



IJMRD 2014; 1(7): 226-230
www.allsubjectjournal.com
Received: 20-11-2014
Accepted: 10-12-2014
e-ISSN: 2349-4182
p-ISSN: 2349-5979

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A Study of Drop-out rate in Primary Schools of Poonch District of Jammu and Kashmir

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Abstract

The major thrust of this study was to calculate the drop-out rate among male and female students in both rural and urban primary schools of Poonch district of Jammu and Kashmir. The Present study was carried-out on sample of 110 primary schools drawn through stratified random sampling technique. A self prepared information schedule was used to collect the required information. The drop-out rate was calculated by using Cohort method. The study revealed that the overall drop-out rate among all the selected schools was found to be 25.26 percent. It was found higher among rural schools as compared to urban schools. The proportion of drop-out rate for male was higher than female i.e. 30.70 percent and 27.26 percent respectively. Highest drop-out rate was reported in class-II and lowest drop-out rate was noticed in class-V i.e. 12.64 percent and 4.81 percent respectively. In the end of this paper some suggestive measures have been put forward by the authors.

Keywords: Drop-out Rate, Primary Schools, Rural-Urban, Poonch.

1. Introduction

Dropping-out from the school is a global phenomenon. The problem of drop-out is complex and multifaceted and there is increasing evidence that a number of different types of students from diverse backgrounds and circumstances are leaving school (Lecomplete, 1987). It is not only a problem that influences the individual but it has serious implications on entire society and a hurdle in all the developmental aspects of the nation. India is the 4th largest country of drop-outs in the world. It has good primary school enrollment ratio, but three in ten drop-out by the time they reach the final grade (UNESCO, 2013). It is one of the perennial problems inflicting the Indian system of education across all levels and this condition is more acute at primary stage. Primary 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. Enrollment of the students at secondary and university level of education depends upon the retention and success ratio of the students at primary level. It makes the individual to understand the difference between right and wrong, desirable and undesirable. Primary education develops among students the basic skills of language communication such as listening, speaking and symbolic skills like the use of signs, symbols and drawing. It makes the pupils to apply the acquired knowledge and skills of a subject in various life situations. In order to achieve these objectives of primary education the central government in collaboration with the state governments has made strenuous efforts to fulfill this mandate and, though significant improvements have been seen in various educational indicators, but the ultimate goal of providing universal and quality education still remains unfulfilled. A lot of researches have been conducted in India and abroad consistently probed the problem of drop-out. 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. Devi (1983) found no uniformity in the rate of drop-out for the whole primary stage. In comparison to boys more girls dropped-out, due to poverty, frequent transfer, repeated failures and negligence of parents. Pratinidhi et al. (1992) revealed no significant difference in overall drop-out rates by both sexes. Hussain (1982) revealed that the rate of wastage was highest in the first two classes and single teacher schools. The study conducted by Gyaneswar (1992) revealed that the rate of wastage and stagnation amongst pupils in rural areas was higher than that of urban schools. Vyas et al. (1992) reported that the drop-out rate of girls was higher than boys; drop-

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out rate of urban schools was also higher than rural schools. Results of the study carried out by Verma (1993) indicated that girls drop-out rates was higher in rural areas than in urban areas and the causal factors were illness of parents, divorce of parents, death of parents, unfavorable attitude towards girls education, working with parents for earning. Bhat et al. (1994) investigated the wastage in primary education in Kupwara district of Jammu & Kashmir and concluded that the drop-out rate of primary school was 0.19 percent. A similar investigation was carried out by Naidu (2000) which revealed higher drop-out rates among girls than boys. Subramaniam (2005) indicated that the drop-out rate was higher among boys than the girls. Nakpodia (2010) reported higher drop-out rate among male students than female students.

The findings of above mentioned research studies revealed higher drop-out rate among rural schools as compared to the urban. Contradictory results about the gender differences have been reported. The findings also revealed highest drop-out rate in first two classes and lowest drop-out rate in next higher classes.

2. Objectives of the study

1. To study the enrollment and retention figures of rural and urban primary schools of Poonch district.
2. To find-out the drop-out rate at primary school level collectively and separately for each class.
3. To compare the drop-out rate of male and female students in primary schools of Poonch District.
4. To compare the drop-out rate of rural and urban students in primary schools.

3. Sample of the Study

In the present investigation one hundred and ten (110) primary schools of both rural and urban areas were selected through stratified random sampling procedure in order to calculate the drop-out rate.

4. Tool used in the present study

A Self-prepared Information Schedule to study the Enrolment, Retention figures and Dropout rate was used in the present study.

5. Collection of data

The researcher took the permission from the Chief Education Officer (CEO) Poonch for visiting the selected schools. Out of all, 110 schools were visited by the researcher for the collection of data. In each school admission registers, attendance registers and result books from academic year 2006-07 to 2010-11, were consulted to collect information regarding the enrolment, retention and the drop-outs of all the classes from class-I to the class-V. Rural-urban and gender wise information were also collected with the help of self-prepared tool.

After collecting the required information, year wise enrolment from 2006-07 to 2010-11, and the retained students for each class were tabulated according to male, female and total. Percentage of dropped-out was also calculated by using the Cohort method with the help of following formula.

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

6. Analysis and Interpretation of Results

Table 1: Showing the Enrolment and Retention Figures of Total Sample Schools

Groups		Class-I 2006- 2007	Class-II 2007- 2008	Class-III 2008- 2009	Class-IV 2009- 2010	Class-V 2010- 2011
		Male Students	889	763	705	658
Total	Female Students	669	598	549	519	486
	Total	1558	1361	1254	1177	1102

Table 1 shows that out of 1558 pupils enrolled in class-I, during the academic year 2006-07 in total sample schools, only 1361 students retained in class-II, 1254 pupils retained in class-III, 1177 retained in class-IV and 1102 pupils retained in class V. It is also evident from the above table that out of 889 male students enrolled in class-I, only 763, 705, 658 and 616 were retained in classes-II, III, IV and V respectively. Whereas out of 669 females enrolled in class-I, Only 598, 549, 519, and 486 were retained in classes-II, III, IV and V respectively.

Table 2: Showing the Drop-out Rates of Total Sample Schools

Total	Drop-outs										
	Groups	Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
		No.	Prop.	No.	Prop.	No.	Prop.	No.	Prop.		
	Males	126	14.17	58	6.52	47	5.28	42	4.72	273	30.70
	Females	71	10.61	49	7.32	30	4.48	33	4.93	183	27.35
	Total	197	12.64	107	6.86	77	4.94	75	4.81	456	29.26

Table 2 reveals that out of total enrollment in class -I in total sample schools of Poonch district, 12.64 percent pupils dropped-out at class-II, 6.86 percent dropped-out in class-III, 4.94 percent dropped-out in class-IV and 4.81 percent pupils dropped-out in class-V. The corresponding drop-out rates for males in classes II, III, IV and V were 14.17 percent, 6.52 percent, 5.28 percent and 4.72 percent respectively. The

drop-out rates for females in classes- II, III, IV and V were 10.61 percent, 7.32 percent, 4.48 percent and 4.93 percent respectively. It is quite clear from the above presentation that the proportion of dropout for males (30.70 percent) which was higher than females i.e. (27.35 percent). This finding is supported by the findings of Das (1975); Pillai et al. (1980); Esktrom et al. (1986); Thakur et al. (1988); Ensminger &

Slusarcick (1992); Leelavathy (1997); Siddiqui (2003); Subramaniam (2005); Napkodia (2010). However, the findings of Das (1969); Vyas (1992); Sarmah (1997); Banerjee and Nath (2000); Naidu (2000); Archana (2001);

Ayodele, et al. (2004); Rena (2007); Sajjid, et al. (2012) contradicts the present finding. Furthermore, the overall drop-out rate of males and females in total sample schools was found to be 29.26 percent.

Table 3: Showing the Enrolment and Retention Figures of Rural Schools

	Groups	Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Rural	Male Students	425	337	300	268	240
	Female students	334	297	268	248	221
	Total	759	634	568	516	461

Table 3 indicates that out of 759 pupils enrolled in class-1 during the year 2006-07 in rural primary schools of Poonch district, only 634 pupils retained in class-II, 568 retained in class-III, 516 retained in class-IV and 461 pupils retained in class-V. Considering the gender differences, it was found that 425 male pupils enrolled in class-I, during the year

2006-07 in rural schools, the corresponding retention in classes II, III, IV and V were 337, 300, 268 and 240 respectively. In case of female sample the retained pupils in classes II, III, IV and V were 297, 268, 248, and 221 respectively, as against the 334 students enrolled at class-I.

Table 4: Showing the Drop-out rates of Rural Schools

Rural	Groups	Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
	No.	Prop.	No.	Prop.	No.	Prop.	No.	Prop.			
Rural	Male	88	20.70	37	8.70	32	7.52	28	6.58	185	43.52
	Female	37	11.07	29	8.68	20	5.98	27	8.08	113	33.83
	Total	125	16.46	66	8.69	52	6.85	55	7.24	298	39.26

Above table 4 shows that out of total enrolment in class-1 in rural primary schools, 16.46 percent pupils dropped-out at class-II, 8.69 percent dropped-out in class III, 6.85 percent dropped-out in class-IV and 7.24 percent pupils dropped-out in class V. The corresponding drop-out rates for males in classes- II, III, IV and V were 20.70 percent, 8.70 percent, 7.52 percent and 6.58 percent respectively. Drop-out rates for female pupils in classes- II, III, IV and V were calculated to

be 11.07 percent, 8.68 percent, 5.98 percent and 8.08 percent respectively. It is evident from the above data that the proportion of dropout for males was comparatively higher than the females i.e. 43.52 percent and 33.83 percent respectively. In addition to it, the result also indicates that overall drop-out rates of both male and female students in rural primary schools of Poonch district were calculated to be 39.26 percent.

Table 5: Showing the Enrolment and Retention Figures of Urban Schools

	Groups	Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Urban	Male Students	464	426	405	390	376
	Female Students	335	301	281	271	265
	Total	799	727	686	661	641

Table 5 depicts that out of 799 pupils enrolled in class-I during the academic year 2006-07 in urban schools, only 727 pupils retained in class-II, 686 retained in class -III, 661 retained in class-IV and 641 pupils retained in class-V. As far as gender difference is concerned it was revealed that 464 male students enrolled in class-I during the year 2006-07 in

urban schools only 426, 405, 390 and 376 were retained in classes- II, III, IV and V respectively. In case of female sample the retained pupils in classes- II, III, IV and V were 301, 281, 271, and 265 respectively, as against the 335 students enrolled at class I.

Table 6: Showing the Drop-out Rates of Urban Schools

Urban	Groups	Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
	No.	Prop.	No.	Prop.	No.	Prop.	No.	Prop.			
Urban	Male	38	8.18	21	4.52	15	3.23	14	3.01	88	18.96
	Female	34	10.14	20	5.97	10	2.98	6	1.79	70	20.89
	Total	72	9.01	41	5.13	25	3.20	20	2.56	158	20.28

The table 6 demonstrates that out of total enrollment in class-1 in urban schools, 9.01 percent pupils dropped-out in class-II, 5.13 percent dropped-out in class- III, 3.20 percent pupils dropped-out in class IV and 2.58 percent pupils dropped-out

in class V. The corresponding drop-out rates for male pupils in classes- II, III, IV and V were 8.18 percent, 4.52 percent, 3.23percent, and 3.01percent respectively. Drop-out rates for females were 10.14 percent, 5.97 percent, 2.98 percent and

1.79 percent in classes- II, III, IV and V respectively. The data presented in the above table indicates that the proportion of dropout for female pupils was higher than the male pupils i.e. 20.89 percent and 18.96 percent respectively. This result is corroborated by the findings of Das (1969); Vyas (1992); Sarmah (1997); Banerjee and Nath (2000); Naidu (2000); Archana (2001); Ayodele, et al. (2004); Rena (2007); Sajjid, et al. (2012). The overall drop-out rate for both male and female pupils in urban schools was found to be 20.28 percent.

7. Conclusions and Suggestions

The present study revealed that the proportion of drop-out for males was comparatively higher than females in total sample schools. Highest drop-out was noticed in class-II and lowest was observed in class-IV. Furthermore, it was also found higher in rural schools as compared to urban primary schools. In order to eradicate this baffling problem of drop-out from the schools following suggestions have been made by the authors.

- ❖ Provision of free uniform scheme should also be introduced for every poor student, because many poor parents find it difficult to bear this additional expenditure on education of their children. At many occasions it becomes the causal factor of drop-out.
- ❖ 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.
- ❖ Sitting arrangement for children should be improved, so that students sit easily in the school for long hours and pay attention for the learning tasks.
- ❖ Adequate and sufficient salary to the locally appointed teachers under Rehbar-e- taleem (ReT) scheme in the state may enhance their interest and efficiency towards teaching. Low paid salary to the teachers has always remained an obstacle in the path of quality education. Thus, there is a dire need to enhance meager salary of these ReT teachers.
- ❖ There is an extensive need for up-gradation of primary schools into middle schools especially in rural areas.
- ❖ The environment of the school should be made propitious, so that the child may feel homely atmosphere in the school. Proper infrastructural facilities like school building, class-rooms, drinking water, toilet facilities, proper ventilation etc. should be made available in every school.
- ❖ It has been observed from the previous researches that the drop-out rate negatively correlated with co-curricular activities provided in the school which implies that the larger is the provision of such activities in the school, the lower is the drop-out rate. In this context, co-curricular activities being the part of the curriculum should be given due importance.

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