



Child Enrollment and Dropouts in Secondary Schools of Greater Visakhapatnam City, Andhra Pradesh

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Abstract

School enrollment and dropouts have an impact on a country's social, economic, political, and environmental development. This study hopes to learn more about the social and economic impact of high school dropouts by using Visakhapatnam as a case study. It also explores not only secondary school enrollment but also school dropout in Visakhapatnam during the 2017-18 and 2018-19 academic years. Thus, the primary goal of this research is to determine child enrollment and dropout rates in secondary schools in Greater Visakhapatnam, Andhra Pradesh. Enrollment and dropout rates of children in 31 government schools and 69 private schools in Greater Visakhapatnam city have been considered for data collection. According to the data, government schools currently have a higher enrolment rate in secondary education than private schools, while student dropout rates in government schools are higher than in private schools. Furthermore, girls are slightly less enrolled in secondary schools than boys, and dropouts of boys and girls show that boys are higher than girls in classes 7th, 8th, and 9th, but girls are higher than boys in class 10th, both in government and private schools. Because dropout rates in public schools are higher than in private schools, this could be due to children being transferred from public to private schools. It is concluded that as the number of secondary schools, school facilities, and enrolment increase, so will the annual dropout rate. Even as the study applauds the aforementioned remarkable achievements, school administrators must focus their efforts on improving the quality of education in schools, particularly in government schools, in order to compete with corporate (private) schools.

Keywords: Enrolment, dropouts, Secondary Schools, Government Schools, Private Schools.

Introduction

Globally, the ability of a nation's people to learn is inextricably linked to the nation's progress. One of the most important determinants of poverty reduction is education, which is widely regarded as one of the most important determinants of poverty reduction. Education's significance cannot be overstated, as it has far-reaching implications in virtually every aspect of human life. It's an investment in people's and the economy's futures. Leaving school without completing a high school diploma or an equivalent credential, such as a GED certificate, is defined as dropping out by the National Center for Education Statistics. A country's productivity, well-being, and prosperity can all benefit from high-quality education. In developing countries, there is a lower priority placed on improving education quality and ensuring that everyone has access to it. Asia's developing countries are similar to those in other parts of the world.

A researcher in India has discovered the reasons why students drop out of school. Because of the country's economic problems, India has a high rate of dropouts. As a result, many students choose to drop out of school in order to save money (Rani UR 2011). In order to meet their financial obligations, many students are forced to drop out of school. Parents who do not want their children to attend school are also responsible for student dropouts. If parents are less involved in their children's education, they are more likely to drop out (Jeynes WH 2007).

This situation cannot be acceptable to a country's educational system. The term "dropping out" is commonly used to describe school and student failure. Further research into how student dropout affects a country's economic well-being is needed, according to studies. A study of the dropout rate in various countries is also a point of contention among researchers, with some arguing that it should be carried out. More research is needed, according to researchers, to discover the reasons for dropouts and the economic impact they have (Latif, A., Choudhary, A. I., & Hammayun, A. A. 2015). No country, including India, can afford to be without basic formal education, also known as elementary education, in today's world. In general, there is still a lot that can be done to reduce the dropout rate between upper primary and secondary school for both boys and girls.

Reasons for school dropouts

The reasons for school dropout are vary depending on the social, economical, and cultural background of the people. In some cases, students are forced to drop out of school because of their own volition. School dropout is an extremely important topic. Whatever the reason, the mere fact that a child does not complete his or her schooling is not a virtuous action. Oftentimes, because of their inability to contribute in any way, such children do not prove to be a valuable asset to the country. There is no reason that is significant enough to serve as a substitute for formal education. It is the foundation of a person's life, and it enables them to be effective in all aspects of their lives, including work.

a) A lack of resources Affordability and Ease

Many Indian students drop out of school due to poverty, accessibility and availability. As an illustration, during the monsoon season in Kerala, many of the state's public schools serve as emergency shelters. This is a place where some people have lived for the last three years. The government has not made any plans to rehouse these individuals. Because of this, there is no place for the students to do their homework. Students in grades one through seven may only have access to a single classroom, with the rest of the school's classrooms being used by the general public. Due to the long distances to school in some areas, many girls and young children are unable to complete their education. There aren't enough transportation options in the country, which makes things difficult to get to. These three factors all have an impact on the education of students, which results in them quitting school.

b) The school and its staff

Students are suspended or placed in "remedial classes" for minor infractions (such as "talking back to the teacher"). A good example of this is Shaji, a bright young man from a low-income background who excelled in school. His father was earning a living by working for the day. When he was in eighth grade, he got into a fight with a teacher. After he was expelled from school, he never returned. On the same basis as his father, he now works for a daily wage. Teachers could have made Shaji's life a lot better if they had shown a little compassion and empathy toward his family. As a result, schools and teachers play an important role in keeping students in school. Many of the schools do not have enough guidance counsellors on hand to help students. Students are being taught a curriculum that is not tailored to their specific needs. Students' learning styles are not taken into account when passive teaching methods are used. Teachers aren't educated in the latest methods for teaching and learning. Teachers in the most difficult schools are frequently those with the least work experience and training in the classroom.

c) The student's lack of interest.

Every group of students has a few slackers who don't care about learning the material that is being presented to them. Because they aren't paying attention, they aren't showing any interest in what is being taught. It's not as if these students don't put forth any effort. They make an effort when compelled to do so. This is why some students would rather turn around and go the other way. They prefer to drop out of school because they've decided that what they're learning there doesn't hold their interest. As a result, they make a decision that suits their needs. To pique the interest of these children, the school environment and teachers must be inspiring and caring.

d) School and parents' excessive academic pressure

A large number of students leave school because they are unable to cope with the academic pressure and debilitating anxiety that they face. Many parents have unrealistic expectations for their children, failing to take into account their own skills and interests. Children are compelled to enrol in courses in which they have no interest, and as a result, the vast majority of them never complete them and go on to be failures. Some of them become addicted to alcohol and other drugs.

e) Changing schools on a regular basis

Regardless of the number of schools they attend, some students are able to adapt quickly. Changing schools is too much for some students, and they may never be able to do so again. Some people have difficulty adjusting to new environments. Children's disinterest and eventual school abandonment are caused by their inability to cope with frequent transitions.

f) Intimidation and intimidation.

The fear of being mocked and judged keeps them from coming out of the shadows. It becomes increasingly difficult for them to attend school. Parents need to step up and take full responsibility in this situation.

g) Ongoing academic failure

Whether it's in class or on finals, some students are doomed to failure time and time again. They lose their self-esteem as a result of their history of failure. The lack of self-confidence disappears as long as the failure continues. In its place, a sense of indifference that is more fatal than the former emerges. When the person no longer cares about the consequences, they go for what they believe to be the best option.

h) A lack of assistance from loved ones

Having to drop out of school due to financial constraints is a sad reality for many young people. If you can't afford to pay your school fees, this could be one of the reasons why. Adolescent children of the family may be called upon or viewed as a source of support in a variety of challenging situations. Often, these children are emotionally compelled to give up their academic pursuits and devote themselves to their family's crisis in this environment. The majority of females drop out of school to help with household duties, while the majority of males do so in order to Earn an Additional Source of Income.

i) A history of misbehavior

Sadly, this is a universal truth. Undoubtedly, there is a lot to see and do out there in the big bad world. When they're in their twenties, most high school students don't have a broad perspective on the world. They are enthralled by the glitz and glamour of everyday life. However, every shortcut taken to acquire all those fanciful things is a step toward delinquency.. When they're caught in its web, they do so either knowingly or unwittingly.

j) Education isn't seen as essential.

Many people wonder what they should do next after finishing their education. They are expected to perform the same duties as their parents. As a result, many of these students drop out during their first year of elementary school. Education is not viewed as a necessity by either parents or children.

k) Wrong decisions made by the students themselves

They are prone to making ill-advised choices. They become involved in gangs, drug and alcohol abuse, pregnancy, and criminal activity.. Many students have a negative outlook on school and are frequently bored. They've lost touch with their loved ones, their school, and everything else. They are unable to see the benefits of attending school. There is no school involvement and a lack of self-esteem for them.

l) The students' family backgrounds

It's not uncommon for family values to conflict with those of a school. Many of their parents didn't finish high school and are now unemployed. The students come from low-income families, where there are a lot of other children in the same situation. Older children are frequently compelled to work to help support the family financially or to care for younger siblings so that their parents can go to work. There are a large number of children born out of divorce, separation, or family violence.

m) For other reasons.

There are a number of other factors that contribute to students' decision to drop out of school, particularly at the secondary level. Parents' fear of sending their daughters to school because of the lack of proper facilities for them, a shortage of female teachers, and other issues such as child marriage and pregnancy among girls (in some communities), as well as physical and mental health issues, are just a few examples. Because of this, school dropouts are a real problem. In spite of governmental efforts to increase enrollment, no action has been taken to prevent school dropouts.

Literature Review

Sk. Rezwan Shihab (2018) wrote a paper titled 'Determinants of High Enrollment and School Dropouts in Primary and Lower Secondary Schools: A Comparative Educational Appraisal among South Asian Countries,' which was published in the journal Educational Researcher. The purpose of this research is to discover the common factors that drive Bangladesh's high primary school enrollment and uncontrolled

dropout rates. Also investigated are educational interventions that might aid in reducing disparities in access to a quality education. With its expanding resources and the hope of better methods, comparative education appears to be ideal for rationalising educational plans. Government reports and current educational conditions are the primary sources of research data. There are interviews with educators and experts in the field to better understand what is happening. The data reveals that a wide range of factors contribute to the large number of potential students who are unable to enrol in educational institutions. The pattern of school dropouts can be seen in all grades. In order to determine if Bangladesh is the worst-affected country, similar data from South Asian countries such as India, Nepal, Pakistan, and Sri Lanka is shown. Govt. Studying these countries' evaluations, researchers are looking for positive outcomes from this setback.

Academicians, researchers, and policymakers have been interested in the issue of primary school dropout for a long time because it is so prevalent in many developing countries. In spite of progress toward universal primary education, 75 million children are still not enrolled in primary school, and more than a third of children drop out before completing primary school (UNESCO, 2009). Overall, women receive less education than men, according to a study by Holmes (2003), and they are more likely to drop out or withdraw from school earlier due to both economic and social-cultural factors.

As a result, the literature on socioeconomic influences on educational attainment has primarily focused on enrollment and primary school. According to a number of studies (Akhtar 1996; Deolalikar 1997; and Zheng, 2003; Boissiere 2004; Desai and Kulkarni, 2008; Okumu et al., 2008), factors affecting enrollment and primary school dropouts include factors such as family type, monthly income, parental education and mother's educational attainment as well as caste affiliations, residence location, and the quality of the local educational infrastructure. Gender differences in educational attainment have also been found in the studies (Bandopadhyay and Subrahmaniam, 2008; Das and Mukherjee, 2008 ; Raju, 1991).

According to Rao Mohan (2000, p. 20), parents who are unable to support their families because they are illiterate, poor, or have insufficient income are compelled to take their children out of school and place them in low-wage jobs in order to supplement the family's income. In their study, Sharma, et al. (2007) looked into the reasons why girls drop out of school and found that parental pressure, a lack of interest, poverty in the home, household chores, and a large family size all play a role. The impact of low-income families' access to cash transfers on children's enrollment, dropout rate, and overall health has been the subject of numerous studies (Behrman, 2001; Schultz, 2004).

It is a serious problem for any country when students fail to complete their education requirements. Students It is considered that students have dropped out of school if they have dropped out due to financial or practical reasons, or if they are dissatisfied with their social environment or exam results. It is used to describe the situation in which a student leaves school before finishing their degree and does not enroll in any subsequent university. It is not always the case that a student will drop out of school; in some instances, a student's registration may be cancelled as a result of his or her behavior. Dropping out of school means that a student has not completed their elementary or secondary education. In both developed and developing countries, the issue of student dropouts is a major concern. Dropout rates in developing countries are extremely high, even among children who attend the most basic level of education. Many developed countries have high rates of high school graduation, but the United States has a dropout rate of over one million students per year. In one day, over 7,000 students in the United States walked out of class.

In India, one in every eight students enrolled in school or college drops out before completing their education, and more than 62% of all dropouts occur in school, according to the National Statistical Office (NSO). Sixty-two percent of all high school dropouts occur (TED Desk, 2021). Dropout rates in India are affected by a variety of factors. Insufficient access to high-quality education, social taboos, particularly

among female children, parental illiteracy, and unusual pandemic scenarios like COVID-19 are just some of the factors that contribute to poor schooling. Thus, the present research paper has taken to study on child enrollment and dropouts in secondary schools in Greater Visakhapatnam city, Andhra Pradesh, India, to reach the following objectives.

Objectives

1. To study class-wise and gender-wise the enrolment of students in secondary schools of study area
2. To study class-wise and gender-wise the dropouts of students in secondary schools of study area
3. To compare the enrolment and dropouts of gender-wise students between government and private secondary schools in study area

Methodology

The main aim of this paper is to find out the child enrollment and dropouts in secondary schools. In this purpose the study is confined to Greater Visakhapatnam city in Andhra Pradesh where there are 31 government secondary schools and 69 private secondary schools are running. As per the records of the government it is observed that most of the children dropped out from schools especially at secondary school level i.e. from 7th class to 10th class. Therefore, the data of enrolment and dropouts of the school children from 7th class to 10th class have been considered in the selected secondary schools of the study area. In this purpose the study period is considered two years i.e. 2018-19 and 2019-20 which are before Covid-19 pandemic. Moreover, the study is based on the secondary data, it has been collected from the District Education Office (DEO). Hence, the data of class-wise enrolment and dropouts of boys and girls from class 7th to class 10th of government and private schools during the years 2018-19 and 2019-20 are presented and analysed below.

Table-1: Class-wise enrollment of boys and girls in secondary schools in Visakhapatnam city during 2017-18

Management	Class	Number of schools	Gender	Sum	Mean	Std. Dev.
Government	7 th standard	31	Girls	1499	48.35	72.743
			Boys	2347	75.71	183.396
			Total	3846	124.06	139.857
	8 th standard	31	Girls	1333	43.00	62.023
			Boys	2158	69.61	129.691
			Total	3491	112.61	103.374
	9 th standard	31	Girls	1660	53.55	149.777
			Boys	2639	85.13	232.408
			Total	4299	138.68	194.824
	10 th standard	31	Girls	4492	144.90	269.021
			Boys	7144	230.45	574.853
			Total	11636	375.35	451.439
Private	7 th standard	69	Girls	1296	18.78	132.397
			Boys	1686	24.43	211.776
			Total	2982	43.22	173.518
	8 th standard	69	Girls	1289	18.68	130.419
			Boys	1399	20.28	141.139
			Total	2688	38.96	132.980
	9 th standard	69	Girls	1235	17.90	129.689
			Boys	1358	19.68	135.494
			Total	2593	37.58	129.814
	10 th standard	69	Girls	3820	55.36	484.313
			Boys	4443	64.39	617.766
			Total	8263	119.75	544.235
Total	7 th standard	100	Girls	2795	27.95	100.664
			Boys	4033	40.33	192.268
			Total	6828	68.28	153.687
	8 th standard	100	Girls	2622	26.22	95.992
			Boys	3557	35.57	132.457
			Total	6179	61.79	115.846
	9 th standard	100	Girls	2895	28.95	138.979
			Boys	3997	39.97	195.366
			Total	6892	68.92	169.154
	10 th standard	100	Girls	8312	83.12	370.292
			Boys	11587	115.87	582.594
			Total	19899	198.99	488.681

The class-wise enrollment of boys and girls in secondary schools of government and private management in Visakhapatnam city during 2017-18 is presented in the above Table-1. The data shows that in secondary schools the enrolment of students from class 7th to class 10th has been considered. Thus, it is found that in government schools the average enrolment of girls in 7th class shows 48.35 and the boys shows 75.71. In 8th class the average enrolment of girls was 43.0 and the boys was 69.61. In 9th class the average enrolment of girls and boys was 53.55 and 85.13 respectively. Whereas, in 10th class the average enrolment of girls was 114.90 and the boys was 230.45.

In the case of private secondary schools in Visakhapatnam city the average enrolment of girls and boys in 7th class shows 18.78 and 24.43 respectively. In 8th class the average enrolment of girls was 18.68 and the boys was 20.28. In 9th class the average enrolment of girls and boys was 17.93 and 19.68 respectively. Whereas, in 10th class the average enrolment of girls was 55.36 and the boys was 64.39.

Hence, the total enrolment of students from 7th standard to 10th standard in secondary schools of Visakhapatnam city indicate that in 7th class the average enrolment of girls was 40.33 and boys was 68.28. In 8th class the average enrolment of girls was 26.22 and the boys was 35.57. In 9th class the average enrolment of girls and boys was 28.95 and 39.97 respectively. Whereas, in 10th class the average enrolment of girls was 83.12 and the boys was 115.87.

The overall analysis infers that in both government and private secondary schools the average enrolment of boys from class 7th to class 10th shows higher than their counterpart girls, while the ratio of enrolment in government schools is comparatively higher than the private schools.

Table-2: Class-wise dropouts of boys and girls in secondary schools in Visakhapatnam city during 2017-18

Management	Class	Number of schools	Gender	Sum	Mean	Std. Dev.
Government	7 th standard	31	Female	120	3.87	7.286
			Male	166	5.35	9.894
			Total	286	9.23	8.745
	8 th standard	31	Female	108	3.48	9.936
			Male	177	5.71	12.527
			Total	285	9.19	11.441
	9 th standard	31	Female	97	3.13	11.786
			Male	126	4.06	11.501
			Total	223	7.19	11.378
	10 th standard	31	Female	325	10.48	33.110
			Male	469	15.13	33.430
			Total	794	25.61	32.735
private	7 th standard	69	Female	31	0.45	5.119
			Male	26	0.38	4.147
			Total	57	0.83	4.423
	8 th standard	69	Female	19	0.28	4.787
			Male	29	0.42	8.617
			Total	48	0.70	6.590
	9 th standard	69	Female	20	0.29	3.367
			Male	26	0.38	4.203
			Total	46	0.67	3.615
	10 th standard	69	Female	70	1.01	5.070
			Male	81	1.17	6.066
			Total	151	2.19	5.322
Total	7 th standard	100	Female	151	1.51	6.889
			Male	192	1.92	9.606
			Total	343	3.43	8.325
	8 th standard	100	Female	127	1.27	8.978
			Male	206	2.06	11.882
			Total	333	3.33	10.659
	9 th standard	100	Female	117	1.17	10.180
			Male	152	1.52	10.169
			Total	269	2.69	10.032
	10 th standard	100	Female	395	3.95	27.955
			Male	550	5.50	32.693
			Total	945	9.45	30.160

The above Table-2 summarizes the dropout rates of boys and girls in secondary schools managed by the government and private sector in Visakhapatnam during the academic year 2017-18. The study shows that in secondary schools, the dropout rate of students in the seventh to tenth grades has been considered. Thus, it is discovered that the average dropout rate for girls in the seventh grade is 3.87, while the average dropout rate for boys is 5.35. In eighth grade, the average dropout rate for girls was 3.48, while it was 5.71 for boys. In ninth grade, the average dropout rate for girls was 3.13 and for boys was 4.06. Whereas the average dropout rate for girls in 10th grade was 10.48, and for boys it was 15.13.

In Visakhapatnam's private secondary schools, the average dropout rate for girls and boys in the seventh grade is 0.45 and 0.38, respectively. In eighth grade, the average dropout rate for girls was 0.28, while it was 0.42 for boys. The average dropout rate for girls and boys in 9th grade was 0.29 and 0.38, respectively. Whereas the average dropout rate for girls in 10th grade was 1.01 and for boys it was 1.17.

Thus, the total dropouts of students from the seventh to tenth grades in secondary schools in Visakhapatnam city indicate that the average dropout rate for girls was 1.51 and for boys was 1.92 in the seventh grade. In eighth grade, the average dropout rate for girls was 1.27, while the average dropout rate for boys was 2.06. The average dropout rate for girls and boys in 9th grade was 1.17 and 1.52, respectively. Whereas the average dropout rate for girls in 10th grade was 3.95, the average dropout rate for boys was 5.50.

As a result of the overall analysis, it can be concluded that, in both government and private secondary schools, the average dropout rate for boys from class 7th to class 10th is higher than that of their female counterparts, while the dropout rate in government schools is significantly higher than that of private schools.

Table-3: Class-wise enrollment of boys and girls in secondary schools in Visakhapatnam city during 2018-19

Management	Class	Number of schools	Gender	Sum	Mean	Std. Dev.
Government	7 th standard	31	Female	1381	44.55	64.760
			Male	1650	53.23	68.704
			Total	3031	97.77	66.228
	8 th standard	31	Female	1209	39.00	53.657
			Male	1840	59.35	64.419
			Total	3049	98.35	61.664
	9 th standard	31	Female	1187	38.29	49.596
			Male	1787	57.65	64.372
			Total	2974	95.94	59.650
	10 th standard	31	Female	3777	121.84	163.587
			Male	5277	170.23	186.960
			Total	9054	292.06	178.431
private	7 th standard	69	Female	1411	20.45	131.486
			Male	1610	23.33	208.083
			Total	3021	43.78	170.436
	8 th standard	69	Female	1243	18.01	135.646
			Male	1520	22.03	171.278
			Total	2763	40.04	151.556
	9 th standard	69	Female	1167	16.91	132.669
			Male	1365	19.78	128.129
			Total	2532	36.70	127.830
	10 th standard	69	Female	3821	55.38	405.789
			Male	4495	65.14	617.663
			Total	8316	120.52	512.687
Total	7 th standard	100	Female	2792	27.92	98.091
			Male	3260	32.60	143.204
			Total	6052	60.52	121.909
	8 th standard	100	Female	2452	24.52	96.411
			Male	3360	33.60	119.549
			Total	5812	58.12	108.843
	9 th standard	100	Female	2354	23.54	93.126
			Male	3152	31.52	94.824
			Total	5506	55.06	94.224
	10 th standard	100	Female	7598	75.98	290.182
			Male	9792	97.92	420.381
			Total	17370	173.70	360.394

The enrollment of boys and girls in secondary schools managed by the government and private management in the city of Visakhapatnam during the academic year 2018-19 is shown in the preceding Table-3. According to the data, secondary schools have taken into consideration the enrollment of students from seventh to tenth grade. As a result, it is discovered that the average enrolment of girls in 7th grade in government schools is 44.55, while the average enrolment of boys in 7th class is 53.23. In 8th grade, the average number of girls enrolled was 39.00, while the average number of boys enrolled was 59.35. In 9th grade, the average number of girls enrolled was 38.29, and the average number of boys enrolled was 57.65. In contrast, the average enrolment of girls in 10th class was 121.84, while the average enrolment of boys in 10th class was 170.23.

Private secondary schools in Visakhapatnam's city have an average enrolment of 20.45 girls and 23.33 boys in the 7th grade, according to data from the city's department of education. In 8th grade, the average number of girls enrolled was 18.01, while the average number of boys enrolled was 22.03. In 9th grade, the average number of girls enrolled was 16.91, and the average number of boys enrolled was 19.78. In contrast, the average number of girls enrolled in 10th grade was 55.38, while the average number of boys enrolled in 10th grade was 65.14.

As a result, the total enrolment of students from 7th standard to 10th standard in secondary schools in Visakhapatnam city indicates that the average enrolment of girls in 7th class was 27.92 and the average enrolment of boys in 7th class was 32.60. In 8th grade, the average number of girls enrolled was 24.52, while the average number of boys enrolled was 33.60. In 9th grade, the average number of girls and boys enrolled was 23.54 and 31.52, respectively, according to the data. In contrast, the average enrolment of girls in 10th class was 75.98, while the average enrolment of boys in 10th class was 97.92.

The overall analysis concludes that the average enrolment of boys from class 7th to class 10th in both government and private secondary schools is higher than that of their female counterparts, and that the ratio of enrolment in government schools is higher than that of private schools.

Table-4: Class-wise dropouts of boys and girls in secondary schools in Visakhapatnam city during 2018-19

Management	Class	Number of schools	Gender	Sum	Mean	Std. Dev.
Government	7 th standard	31	Female	154	4.97	13.684
			Male	157	5.06	11.117
			Total	311	10.03	12.156
	8 th standard	31	Female	115	3.71	11.172
			Male	129	4.16	11.273
			Total	244	7.87	10.990
	9 th standard	31	Female	130	4.19	14.540
			Male	81	2.61	7.557
			Total	211	6.81	11.523
	10 th standard	31	Female	399	12.87	28.849
			Male	367	11.84	27.595
			Total	766	24.71	27.607
Private	7 th standard	69	Female	23	0.38	2.041
			Male	16	0.26	1.633
			Total	39	0.64	1.865
	8 th standard	69	Female	12	0.20	1.414
			Male	6	0.10	0.577
			Total	18	0.30	1.282
	9 th standard	69	Female	14	0.23	0.577
			Male	16	0.26	2.000
			Total	30	0.49	1.496
	10 th standard	69	Female	49	0.80	5.625
			Male	38	0.62	3.933
			Total	87	1.43	4.795
Total	7 th standard	100	Female	177	1.77	11.893
			Male	173	1.73	10.165
			Total	350	3.50	10.890
	8 th standard	100	Female	127	1.27	10.030
			Male	135	1.35	10.437

	9 th standard	100	Total	262	2.62	10.081
			Female	144	1.44	13.141
			Male	97	0.97	6.648
			Total	241	2.41	10.291
	10 th standard	100	Female	448	4.48	24.230
			Male	405	4.05	24.598
			Total	853	8.53	24.118

Table-4 shows the number of boys and girls who dropped out of secondary schools under government and private management in the city of Visakhapatnam during the academic year 2018-19, organised by class. According to the data, students who drop out of secondary school between the seventh and tenth grades have been taken into consideration. As a result, it is discovered that the average dropout rate for girls in 7th grade is 4.97 percent, while the average dropout rate for boys is 5.06 percent in government schools. Girls dropped out at a rate of 3.71 percent while boys dropped out at a rate of 4.16 percent in 8th grade. The average number of girls and boys who dropped out of 9th grade was 4.19 and 2.61, respectively. In contrast, the average dropout rate for girls in 10th grade was 12.87 percent, while the rate for boys was 11.84 percent.

Private secondary schools in the city of Visakhapatnam have an average dropout rate of 0.38 for girls and 0.26 for boys in the 7th grade, according to data from the state Department of education. The average dropout rate for girls in 8th grade was 0.20, while the average dropout rate for boys was 0.10. Girls dropped out at a rate of 0.23 percent and boys dropped out at a rate of 0.26 percent in 9th grade, respectively. In contrast, the average dropout rate for girls in 10th grade was 0.80, while the average dropout rate for boys was 0.62.

As a result, the total dropouts of students from 7th standard to 10th standard in secondary schools in Visakhapatnam city indicate that the average dropout rate for girls was 1.77 and the average dropout rate for boys was 1.73 in 7th class. Girls dropped out at a rate of 1.27 per cent while boys dropped out at a rate of 1.35 per cent in 8th grade. The average dropout rate for girls and boys in 9th grade was 1.44 and 0.97 percent, respectively. In contrast, the average dropout rate for girls in 10th grade was 4.48, while the average dropout rate for boys was 4.05.

As a result of the overall analysis, it can be concluded that the average dropout rate for boys from class 7th to class 10th in both government and private secondary schools is higher than that of their female counterparts, and that the dropout rate in government schools is significantly higher than that of private schools.

Conclusion

School enrollment and dropouts have an impact on a country's social, economic, political, and environmental development. This study uses Visakhapatnam as a case study to learn more about the social and economic consequences of high school dropouts. It also investigates the reasons for school dropout in Visakhapatnam. Currently, government schools have a higher enrolment rate than private schools in secondary education, while student dropout rates are higher in government schools than in private schools. Furthermore, the gender-based enrolment of students in secondary schools found that girls are slightly less than their male counterparts. Dropouts of boys and girls show that boys are higher than girls in classes 7th, 8th, and 9th, but girls are higher than boys in class 10th in both government and private schools. Because dropout rates in government schools are higher than in private schools, this could be due to children being transferred from government to private schools. It is concluded that as the number of schools, school facilities, and enrolment increase, the annual dropout rate at the secondary level will decrease. Even as the study applauds the above remarkable accomplishments, school administrators must focus their attention on improving the quality of education in schools, particularly in government schools, in order to compete with corporate (private) schools.

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