reject Ho and finish that there may be effect of college dropouts on the community improvement factors. The P-price of chi rectangular take a look at is much less than 0.05 in network development factor “social instability”, consequently we reject Ho and conclude that there is impact of faculty dropouts at the community development elements.

RECOMMENDATIONS

Exploring the impact of school dropout students on community development is a crucial topic with far-reaching implications. Here are some recommendations in the light of results for studying and addressing this issue.

A society constantly works beneath a help device. every member of the network and society have to increase a community assist system. network/society members should increase and put into effect intervention applications aimed toward stopping dropouts, such as tutoring, mentoring, and counselling offerings with the help of all participants of the network. In Pakistan, it is necessary to interact mother and father in youngsters's problems due to the fact in our society parents aren't well aware about their responsibilities. schooling policy need to cope with every hassle of the society. A right schooling coverage is wanted. There must be a software and mechanism to enforce the training coverage. suggest for academic guidelines that address the numerous wishes of college students at risk of losing out, along with flexible gaining knowledge of schedules and opportunity schooling pathways. make certain good enough investment and assets are to be had for faculties, especially the ones in underserved areas. In Pakistan, it's far very vital to promote network engagement because it's far lacking in Pakistani society. Foster partnerships between colleges, local companies, and network companies to create supportive networks for college kids. inspire community individuals to volunteer in colleges and mentoring programs to offer extra support to students. in the dropout ratio increase socioeconomic factors play a vital function, in particular in Pakistan in which developing youngsters may also help their dad and mom generate profits. provide profession counselling and process placement offerings to assist students see the long-term benefits of completing their education.

Frequently check the effectiveness of dropout prevention and intervention applications to ensure they are assembly their goals. put in force structures for receiving comments from students, dad and mom, and educators to continuously improve techniques and packages. If students are absent entire month than need to contact at home and try to discover the solution of their hassle. launch awareness campaigns to train the community approximately the significance of schooling and the outcomes of dropouts. amusing galas, workshops, seminars, and exclusive such programs many arrange to increase awareness of education. highlight memories of people who overcame dropout demanding situations and efficaciously contributed to their groups. set up such activities inside the class, inside the faculty, and in different regions of the town to make them take into account that studying is a lifelong procedure. provide opportunities for adults who dropped out to return to training and gain new talents, contributing undoubtedly to community improvement. while parents and older human beings turns into part of schooling, they will without difficulty take care of the dropout hassle. provide vocational training and talent development programs to assist former students locate employment and emerge as active community individuals. by using addressing those areas, communities can mitigate the poor influences of college dropouts and paintings towards extra sustainable improvement and social brotherly love.

CONCLUSION

The effect of faculty dropout college students on community development is multifaceted and profound, influencing diverse elements of societal progress. economic Repercussions: folks who drop out of college frequently have problem locating paintings, which increases the danger of underemployment and unemployment. the overall economic nicely-being of the community is obstructed by using this economic instability similarly to the humans. better dropout rates can cause lower financial output and a extra dependence on social offerings in a community. college students who drop out might also capture it tough to reintegrate into society, which puts them at threat of crime or other social troubles. this can degenerate social unrest and growth crime prices inside the community, including to the issues now experienced by using nearby regions. A excessive dropout rate might positioned pressure on accessible assets and begin a downward spiral in education. communities with high dropout rates could have tension assembly instructional goals. techniques for discount communities have to placed specific techniques into area to

deal with these problems. It takes a set attempt through the years to deal with how faculty dropout students affect network development. communities can also decrease dropout fees and inspire a greater open, resilient, and affluent society by way of highlighting prevention, assistance, and policy reform. in the long run, setting cash into schooling and supporting students along their instructional route advantages the community's fashionable boom and properly-being.

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