



American Journal of Education and Technology (AJET)

ISSN: 2832-9481 (ONLINE)

VOLUME 4 ISSUE 1 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

The Reasons for Disinterest of Primary Level Students for Schools in Helmand Lashkargah City

Mohammad Wali Wali^{1*}, Mohammad Din Khadim¹

Article Information

Received: December 25, 2024

Accepted: January 27, 2025

Published: February 10, 2025

Keywords

Disinterest, Students and School

ABSTRACT

According to instructors who increasingly feel that students are losing interest in their studies and their awareness of their authority, a teaching-learning process would not be considered efficient and effective if it consisted solely of the transfer of knowledge without appropriate reception. The aim of this study was to determine the factors that may contribute to students' lack of excitement in primary-level students learning. And find the best methods for the solution of this problem. The study was conducted in Helmand, Lashkargah City. Two schools (Shaheed Engineer Abdul Matin High and Meddle) were easily used to choose 10 primary level students randomly selected from among 200 students. And their parents were randomly selected to represent the reasons and disinterest of the students in schools. The research participants in this descriptive research approach were used to collect data. The main source of data for this study was collected through self-administered questionnaires, interviews, and direct observations. After data analysis, it was determined that a number of factors contributed to the disinterest of students in primary-level schools, including parents' lack of involvement with their children, homework refusal, shortage of access to classroom supplies, the distance between home and school, lack of student transportation, a shortage of professional teachers in schools, students' lack of work during class, lack of time for entertainment, and disregard for each student's unique interests and desires. It is advised that parents provide their children with the tools they need to finish their schoolwork, and the government builds new schools in nearby or distant locations.

INTRODUCTION

Education is the main factor that determines the sustainability of development. Furthermore, education is necessary for all people to promote the development of social, cultural, and information technologies, and educational institutions can help achieve this. Given the importance of education, every citizen of the nation needs to be able to learn a range of skills that they may use in their everyday lives. To improve teachers' professionalism, efforts are undertaken to increase their knowledge and experience in the classroom. A teacher needs to employ more effective and successful teaching strategies in the classroom (Khotmi, 2024). Education has enormous benefits for both individuals and civilizations. Most countries in the world have laws that guarantee the right to elementary education because they believe that education is crucial to a person's development (UNESCO, 2002). Afghanistan is one of those countries where education has always been gender biased. The education of females has always been defied in the country. Because of poverty, insecurity, illiteracy, and lack of political stability, Afghanistan has always been an unstable country. It is a war-torn country, and according to UNESCO (2012).

Education is one of the most significant social institutions that play a significant part in education in the modern world, given the complexity of the economic development process without educational investment.

The broad perspective that education can effectively contribute to the attainment of human perfection emphasizes the significance of this institution in the first place. One of the most significant social institutions in any nation today is education, which is vital to the political, social, cultural, and economic advancement of any nation. A society's level of education determines its independence and survival. Efficient element in reaching human perfection, emphasizing the significance of this establishment in advance (Nejahi, 2019).

Access to education has significantly increased in Afghanistan in recent years. With over 6 million pupils registered, the present attendance rate is the highest in history and could be a result of the world's rapidly growing educational system (Feser *et al.*, 2023). Helmand is the province of Afghanistan, which is located in the south region of the country; according to reports, 75% of children—73% of whom were female—were not registered in school. This was caused by the distance to facilities, the need for children to work or support the family, and the distance to schools (Overview & Province, 2021). Mokter Ali *et al.* (2023) found that school infrastructure, academic inattention, poverty variables, river erosion, teacher shortages, and gender disparity are significant factors influencing dropout behavior.

Six elements that affect students' absences were discovered by the study: student preference, subject and instructor, physical and mental capacities, non-collegiate, classroom

¹ Arakozia Institute of higher Education, Afghanistan

* Corresponding author's e-mail: m.waliwali32@gmail.com

facilities, and personal considerations. Needless to say, the current study has several theoretical and practical implications (Shakira & Kengatharan, 2019).

Students may lose interest in the learning process for a variety of reasons, but most teachers are constantly looking for practical ways to rekindle their enthusiasm. Khotmi *et al.* (2024) indicate that a lack of excitement for learning is one of the reasons why children drop out of school, particularly in primary school. The main causes of this issue are Afghanistan's poor educational system and a shortage of qualified female teachers. According to this survey, the majority of these pupils are female. In particular, in rural parts of Afghanistan, girls do not feel at ease with male teachers throughout the teaching process, which causes them to lose interest in attending school during or after primary school. However, the absence of instructional resources (books, classrooms, blackboards, etc.) in Afghan schools also made kids less interested in learning.

Objectives

This study suggests that elementary school students who are not engaged in their studies will also be reminded of the factors that have contributed to their lack of enthusiasm. As a result, we have several respectable objectives that enable us to address these questions. Children begin learning in their early years, as we all know, but a number of factors reduce the likelihood that they will show interest. Based on this research, these issues must be addressed, and every factor that successfully reduces children's interest in elementary school will be removed. It's also critical to remember how to boost children's motivation for learning so they can engage in class and show greater interest. By outlining the primary school teacher's actions in response to the student's interest, we can ultimately accomplish the following goal for this study.

- ✓ To increase the interest of students at the primary level.
- ✓ To find out the social factor which effects on disinterest of students in school at the primary level will be clarified.
- ✓ To determine that the teacher and family behavior can effect on the interest/disinterest of students in the school at the primary level.

Research Questions

- ✓ What are the reasons for students' disinterest at school in primary level?
- ✓ Do the families' environment shape interest/disinterest among primary students at school?
- ✓ What society aspects effect in interest of student in primary levels?
- ✓ Does the teacher's behavior play role in disinterest of students?

LITERATURE REVIEW

Since dropout is a major issue in our schools that starts in elementary school and continues into secondary

school, an early intervention is necessary to try to prevent children from continuing on this path throughout their educational experiences. Because dropout rates affect the socioeconomic development of a society, they are a cause for concern. Student dropout rates affect not only the community to which they belong, but the entire nation. Student dropouts lead to the inefficient use of scarce educational resources without achieving the nation's educational objectives.

Shakira and Kengatharan (2019) Identified that six factors—student preference, instructor and subject, physical and mental capacities, non-collegiate, classroom facilities, and personal factors—that influence students' absence. It goes without saying that the present study has a number of theoretical and practical ramifications. According to the findings of Ali (2024). The key causes of student dropouts in Ebonyi State's primary schools were socioeconomic and school-based issues, which were represented by 12 items in the first section of the questionnaire and 7 items in the second. Absenteeism can be caused by a variety of social and psychological issues. Parents blame the school environment, the course, and the demeanor of the professors for their children's absences, while the teachers and school personnel blame the students' performance for their continued absences (Ayaz, 2015). Khan *et al.* (2017) showed that elementary school dropout is caused by a wide range of causes. Ineffective curricula, stringent school rules and regulations, inadequate physical and educational facilities, a lack of parental educational support, low parental socioeconomic status, domestic problems, parental illiteracy, an unfavorable school climate, low attendance, disruptive behavior by students, a lack of motivation and encouragement, teachers' discriminatory and autocratic attitudes, frequent teacher absences, students' company with unwanted children, poor health, etc. are some of these factors (Khan *et al.*, 2017).

The study's findings furthered our understanding that low mental ability may not always be the cause of underachievement by suggesting that a combination of factors outside the students' control may have hindered their academic progress (Nwosu *et al.*, 2018). Segumba (2015) conducted a study to determine the causes of the dropout issue among Temeke district primary school students and to identify management strategies. The sample included six primary schools, 30 teachers, 36 dropout students and 1 DEO who were interviewed, 30 continuing students, and 6 head teachers who received questionnaires. The study was directed by specific goals. Additionally, six teachers and six dropout students participated in the focus group discussion. The results showed that fear of teachers, severe physical punishment, packed classrooms, insufficient instruction, low performance, a long commute to school, a shortage of food at school, and bad management were among the school characteristics that contributed to student dropout. Additionally, the results of the study showed that children of parents with less education have a higher likelihood

of dropping out of school than children of parents with more education. Additionally, the results showed that female students dropped out at a higher rate than male students. It was suggested that parents be made aware of the value of education so they may comprehend how their involvement and role in their children's education impact that education. Alexander (2008) asserts that if Universal Primary Education (UPE) is to be accomplished, strategies that enhance academic development and lower the percentage of children dropping out of school are essential. More children than ever before are beginning primary school, but dropout rates are high and contribute to low primary school completion rates in many nations. For instance, Benin's primary school completion rate reached 62 percent in 2005 after rising gradually from 38 percent in 2000. In 2007, 51% of primary school students in the Democratic Republic of the Congo completed their education, matching the country's early 1990s completion percentage. Since 2000, the primary school completion rate in Bangladesh has stayed at about 60%. These facts serve as the foundation for the conception and development of this study. Mishra (1997) indicated that relation between motivation of students and their achievement at school, as the research did not have direct explanation of students' disinterest but it has done in primary level (1-3 grades) and asked them about the family environment and class situation, and the link with students success and failures. From the previous literature review indicated that different factors has a crucial effect on disinterest of Students in each category of the schools. The study has done among 10 parents social occupations, who had high and low level of economic situation. In some cases few number of students was doing heavy works and it was a barrier against their enrolment at school. Occupations of parents and their education level are operating as supporter in evolving at school because children who work to support their families are not able to study in a better way at school.

MATERIALS AND METHODS

In line with Afghanistan's educational system and to collect data for this study, we planned to use the qualitative method to get teachers' and parents' perspectives on students' lack of interest, while the quantitative method would focus on the main reasons why students aren't interested. This is employed to examine a demographic sample at one particular moment in time.

Participants and Area

This study will be conducted in the south region of Afghanistan, Helmand Province, Lashkargah City. In addition, students, parents, and teachers are the research participants to help us for achieving the satisfied result. The research will be done in government schools between (4-11) grades.

Tools and Techniques

We will use three types of tools for this study:

- ✓ Questionnaire
- ✓ Interview
- ✓ Observation

In order to identify the primary causes of school indifference, we will attempt to gather comments from parents, teachers, and students via a questionnaire. In order to uncover the hidden causes of pupils' lack of interest in school, the questionnaire will be created with indirect questions. When gathering data through interviews, we ask a variety of open-ended questions to elicit specific information from parents and instructors. We then record this information on tape and evaluate it as soon as possible. In order to identify the causes of students' apathy, an observation tool will be used in the classroom to examine the curriculum, instructional strategies, and resources.

Ethical Concerns

Before we ask participants any questions, we will reassure them that their responses will be kept private, that the study is being conducted for academic purposes only, and that we will have their trust throughout the response process. Furthermore, the respondents should cooperate with the researcher as volunteers rather than under duress. To prevent interfering with their activities, the questionnaire and interview will be conducted during the spare time of the teachers, parents, and children.

Implications

We will have accomplished the primary objectives of this study, and we are working to communicate the findings to the Ministry of Education so that it may be implemented in schools and identify the primary causes and remedies for students' disinterest in various regions of Afghanistan. On the other hand, we are working to reduce this phenomenon among students and identify easily accessible methods for its declaration in accordance with our nation's laws and customs.

RESULT AND DISCUSSION

Qualitative Data Analysis

I decided to select a topic analysis to organize the respondents' views into topics and theories as a strategy for identifying data-driven patterns. The key themes that are identified in the conceptual framework, with the following topics, are based on the grouping of responses in logical scales. The classification of comments is not an exact science; judgment is based on my interpretation of the meaning intended by the parent. If the comment seems to relate to more than one subject, they are included under both.

Parental Notions of School and Family

Parents want to be certain that their children will be ready to lead happy adult lives. This is an era of increasing concern about the quality of education in this country. States are becoming more involved in upholding and keeping an eye on academic standards. The cost of public

education is causing communities to become increasingly vigilant. With limited resources, local schools are worried about how they will continue to offer top-notch instruction and other services. Additionally, parents want to be sure that their kids will be well-prepared

to enjoy fulfilling adult lives. Every parent wants their children to be able to get to school easily, mentally, and without having to make a long distance. First table Show the parental notions of school and family for their children.

Table 1:

Questions	How many children do you have?	Distance between school and house?	What do your children do in their free time?	Do your children go to school by bus or feet?	Difficulties in homework? If yes in which subject?	Does anyone help your children at home to do their homework?	Do the school activities are interesting for your children?
Parent 1	6	3 Km	Help with mother	Feet	Yes, in math	No	I do not know
Parent 2	7	2 Km	Nothing	Bicycle	I do not know	No	I do not think so
Parent 3	4	4 Km	Play games	Feet	Yes, in math	Yes, his Brother	Complain from teacher
Parent 4	3	3 Km	Help with father in shop	Feet	I do not have literacy	No	I do not know
Parent 5	7	1,5 Km	Work in field	Feet	Yes, in all subjects	Yes, sometime me	Fear of the teacher
Parent 6	6	5 Km	Work at home	Bicycle	Sometime in language	Yes, mother	It looks very happy
Parent 7	4	6 Km	Help me in bakery	Bicycle	I do not have literacy	No	It is interesting to him.
Parent 8	2	2 Km	Nothing	Feet	Yes, in math, physic, chemistry and science	Yes, his brother	Bored from school
Parent 9	4	4 Km	Help in shop with father	Bicycle	Yes, in math	Yes, his sister	It looks happy
Parent 10	6	4 Km	Nothing	Motor bike	I do not know	No	I do not know

Ten people have been questioned as you watch in Table 1. From this table indicated that considerable distance to attend school was the dominant factor which was the reason for disinterest of the students in school, respectively parents of children don't complete their daily

assignments. Children are not considered or utilized in their job after school. As a result, children lose interest in learning.

Children Interview

Table 2: Described the Student's personality and interest of the school

Questions	Which subject do you like the most and why?	Which teacher do you like and why?	Do you have interest to do your homework?	Do you have extra work behind studying?	Does your family member help you at home to do your homework?
Student 1	Pashto, because I like poem story	because the teacher is very kind and help me individually	Yes, it is so good	Work in restaurant	No body help me
Student 2	Painting, because the figure of book is very interest for me	Math teacher because no homework	No	No, just play with friends	When I had problem my father help me

Student 3	Pashto, the reading is easy for me	Pashto teacher because she is very kind	All the time I am with my father in pharmacy my father motivate me	Help with father	My father
Student 4	Holly Quran, in masque also read it	Sport teacher, because he play with us	I do not know	Bring water from well	Sometime my brother
Student 5	Pashto, easy for me	Pashto teacher because he is a good man	No	Play with friends	No
Student 6	All subjects, because I can lean and try to a good teacher in the future	Math teacher because he motivate me	In every subject I like to do homework	nothing	No body
Student 7	All subject, but physic is good for me	Physic teacher	yes	Yes, Work with my Father	No
Student 8	History is my Favorite Subject	History and giographia Teacher	Yes	Work with my father in shop	sometime
Student 9	Chemistry and Biology	Chemistry and Biology teachers	Yes, sometime	Work at home	No
Student 10	All subjects	All teachers	Yes	Work at home	No

From the above Table 2 indicated that most students work together with their parents while studying, but does not do the homework properly and does not want to do it. Most of them like masters to help them. After analysis of the data which was obtained from ten students, the significant

factor was that disregarding of the families and neglecting to assist their children schoolwork or homework. This was the reason for unconcern of most students in schools.

School Facilities

Table 3: Shows that facilities which are contribution to the students for encouraging of schools

Number	Statement	The teachers who say (yes)	The teachers who say (No)
1	There is a library in the school.	10	0
2	There are sports grounds in the school.	10	0
3	Sports items are provided to the students.	3	7
4	There are preliminary medical aids in school.	2	8
5	Healthy drinking water is in school.	9	1
6	Transportation is available for the students.	0	10
7	Teaching books are provided to students.	10	0
9	There are professional teachers.	3	7
10	There are required classes.	8	2
11	You use the teaching materials in teaching.	3	7

School Facilities are an important part of the school that has been most significant role on interest and encourage of the students. Table 3 shows that 10 members of schools have been questions, each of which has responded. Almost every school has a library, alongside a library of sports fields. But there are no sports facilities for students. Also, there is not enough medical first aid. There is not a health drink in all schools, Transport cannot be seen for student transportation, and Books are available. Still, there are

major problems with the materials of the classroom, but they have less role on student disinterest, while available transportation for student was the maximum factor for reducing students' interest in the school.

Students Questioners

After determination of various causes of student disinterest in primary levels school, we are suitable to ask the students some questions individually.

Quantitative Data Analysis

The following graphs are results of the consolidation and representation of questionnaire responses. Below each, a brief summary of the conclusions drawn from the questionnaire results will be supplied.

Note: The graphs were created using the following rating

scale: 1 = Always, 2 = Sometimes, 3 = Often, and 4 = Never. By utilizing a greater number to signify a higher degree of importance of a given component, this scale, which is reversed from the one used in the questionnaire, offers a clearer visual representation of the data.

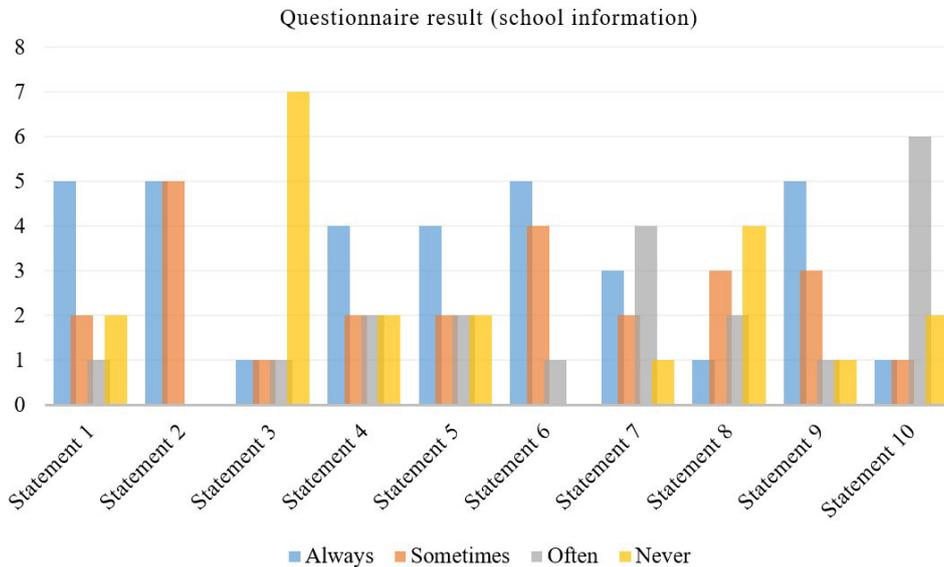


Figure 1: Shows that ten school administrators have been asked which ones have responded in turn

Table 4: Determined ten schools administrator’s facilities for student’s encouragement to attend lessons on time and without absences

NO	Statements	Always	Sometimes	Often	Never
1	Consult with students' parents during the problem.	5	2	1	2
2	Teachers go to the class on time.	5	5	0	0
3	School administration focuses on individual students' interests.	1	1	1	7
4	The School Administration launches incentive programs.	4	2	2	2
5	Sports competitions arrange at school.	4	2	2	2
6	Students come to the class on time.	5	4	1	0
7	Student problems are addressed during the study.	3	2	4	1
8	Aware of student’s needs.	1	3	2	4
9	The school administration has good relations with the students.	5	3	1	1
10	The use of simple laboratory equipment in the classroom for comprehension.	1	1	6	2

Table 4 shows that ten school administrators have been asked which ones have responded in turn. It is clear that School administration focuses on individual students’ was the most crucial factor for disinterest of students also the use of simple laboratory equipment in the classroom for comprehension was the second significant factor for disinterest of students. Students ‘interests have not received special attention, which has led to a decrease in students’ interest in the school (primary level).

CONCLUSION

It’s concluded that In Helmand, Lashkargah, primary school students’ disinterest in learning is caused by both internal and external influences. One of the internal

reasons leading to students’ low interest in learning is a lack of support from the home environment, namely parents who often ignore their children’s behavior when they miss school without being ready to criticize them for it. In addition, there is not enough emphasis on urging pupils to study at home. There are few outside influences. Teachers’ outdated teaching strategies and lack of creativity, such as not creating lesson plans with instructional aids, are the main causes of students’ disinterest in learning. Lack of buildings for study sessions, outdated benches and tables, and other learning aids are examples of inadequate infrastructure and amenities that can also contribute to low interest in studying. For the solution to the problem, we recommend that parents

are expected to be more concerned with their children's academic and extracurricular growth. In addition, parents are supposed to be able to communicate and understand one another better in order to have deeper ties with their children. For educators to employ more creative teaching strategies when instructing. In addition, it is advised that educators learn more about the age-appropriate growth and development of children to better understand their pupils' requirements.

Acknowledgment

I am deeply grateful to the leadership and administration of Arakozia Institute of Higher Education for encouraging me to conduct research in this area, and share the results of this research with the public through a reputable journal.

REFERENCES

- Ali, P. A. (2024). Causes of dropout among primary school pupils in Ebonyi State. *Ebonyi State College of Education, Ikwo Journal of Educational Research*, 10(1), 1–23.
- Alexander, R. (2008). *Education for all, the quality imperative and the problem of pedagogy* (CREATE Pathways to Access No. 20). Consortium for Research on Educational Access, Transitions and Equity, University of Sussex.
- Ayaz, H. (2015). *Investigating the reasons and effects of absence in primary school students studying at Federal Government Institutions Mubarak Ali*.
- Khan, A., Suleman, Q., Mehmood, A., & Nawab, B. (2017). Causes of students' dropout at elementary level in southern districts of Khyber Pakhtunkhwa. *Research on Humanities and Social Sciences*, 7(23), 20–25.
- Khotmi, N., Hidayati, R., Hidayati, Y., Negara, A., Sosial, T., Kesehatan, D., Selong, M., Negara, M. A., & Sosial, I. T. (2024). The factors that cause low interest in learning in grade 4 students at SDN 3 Perian. *Jurnal Ilmiah Mandala Education (JIME)*, 10(1), 2442–2511. <https://doi.org/10.58258/jime.v9i1.6761>
- Mansory, A. (2007). *Dropout study in basic education level of schools in Afghanistan*. Swedish Committee for Afghanistan.
- Mishra, K. N. (1997). Achievement motivation level of primary school children: Anxiety and academic achievement. *Indian Journal of Social Work*, 58, 24–34.
- Nejahi, P., & Esmailshad, B. (2019). Identifying the factors affecting the school dropout of female first grade elementary students. *Iranian Journal of Educational Sociology*, 2(1), 161–170.
- North Atlantic Marine Mammals Commission. (2005). *Annual report 2005*.
- Nwosu, K. C., Okoyoe, C. C., & Onah, U. H. (2018). An interpretive descriptive study of factors affecting academic achievement of underachieving student teachers in Nigeria. *Journal of At-Risk Issues*, 21(2), 20–29.
- Sharma, R. C. (1962). *Socioeconomic factors influencing primary school environment*.
- Overview, P., & Province, H. (2021). *Provincial overview Helmand Province*. December.
- Segumba, S. I. A. (2015). Factors leading to problems of dropout in primary school pupils in Temeke District. *University of Tanzania Journal of Education*, 8(9).
- Shakira, M. N. F., & Kengatharan, N. (2019). Every day students in schools matter: Reasons for not attending school: Evidence from advanced level students. *Journal of Business Studies*, 6(1), 41–56. <https://doi.org/10.4038/jbs.v6i1.41>
- UNESCO. (2012). *From access to equality—Empowering girls and women through literacy and secondary education*.
- UNESCO-CDRB. (2002). *A study of girls' dropouts and non-completion of program in the primary and secondary education in Bangladesh*.