The Constitution of India guarantees free and compulsory education for all children aged 6-14 years through Article 45. This goal should have been achieved in all the states of the Union by 1960. But unfortunately, our success towards this goal has been very slow. On All India basis there has been quantitative expansion of school education in terms of number of schools, enrolment and posting of teachers. There are at present more than 8.45 lakh elementary schools having enrolled about more than 157 million children in the country. But still 6% of the rural population is unserved by elementary schools. There are disparities based on gender, region, caste, creed or language.

Free and compulsory education was made a Fundamental Right for all children in the age group of 6-14 years and included in Part III ["Fundamental Rights"] of the Constitution through the Constitution (86th Amendment) Act 2002, enacted in December 2002. Still there are approximately one crore boys and girls in the age group of 6-14 years does not attend school, out of which 20 per cent are those from whom education are beyond reach. This is challenge for our country and we have to get rid of it at the earliest possible. Jammu & Kashmir has a large number of rural children in the age group of 6-14 who are not attending school and are
engaged in agricultural work. Fairly good quantity of girls is engaged in domestic work instead of going to school. A large number of Muslims living in Ladakh region particularly in Kargil area still hesitate to send their female children to school. The concept of “Elementary Education as a Fundamental Right” is far away from these people.

Some studies have investigated the possible causes for low levels of participation in elementary schooling and high rates of dropout. The first and foremost point which needs some definition is how for the children between the ages group of 6-14 get benefited by education. How for they participate in the process of education at this level. For making the educational process a success the participation of students at every educational activity is very much necessary. The second important issue is the success rate which comes after participation. It is the achievement of students in various educational tasks as shown by the results pertaining to academic activities of the participants in schools.

Since there is a positive correlation between the education, knowledge and development, most of the backward countries or regions are lagging behind in educational levels. This problem came to investigators mind while knowing from the literature that the state of Jammu and Kashmir to which
the researcher belongs falls in the category of educationally backward states. The prevailing disparity in the field of education becomes a concern for the conscious citizens. With the passage of time it came to investigators mind that the prosperity of the state is difficult without the educational advancement. So the investigator started to look in to this problem and reached to the conclusion that a serious and conscious effort is needed to analyze the different aspects of our educational backwardness in the State. Since the first step towards the quality and higher education, enrolment at lower stages, the researcher focused that the whole issue could be addressed by looking at participation as well as success rate at the elementary level.
THE PROBLEM

The reports published by the Government of India shows that there are serious regional imbalances in terms of educational facilities. According to a report (2000-2001) the Jammu and Kashmir state has only about 14300 elementary schools which is small in number than many smaller states alike. The Gross Enrolment Ratio is 91.8% at primary stage and 67% at upper primary stage. However, the basic passion is that all the children enrolled participate effectively in the educative process and acquire minimum essential academic skills. The National Policy on Education (1986) has emphasized that the task of providing compulsory education does not end with enrolment. It is essential that every child participates in the educative process to requisite extent and acquires minimum level of learning. The Ramamurthi Committee Report 1990 has reported a study on participation of children in educative process in which it was found that out of every hundred children enrolled only forty three children attend school everyday in the areas under study. Such studies need to be conducted in other states/areas also

STATEMENT OF THE PROBLEM

The educational scenario of Jammu and Kashmir State motivated the investigator to undertake a study on
participation of students in elementary schools in the age group of 6-14 years. It is expected that the data generated out of present investigation will be useful for policy makers and academicians of the state for making a concrete plan for universalization of elementary education.

The problem selected for the present study reads as under:

“Educational Participation and Success Rate of Elementary School Children in Relation to Certain Personal and Institutional Factors”.

DEFINITION OF TERMS

EDUCATIONAL PARTICIPATION

Educational participation signifies how effectively students take part in the teaching-learning process and will be measured in terms of average attendance of children per school and per class.

The average percentage of school attendance is computed as a:

\[
\frac{\text{Number of days attended by the student}}{\text{Number of working days of school}} \times 100
\]
SUCCESS RATE

Success rate indicates the proportional students who acquire the requisite skills and competencies at each stage primary and upper primary levels and will be measured in terms of pass percentage class wise in each school. The success rate is the examination performance of a student’s viz., passed or failed. Therefore the result percentage or pass percentage of the students is termed as success rate. The result percentage of students is computed as a:

\[
\frac{\text{Number of students passed}}{\text{Total number of students}} \times 100
\]

ELEMENTARY SCHOOL

According to Carter V. Good, elementary school is “a school having a curriculum offering work in any combination of grades 1st- 8th”. In India, the first eight years of schooling constitute the elementary education which comprise classes 1st-8th. Hence the stage of first 8 years of schooling has been defined as elementary education.

OBJECTIVES OF THE STUDY

The present study like all other studies has a few objectives which are given below:
i. To study the educational participation rate of elementary school children at various levels from class I to Class VIII.

ii. To study the success rate of the students in elementary schools from class I to Class VIII.

iii. To study the effect of contain personal factors associated with students on their educational participation and success rates.

iv. To study the effect of certain institutional variables in participation and success rate of elementary school students.

HYPOTHESIS

The investigator formulated the following hypothesis.

i. The participation rate is influenced by certain variables such as gender, caste, region, rural-urban location.

ii. The success rate is affected by participation rate and certain other personal variables.

iii. Participation rate is effected by certain institutional factors like type of a school, medium of instruction, school facilities etc.
iv. The success rate is affected by certain institutional variables.

**DELIMITATIONS OF THE STUDY**

It is generally not possible to study the entire mass of variables associated with a given problem. Every research study is limited in several ways. It cannot be exhaustive and complete in all respects. It has to be delimited in terms of population covered, sample selected, scope of variables studied, the scope of generalization of findings and so on.

The present study has also certain delimitations which are given below:

i. The study was limited to the Jammu & Kashmir State and hence the generalization of findings is restricted.

ii. The study was limited to class I to VIII only due to limitation of time and resources.

iii. Only selected personal variables such as gender, caste and region, rural and urban location have taken into consideration.

iv. Only selected institutional variables like type of a school, medium of instruction, school facilities have taken into consideration.
DESIGN AND METHODOLOGY

A research is considered to be a formal, systematic, intensive process of carrying out a study with a proper method of analysis. While conducting a research, the researcher follows certain methodology, which is to be implemented in a systematic order. It includes all the planned techniques and strategies followed in carrying out the study. From the very beginning the researcher is careful to see if there is no lacuna left in the research work due to the procedure, an important phase of research. The design of study is of prime importance in attracting any research problem in a scientific manner. Kerlinger (1973) has defined research design as “the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance”. The plan includes an outline of what the investigator will do from formulating the hypothesis through the analysis of results to the conclusions. In other words a research is a systematic method of operating certain variables under controlled conditions.

The present study aims at studying the “Educational Participation and Success Rate of Elementary School Children in Relation to Certain Personal and Institutional Factors”. In
this chapter the details of the method and procedure adopted for achieving the objectives of the study are described.

SAMPLE

A sample of 17280 children reading in 98 elementary schools including both boys and girls was drawn from the population. The method followed was the cluster sampling technique. This technique is used when the population under study is infinite, where a list of units of the population does not exist, when the geographic distribution of units is scattered, or when sampling of individual units is not convenient for several administrative reasons. School populations which are not completely listed, such as all the elementary school children in a state, may be sampled in groups or clusters. Therefore, the sample consists of 17280 children including 9267 boys and 8013 girls studying in 98 elementary schools of J & K state.

RESEARCH TOOLS

PROCEDURE

In each and every type of research study, certain instruments are required for collecting data, such instruments are called tools. Different kinds of tools are used by researchers for collecting different kinds of information most appropriate to their needs. In the present study “School
participation and success information schedule” was used as a tool for gathering data.

The main objective of the study was to find out “The educational participation and success rate of elementary school children in relation to certain personal and institutional factors”. The researcher feels to obtain this information “School participation and success information schedule is to be framed. The Investigator constructed “School participation and success information schedule” for the purpose of research work. In order to collect relevant data pertaining to specific objectives, a Schedule was developed by the investigator.

**DATA COLLECTION**

The investigator personally went to the selected elementary schools of the Jammu and Kashmir state and filled the questionnaire (Schedule) himself by the help of teachers/headmasters of concerned schools. The investigator has taken class wise attendance of three months per school and the information regarding attendance was collected from the attendance registers of the children. The average percentage of school attendance computed as:

\[
\frac{\text{Number of days attended by the student}}{\text{Number of working days of school}} \times 100
\]
The information regarding success rate (result percentage) of students was collected from the result books of schools. The word pass percentage of students means the performance of students in the examination viz. passed or failed and is computed as:

\[
\text{Pass percentage} = \frac{\text{Number of students passed}}{\text{Total number of students}} \times 100
\]

**DATA ANALYSIS**

In order to examine and justify the objectives of the study, the investigator used the relevant statistical techniques to summarize and interpret the raw scores. Most of the information was calculated in terms of percentage and frequencies.

To see the significance for the difference between the two percentages (for comparison of groups) Z-test was used. Before using Z-test the investigator computed the standard error of the difference between the two proportions.

\[
sD_p = \sqrt{\frac{P_1 q_1}{N_1} + \frac{P_2 q_2}{N_2}}
\]

Where \( q = 1-P \)

\( N_1 \) = No. of students in I\(^{st}\) group.

\( P_1 \) = Percentage of participation or success rate in I\(^{st}\) group.
\[ N_2 = \text{No. of students in 2nd group.} \]
\[ P_2 = \text{Percentage of participation or success rate in 2nd group.} \]

It may be recalled that \( P \) can never be larger than one. Therefore, in case of percentages the place of decimal has been changed before two digits for finding the Z-Value. For e.g. 77.25 is represented as 0.7725.

Then the test of significance, was applied

\[ Z = \frac{P_1 - P_2}{sD_p} \]

**FINDINGS**

The study leads to the following findings.

There are wide disparities in the:

1. Participation rates of children at elementary level in Kashmir, Jammu and Ladakh regions with Ladakh being at a lower stage of participation rate than Kashmir and Jammu regions.

2. Success rates of Kashmir, Jammu, and Ladakh regions. The Ladakh is at the lower stage of success rate than the Kashmir and Jammu regions.

4. Success rates of male and female children at elementary level in the Jammu and Kashmir state. The participation and success rate of male children is found to be more than the females.

5. Participation rates in rural and urban areas with urban area being at a much higher stage of attendance than rural ones.

6. Success rates in rural and urban areas with urban area being at a much higher stage of success rate than rural areas.

7. Participation rates in rural and semi-urban areas, with semi-urban area being at a higher stage of participation rate than rural areas.

8. Success rates in rural and semi urban areas.

9. Participation rates of Scheduled Tribes, Scheduled Castes and General Population. The general population has the higher participation rate than the scheduled tribes and scheduled castes.

10. Success rates of Scheduled Tribes, Scheduled Castes and General Children. The general children are at the stage of higher success rate than scheduled tribes and scheduled castes.

12. Success rates in Government and Private Schools. The participation and success rate of private schools were found to be more in comparison to the government schools.

13. Participation rates of Urdu and English medium schools.

14. Success rates of Urdu and English medium schools. The participation and success rate of English medium schools were found to be more in comparison to Urdu medium schools.

15. Participation rates of Adequate and Inadequate facility schools.

16. Success rates of Adequate and Inadequate facility schools. The participation and success rate of adequate facility schools were found to be more in comparison to inadequate facility schools.