



Enrolment, Retention And Academic Achievement Of Students In Context To School Management Type

MANIKANT RAJNI RANJAN

Research Scholar, Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, CG.

Dr. SWATI JAJOO

Principal, Moulana College of Education, Bilaspur, CG. India

Abstract: With the aid of descriptive survey method, this study compares the enrolment, retention and academic achievement of students in Government and Private higher secondary schools. A sample of 480 students was selected by stratified random sampling technique from 24 Govt. higher secondary schools and 16 Pvt. higher secondary schools of Bilha block, Bilaspur District in Chhattisgarh state. To analyze the data, t-value was calculated under parametric statistical techniques. The study revealed that there is a significant difference in the enrolment of students in Government and Private higher secondary schools. Government higher secondary schools have higher enrolment in comparison to the Private Schools. There is a significant difference in the retention of students in Government and Private higher secondary schools. Government higher secondary schools have more retention in comparison to the Private Schools. There is a significant difference in the academic achievement of students in Government and Private higher secondary schools. The academic achievement of students in Private higher secondary school is higher in comparison to the Government Schools.

Index Terms: Enrolment, Retention, Academic achievement; School management type.

INTRODUCTION

The enrolment, retention and academic achievement of students are very interrelated variables of the schools. Attaining these important goals is influenced by several factors including the schools. The National Education Policy 2020 affirmed that children must be enrolled in and are attending school. The Gross Enrolment Ratio for Grades VI-VIII is 90.9%, while for Grades IX-X and XI-XII; it is only 79.3% and 56.5%, respectively indicate that a significant proportion of enrolled students drop out especially after Grade VIII. 32.2 million Children are of out of school in the age group of 6 to 17 years. It should be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% GER in preschool to secondary level by 2030. The peers, parents also have very high expectations from students with respect to their academics, as they believe that better academic results lead to better career options and future security. Academic achievement, in educational context, is the goal to be achieved by a student, teacher or schools over a certain period and is assessed either by examinations or continuous assessments differing from one individual or school to another. After the home, the school shares an important space in child's life. The child spends most of his time in school, and this environment exerts a different influence on the performance through curricula, teaching techniques and relationship between teacher and student. School climate had a significant influence on the academic performance of students. (Makewa, Role, and Yegoh, 2011).

REVIEW OF RELATED LITERATURE

Ranjan Ray (2001) investigated about child labour and child schooling in South Asia and ILO (1996)'s estimation on labour force participation rates for children. The household poverty was more important in the context of child schooling but had only a weak link with child labour. The school attendance status of a child affected her labour hours largely and negatively, thus, pointed to a compulsory schooling as an effective instrument in reducing child labour.

In an article, **Ratan Khasnabis and Tania Chattered (2007)** analyzed enrolling and retaining slum children in formal schools eastern Kolkata with special reference to the attendance behaviour of the school going children of the locality. The factors were discovered that explained the school attendance behaviour of the students from the disadvantaged families of urban slums. Retaining the students in formal schools was a much talked about problem with respect to the vulnerable section of the students.

Shiva Kumar and Preet Rustagi (2010) discovered progress and shortcomings in India's advancement towards universalization of elementary education (UEE) focusing on gaps in enrolment, infrastructural provisioning, equity concerns in terms of being inclusive in the context of schools functioning, teachers (social group, training, motivation, transaction and so on), management, and governance issues. The extent and manifestations of non-inclusion or exclusion in the educational context was also related to the capacity of the State as reflected in the policy fuzziness and ambiguities. Apart from structural reforms, a much stronger public pressure backed by better and shared public reasoning were required for overcoming the challenges for attainment of compulsory and free education to all children.

H. S Yogesh (2013) in a study on The Determinants of School Enrolment and Dropouts in Chamarajanagara District, Karnataka found a significant difference in enrolment among rural, urban, government and private schools. In social groups, there was also a significant difference in enrolments among SC, ST's as well as the in the general category. The level of enrolment in government schools was very low in both rural and urban areas. But in comparison to government schools, the private schools had giant growth of enrolment at elementary school level. The enrolment of SC's in both primary and upper primary level was low compared to the ST's. There was a significant difference in drop-outs of children in elementary schools but no difference occurred in elementary level among girls and boys at primary level.

Ashrafuzzaman Khan and Mrinmoy Samadder (2010) discovered the reasons of dropout of students from Bangladesh Rural Advancement Committee (BRAC) primary schools in Dhaka and Chittagong cities and in Bandarban and Rangamati districts. Overall in the 681 visited schools, dropout rate was 6.13%. There was higher dropout among the female students and in the urban areas. In the 3rd grade, the dropout was the highest due to the text book difficulty which recommended revision of the text books to make them easier for the students.

Haroon Sajjad, Mohd Iqbal and Masood Ahsan Siddiqui, Lubna Siddiqui (2012) studied the socio-economic determinants of primary school dropout and revealed that family type, income, occupation and education of parents had direct influence over dropout rates. The rate of drop out was higher among girls which were a major cause of concern.

OBJECTIVES

Following are the objectives for the present study:

1. To compare the enrolment of students in Government and Private higher secondary schools.
2. To compare the retention of students in Government and Private higher secondary schools.
3. To compare the academic achievement of students in Government and Private higher secondary schools.

HYPOTHESES

Following are the null hypotheses of this study:

Ho₁: There is not any significant difference in the enrolment of students in Government and Private higher secondary schools.

Ho₂: There is not any significant difference in the retention of students in Government and Private higher secondary schools.

Ho₃: There is not any significant difference in the academic achievement of students in Government and Private higher secondary schools.

METHODOLOGY

In the present study, Descriptive survey method was followed with a sample of 480 students selected by stratified random sampling technique from 40 higher secondary schools of Bilha block, Bilaspur District in Chhattisgarh state. Under parametric statistical techniques mean, standard deviation, and t-test were used to analyze the data.

DATA ANALYSIS AND INTERPRETATION

To fulfill the objectives of this study, analysis and interpretation of data were done for. The scores obtained from the schools were classified, tabulated and processed.

Ho₁: There is not any significant difference in the enrolment of students in Government and Private higher secondary schools.

Table No. - 1

Statistical values for the enrolment of students in Government and Private Schools

Group	Number	Mean	S.D.	df	t- value	Remark
Government School	24	56.94	5.58	38	3.12	Significant
Private School	16	52.03	4.35			

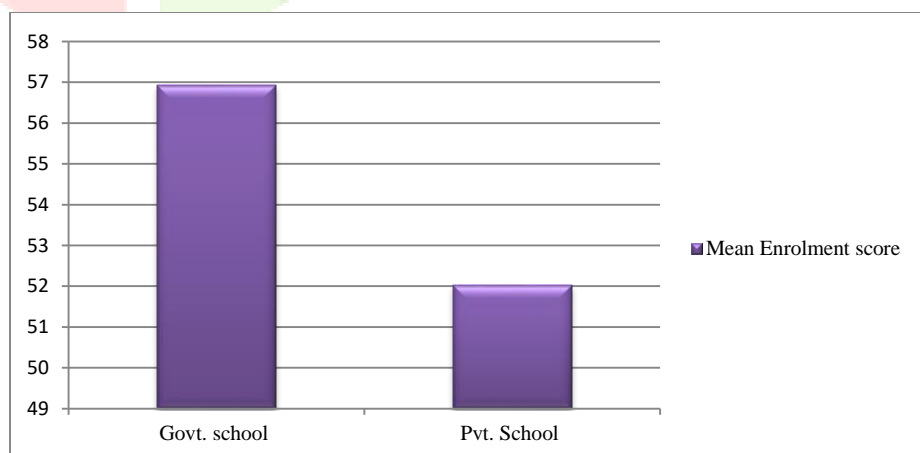
Interpretation-

As evident from the table no.-1, the calculated t-value (3.12) is greater than the statistical table value (2.71) for 38 df at 0.01 level of significance, therefore, it proves to be significant.

Result: - t-value is significant; therefore, the null hypothesis Ho₁ is rejected.

Graph No. - I

Bar Graph for the mean enrolment score in Government and Private Schools



Interpretation: -

It is evident from the bar graphs that Government higher secondary schools have higher enrolment in comparison to the Private Schools.

Ho₂: There is not any significant difference in the retention of students in Government and Private higher secondary schools.

Table No. - 2

Statistical values for the retention of students in Government and Private Schools

Group	Number	Mean	S.D.	df	t	Remark
Govt. School	24	4.63	1.31	38	2.95	Significant
Pvt. School	16	3.45	1.26			

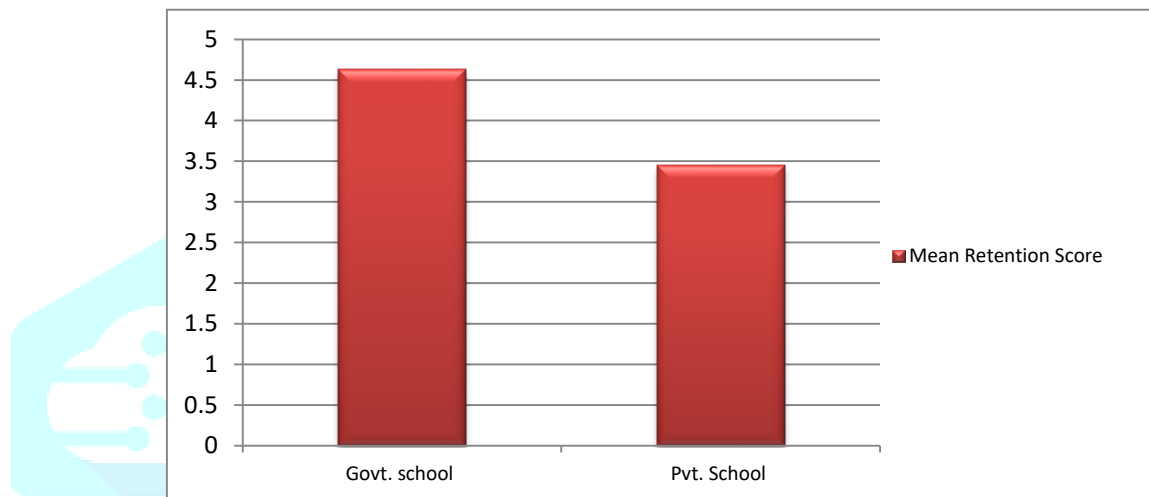
Interpretation-

It is evident from the table no.-2, the calculated t-value (2.95) is greater than the table value (2.71) for 38 df at 0.01 level of significance, therefore, it proves to be significant.

Result: - t-value is significant; therefore, the null hypothesis H_{02} is rejected.

Graph No. - II

Bar Graph for the mean retention score in Government and Private Schools



Interpretation:-

The bar graphs confirm that retention in Government higher secondary Schools is more in comparison to the Private Schools.

H_{03} : There is not any significant difference in the academic achievement of students in Government and Private higher secondary schools.

Table No.- 3

Statistical values for the academic achievement of Government and Private School students

Group	N	Mean	S.D.	df	t-value	Remark
Govt. School students	288	326.32	24.37	478	2.82	Significant
Pvt. School students	192	332.8	27.4			

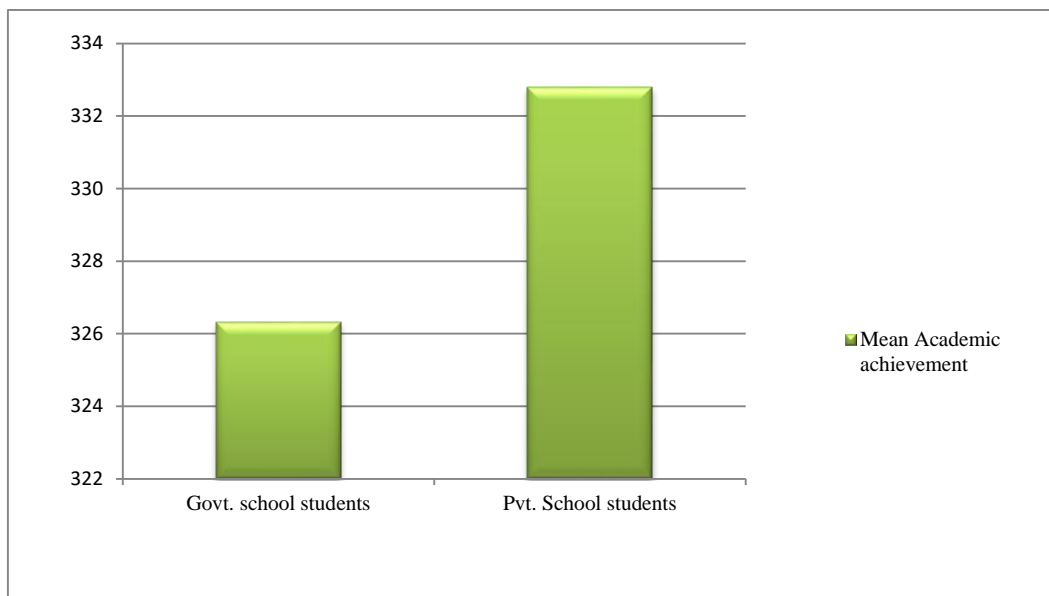
Interpretation-

As evident from the table no.-3, the calculated t-value (2.82) is greater than the table value (2.59) for 38 df at 0.01 level of significance, therefore, it proves to be significant.

Result: - t-value is significant; therefore, the null hypothesis H_{03} is rejected.

Graph No. - III

Bar Graph for the mean academic achievement score of Government and Private School students



Interpretation:-

It is noted from the bar graphs that academic achievement of students in Private higher secondary school is higher in comparison to the Government Schools.

FINDINGS OF THE STUDY

Following are the crux of this study:

- There is a significant difference in the enrolment of students in Government and Private higher secondary schools.
- Government higher secondary schools have higher enrolment in comparison to the Private Schools.
- There is a significant difference in the retention of students in Government and Private higher secondary schools.
- Government higher secondary schools have more retention in comparison to the Private Schools.
- There is a significant difference in the academic achievement of students in Government and Private higher secondary schools.
- The academic achievement of students in Private higher secondary school is higher in comparison to the Government Schools.

REFERENCES

Best, John W. and Kahn, James V. (2003). Research in Education. New Delhi: Prentice - Hall of India Pvt. Ltd.

Khasnabis, Ratan and Chattered Tania (2007). Enrolling and Retaining Slum Children in Formal Schools: A Field Survey in Eastern Slums of Kolkata. Economic and Political Weekly, [Vol. 42, No. 22 \(Jun. 2-8, 2007\)](#), pp. 2091-2098.

<http://www.jstor.org/stable/4419666>

Garrett, Henry E. (2008). Statistics in Psychology and Education. New Delhi: Surjeet Publications.

Kerlinger, Fred N. (2004). Foundation of Behavioral Research. New Delhi: Surjeet Publications.

Khan, Ashrafuzzaman and Samadder, Mrinmoy (2010). Beyond dropout: A study on BRAC Primary School.

<https://dspace.bracu.ac.bd/xmlui/handle/10361/15940>

<https://bigd.bracu.ac.bd/publications/beyond-dropout-a-study-on-brac-primary-school/>

Koul, Lokesh (2007). Methodology of Educational Research. Noida: Vikas Publishing House Pvt. Ltd.

Kumar, Shiva and Rustagi, Preet (2010), Elementary Education in India: Progress, Setbacks, and Challenges. Papers id: 8392, eSocial Sciences.

<https://ideas.repec.org/p/ess/wpaper/id8392.html>

<http://www.ihdindia.org/%5C/IHD-Oxfamworkingpaper-PDF/II.%20Elementary%20Education%20in%20India-Progress,%20Setbacks,%20and%20Challenges.pdf>

Ray, Ranjan (2001). Child Labour and Child Schooling in South Asia: A Cross Country Study of their Determinants. https://crawford.anu.edu.au/acde/asarc/pdf/papers/2001/WP2001_09.pdf

https://www.researchgate.net/publication/5223748_Child_Labour_and_Child_Schooling_in_South_Asia_A_Cross_Country_Study_of_their_Determinants

Sajjad, Haroon; Iqbal, Mohd and Siddiqui, Masood Ahsan; Siddiqui, Lubna (2012). Socio-Economic Determinants of Primary School Dropout: Evidence from South East Delhi, India. [European Journal of Social Sciences](#) 30(3):1450-2267

[https://www.researchgate.net/publication/266262739_Socio-](https://www.researchgate.net/publication/266262739_Socio-Economic_Determinants_of_Primary_School_Dropout_Evidence_from_South_East_Delhi_India)

[Economic_Determinants_of_Primary_School_Dropout_Evidence_from_South_East_Delhi_India](#)

Yogesh, H. S. (2013). The Determinants of School Enrollment and Dropouts in Karnataka -A Case Study of Chamarajanagara District. Department Of Studies in Economics and Cooperation, University Of Mysor.

<http://hdl.handle.net/10603/49967>.

