Factors Influencing Enrolment Declination in Government School Regarding Government and Private School Teachers’ Perception Study in South 24 Parganas

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ABSTRACT: The study was conducted in one district i.e. South 24 Parganas of West Bengal. This paper focused to explore enrolment trend in elementary level in Government school over last 5 year in South 24 Parganas and the factors which decline the enrolment of Government school with respect to Government, and Private school teachers. The primary data collected by purposes sampling method. The outcomes show that the enrolment trend in Government Schools has declining continuously year wise. The study also highlights several factors which decline the enrolments, but there were some differences in views of Government and Private School Teachers. However, both agree that attitude change of parents, aptitude towards English medium, facility of school etc reasons deteriorated the enrolment of Government School.

KEYWORDS: Affecting Factors, Elementary Level, Government, Private

INTRODUCTION:
At the time of adaptation of the constitution in 1950, the aim was to achieve the goal of Universalisation of Elementary Education (UEE) within next 10 years. Elementary level means I to VIII classes (6-14 year). But, the goal was far away to achieve within ten years. Hence, the target was shifted a number of times. The Govt. of India initiated a number of programmes and projects to change the education system. Since independence better education was given by Govt. of India and Literacy rate was increased. To improve the school education, Govt. established various movement and schemes and Policy. The District Primary Education Programme (DPEP) was launched in 1994, November with the aim of achieving Universalisation of Elementary Education (UEE). Main objectives were to reduce differences in enrolment, dropout rates and inequality among gender, caste and class. Next Government launched big plan Sarva Siksha Abhiyan (2000), on basis of revised National Policy of Education 1986. A main objective was to educate 6-14 years older children. The 86th Constitutional Amendment Act 2002 made education Fundamental Rights by providing free and compulsory education to all children of the age of 6-14 years. Also according to Right of Children to Free and Compulsory Education (RTE) Act 2009, elementary education for 6-14 years old children bounded to take the education. Govt. launched various programme to enrich the Govt. School but gradually decrease the Government school enrolment. The parents have been streaming towards the private schools for their children.

In India, between 2010-2011 and 2015-2016, students’ enrolment in Government Schools fell by 13 million, but in private schools acquired 17.5 million new students according to the Annual Status of Education Report (8th ASER Report). But according to DISE (District Information System on Education) data, the preference of private school education varies states to states. In Kerala, the enrolment in Government school increased 9.3% in 2014 to 2016. Moreover Bihar, MP such as poorer states, about 70% to 85% of Children was studying in private school. In case of West Bengal highest growth of tiny school (20 or fewer students) and small school (50 or fewer students) private school was 280% ascended in 2016 (Geeta Gandhi Kingdon, 2017). Sarkar (2011) concluded parents’ professional status was connected with the selection of a school for their children. Yaacob et al., (2014) also stated that, higher occupational status of parents’ choice private school for their children. Yet, some parents interested and concerned in their child’s future, so they choosing private school (Samal, 2012). Shabbir et al., (2014) conducted a study to compare the performance, achievements and effectiveness of Government V/S Private Primary Schools in Kashmir. They found that private schools were better performed than public schools. Babalola (2017) also supported that conclusion; he also found private school better performance than public schools in English Language Programme. Pandita (2015), tried to comparing the dropout and enrolment percentage among boys and girls up to Secondary Level in India. He observed 58.80% students’ dropout in Upper Primary Level and 79.95% by Secondary Level
each year. Also, revealed that enrolment percentage of girls was improved as compared to boys’ enrolment during the decade. That’s reflects of changing the viewpoint of male dominated Indian social system. Sometimes parents prefer private schools for the children because of satisfactory security measures, good and dedicated work of teachers, and availability of modern technologies, better administrative policies and better performance of students in external examination (Akhter, 2016). Sharma and Tripathi (2016) concluded a study in Himachal Pradesh. They concluded that most parents were preferring private schools for their children. They identifying non-availability of playground, toilet facilities, transfer of teachers during mid-session were reasons for declining govt. schools enrolment. Parents were more aware of these facilities. Similar studies on this relevant issue were conducted by Shatti (2011), Roy (2005). Karmakar (2016) tried to examine relationship between enrolment of rural primary school and school physical infrastructure of West Bengal. He concluded that physical infrastructure, mid day meal, drinking water facility, availability of teacher was crucial for high enrolment in rural primary school. Woldetsadik (2017) found managerial aspects and physical infrastructure was significant in determining the academic performance of schools. From the view of principals, teachers and student’s parents thinking that private school better than govt. school in managerial aspects, infrastructure and physical facilities. Mandal and Basak (2017) tried to evaluate the comparison between private and public schools at the primary stage. They observed to improve the infrastructure and education in a public primary school in competition against private schools. And also revealed that a main problem’s in private primary schools was teaching related. But, mushroom growth in private schools with more students worried to govt. school and also education system. Always detail information about govt. school not aware by students’ parents. The parents and students believed that Bengali-Medium school and Public school quality was deteriorating, therefore they were attracted to private English medium schools. Also they choose private school for reputation in society (Mousumi and Kusakabe, 2017).77.08% people are Literate in West Bengal and for South 24 Parganas it is 78.57%. Elementary education is compulsory to all. The government has also adopted various policies, schemes and steps. Researcher has therefore tried to see the status of government school enrolment at elementary level in South 24 Parganas for last 5 years. Different researcher has found different reasons behind reducing enrolment in government schools. This study tried to find out affecting factors which decline the enrolment of Government School regarding Government and private school teachers’ perception. Also found some suggestion to increase the enrolment in government schools from government and private school teachers.

OBJECTIVES:

- To find out the enrolment trend from class I to VIII school children over the last 5 years in Government School in South 24 Parganas.
- To find out the differences and similarities between the views of Govt. and Private primary school teachers towards factors that affecting the enrolment in Govt. Primary School.
- To find out the suggestions to increased the enrolment in government schools from government and private school teachers.

RESEARCH QUESTION:

i. Are there any differences of total enrolment in elementary level (I-VIII) in South 24 Parganas, over the last 5 years?
ii. Are there any similarities and differences between the views of Govt. and Private primary school teachers towards factors that decline the enrolment in Govt. School?
iii. Are there any suggestions to increase the enrolment in government schools from government and private school teachers?

MATERIALS AND METHODS:

Delimitation of the study: The study was delimited in the following manner:

- The study was delimited to only South 24 Parganas District of West Bengal.
- The study was delimited to Government and Private schools.
- Only elementary level of education will be studied.
- The data was collected from elementary stage of South 24 Parganas District and also from the teachers teaching in Government and Private schools.

Variable: Researcher considered that views of govt school teachers and views of private school teachers towards factors that affecting the enrolment in Govt. Primary School were two variables.
Sample: The data has been collected from 60 school teachers, who teach I-VIII classes’ students. 30 Govt. and 30 Private school teachers have been selected from South 24 Parganas. The researcher used purposive sampling method for this study.

Tools: For data collection, researcher was framed a common questionnaire for govt. and private primary school teacher to measured the factors which affecting the enrolment in govt. primary school. This questionnaire was consisted with 16 items. Secondary data collected form DISE and 2011 Census Report.

RESULTS:
Table 1: Total Enrolment and percentage of Enrolment in Government School at Elementary level over last 5 years in South 24 Parganas (2011-2012 to 2015-2016)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolment in Elementary level in Govt. School</th>
<th>Percentage in Enrolment in Govt. School in Elementary level</th>
<th>Difference of Percentage in enrolment in Elementary Level over previous year (Govt. School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>671255</td>
<td>90.4%</td>
<td>-2.58</td>
</tr>
<tr>
<td>2012-2013</td>
<td>659130</td>
<td>89.1%</td>
<td>-1.3</td>
</tr>
<tr>
<td>2013-2014</td>
<td>553680</td>
<td>88.4%</td>
<td>-0.7</td>
</tr>
<tr>
<td>2014-2015</td>
<td>531458</td>
<td>85.49%</td>
<td>-2.91</td>
</tr>
<tr>
<td>2015-2016</td>
<td>505792</td>
<td>80.56%</td>
<td>-4.93</td>
</tr>
</tbody>
</table>

Source: DISE Report (2011-2012 to 2015-2016), Data calculated and composed by researcher

Fig 1: Graphical representation of total enrolment in Government School at Elementary level in South 24 Parganas (2011-2016)

Table 1 shown no of student’s enrolment in Elementary Level in South 24 Parganas year wise, which graphically represented in fig 1. It show that enrolment rate decreased consecutively.

Table 2: ($\chi^2$ value) Views of Govt. and Private school teachers towards factors that deteriorate the enrolment in Govt. School at Elementary Level.

<table>
<thead>
<tr>
<th>SL No</th>
<th>Item</th>
<th>Govt. teachers’ responses</th>
<th>Private teachers’ responses</th>
<th>Total no of Teacher</th>
<th>$\chi^2$ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical &amp; Human Resource</td>
<td>Yes: 5, No: 25</td>
<td>Yes: 22, No: 8</td>
<td>60</td>
<td>21.81*</td>
</tr>
<tr>
<td>2</td>
<td>Views change of Parents</td>
<td>Yes: 27, No: 3</td>
<td>Yes: 28, No: 2</td>
<td>60</td>
<td>.87</td>
</tr>
<tr>
<td>3</td>
<td>Infrastructure of school</td>
<td>Yes: 18, No: 12</td>
<td>Yes: 24, No: 6</td>
<td>60</td>
<td>3.88</td>
</tr>
<tr>
<td>4</td>
<td>Curriculum</td>
<td>Yes: 19, No: 11</td>
<td>Yes: 22, No: 8</td>
<td>60</td>
<td>1.23</td>
</tr>
<tr>
<td>5</td>
<td>Parents qualification</td>
<td>Yes: 12, No: 18</td>
<td>Yes: 15, No: 15</td>
<td>60</td>
<td>1.07</td>
</tr>
<tr>
<td>6</td>
<td>Economic background of students</td>
<td>Yes: 24, No: 6</td>
<td>Yes: 25, No: 5</td>
<td>60</td>
<td>.44</td>
</tr>
<tr>
<td>7</td>
<td>Aptitudes towards English Medium</td>
<td>Yes: 29, No: 1</td>
<td>Yes: 27, No: 3</td>
<td>60</td>
<td>.27</td>
</tr>
<tr>
<td>8</td>
<td>Qualification of School Teacher</td>
<td>Yes: 30, No: 3</td>
<td>Yes: 27, No: 27</td>
<td>60</td>
<td>3.37</td>
</tr>
<tr>
<td>9</td>
<td>Teaching-Learning Process</td>
<td>Yes: 9, No: 21</td>
<td>Yes: 25, No: 5</td>
<td>60</td>
<td>19.61*</td>
</tr>
<tr>
<td>10</td>
<td>Facility of School</td>
<td>Yes: 27, No: 3</td>
<td>Yes: 28, No: 2</td>
<td>60</td>
<td>.87</td>
</tr>
<tr>
<td>11</td>
<td>Environment</td>
<td>Yes: 17, No: 13</td>
<td>Yes: 24, No: 6</td>
<td>60</td>
<td>4.92</td>
</tr>
</tbody>
</table>
Source: Primary Data

Note: *Significant at 0.05 level of confidence.

The calculated ($\chi^2$) values of item 1, 9, 13, 16 are more than the table value (6.635). Therefore the null hypothesis is rejected at 0.01 levels and accepted that there are a differences in views of Govt. and Private primary school teachers towards factors that deteriorate the enrolment in Govt. School. Another item’s calculated values are less than the table value (6.635). Therefore the null hypothesis accepted on these cases, and researcher concluded that there are no differences in the views of Govt. and Private school teachers towards factors that decline the enrolment in Govt. School.

DISCUSSION:

The enrolment rate was decline year wise. 2011-2012 total enrolment 671255 and 2015-2016 it was 505792. Compare with previous year enrolment, the highest difference of percentage (%) in elementary level over previous year -4.93 in 2015-2016. The Govt. school provide free book, food, dress, shoe, yet the enrolment in fee free govt. schools has diminution.

The private and govt. school teachers were asked to fill the questionnaire regarding the factors that decline the enrolment in Govt. school at elementary level. Researcher discovered more similarities than differences between govt. and private school teachers’. On the basis of Physical & Human resources, Teaching learning process, Unavailability of better teacher and Better education standard of these items researcher get inverse responses between govt. and private primary school teachers. In this case, Government School teachers also have called themselves better. However, judging by their qualifications, it was the same. Still the availability of human and physical resources and better academic achievement in government school teacher not supported as affecting factors, but researcher founded that most of the private schools have seen more advanced in this ground. The private and government school teachers were asked to fill the questionnaire regarding the factors that affecting the enrolment in government school at elementary level. The following information was obtained from government and private school teachers. Currently, there is a trend towards teaching in English medium schools, which is one of the reasons for the decline in enrolment in government schools. At present parents thinks that private school is better than government school. Private school has many facilities such as playground, safe drinking water, separate toilet, computer learning etc (Sharma and Tripathi, 2016). To maintain the social status now parents send their children to private schools because of their economic development (Mousumi and Kusakabe, 2017). Private school has good infrastructure environment than Government School. Teachers think that co-curriculum activities, curriculum is better for laid to academic achievement in private school than in government school (Shabbir et al., 2014 and Babalola, 2017). These factors have responsible for reducing enrolment in government schools. Government and private primary school teachers both have agreed these top ten factors which decline the enrolment in govt. school at elementary level i.e.-

- Aptitudes towards English Medium
- Views change of parents
- Facility of School
- Social Status maintain
- Economic background of students
- Co-curriculum Activities
- Curriculum
- Better Academic Achievement
- Infrastructure of school
- Environment

**Suggestions from Teachers to increase the enrolment in Government School:**

On the basis of questionnaire of the present study following suggestions acquire from teachers to increasing the enrolment in government schools:

- Curriculum of Government School should be developed and interesting to students.
- Infrastructure and outlook should be improved in Government School.
- Separate toilet and safe drinking water facilities should be obtainable in Government School.
- Teaching-Learning materials and playground facilities should be provided in all Government School.

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<table>
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<tr>
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<tbody>
<tr>
<td>12</td>
<td>Social status maintain</td>
<td>26</td>
<td>4</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Unavailability of better teacher</td>
<td>1</td>
<td>29</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>Co-curriculum Activities</td>
<td>20</td>
<td>10</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Better Academic Achievement</td>
<td>18</td>
<td>12</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Better Education Standard</td>
<td>13</td>
<td>17</td>
<td>28</td>
<td>2</td>
</tr>
</tbody>
</table>
More co-curriculum activities should be added in Government School.
- To increase the communication of parents with teachers in Government School.
- Emphasis on English in Government School.
- Raise awareness among parents and dispel misconceptions about Government School.

**Support from Government:**

Central Government and state Government tried to flourish the education system. In past situation Govt. was taken many steps to achieve the target i.e. UEE, Operational Black Board, Sarva Shiksha Abhiyan, many Education Policy, Constitutional provision and fundamental duties etc. Else govt. promotes the Mid-Day Meal Programme for Nutritional support (1995). Central Government introduced The National Programme for Education of Girls at Elementary Level (NPEGEL) 2003, The Kasturba Gandhi Balika Vidyalayas Scheme (KGBVs) 2004, Minimum Levels of Learning (MLL), National Elementary Education Mission (NEEM), Merit-cum means Scholarship etc. In West Bengal government launched many scheme for students i.e. Kanyashree (2013), Sabuj Sathi (2015), Shikshashree (2014) etc. Main focused to increase the attraction in Govt. School and inclusion on education system.

**CONCLUSION:**

In the last 5 years, enrolment in government schools at elementary level in South 24 Parganas has decreased. It is a serious matter of concern that the enrolment in this government school has declining. Curriculum, Infrastructure, Facilities etc. should be looked at so that parents are attracted to government schools and Govt. School teachers should have more attentive on this matter also. Otherwise enrolment in private school will increase further. Various steps are taken by the government for increasing the enrolment in Government School. The difference between Government School and Private School should be reduced. The results of present study will be beneficial for teachers and parents to increase enrolment rate in government schools. It has also helpful for administrator, planners and policy makers.

**REFERENCE:**

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