

A Study on Factors that Affect School Enrolment and Dropout Rates

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Abstract

Education is an affective instrument for social and economic development of society. Education is an affective instrument for social and economic development and national integration. It contributes not only for the development of human resources and efficacy. The main reason for this study, One is educational attainment among Schedule Caste and Schedule Tribes in comparatively lower than the general population. The wide gap in educational attainment between the SCs/ STs and the rest of the population is due to the long history of their socio economics explosion and low social and physical and some local factors. Basically the extreme poverty is most Dalit familiars live in underlying reason why dropout rate of Dalit children is so high. Status rate means the proportion of all individuals in the population who have not completed high school and were not enrolled at student has been dropped in VI to X class.

Key Words: Schoole Enrolment, Dropout Rates, SC, ST, Muslims, Group Dropout, Primary Stage.

1. INTRODUCTION

School dropout is a complex phenomenon both in developing and developed countries. School serves many essential functions for adolescents including training in general education, vocational and life skills and socialization. Central and state government gives more importance for school education, because education is the backbones for any development of society. Education is an affective instrument for social and economic development of society. Education is an affective instrument for social and economic development and national integration. It contributes not only for the development of human resources and efficacy. The main reason for this study, One is educational attainment among Schedule Caste and Schedule Tribes in comparatively lower than the general population. The wide gap in educational attainment between the SCs/ STs and the rest of the population is due to the long history of their socio economics explosion and low social and physical and some local factors. Basically the extreme poverty is most Dalit

familiars live in underlying reason why dropout rate of Dalit children is so high. May parents simply cannot afford to send their children to school and are dependent on their workforce to ensure the survival of the given point in time.

2. OBJECTIVE OF THE STUDY

In this situation, the main objectives of this paper, one is to know the reason for dropout in school education and another one is to find out the employment status of dropout students. The data has been collected only from scheduled caste student and their family. The selected family another one is one of the most economic problems in all over country, this problem creates more obstacles to economic development. Now a days employment opportunity is low into educated person.

3. METHODOLOGY OF THE STUDY

This research conduct by researcher on March, 2014 on the basis of secondary data available at various locations of Government of India website and

other related links. The necessary data has been collected from house hold survey through primary data. Primary data has been collected through a well structured questionnaire, Status rate method has been used for collecting data. Status rate means the proportion of all individuals in the population who have not completed high school and were not enrolled at student has been dropped in VI to X class.

4. FINDINGS

The following results have been received by the study -

A. DROPOUT RATES

AT PRIMARY STAGE

a) Grade wise dropout rate among SC students at the primary stage: The overall dropout rate for SC students for all states of primary stage in 2014-2015 is found to be 3.3% which was 3.1% in 2013-2014. The states with a high dropout rate at the primary stage are Uttar Pradesh (6.3%), Punjab (4.0%) and Delhi (4.5%) in 2014-2015. Punjab and Uttar Pradesh have recorded a high dropout rate in both the study periods. Grade 5 has recorded the highest dropout amongst the SC in 2013-2014 and 2014-2015 at 9.3% and 11.7% respectively.

b) Grade wise dropout rates among ST students at the primary stage: The overall dropout rate of all states among ST students for primary stage in 2013-2014 was 3.2% which declined to 2.6% in 2014-2015. The states with overall dropout rates higher than the all states figure (2.6%) are Andhra Pradesh (3.0%), Madhya Pradesh (3.0%), Uttarkhand (3.1%), Rajasthan (3.4%), Chhattisgarh (3.7%) and Jharkhand (4.2%). The grade wise dropout rates for primary ST students at all states level is varying from lowest 1.7% (grade 2) to highest 6.8% (grade 5). It indicates that for primary stage ST students, highest dropout takes place at grade 5 level.

c) Grade wise dropout rates among Muslim students at the primary stage

The overall about rate among Muslim students for primary stage in 2014-2015 is found to be 2.6% which was 2.2% in 2013-2014. Assam (3.5%), Bihar (3.6%), and Kerala (4.6%) are the top 3 states where dropout rates are higher among Muslims at primary

stage. The grade wise dropout rates for Muslim students for primary stage grades at all states level is varying from lowest 1.1% (grade3) to highest 7.0% (grade 5) during 2014-2015. It shows that most of the Muslim student's dropout at grade 5.

B. DROPOUT RATES

AT UPPER PRIMARY STAGE

a) Grade wise dropout rates among SC students: The overall dropout rate for SC students at All states level for upper primary stage in 2014-2015 is found to be 1.8% which was 2.1% in 2013-2014. The states with overall dropout rates higher than the all states figure (1.8%) are Karnataka (7.1%), Andhra Pradesh (3.4%) and Orissa (5.3%). The grade-wise dropout rates of SC student at the All states level are varying from lowest 0.8% (grade 98) to highest 3.0% (grade7). It implies that the maximum dropout takes place at grade 7 level.

b) Grade wise dropout rates among ST students: The overall dropout rate among ST students at All states level for upper primary stage in 2014-2015 is found to be 2.7% which is similar to the trend in the previous year. The states with overall dropout rates higher than the all states figure are Karnataka (8.6%), Orissa (6.1%) and Gujarat (3.3%). The grade wise dropout rates for upper primary ST students at all states level is varying from lowest 1.3% (grade 6) to highest 4.7% (grade7). It indicates that for ST students, highest dropout takes place at grade 7 level.

c) Grade wise dropout rates among Muslim students: The overall dropout rate among Muslim students for upper primary stage in 2014-2015 is found to be 1.8% which was 2.3% in 2013-2014. Top three states where dropout rate is highest among Muslims at Upper primary stage are Karnataka (6.3%), Kerala (3.9%) and Assam (2.8%). The grade where maximum dropout takes place among Muslims at upper primary stage is 7th grade.

C. GROUP DROPOUT RATES

AT PRIMARY STAGE

a) Group dropout rate for SC students at the primary stage: At primary state (1-4/5), Group dropout rate of all states among SC students was 16.7% in 2013-2014. In 2014-2015, it had increased

to 17.8%. Rajasthan recorded highest Group dropout rate among all states in 2013-2014 while in 2014-2015, highest Group dropout rate was observed in Uttar Pradesh (29.4%).

b) Group dropout rate for ST students at the primary stage: Group dropout rate at completing primary stage (1-4/5) among ST students was found to be 17.7% in 2013-2014 and 14.4% in 2014-2015. The Group dropout rate was highest in the state of Jharkhand (32.3%) during 2013-2014 followed by Rajasthan (26.2%) and Andhra Pradesh (24.8%) among ST students. In 2014-2015, Jharkhand (22.3%) recorded highest Group dropout rate at primary stage in all the states selected for ST data presentation.

c) Group dropout rate for Muslim students at the primary stage: All states Group dropout rate estimated to be 12.2% in 2013-2014 and 13.6% in 2014-2015 among Muslim students at completing primary stage. Estimated Group dropout rate of Bihar (18.7%), Assam (15.0%) and Kerala (17.5%) is higher than all states figure for Muslim students in 2014-2015 at primary stage.

D. GROUP DROPOUT RATES

AT THE ELEMENTARY STAGE

a) Group dropout rate for SC students: At elementary stage (1-7/8), SC students Group dropout rate was 21.9% in 2013-2014 and it had increased to 22.2% in 2014-2015. States showing Group dropout rate higher than all states figure in 2014-2015 are Bihar (25.4%), Delhi (23.2%), Karnataka (22.9%), Punjab (24.4%) and Uttar Pradesh (31.8%).

b) Group dropout rate for ST students: At elementary stage (1 to 7/8), Group dropout rate was found to be 24.6% in 2013-2014 and 20.8% in 2014-2015 assessment years. Chhattisgarh (23.7%), Jharkhand (27.3%), Karnataka (23.1%), Madhya Pradesh (22.2%) and Rajasthan (22.0%) recorded greater than all states Group dropout rate of ST students in 2014-2015.

c) Group dropout rate for Muslim students: In elementary stage (1-7/8), a Group dropout rate of all states was 17.9% in both the assessment years. Assam (23%), Bihar (21.1%),

Karnataka (19%), Kerala (26.7%) and Uttar Pradesh (18%) are the states showing Group dropout rates at completing elementary stage (1-7/8) among Muslims higher than all states figure.

E. COEFFICIENT OF INTERNAL EFFICIENCY

The coefficient of internal efficiency of the system is the ration of ideal number of pupil-years required to produce the same number of graduates to actual number of pupil-years spent to produce graduates for a Group. The more number of years taken for pass out the less is the internal efficiency.

a) Coefficient of internal efficiency (CIE) at primary and elementary stage for SCs: Coefficient of internal efficiency for SCs in primary stage was found to be 79.7% in 2013-2014 and 79.5% in 2014-2015. States observed low CIE than all states figure are Andhra Pradesh, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Tamil Nadu, and Uttar Pradesh.

b) Coefficient of internal efficiency (CIE) at primary and elementary stage for STs: CIE at primary (1-4/5) and elementary stage (1-7/8) was found to be 76.1% and 75.1% respectively for ST students in 2013-2014. In 2014-2015, CIE for primary stage was 81.9%, while for elementary stage (1-7/8), it was 80.3% each. Jharkhand recorded lowest CIE at primary as well as upper primary stages among STs.

c) Coefficient of internal efficiency (CIE) at primary and elementary stage for Muslims: CIE was 83.2% for primary stage and 82.3% for elementary stage (1-7/8) in 2013-2014. Corresponding figures for Muslims in 2014-2015 was recorded as 83.8% and 84.5% for primary stage and elementary stage. At primary and elementary stages, highest CIE was recorded in Uttarakhand (95.0% and 95.5% respectively) during 2014-2015.

F. AVERAGE DURATION OF STUDY OF PRIMARY AND ELEMENTARY STAGES

Average duration of study has also been calculated separately for primary and elementary stages

for both the assessment years i.e. 2013-2014 and 2014-2015.

a) Average duration of study at primary and elementary stages for SCs: The average duration of study for SCs at primary stage in 2013-2014 and 2014-2015 for all states combined together was 5.4 years and 5.3 years respectively. Highest average duration of study was found to be 5.9 years in Bihar. In elementary stage (1-7/8), average duration of study in 2013-2014 and 2014-2015 among SCs was 8.6 years and 8.4 years respectively. At elementary stage (1-7) , Bihar and West Bengal recorded highest average duration of study (9.1 years) among SCs during 2014-2015.

b) Average duration of study at primary and elementary stages for STs: In those states where primary stage was from grade-1 to grade-4, average duration of study for STs was varying between 4.0 years to 4.5 years in both the assessment years. In other states where primary stage was from grade-1 to grade-5, average duration of study for STs was between 5.0 years to 5.9 years.

c) Average duration of study at primary and elementary stages for Muslims: In those states where primary stage was from grade-1 to grade-4, average duration of study for Muslims was varying between 4.0 years to 4.9 years in both the assessment years. In other states where primary stage was from grade-1 to grade-5, average duration of study for STs was between 5.0 years to 6.2 years.

In elementary stage (1-7/8), average duration of study for all states combined together was 8.6 in 2013-2014 and 8.4 in 2014-2015.

5. FACTORS OF DROPPING OUT

The students who dropped out of the school or whose status was not known were further asked about the reason for leaving the school!. The top most reasons cited for dropping out of the school are :

- i. Lack of interest in studies,
- ii. Due to economic reasons,
- iii. Family migrated to other place and
- iv. Help in domestic work to the parents

The following series of charts gives us the gender-wise reasons for dropping out of schools. The

results were tabulated for primary and upper primary stages separately so as to enable ourselves better equipped to develop age-specific action plans for eradicating dropout rates.

Chart 1: Dropout Rates for 2014-15 amongst SC, ST and Muslims

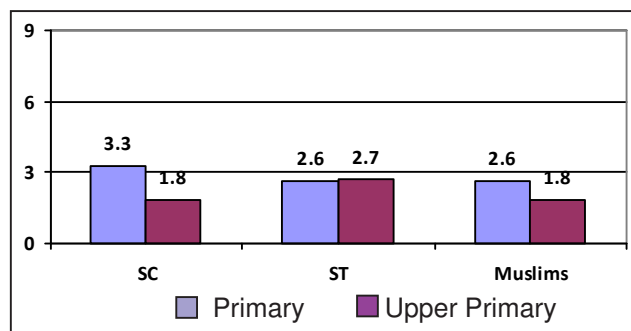
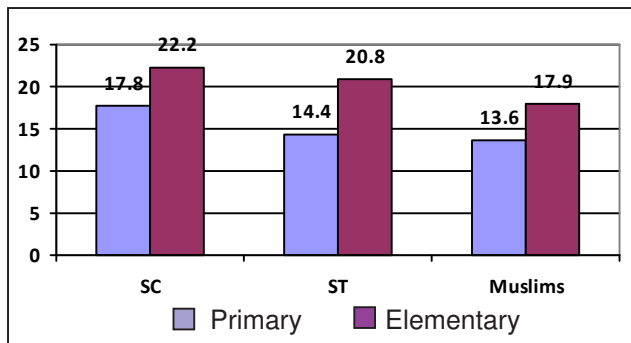


Chart 2: Group Dropout Rates for 2014-15 amongst SC, ST and Muslims



a) Factors for dropping out at the Primary Stage: For boys in primary classes the main reason for dropping out was the lack of interest in studies, and due to the poor economic reason of the family. The low interest of studies translates to either the lack of interest of parents of these boys to educate or poor results of boys over the years and hence a lack of interest of boy himself. In the latter case, it is government duty to equip schools with innovative ways of education which would pull these boys towards education.

The reasons for dropping out of the school were almost similar for boys and girls. The major reason for girls dropping out of the school is to help the parents in the domestic work or due to economic reasons. Close to 12% of both boys and girls dropped out because of the family migrating from one place to another in search of work and livelihood.

Chart 3: Reasons for Dropping out at Primary Stage in 2014-15

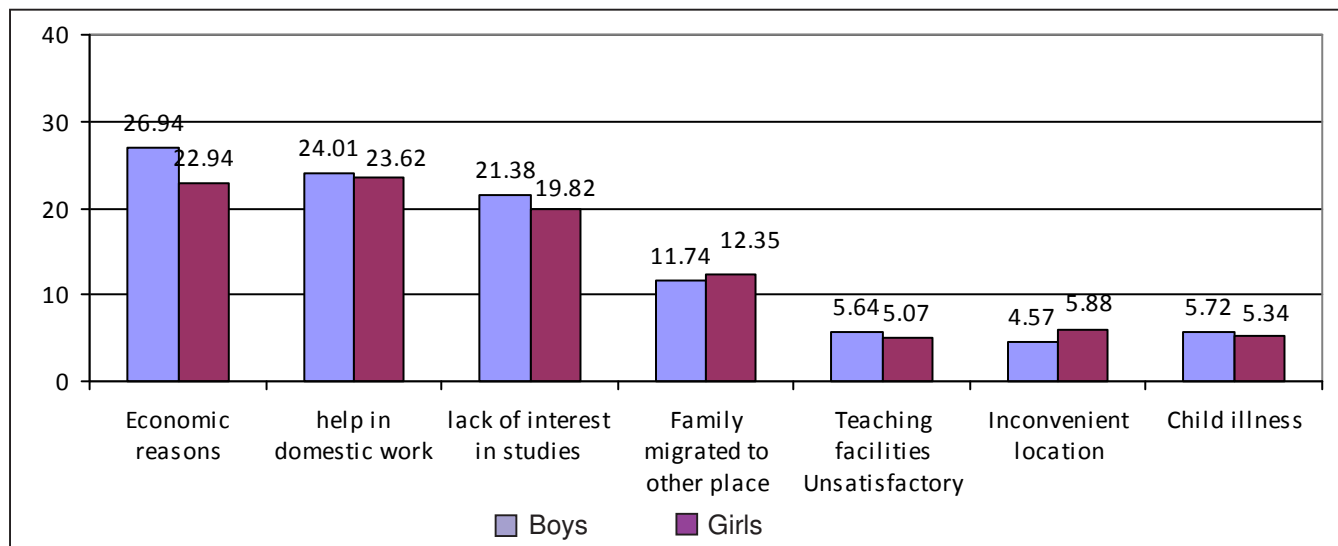
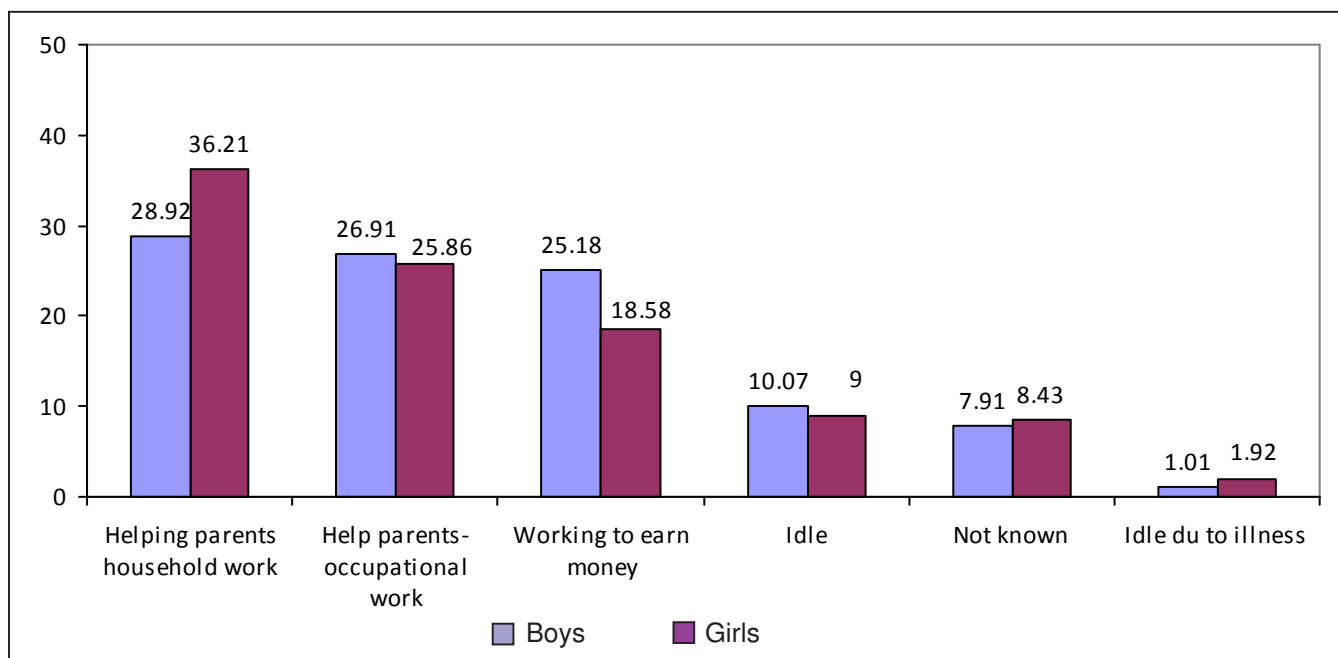


Chart 4: Reasons for Dropping out at Upper Primary Stage in 2014-15



Need to help family in domestic work was reported as the foremost reason by majority of the drop outs across all states. Poverty was yet another reason to drop out of the schools for both boys and girls. 37.04% boys and 33.30% girls in Bihar, 39.67% boys and 35.14% girls in Orissa dropped out because of lack of interest in studies. 31.95% boys and 24.84% girls in Andhra Pradesh dropped out because of parents migrating to other towns/city for livelihood purpose.

Need for separate girls school and the right to study for girls: In 2014-2015, 2.99% girls dropped out because of unavailability of separate girls' drooped out due to this reason. 1.99% dropped out because the parents thought that there was no need for the girls to study and 9% of the girls in Rajasthan and 6.60% in Karnataka dropped out because of this reason.

b) Factors for dropping out at the upper primary stage: The boys in upper primary classes

Chart 5: Activities after Dropouts at Primary Stage in 2014-15

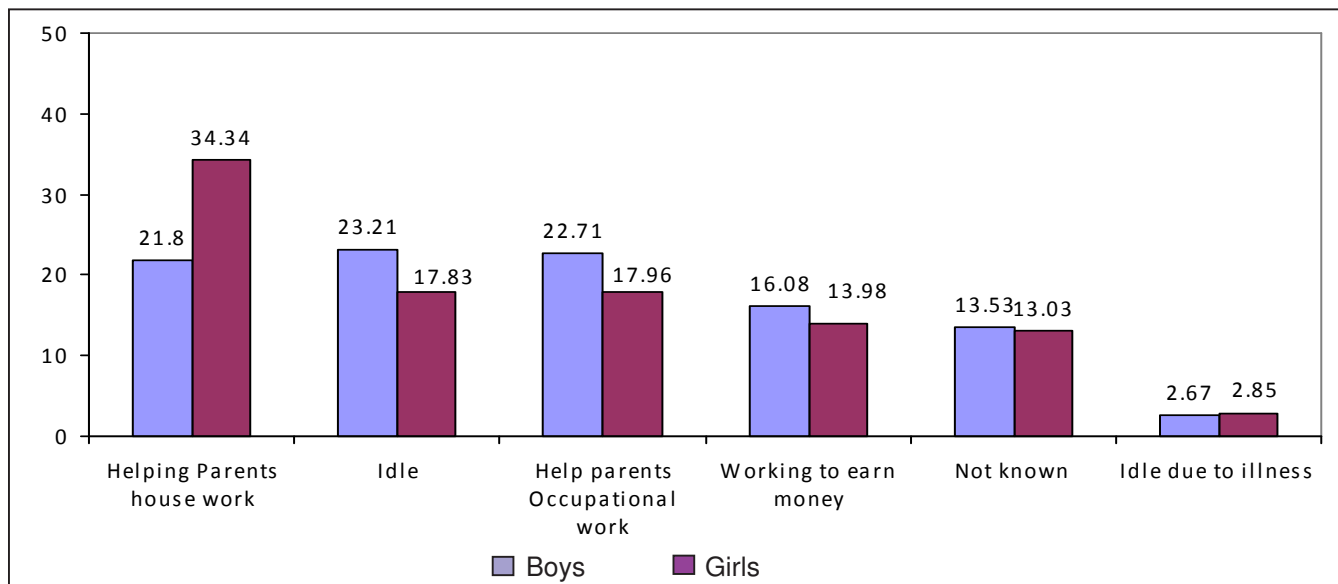
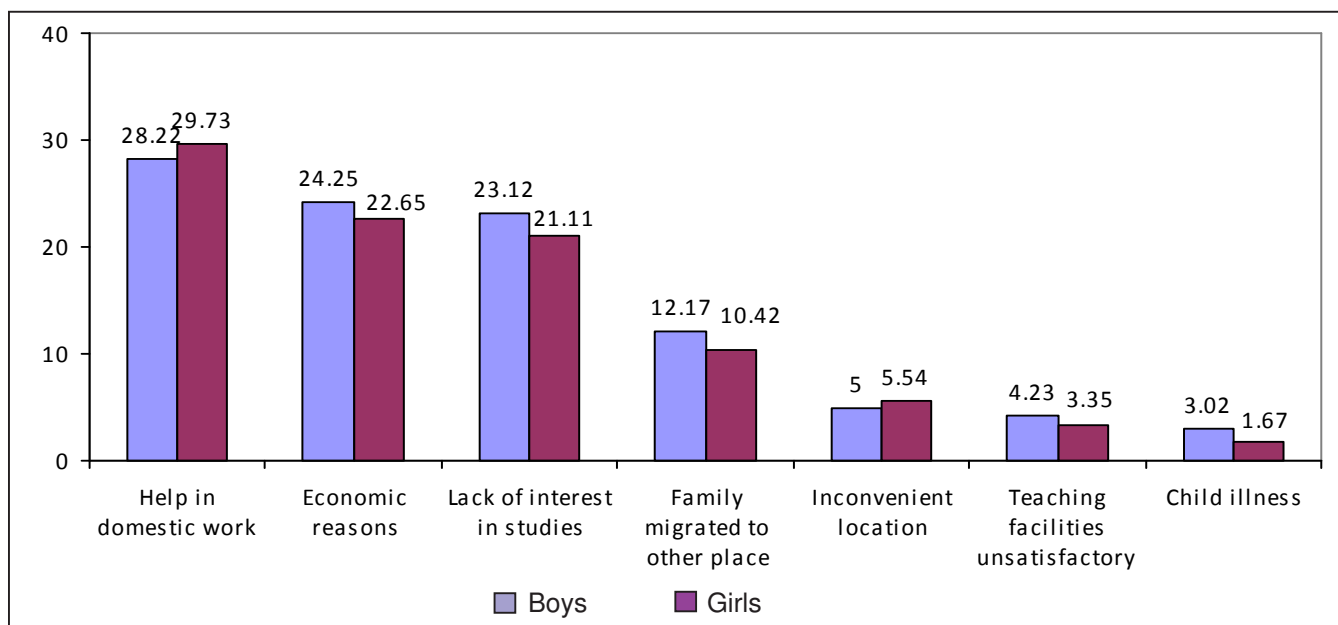


Chart 6: Activities after Dropouts at Upper Primary Stage in 2014-15



have majorly dropped out of the education system to work as a help in domestic work of the family. Poor economic condition of the family (24.25%) and lack of interest in studies (23.12%) is also a major factor for boys discontinuing studies before completing the upper primary stage.

The main reason for dropping out of the girls in upper primary classes is to work as a help in domestic work of the family and next is due to the poor

economic condition of the parents. As compared to boys in primary classes, higher proportions of girls have reported helping family in domestic work as a reason for dropping out of the school at upper primary stage. This supports the ancient ideology of parents involving their girl children in domestic work rather than sending them for higher education.

Tamil Nadu and Assam recorded a high percentage of student (both boys and girls) dropping

out from the school due to economic reason of the family.

Current activity of the dropouts at the primary stages: After dropping out from the school at or before primary stage, most of the boys (nearly one fifth) and girls (one third) are helping the parent/family in household work. It is disheartening to see 23.21% of boys and close to 18% of girls dropping out at primary stage is sitting idle at home. It is also of concern to see that higher proportion of boys and girls reporting involved in economic activities after dropping out of school in 2014-2015. This suggests that the children were lured/forced into these activities in poor economic conditions of the house hold. The concerned ministries shall be alerted so that each house hold is provided with enough employment in a year so that these child-labor cases are minimized . It is also suggested that the teachers in all schools should given additional responsibilities of bringing the dropped out children back to school who are sitting idle at home. These children's parents can be easily convinced.

After dropping out from the school at the upper primary stage, most of the boys and girls (were helping the parents/ family in house hold work or in occupational work. Those drooping out at or below upper primary stage are rather working to help house hold with economic stability (by joining the workforce.) These girls and boys were mostly found involved in family's occupational work or working somewhere else for money. The percentage of dropouts sitting idle at home at the upper primary stage is less as compared to the primary stage.

6. CONCLUSION

Private schools experience rapid enrolment growth in comparison to others. While developing a theory of school growth, what would be proposed as the most important factor that influences enrolment growth? There are multiple factors that contribute to enrolment growth and decline at a school. Some of these factors are as follow.

a) Leadership — The vision, drive and personality of the leadership (primarily the head of school) will affect the enrolment. Bennis and Nanus, leadership gurus, believe that “leadership is the pivotal force

behind successful organizations”. The same is true in a private school.

b) Quality School Experience — One of the most important factors in school growth is the overall quality of the experience. Parents are investing significant resources to provide the very best education for their child and because of this, they expect the best. A high quality experience must be integrated throughout your school in order to grow your enrolment.

c) Vision and School Improvement—Vision and school improvement in strategic areas can have an impact on enrolment growth.

d) Faculty and Staff— Faculty and staff should be the primary connection that a family makes with your school. These educations will be the ones to teach and mentor students. When they deliver a high quality educational experience and personally connect with the students in a positive way, this experience will impact enrolment.

e) Parent Satisfaction — When parents are satisfied, there are at least two primary results that affect enrolment. First, satisfied parents will lead to strong retention. A strong retention rate obviously leads to increased enrolment. Secondly, satisfied parents will tell their friends about your school.

f) Reputation — The experience s of parents, students, graduates, faculty and staff create the reputation, and this reputation announces the perfection of school. This general announcement and reputation in the community affects enrolment.

g) Demographics, Location and Fees —Local community demographics, the location of the school and the fees will have a significant impact on enrolment. Thus, it is important to consider your demographics, location and fees, because of concerns with the economy and increased tuition fees in private schools.

h) Competition— One of the issues facing private schools today is the increased competition from other schools. Private schools face a very competitive market. Besides competition with other private schools, public schools are working to increase quality by providing specialized, and management opportunities. ○

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