

Problems Of Tribal Girl Students Studying in Govt. High Schools Situated in Rural Areas of District Jammu in The Union Territory of Jammu and Kashmir

Hdyitulah Mohamad¹, Aman²

Research Scholar, Department of Educational Studies, **Central University of Jammu, Samba (J&K)**

Assistant Professor, Department of Educational Studies, **Central University of Jammu, Samba (J&K)**

Abstract

Everyday girls in rural areas face major problems such as gender discrimination, household chores, unsafe environment, poverty, early marriage and lack of toilet facilities. There are some problems that affects schedule tribe girls' education badly and make their life pathetic. We must understand that we cannot make an inclusive society without educating girls. We should educate our tribals society so that people who live in tribals areas can easily understand the value of education. The local administration and the schools should arrange clean and separate all the facilities to the schedule tribe girls' students so that they feel comfortable in the schools. The investigator has to prepare two Interview schedule for this study. One for head of the institution and one for the schedule tribe girl students. Through interview schedule the investigator tries know the problems of the girls' students studying in the government schools in the rural areas. The sample of my study was 300 tribals girl students studying in the higher secondary school in the government schools in rural areas.

Keywords: *Tribals, Girls Education, Gender discrimination, Poverty, Society*

Introduction

Education is a fundamental right of all the citizens in this world. It is a vital resource in overcoming poverty and inequality. All children have the right to basic education, the cornerstone for a

productive life. But key to this success is ensuring that schedule tribe girls, as well as boys have full equal access to good quality education, which gives them knowledge and skills Lewis Lockheed (2006) better education girls make better decisions at home and work and are better

prepared as mothers to protect their children from illness. Girls' education is fundamental to the economic and social development of individuals, families and nations Clarke (2011). To mobilize communities to send their girls to school. Media, television, newspaper and religious leaders were enlisted to communicate with parents and tribals community member about the importance and benefits of girl's education. Success stories about tribals educated girls becoming productive members of the society were publicized. To help schedule tribe girls' students stay in school, families were encouraged to release girls from home duties and care of younger brother and sister Clarke (2011).

The education of women has a direct impact on various aspects of social, economic and political well-being of a country Tayne (2008). Swinson (2003) suggests that the mother's educational level has a direct influence on economic productivity and on the level of her daughter's education. Atakpa (1996), Dolphyne (1995) and Kapakase (1992) identified numerous school related barriers. Poor educational background of schedule tribe women, the school environment, type of schools, school location, inadequate learning material, sexual harassment, teachers' attitude and pedagogy, inadequate supply of teachers. Poor media system and poor delivery

system are said to be adversely affect women's participation in higher learning.

Anqi (2014), the difficulties and problems of the schedule tribe girls of these places encounter in schooling and representative of the situation in the remote mountain regions. Poverty-Stricken areas and compact minority communities in our province.

Tayne (2008), there are many barriers that women education is the subject of much debate of the issue of sexual harassment and violence against women has been largely neglected. Without the education, women cannot participate in the development of India and will not improve their situation. Women will remain too dependent upon men.

Ali, Khan and Alam (2021) studies on what restraints are there on female education in high mountainous rural areas of Gilgit Baltistan, Pakistan. The female education has been accepted and recognized as vital to sustainable development across the world. Hill and King (1995). The investment in female education is crucial for the development of society and nations as 'if we educate a boy we educate one person, if we educate a woman, we educate a whole family and a whole nation.

Constitutional Provisions for Women Education in India

The Indian Constitution not only ensures women's rights but also provides the government with the authority to take positive unequal treatment in their favour in order to counteract the accumulated social, cultural, and governmental difficulties that women suffer. Among other things, fundamental human rights guarantee everyone's equality before the law and equal protection under the law, forbid discriminatory behavior against any person regardless of race, faith, social position, gender, or birth place, and ensure that everyone has an equal chance to succeed in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of great relevance in this respect.

Having equal protection under the law is a fundamental human right (Article 14).

Article 14 states that no citizen or resident of India should be discriminated against on the basis of race, colour, national origin, or religion.

Discrimination based on one's religion, ethnicity, caste, gender, or country of birth is forbidden (Article 15).

Article 15(l) states: No person should be treated differently by the State because of his or her religion, race, caste, sex, or place of birth.

The State should, in accordance with Article 15(3), adopt such measures as it deems necessary to ensure the protection of women and children.

The right to equal treatment in public service employment (Article 16).

This Article shall be known as Article 16(1). Every citizen shall be afforded the same consideration as every other person in issues of employment and appointment to any position under the state.

All people shall have the right to freedom of speech and expression, as guaranteed by Article 19(1)(a).

Safeguarding individual rights to life and freedom (Article 21).

In the absence of a legal process, no one may be denied their right to life or freedom.

Article 39(a) establishes the Directive Principles of State Policy. The government should make it a priority to ensure that everyone, regardless of gender, has access to stable economic stability.

Equal compensation for equal labour is mandated for both men and women by the state (Article 39(d)).

(Article 39 A) To advance justice on the basis of equal opportunity and to offer free legal aid by means of a proper legislative or plan or otherwise, so that no citizen is deprived of justice because of inability to pay or other impediment.

A crucial guarantee for women's rights is included in Article 42 of the Constitution. Governmental action is mandated to provide fair and humane working conditions, including maternity leave.

Women are included in Article 51A, subparagraph (e). It requires all Indian citizens to reject discrimination against women and to work for a society in which all citizens respect one another and each other's differences without regard to race, creed, language, or geography.

Seating reservations (Article 243 D).

Article 243 subsection D, paragraph 1 (a) The Scheduled Castes; and (b) The Scheduled Tribes, should be accorded reservation of seats.

(Sec. 2 of Art. 243) Women from the Scheduled Castes or, as the case may be, Scheduled tribes should be guaranteed at least one-third of the total number of seats set aside under section (1).

(Section 243D (3)) One-third of the total number of seats to be filled by direct election in every Panchayat shall be reserved for women, and such seats shall be allotted by rotation to different

constituencies within a Panchayat, not including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes.

Article 243 subsection D subsection 4 At each level of the Panchayat, women must make up at least a third of the number of Chairperson positions.

Seat reservations (Section 3 of Article 243 T) A minimum of one-third of the seats up for election in every municipality's direct election must be set aside for women, with those seats being rotated among the municipality's various constituencies. This quota does not include the seats set aside for women from the scheduled castes and tribes.

(Article 243, Section 4 T) Municipal Chair positions should be reserved for Scheduled Castes, Scheduled Tribes, and women in such quotas and on such terms as the legislature of a State may by law establish.

Significance of the Study:

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. After reviewing related literature, the investigator took up the study there are so many problems of girls

facing in rural areas. Education of rural girls is equally important. The rural girls are not getting ample opportunity for education. Education of these girls would have positive impact on both economy and society. Girl's education is necessary for making our homes happy places. Our home life would be brightened if we had well educated wives & mother. Educated girls can brighten the future of their country by the good upbringing of their children. Education gives a woman freedom of thought. Education empowers girl to become economically independent. They will be able to stand up for their rights. Girls have all the rights to get educated. Empowerment of girls & women is necessary to fight against the problem of gender inequality.

Keeping in view the significance of present study, the investigator took up the Problem of Girls Studying in Govt. High School situated in Rural areas.

Statement of the Problem: -

In the light of the above discussion, the investigator selected the problems which are briefly stated as, "PROBLEMS OF GIRLS STUDYING IN GOVT. HIGH SCHOOLS SITUATED IN RURAL AREAS OF DISTT. JAMMU."

Objectives of the Study: -

1 To study the problem of girl's students studying in rural areas of Distt Jammu with respect to the following:

- a. Issues related to education.
- b. Issues related to location of the school.
- c. Issues related to facilities.
- d. Issues related to teachers.
- e. Issues related to curriculum and syllabus
- f. Issues related to Guidance and counselling.
- g. Issues related to family.

2 To analyse the information given by Girl Students and Heads of the institutions.

3 To suggest the educational implications on the basis of conclusions drawn.

Methodology

In the present study the investigator used Survey Method under Descriptive method of research.

Population

The population for the present study was constituted of the girls studying in 8th, 9th & 10th standard in the Govt. High Schools situated in Rural areas of Distt. Jammu.

Sampling

A sample of 300 Tribals girl students studying in 8th, 9th & 10th standard was selected under

purposive sampling technique under non-probability sampling.

Details of Sample from different High School of Jammu District

Table 1.0

S.No.	Name of the Schools	Heads
1	Govt. Girls Higher Secondary School Bishanh	1
2	Govt. High School Chak Jaralan	1
3	Govt. High School Bhatyari	1
4	Govt. Girls High School Sarore	1
5	Govt. High School Chak Murrar	1
6	Govt. High School Mauja	1
7	Govt. High School Khairi	1

5	Govt. High School Chak Murrar	25
6	Govt. High School Mauja	18
7	Govt. High School Khairi	30

Tools Used: -

The investigator herself developed two interview schedules for the collection of data for present study. One schedule was for the Heads of the institutions & Second for Girl Students were studying in classes 8th, 9th, & 10th

1. Interview schedule for Head of the Institution
2. Interview schedule for the Girl students.

Table no. 1.1

List of Schools

S.No.	Name of the Schools	No. of the Students
1	Govt. Girls Higher Secondary School Bishanh	105
2	Govt. High School Chak Jaralan	50
3	Govt. High School Bhatyari	17
4	Govt. Girls High School Sarore	55

Statistical Techniques to be used

To analysis the collected information content analysis and percentage analyses techniques were used.

Analysis and Interpretation of data

Objective 1(a): - The information related to the analysis and interpretation of the data of Objective 1(a) has been indicated in the table below: -

Table No: - 2.0

Views of Heads on the Issues Related to Education

S.No. 1 to 5	Statement	Heads			
		Yes s	Yes %	No o	No %
1	Do you think that the education for girls is very important?	7	100	0	0
2	Should girls be allowed to receive co-education?	7	100	0	0
3	Should girls be allowed to participate in games with male students?	5	71.42	2	28.57
4	Do you think that there should be separate schools for the education of girls?	0	0	7	100
5	Do your school provide remedial teaching to the below average girl students?	7	100	0	0

From the above table 2.0, it can be analysed that all Heads are in agreement that the education for girls is very important and should be free to receive co-education. Also, majority of heads (71.42%) favoured that girls should be allowed to participate in games with male students. However, all of them were mum on the issues that

there should be separate schools for the education of girls. Further all of them were in favour that the remedial teachings should be provided to below average girl students.

Table No: - 2.1

Views of Girl Students on the Issues Related to Education

S.No. 1 to 6	Statement	Girls			
		Yes	Yes%	No	No%
1	Do you think that the education for girls is not important ?	28	9.33	272	90.66
2	Should girls be allowed to receive co-education ?	271	90	29	10
3	Is your family against co-	43	14	257	86

	education ?				
4	Should girls be allowed to participate in games with male students?	229	76.33	71	24
5	Do you think that there should be separate schools for the education of girls?	90	30	210	70
6	Do your school provide remedial teaching to the below average students?	295	98.33	5	1.7

From the above table 2.1, it can be analysed that the majority (90.66%) of the girls advocated that the education for girls is important. Also, majority of them (90%) favoured that girls should be

allowed to receive co-education. Majority of them (86%) pointed out that their respective families are not against co-education. Further, majority of them i.e., 76.33% & 98.33% advocated that the girls should be allowed to participate in games with male students and below average girl students should be provided remedial teaching respectively. Majority (70%) of girls responded that there should not be separate schools for their education.

From the above discussion related to tables 2.0 & 2.1, it can be inferred that the views of Heads and girl students are in consonance on the all the issues related to the education of girls.

Objective 1(b): - The information related to the analysis and interpretation of the data of objective 1(b) has been indicated in the table below: -

Table No: - 2.2

Views of only Girl Students on the Issues Related to Location of the School

S.No. 7 to 8	Statement	Girls			
		Yes	Yes%	No	No%
7	Is your school at reachable distance	192	64	108	36

	from your home?				
8	Do you feel any kind of insecurity while going and coming back from school?	80	27	220	73
9	Do you study comfortably in your school building in all seasons?	273	91	27	9

From the above table 2.2, it can be analysed that majority of them (64%) indicated that their respective schools are at reachable distance from their homes. Maximum of them (73%) responded that they did not feel any kind of security while going and coming back from school. Also, a big majority (91%) told that they study comfortably in their respective schools' buildings in all seasons.

Objective 1(c): - The information related to the analysis and interpretation of the data of

objective 1(c) has been indicated in the table below: -

Table No: - 2.3

Views of Heads on the Issues Related to Facilities

S.No. 6to21	Statement	Heads			
		Yes	Yes%	No	No%
6	Is your school at reachable distance for all students?	7	100	0	0
7	Do your institutions have proper seating arrangement for girl students?	7	100	0	0
8	Are the girl students provided pre-matric scholarship?	6	85.71	1	14.28
9	Are the free text books provided to the girl students?	7	100	0	0
10	Are the girl students provided	6	85.7	1	14.28

	free uniform?				
11	Have your institution provided proper transport facility to girl students?	0	0	7	100
12	Do your institution provide mid-day meal to the students?	7	100	0	0
13	Are the cooking and serving places for mid-day meal neat & clean?	7	100	0	0
14	Are there separate toilets for girls' students in your school?	7	100	0	0
15	If yes, are they neat and clean?	7	100	0	0
16	Is the drinking	7	100	0	0

	water facility available in your school?				
17	If yes, is it adequate in all seasons?	7	100	0	0
18	Does your institution have proper library facility?	7	100	0	0
19	Has any special provision been made for the issuance of books to girl students?	3	42.85	4	57.14
20	Do Your school have hostel facility for girl students?	0	0	7	100
21	If no, do you think that it may affect the education of girl students?	2	28.57	5	71.43

The above table 2.3, indicating the issues related to various facilities, following can be interpreted:

-
- i. All Heads advocated that their respective schools are at a reachable distance for all students.
- ii. All pointed out that in their respective institutions; there is proper seating arrangement for girls' students.
- iii. Majority of them (85.71%) told that pre – matric scholarship is provided to all girl students.
- iv. All of them indicated that free textbooks are provided to all girl students.
- v. Majority of them (85.77%) advocated that free uniforms are provided to all girls.
- vi. On the contrary all of them told that no proper transport facility is provided to girl students.
- vii. All the Heads were of the views that mid-day meal is also provided to all girl students and the places for cooking and serving of mid-day meal are neat and clean.
- viii. All of them told that there are separate toilets for girl students and they are neat and clean.

ix. All pointed out that there is proper drinking facility in their respective schools and is inadequate in all seasons.

x. All Heads told that there is proper library facility in their respective institution but majority of them (57.14%) told that there are no special provisions for the issuance of books to girl students.

xi. All of them told that there are no hostel facilities for girl students and majority of them (71.43%) favored that it does not affect the education of girl students.

Table No: - 2.4

Views of Girl Students on the Issues Related to Facilities

S.NO.	Statement	Girls			
		Yes	Yes%	No	No%
9 To 24					
9	Do your classrooms have proper seating arrangement for girl students?	289	96.33	11	3.66
10	Do you get the pre-	239	79.66	61	20.33

	matric scholarship?				
11	Do you receive the free textbooks from your school?	68	22.66	232	77.33
12	Do you receive free uniforms from your school?	57	19	243	81
13	Do you have proper transport facility to reach school?	0	0	300	100
14	If yes, is it provided by the school?	0	0	300	100
15	Do you receive mid-day meal in your respective institution during school hours?	57	19	243	81

16	Is the cooking and serving places for mid-day meal neat & clean?	57	19	243	81
17	Are there separate toilets for girl students in your school?	300	100	0	0
18	If yes, are they neat and clean?	192	64	108	36
19	Is drinking water facility available in your school?	300	100	0	0
20	If yes, is it adequate in all seasons?	223	74.33	77	25.66
21	Does your institution have proper library facility?	300	100	0	0
22	Has any provision been made	17	5.66	283	94.33

	for the issuance of books to girl students?				
23	Do your school have hostel facility for girl students?	0	0	300	100
24	If no, do you think that it may affect the education of girl students?	44	14.66	256	85.33

The above table 2.4, indicating the views of girl students on the issues related to various facilities, following can be interpreted: -

- i. Majority (96.33%) of girl students responded that they have proper seating arrangement in the schools.
- ii. Most of (79.66%) girl students get the pre matric scholarship.
- iii. Only few students (22.66%) received the free textbook.
- iv. Most of girl students (81%) did not receive free uniforms from the school.

- v. All of them responded (100%) that there is no transport facility for girl students to reach at their respective schools.
- vi. Only few students (19%) received the mid-day meal in their respective institution and cooking and serving places are neat and clean.
- vii. All of them responded (100%) that there are separate toilets for girl students and they are neat and clean.
- viii. All of them pointed out that their respective schools have proper and adequate drinking water facility in all seasons.
- ix. All of them responded all the institutions have proper library facilities.
- x. Majority of girl students (94.33%) told that there is no special provision for issuance of books.
- xi. All of them responded that there is no hostel facility for girl students.
- xii. Majority of girl students (85.33%) told that non availability of hostel facility does not affect the education of girl students.

From the analysis and the interpretation of the table 2.3 & 2.4, it can be pointed out that the views of the Heads of the institutions and the girl students are not in consonance on the issues like to provide free textbook, free uniform and special provision for issuances of books for girl students. They said that these facilities are not provided to

them where as heads of the institutions advocated that they are provided to all girl students.

4.4. Objective 1(d): - The information related to the analysis and interpretation of the data of objective 1(d) has been indicated in the table below: -

Table No: -2.5

Views of Heads on the Issues Related to Teachers

S.No. 22to2 3	Statement	Heads			
		Yes	Yes%	N o	No%
22	Do you think that girl students feel more comfortable in the classes of female teachers?	6	85.71	1	14.28
23	Do you think that female teachers can teach well to girl students?	3	42.85	4	57.14

From the above table 2.5, it can be analysed that majority (85.71%) of girl students feel more comfortable in the classes of female teachers. On the other hand, majority of them (57.14%) were against the statement that only female teachers can teach well to girl students.

Table No 2.6

Views of Girl Students on the Issues Related to Teachers

S.No 25 to 26	Statement	Girls			
		Y e s	Yes%	No	No%
25	Do you feel more comfortable in the class of female teachers?	300	100	0	0
26	Do you think that female teachers can teach well to girl students?	186	62	114	38

From the above table 2.6, it can be analysed that the all the girl students feel more comfortable in the class of female teachers. Majority (62%) of the girl students think that female teachers teach well to them.

Form the analysis and interpretation of the table 2.5 & 2.6 it can be point out that the opinions of Heads and girls are same on the issue that girl students feel more comfortable in the classes of female teachers. On the other hand, they have contrary views where girl students think that female teachers can teach well to them but Heads are against to it.

4.5. Objective 1(e): - The information related to the analysis and interpretation of the data of objective 1(e) has been indicated in the table below: -

Table No: -2.7

Views of Heads on the Issues Related to Curriculum/Syllabus

S.No.	Statement	Heads			
		Ye s	Yes %	N o	No %
24	Do you think that the prescribed curriculum/syllabus suits to the education of girls?	5	71.42	2	28.57
25	Are the contents of the curriculum	7	100	0	0

	balanced in term of gender?				
26	Do the teachers of your institution use gender sensitive pedagogy while teaching any topic?	3	42.85	4	68.15
27	Is there any provision in the time table for a period on health and hygiene for girl students?	2	28.57	5	71.42

From the above table 2.7 it can be analysed that the most of the Heads (71.42%) viewed that the prescribed curriculum suits to the education of girl students. All the Heads (100%) told that the contents of the curriculum were balanced in term of gender. Majority (68.15%) of the Heads used gender sensitive pedagogy while teaching any topic. On the other hand, majority of the Heads (71.42%) told that there is no specific provision in the time for a period on the health & hygiene for girl students. Only few girl students attend a period on health and hygiene.

Table No 2.8

Views of Girl Students on the Issues Related to Curriculum & Syllabus

S.No. 27 to 30	Statement	Girls			
		Yes	Yes%	No	No%
27	Do you think that the prescribed curriculum / syllabus suits to the education of girls?	27 9	93	21	7
28	Are the contents of the curriculum balanced in term of gender?	19 2	64	10 8	36
29	Do the care been taken by teachers of girl students while teaching any topic?	29 4	98	6	2

30	Is there any provision in the time table for a period on health and hygiene for girl students?	28 6	95.33	14	4.66
----	--	---------	-------	----	------

From the above table 2.8, it can be analysed that the majority of girl students (93%) told that the prescribed curriculum suits to the education of girls. Most of the girl students (64%) viewed that the contents of the curriculum were balanced in term of gender. Majority of the teachers (98%) take care of the girl students while teaching any topic. Almost all the girl students (95.33%) viewed that there was special provision in the time table for a period on health and hygiene for girl students.

From the discussion of table, no 2.7 & 2.8 it can be pointed out that views of girl students and Heads are same on the various issues related to the curriculum /syllabus except on the issue of health and hygiene where girls indicated that there is provision of this period in the time table where as Heads told that such classes not there.

4.6. **Objective 1(f): - The information related to the analysis and interpretation of the data of objective 1(f) has been indicated in the table below: -**

Table No: -2.9

Views of Heads on the Issues Related to Guidance and Counselling

S.No. 28 to 29	Statement	Heads			
		Y e s	Yes %	No	N o %
28	Do your school have guidance and counselling cell?	0	0	7	100
29	Do you feel that lack of proper guidance services in the schools negatively affect girls' education?	6	85.71	1	14.28

From the above table 2.9, it can be analysed that all the Heads (100%) were of the viewed that the schools did not have guidance and counselling cell. On the other hand, majority of the Heads (85.71%) feel services negatively affect the girls' education.

Table No 2.10

Views of Girl Students on the Issues Related to Guidance and Counselling

S.No 31 to 32	Statement	Girls			
		Yes	Yes%	No	No%
31	Do your school have guidance & counselling cell?	5	2	295	98.33
32	Do you feel that the lack of proper guidance services in the school negatively affect girls' education?	167	55.66	133	44.33

From the above table 2.10 it can be analysed that the majority of girl students (98.33%) responded that the schools did not have guidance and counselling cell & it would negatively affect the girl students.

From the above discussion related to tables 2.9 & 2.10, it can be inferred that the views of the Heads and the girl students are same on the issue

guidance and counselling cell where both opined that it is affecting the education of girl students.

4.7. Objective 1(g): - The information related to the analysis and interpretation of the data of objective 1(g) has been indicated in the table below: -

Table No: - 2.11

Views of only Girl Students on the Issues Related to Family

S.No	Statement	Girls			
		Yes	Yes%	No	No%
33 to 38					
33	Do your parents face some economic problems for providing proper education to you?	219	73	81	27
34	Do your parents help you in your studies?	256	85.33	44	14.66
35	Is there any trend of	55	18.33	245	81.66

	early marriage of girls in your family?				
36	Do you help your parents in households ?	261	87	39	13
37	If yes, does it badly affect your academic performance ?	120	40	180	60
38	Do you sometimes feel any kind of gender biasness in the treatment of parents towards you?	0	0	300	100

From the above table 2.11, it can be analysed that the majority of the girl students (73%) told that their parents face some economic problems for providing proper education to them. On the other hand, most of the girl students (85.33%) opined that they were helped by their parents in their

studies. Majority of girl students (81.66%) told that there was no trend of early marriage of girls in their respective families. Most (87%) of the girl students responded that they help their parents in households and it did not affect their academic performance. All the girl students (100%) responded that they do not feel any kind of gender biasness in the treatment of parents towards them.

Findings and Conclusions

From the analysis and interpretation of data, following findings and conclusions were drawn:

Main Findings

(I) Findings on the Issues Related to Education

(i). All Heads are in agreement that the education for girls is very important, should be free to receive co-education, were mum on the issues that there should be separate schools for the education of girls and favor that the remedial teachings should be provided to below average girl students. Also, majority of heads (71.42%) favored that girls should be allowed to participate in games with male students.

(ii). The majority (90.66%, 90%, 86%, 76.33%, 98.33% and 70%) of the girl students respectively advocated that the education for girls is

important, they should be allowed to receive co-education, their respective families are not against co-education, they should be allowed to participate in games with male students, below average girl students should be provided remedial teaching and there should not be separate schools for their education.

iii). Comparative analysis of the views of Heads and girl students revealed that they are in consonance on all the issues related to the education of girls.

(II) Main Findings on the Issues Related to the Location of the School

Majority of girl students (64%, 73% and 91%) respectively indicated that their respective schools are at reachable distance from their homes, they did not feel any kind of security while going and coming back from school and they study comfortably in their respective schools' buildings in all seasons.

(III) Main Findings on the Issues Related to the Facilities

(i). Findings on the Views of Heads:

a) All the Heads respectively advocated that their respective schools are at a reachable distance for all students, there is proper seating arrangement for girls students, free textbooks are

provided to all girl students, mid-day meal is also provided to all girl students and the places for cooking and serving of mid-day meal are neat and clean, there are separate toilets for girl students and they are neat and clean, no proper transport facility is provided to girl students, there is proper drinking facility in their respective schools and is inadequate in all seasons, there is proper library facility in their respective institution and there are no hostel facilities for girl students.

b) Majority of them (85.71%, 85.77%, 57.14% and 71.43%) respectively were of the view that pre – matric scholarship is provided to all girl students, free uniforms are provided to all girls, there are no special provisions for the issuance of books to girl students and favored that absence of hostel facility does not affect the education of girl students.

c) Besides above, following points were also highlighted by the Heads of the concerned Institutions:

i) Special self-defense training should be given to the students.

ii) So far, the issues of the security of rural girl students are concerned; the Heads indicated that they advise the girls to come and go back in groups.

iii) They are given the books through library which they need to study

iv) Book bank is made as provision issuance of books.

(ii) Findings on the Views of Girl Students:

a) All the Girl Students respectively advocated that their respective there is no transport facility for girl students to reach at their respective schools, there are separate toilets for girl students and they are neat and clean, schools have proper and adequate drinking water facility in all seasons, the institutions have proper library facilities and there is no hostel facility for girl students.

b) Majority of them (96.33%, 79.66%, 22.66%, 81%, 94.33%, 85.33%) respectively were of the view that they have proper seating arrangement in the schools, get the pre matric scholarship, received the free textbook, they did not receive free uniforms from the school, there is no special provision for issuance of books and non-availability of hostel facility does not affect the education of girl students.

(iii) Comparison of the Views of Heads and Girl Students: -

Comparative analysis of the views of Heads and girl students revealed that they are not in

consonance on the issues like to provide free textbook, free uniform and special provision for issuances of books for girl students. They said that these facilities are not provided to them where as heads of the institutions advocated that they are provided to all girl students.

(iv) Main Findings on the Issues Related to the Teachers

i) Majority of Heads (85.71%, 57.14%) respectively were of the view that the girl students feel more comfortable in the classes of female teachers, they were against the statement that only female teachers can teach well to girl students.

ii) All the girl students feel more comfortable in the class of female teachers. Majority (62%) of the girl students think that female teachers teach well to them.

iii) Comparative analysis of the views of Heads and girl students that the opinions are same on the issue that girl students feel more comfortable in the classes of female teachers. On the other hand, they have contrary views where girl students think that female teachers can teach well to them but Heads are against it.

(v) Main Findings on the Issues Related to the Curriculum/Syllabus

(i) Findings on the Views of Heads:

a) All the Heads (100%) told that the contents of the curriculum were balanced in term of gender.

b) Majority of Heads (71.42%, 68.15%, 71.42%) respectively were of the view that the prescribed curriculum suits to the education of girl students, they used gender sensitive pedagogy while teaching any topic, there is no specific provision in the time for a period on the health & hygiene for girl students.

(ii) Findings on the Views of Girl Students:

Majority of them (93%, 64%, 98%), and 95.33%) respectively were of the view that the prescribed curriculum suits to the education of girls, the contents of the curriculum were balanced in term of gender, teachers take care of the girl students while teaching any topic and there was special provision in the time table for a period on health and hygiene for girl students

(iii) Comparison of the Views of Heads and Girl Students:

Comparative analysis of the views of Heads and girl students revealed that the same on the various issues related to the curriculum /syllabus except on the issue of health and hygiene where girls indicated that there is provision of this period in the time table where as Heads told that such classes are not there

(VI) Main Findings on the Issues Related to the Guidance and Counselling:

(i) Findings on the Views of Heads:

a) All the Heads (100%) were of the view that the schools did not have guidance and counselling cell.

b) Majority of the Heads (85.71%) feel services negatively affects the girls' education.

(ii) Findings on the Views of Girl Students:

Majority of girl students (98.33%) responded that the schools did not have guidance and counselling cell & it would negatively affect the girl students.

(iii) Comparison of the Views of Heads and Girl Students:

Comparative analysis of the views of Heads and girl students revealed that the views of the Heads and the girl students are same on the issue guidance and counselling cell where both opined that it is affecting the education of girl students.

(VII) Main Findings on the Issues Related to the Family:

i). All the girl students (100%) responded that they do not feel any kind of gender biasness in the treatment of parents towards them.

ii). Majority of the girl students (73%, 85.33%, 81.66%, and 87%) respectively were of the view that their parents face some economic problems for providing proper education to them, they were helped by their parents in their studies, there was no trend of early marriage of girls in their respective families and they help their parents in households and it did not affect their academic performance.

Conclusions of the Study

From the above findings, following conclusions may be drawn:

i) The comparative analysis of the views of Heads and girl students revealed that they are in consonance on all the issues related to the education of girls.

ii) The schools of majority of girl students are at reachable distance from their homes, they did not feel any kind of security while going and coming back from school and they study comfortably in their respective schools' buildings in all seasons.

iii) Comparative analysis of the views of Heads and girl students revealed that they are not in consonance on the issues like providing free textbook, free uniform and special provision for issuances of books for girl students.

iv) The opinions of both Heads and girl students are same on the issue that girl students

feel more comfortable in the classes of female teachers. On the other hand, they have contrary views where girl students think that female teachers can teach well to them but Heads are against it.

v) The views of Heads and girl students are same on the various issues related to the curriculum /syllabus except on the issue of health and hygiene where girls indicated that there is provision of this period in the time table where as Heads told that such classes are not there.

vi) Both opined that the non-availability of guidance and counselling cell is affecting the education of girl students.

vii) Girl students do not feel any kind of gender biasness in the treatment of parents towards them. Further, they do not feel any kind of gender biasness in the treatment of parents towards them. Also, parents face some economic problems for providing proper education to them. Girl students were helped by their parents in their studies; there was no trend of early marriage of girls in their respective families. They also help their parents in households and it did not affect their academic performance.

Educational Implications and Suggestions for Further Research

No research can be completed in itself if its results cannot be generalized to the population. The

present study dealing with the problems of girl students studying in Govt. High Schools situated in rural areas of Distt. Jammu has also its implications for educational thinkers, teachers, parents, educational administrator and others who are concerned with sphere of education and problems of girls' education.

From the findings and conclusions of the study the following educational implications may be drawn for parents, teachers, educational administrators, educational planners and students: -

Implications for Policy Planners/ Administrators:

The outcomes of the study indicate various flaws in the implementation of various schemes for the education of rural girls. The findings raised many issues viz. lack of proper transport facility, lack of hostel facility etc. It is therefore suggested that the policy planners and administrators have to think on such issues and have to frame policies accordingly so that the larger interests of rural girl students can be satisfied. Workshops may be conducted for Heads and teachers to make them aware about the various schemes to strengthen the education of rural girls.

Implications for Heads and Teachers:

The study will be very helpful for Heads and Teachers. Efforts should be made on the part of teachers to provide more and more facilities to girl

students. The Heads of the Institutions should give due attention in providing facilities such as special provision for the rural girl students, free textbook, free uniform, scholarship etc. Proper check should be made on the dropout rate of rural girls so that the goal of gender equality should be achieved. The attention is also needed to supervise the implementation of various schemes so that more and more rural girls can be motivated to attend schools.

Implications for Parents:

The findings of the study will be very beneficial for the parents also. They should not engage their daughters in households at the cost of their study. They should motivate them and provide all kind of help to receive quality of education. They shouldn't discriminate their wards on the basis of their gender. They should also be aware about the various schemes and initiatives taken by the Govt. for providing proper education to such girls.

Implications for Students:

The outcomes of the study are equally important for rural girls. They should be aware about the various schemes and faculties that Govt. is providing to the education of rural girls and should feel motivated to complete their education.

Suggestions for Further Study: -

The following suggestions maybe considered while taking up similar topic in future: -

- 1) Since the present study was confined to 300 students, it is suggested that large sample may be taken.
- 2) The study was confined to rural schools only; it is suggested that the same type of investigation can be conducted on urban schools.
- 3) The present study was confined to the problems of girls studying in Govt. High Schools only, it is suggested that the same type of study can be conducted on Private High Schools also.
- 4) A study on problems of girls of Primary and Higher Secondary Schools can be conducted.
- 5) The study can also be undertaken for the other districts, since it was confined to Jammu District only.

References

1. Ada, N.A. (1992). The Paradox of Equality of Education Opportunities for All Citizens in Nigeria and Challenges of Rural Transformation. *Journal of the Arts and Humanities*, (2) 48-56.
2. Ali, Khan and Alam, (2021). What restraints are there on female education in high mountainous rural areas of Gilgit-

- Baltistan, Pakistan. 31(8), 1040- 1050, Development in practice.
3. Atakpa, S.K. (1996). Factors affecting female participation in education in relation to the northern scholarship scheme, Ghana: Research report (Ministry of Education Ghana Report GHA/1996/0068). Retrieved September 10, 2003 from http://www.unicef.org/evaldatabase/files/GHA_1996_068.pdf
 4. Bhandari Rajika and Smith Frank J. (1997). A study of rural women in India: assessment of educational constraints and the need for new educational approaches. *Journal of Research in Rural Education, Winter*, Vol.13, No.3, 183-196.
 5. Clarke (2011), The status of girl's education in education for all fast-track initiative partner countries. 470-490,41. English Language Teaching Theory, Research and Pedagogy.
 6. Dolphyne, E.F. (1995). The girl-child and school. *The Ghanaian Child*, 1(3), 6.
 7. Enejere, E. (1991). Women and Political Education. Enugu: Malthouse Press Ltd., Pp 44-51.
 8. Grace, E.T. (2010). Girls Child Education: Rising to challenge. *African Journal of Reproductive Health*, 14(3): 107.
 9. Government of India (1986). National Policy on Education New Delhi: Ministry of Human Resource Development.
 10. Government of India (1988b) National Perspective Plan for Women. New Delhi
 11. Hill, M. A., and King, E. M. 1995. "Women's Education and Economic Well-Being." *Feminist Economics* 1 (2): 21-46. doi:10. 1080/714042230.
 12. Kapakasa, A. (1992). Malawi: Determinants of girls' participation and persistence in school. Washington, DC: The World Bank.
 13. Koul, L. (2002). Methodology of Educational Research. Vikas publishing House (New Delhi) pvt.Ltd.pp.102, 105.
 14. LEA Office, Kalgo (2012). Enrolment of Girl Children in Kalgo LGA. (From the Research, Planning and Statistics Office, Kalgo Local Education Authority, Kalgo).
 15. Lewis, M., & Lockheed, M. (2006). Inexcusable absence. Washington, DC: Center for Global Development.
 16. Mukherjee, Dipa (2007). Women's Education in India: Trends, Interlinkages and Policy Issues, MPRA paperNo.4871.
 17. Nigeria UNICEF Country Office (2007). Girls Education.<http://www.unicef.org/wcaro-nigeria-factsheets-girlseducation.pdf>.

18. Nwangwu, N.A. (1976). Universal Primary Education: Issues Prospects and Problems. Benin: Ethiopie Publishers, Pp 13
19. Offorma, G.C (2009). Girl-child Education in Africa. Keynote Address Presented at the Conference of the University Women of Africa Held in Lagos, Nigeria, 16th-19th July, 2009.
20. Sarva Shiksha Abhiyan. (2005). A programme for universal elementary education (2005). Ministry of Human Resource Development Department of elementary education and literacy
21. Sarva Shiksha Abhiyan Guidelines for implementation of SSA (2006) Ministry of Human Resource Development Department of elementary education and literacy.
22. Sri, V.and Thiruvengadam, A. K (2004). India: Constitutional Amendment Making the Right to Education a Fundamental Right. *International Journal of Constitutional law*, 2(1):148-158, Oxford University Press.
23. Tanye, M.V. (2003). Perception of factors affecting female participation in Junior Secondary Education in Tano District of Brong-Ahafo Region, Ghana. Unpublished master's thesis, University of Cape Coast, Ghana
24. Tayne (2008), Access and barriers to education for Ghanaian women and girls. 39(2), 167-182. Interchange Springer.
25. Xu Anqi (2014), An Investigation of the status of primary education among rural school age girls.22,2 Chinese education and society. Taylor and Francis group online.
<https://www.tandfonline.com/doi/abs/10.2753/CED1061-1932220253>

Accepted on March 31, 2023

Published on April 20, 2023