# Comparative Study of Drop-out Rates among Government and Private Primary Schools

DR. AFA DUL MUJIABA
Assistant Professor
Department of Education
Baba Ghulam Shah Badshah University
Rajouri (J&K), India

**Abstract:**

The main purpose of present investigation was to compare the drop-out rate of government and private primary schools of Poonch district of Jammu and Kashmir. A sample of Eighty (80) primary schools was selected through stratified random sampling method. In order to collect enrolment, retention figures for calculating drop-out rate, a self prepared information schedule was used. The drop-out rate was estimated by using Cohort Method. The study revealed higher drop-out rate among government schools as compared to private schools being 42.40 percent and 19.03 percent respectively. Furthermore, significant difference was noticed between the drop-out rate of male students and female students in both government and private primary schools. In order to eradicate this baffling problem from the schools some suggestive measures have been made.

**Key words**: Drop-out rate, Government Schools, private Schools, Enrolment and Retention.

## Introduction:

Education is a major instrument for change and social development which plays an important role in empowering the

child economically and socially. It also provides the children with the means to participate fully in their communities (UNESCO, 2000). Elementary education is a ladder, on the basis of which learners are able to attain secondary and higher education. It is the backbone of the educational pattern of a country. Moreover, Elementary stage is the most crucial stage of education as it lays the foundation for the personality, attitudes, self-confidence, habits, learning skills and communication capabilities of the pupils. Universalization of elementary education has been one of the important goals of educational development in India since independence. A number of centrally sponsored schemes as well as other programmes were initiated across the country to universalize the elementary education, like the Operation Blackboard (1987-88), District Primary Education Programme (DPEP) (1994), Mid Day Meal (1995), Sarva Siksha Abhiyan (SSA) (2001), National Programme for Education of Girls at Elementary level (NPEGEL) (2003), Kashturba Ghandi BalikaVidyalaya (KGBV) (2004) and Right to Education Act (RtE-2009) "Article 21-A". But the desired result has not been achieved so far. One of the big obstacles in the field of universalization of elementary education is the problem of drop-out. Sufficient number of researchers have conducted researches in this field and probed it as a barrier in the way of spreading and development of education system in India and abroad. Das (1969) studied the wastage and stagnation at elementary level in the state of Assam and concluded that the rate of wastage and stagnation among girls was higher than that of boys. Pillai et al (1980) conducted a study of drop-out in primary school in Kerala and revealed that the percentage of drop-out was higher among boys than girls and also higher in SCs, STs and other backward communities. The causes were ill health, household work and poverty. Hussain (1982) revealed that the rate of wastage was highest in the first two classes and single teacher schools. Gupta et al. (1989) reported that the overall drop-out rate of

primary stage was more than 60 percent in the states of Andhra Pradesh, Bihar, J&K and West Bengal, where as in Assam, Orissa, Rajasthan and U.P. it was less than 50 percent and in case of Madhya Pradesh, it was about 58 percent. The drop-out rates among the SCs as well as STs Pupils were higher than that of pupils of all communities in all states except in J&K. Vyas et al. (1992) reported that the drop-out rate of girls was higher than boys; drop-out rate of urban schools was also higher than rural schools. Furthermore, the study also revealed higher drop-out rate in the government schools as compared to private schools. Leelavathy (1997) investigated the incidence of wastage and stagnation which was nearly 32.4 percent. The incidence of wastage alone was around 20.4 percent, including 15.6 percent for boys and 4.8 percent for girls. A similar investigation was carried out by Naidu (2000) which revealed higher drop-out rates among girls than boys. Archana (2001) revealed that enrolment of girls was poor in comparison to boys at primary level and the drop-out rate of girls was more than double as compared to boys. Giakwad et al. (2005) reported that majority of school drop-outs belonged to nuclear type and middle size family and had no literate parents. The main causes were illiteracy, distance of school, lack of furniture, safe drinking water and sanitary facilities in the schools. Roul et al. (2005) revealed that the home conditions, school conditions and economic conditions of the parents play an important role in the drop-out of girl students. Subramaniam (2005) indicated that the drop-out rate was higher among boys than the girls. Low income of parent, child labour, lack of interest in studies etc. were reported to be the causes of high dropout rates. Nakpodia (2010) reported higher drop-out rate among male students than female students. Mir (2012) conducted a study in the state of Jammu and Kashmir and found 20.83 percent drop-out rate at primary stage of education. The economic, social, domestic and school related factors played an important role in dropping-out of students. Amany (2014) studied that the drop-out rate of

rural schools was comparatively higher than that of urban schools being 66.7 percent and 33.3 percent respectively. A similar study was conducted by Mohanty (2014) which revealed 59 percent drop-out rate, whereas the non-enrollment rate was 41 percent. The study further revealed higher drop-out rate among girls as compared to boys, but the non-enrollment rate of boys was comparatively higher than girls.

The findings of above mentioned research studies revealed contradictory results about the gender differences in regard to their drop-out rates. The findings also revealed highest dropout rate in first two classes and lowest drop-out rate in next higher classes. The need of the study was felt because of the alarming incidence of drop-out rate at this stage and lack of comparative studies on drop-out rates of Government and Private schools in the state of Jammu and Kashmir.

## Objectives of the study:

1. To find-out the drop-out rate collectively and separately for each class in Government and Private Primary Schools of Poonch District.
2. To compare the drop-out rate among Male and Female students in Government and Private Primary Schools.
3. To compare the overall drop-out rate among Government and Private Primary Schools

## Sample of the Study

In the present study a sample of 80 primary schools (Government and Private) were selected through stratified random sampling procedure in order to calculate the drop-out rate.
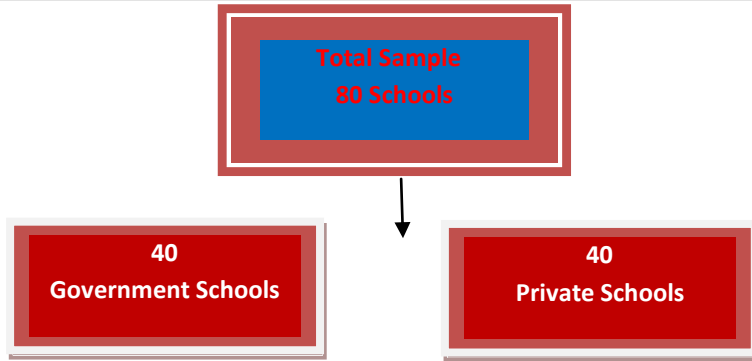
**Fig.1.1 Diagram Showing the Distribution of Sample**

## Tool and technique used in the present study

In the present investigation a self-prepared Information Schedule was used in order to study the enrolment and retention figures for calculating the dropout rate. After collecting the required information percentage method was used for estimating the drop-out rate with the help of Cohort method. Following formula has been used for calculating the drop-out rate.

$$\text{Drop-out Rate} = \frac{No.\ of\ Dropouts}{Total\ No.\ of\ Studentds\ enrolled} \times 100$$

## Analysis and Interpretation of Data:

**Table: 1.1 The Drop-out rates of Government Schools**

| | Drop-outs | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Government Schools | | Class-II 2007-2008 | | Class-III 2008-2009 | | Class-IV 2009-2010 | | Class-V 2010-11 | | Total | Proportion |
| | | N0. | Prop. | NO. | Prop. | No. | Prop. | No. | Prop. | | |
| | Male | 82 | 23.49 | 34 | 9.74 | 33 | 9.45 | 54 | 15.47 | 203 | 58.16 |
| | Female | 60 | 17.54 | 31 | 9.06 | 15 | 4.38 | 32 | 9.35 | 138 | 40.35 |
| | Total | 142 | 20.54 | 65 | 9.40 | 48 | 6.94 | 38 | 5.49 | 293 | 42.40 |

Above table 1.1 reveals that out of total enrolment in class-1 in government primary schools, 20.54 percent pupils dropped-out in class-II, 9.40 percent dropped-out in class III, 6.94 percent dropped-out in class-IV and 5.49 percent pupils dropped-out in class V. The corresponding drop-out rates for boys in classes- II,

III, IV and V were 23.49 percent, 9.74 percent, 9.45 percent and 15.47 percent respectively. Drop-out rates for female in classes-II, III, IV and V were found to be 17.54 percent, 9.06 percent, 4.38 percent and 9.35 percent respectively. It is evident from the above table that the collective percentage of drop-out rate at primary stage for males (58.16 percent) was comparatively higher than the females (40.35 percent) in government schools of Poonch district. This result is on expected lines and can be justified on the basis of fact that the males are generally being considered as an earning agent and they forced to leave the schools without completing their final grade in order to provide financial support to their families. The result is supported by the findings of the studies conducted by Pillai,et al (1980); Subramaniam (2005) and Nakpodia (2010).
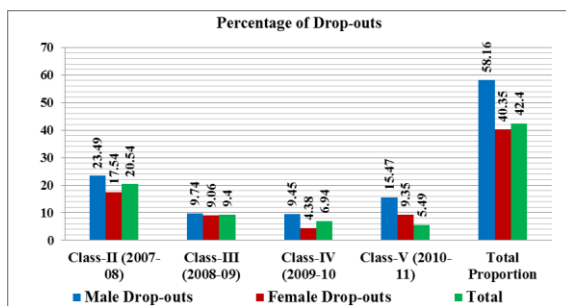


**Fig. 1.2** Illustrating Year wise, Gender wise and Class wise Drop-out Rates in Government schools.

**Table: 1.2 showing the Drop-out Rates of Private Schools**

| | Drop-outs | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Class-II 2007-2008 | | Class-III 2008-2009 | | Class-IV 2009-2010 | | Class-V 2010-11 | | Total | Proportion |
| Private Schools | | N0. | Prop. | NO. | Prop. | No. | Prop. | No. | Prop. | | |
| | Male | 44 | 8.14 | 20 | 3.70 | 18 | 3.33 | 21 | 3.88 | 103 | 19.07 |
| | Female | 20 | 6.02 | 15 | 4.51 | 14 | 4.21 | 14 | 4.21 | 63 | 18.97 |
| | Total | 64 | 7.33 | 35 | 4.01 | 32 | 3.44 | 35 | 4.01 | 166 | 19.03 |

The table 1.2 depicts that out of total enrollment in class-1 in private schools,7.33 percent  pupils dropped-out in class-II, 4.01 percent dropped-out in class- III, 3.44 percent pupils dropped-out in class IV and 4.01 percent pupils dropped-out in class V. The corresponding drop-out rates for males in classes- II, III, IV

and V were 8.14 percent, 3.70 percent, 3.33 percent, and 3.88 percent respectively. Drop-out rates for females were 6.02 percent, 4.51percent, 4.21 percent and 4.21 percent in classes-II, III, IV and V respectively. The data presented in the above table indicates that the proportions of dropouts for males and females did not differ significantly. The overall drop-out rate of private schools was found to be 19.03 percent.

Thus, the overall dropout rate of Government schools was higher than that of private schools is because of the fact that Government schools are not in position to provide attractive environment to the students which is very important for molding the students towards further education, so due to lack of adequate infrastructural facilities in government schools it is almost impossible for the teachers retain them in the school for long period of time. This finding is supported by the finding of Vyas, et al (1992).
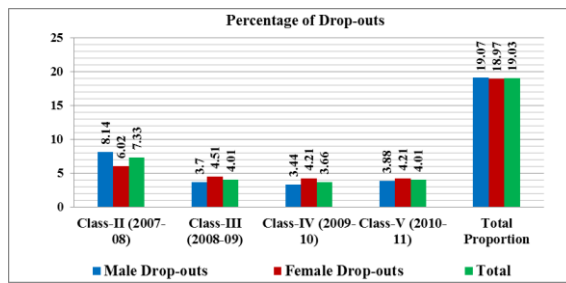


**Fig.1.3. Illustrating Year wise, Gender wise and Class wise Drop-out Rates in Private Schools.**

## Findings and their Implications:

## Drop-out Rate in Government Schools (Total Sample, Gender wise and Class wise)

- The drop-out rate of government schools was calculated to be 42.40 percent. The study also revealed that the proportion of drop-out rates for

- male was significantly higher than female i.e. 58.16 percent and 40.35 percent respectively.
- Highest drop-out rate was observed in class-IInd and lowest in class-V i.e. 20.54 percent and 5.49 percent respectively, among the students in government schools of Poonch district.

## Drop-out Rate in Private Schools (Total Sample, Gender wise and Class wise)

- The overall drop-out rate of the students in private schools was estimated to be 19.03 percent. The study revealed higher drop-out rate for male as compared to female i.e. 19.07 percent and 18.97 percent respectively.
- Highest drop-out rate was found in class-IInd being (7.33 percent) and lowest in class-IV being (3.44 percent) in private schools of poonch district.

## Educational Implications:

- Poor quality of education and lack of infrastructural facilities in the government schools compel the children to leave the schools before completing their primary education. In this regard, infrastructure and quality standard of the government schools should be enhanced at par with the standard of private schools in order to reduce the drop-out rates by attracting the students from all sections of the society.
- Mid-day meal scheme should be introduced in private and religious/minority schools of the state, because it works as an essential reinforcement for the poor parents to send their children in the schools and ensure their retention till they complete primary education.

- Library facilities small or big should be made available in every school, and the interesting books should be made available for the children too. This facility may promote more and more reading habits among the students.
- Immature mind can indulge in immoral activities. Students often in their tender ages are having maximum chances for indulging in ill practices. Therefore, guidance & counseling centers for students, illiterates, poors and disadvantaged sections may prove to be of great importance.
- Up gradation of primary schools into middle schools should be made available particular in rural areas.

## Research Implications:

- Differently abled students also have the equal right to receive and successfully complete their elementary education. Unfortunately this group has not been paid due attention by the researchers.
- Independent researchers should also concentrate on the implementation aspects of various government schemes for ensuring universalization of elementary education as these are very much associated with the access and dropout of the students.
- Research projects may be undertaken on broader perspectives in more districts of Jammu and Kashmir and other states of India.
- Drop-out rates of English medium schools, Hindi medium schools and Urdu medium schools may be compared for understanding the facts related to the problem.

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