



A study on problems faced by higher secondary school teachers of rural areas of Valsad District

Dr. Priti Chaudhari¹, Vishwamohini Captain²

¹ Associate Professor in, Department of Education, Veer Narmad South Gujarat University, Udhna Magdalla Road, Surat, Gujarat, India

² Student in, Department of Education, Veer Narmad South Gujarat University, Udhna Magdalla Road, Surat, Gujarat, India

Abstract

Education has a desirable controlling influence over development of the rural individual, family, community and society that leads to reduced poverty and controlled unemployment. As more than half of the population in India lives in villages, therefore the education system in rural area also plays a significant role in national development. In India, condition of rural education is still improving, the conditions of these rural schools is still very poor. So, the present study was conducted to study the problems faced by higher secondary school teachers of rural areas of Valsad district. A lot of effort is being made in educating the Rural India. But a lot more still needs to be achieved to ensure high literacy rate in rural India. The finding of the study shows that most of the students are coming to the school but they are not motivated by their parents to take quality education and higher education. There is gender discrimination prevailing in villages and people still hold blind beliefs. The most of the teachers find difficulties in providing education to the below average students. The most of the teachers are not getting local support for providing awareness of importance of education. The people in rural areas are not much concerned about girl's education. The most of the teachers had revealed that students from rural areas are not ready to learn subjects like English, mathematics and science. The teachers of rural areas had also stress of providing quality education to their own children. Therefore to spread awareness among the rural people about the need and significance of education more efforts have to be taken by the government, educated youth of urban towns and cities, teachers, young scholars etc.

Keywords: education in rural areas, school students, higher secondary schools

Introduction

Rural development generally refers to the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. The continuous growth of the Indian economy forces the Indian government to accelerate the process of developing all the branches of the Indian education system. As more than half of the population in India lives in villages, therefore the education system in rural area also plays a significant contribution in the growth of the economy. Education has a desirable controlling influence over development of the rural individual, family, community and society that leads to reduced poverty and controlled unemployment.

Present scenario of rural education in India

Right to Education is the primary right of every citizen of India, whether a child resides in a high profile society or in a faraway not so developed secluded village. In India, condition of rural education is still improving, the conditions of these rural schools is still very poor. There are very few schools in the rural areas and children have to travel far away distances to avail these facilities and most schools in these locations do not provide drinking water. The quality of education is also very poor. The teachers get very less income so, most of the time the teachers are either absent or they do not teach properly. Schools in rural areas are promoted to raise the level of education and literacy in rural India. The main aim of running these types of schools in India is to increase the rates of literacy in rural areas.

More than 40 per cent of India's population is illiterate and cannot read or write. And schools in rural areas are inadequate and often equivalent to being non-existent.

Thus, government's initiative to set up schools in rural areas came into picture. According to Just Indian Schools the conditions of rural education in India, is improving steadily and the government is also providing full support and providing with many initiatives. The fee structure in these schools is also very low so that every child can study and afford it. There are many initiatives taken by the government, but they are not implemented in the schools, so the present scenario remains the same.

Though there are very few schools in rural areas, children and their parents are showing interest and availing school facilities in these remote locations. Children have to walk miles to reach their school. Rural schools pay special attention to children in these locations so that each child gets an equal and important opportunity. They promote reading and writing and enhanced basic education. These schools also provide study material to every student apart from, meals during school hours, uniforms etc. Rural village schools also have implemented library system, which provide books, newspapers and magazine to children. They not only provide science kits and equipment for hands-on-learning, but also notebooks, textbooks and pencils to poor children. Apart from that they also give scholarships to deserving students regularly, who wish to study ahead. They create community awareness, about the need for education and world literacy. Many indirect benefits of a basic rural education include poverty reduction, disease control,

enhanced employment opportunities and increasing rate of literacy.

Statement of the problem

“A study on problems faced by higher secondary school teachers of rural areas of Valsad District”

Objectives of the study

The following objective was formed for the present study.

- To study the problems faced by higher secondary school teachers of rural areas of Valsad district in terms of transportation facility, physical facilities, educational facilities, administration, teaching-learning process, economy, interior area, social, psychological and adjustment.

Methodology

The present study was conducted using survey method.

Population

For the present study, all teachers of six hundred and four higher secondary school of rural area of Valsad district constituted population for the present study.

Sampling

From, six hundred and four higher secondary school of interior area of Valsad district, using random lottery sampling method, fifty one schools were selected and three teachers from each school, total one hundred fifty three teachers constituted sample for the present study.

Tools

1. Questionnaire for Teachers

The questionnaire was prepared on the topic such as transportation facility, physical facilities, educational facilities, administration, teaching-learning process, economy, interior area related problems, social, psychological and adjustment of teachers.

Data collection

Data was collected from fifty one higher secondary school of Valsad district personally. The prior permission was taken from the school principal personally and on pre decided time questionnaire was implemented on teachers.

Data Analysis

For the data analysis of questionnaire for close ended questions percentage was calculated and for open ended questions logical inductive method was used.

Major findings of the study

- With regard to the transportation facilities, 51.63% of the teachers had told that they have difficulty in getting transportation on time to reach the school, 54.25% of teachers told that the roads in interior areas are not proper, 74.51% of teachers feel tensed of accidents because the roads on interior areas are single and not proper, 89.54% of them revealed that they have to start journey early to reach the school on time.
- About the physical facilities in the school, 79.74% of schools had electricity in the school, 71.90% of schools had good drinking water facility, 79.74% of schools had clean toilet facilities, 88.24% of schools are cleaned regularly and 73.20% school children get nutritious

mid-day meal while 75.82% of teachers told that school computer lab had difficulty in internet connectivity, 77.12% schools don't have separate class for science club and 75.82% schools don't have separate class for math's club, 74.51% schools don't have library for extra reading, 78.43% don't have enough sports material to play and 51.63% of schools don't have separate staffroom for teachers.

- About the teaching in the rural schools, 90.85% of teachers revealed that students participate in the teaching learning process and 86.93% teachers told that students come to the school regularly where as 51.63% of teachers had difficulty in understanding local words used by students, 90.85% teachers told that more number of weak students are there in the classroom, 73.24% of teachers revealed that students had difficulty in understanding teachers language because students are more familiar with their local language only, 75.82% of teachers had difficulty in using various teaching methods in classroom, and 70.59% of teachers do not get teaching learning material.
- With regard to the school administration, 70.59% of teachers revealed that they are not involved in extra administrative work and 70.59% of teachers don't face difficulty in administrative work related to students while 86.93% of teachers revealed that for election duties are provided in long distance areas, 79.74% of teachers are going to the village for the preparation of electoral list of village, 73.20% of teachers are involved in population survey, 73.20% of teachers feel that school principal give them their additional work to the teachers, and 73.20% of teachers are teaching the other subjects to students along with main subjects.
- With regard to the classroom teaching learning process, 71.90% of teachers told that students do homework regularly while 53.59% of teachers revealed that students are not taking interest in math's subject, 62.09% of teachers revealed that students are taking interest in science subject, 72.55% of teachers revealed that students are not mentally ready to learn English language, 69.93% of teachers told that students don't pay attention in the class, 63.40% of teachers told that students don't ask questions in class, 71.90% of teachers told that students don't take participation in group discussion.
- About the economic problems, 73.20% teachers told that travelling from home to school is costly and 79.08% of teachers are taking financial help to complete social functions while 77.78% of teachers get financial help from staff members whenever they require, 73.20% of teachers are satisfied with the salary received and is enough to meet financial needs of family.
- With regard to problem related rural area, 52.94% of teachers revealed that villagers had negative attitude towards education, 75.82% of teachers told that tribals of the interior area don't support for providing education to tribal children, 52.94% of teachers told that during rainy season there are chances of flood in interior area which disturbs the teaching learning in school, 80.39% of teachers find difficulty in reaching school due to water blockages in interior areas during rainy season, 50.33% teachers do not have temporary staying facilities in interior areas and 76.49% of

teachers find difficulties in providing education to the children because most of the villagers are backward.

- About the social problems in rural areas, 75.16% teachers revealed that parents are coming in parents meeting of school, 80.39% teachers told that programmes are organized in the schools for villagers while 73.20% of teachers told that villagers are not taking any interest in school programmes, 74.51% teachers told that people are not aware about importance of education for the children, 81.05% teachers revealed that people of interior area hold blind beliefs, 68.63% teachers revealed that people take their sick children to local priest instead of taking to the hospital, 81.70% of teachers revealed that people in interior area had attitude of doing child marriages at early age, 74.51% of teachers told that people from interior areas don't believe in educating their child, 72.55% of teachers told that people of interior area still do discrimination between girl and boy child, 63.40% of teachers told that people don't believe in girls education and 75.82% of teachers revealed that parents send their children for daily wage work at the cost of leaving school education.
- With regard to the psychological problems, 76.47% teachers find mentally challenging to teach below average students, 76.47% teachers get tensed because many times don't remain present in social functions due to staying in interior areas, 79.08% of teachers are not providing proper time to family, 75.16% of teachers had tension of providing good education to their own children in interior area.

Conclusion

A lot of effort is being made in educating the rural India. But a lot more still needs to be achieved to ensure high literacy rate in rural India. The finding of the study shows that most of the students are coming to the school but they are not motivated by their parents to take quality education and higher education. There is gender discrimination prevailing in villages and people still hold blind beliefs. The most of the teachers find difficulties in providing education to the below average students. The most of the teachers are not getting local support for providing awareness of importance of education. The people in rural areas are not much concerned about girl's education. The most of the teachers had revealed that students from rural areas are not ready to learn subjects like English, mathematics and science. The teachers of rural areas had also stress of providing quality education to their own children. Therefore to spread awareness among the rural people about the need and significance of education more efforts have to be taken by the government, educated youth of urban towns and cities, teachers, young scholars etc.

References

1. Banerjee AV, Cole S, Duflo E, Linden L. Remedying Education: Evidence from Two Randomized Experiments in India. *Quarterly Journal of Economics*. 2007; 122(3):1235-1264.
2. Eble A, Mann V, Bhakta P, Lakshminarayana R, Frost C, *et al.* The STRIPES Trial-Support to Rural India's Public Education System. *Trials*. 2010; 11(1):10.
3. Kingdon G. The progress of school education in India. *Oxf Rev Econ Policy*. 2007; 23(2):168-195.

4. Kingdon G, Teal F. 'Teacher unions, teacher pay and student performance in India: A pupil fixed effects approach'. *Journal of development economics*. 2010; 91(2):278-288.
5. Kremer M, Chaudhury N, Rogers FH, Muralidharan K, Hammer J. Teacher absence in India: A snapshot. *Journal of the European Economic Association*. 2005; 3(2-3):658-667.
6. Muralidharan K, Sundararaman V. Teacher Performance Pay: Experimental Evidence from India. *Journal of Political Economy*. 2011; 119(1):39-77.
7. Psacharopoulos G, Patrinos HA. Returns to investment in education: a further update. *Education economics*. 2004; 12(2):111-134.
8. Sachs JD, McArthur JW. The millennium project: a plan for meeting the millennium development goals. *The Lancet*. 2005; 365(9456):347-353.