



ATTITUDE OF WOMEN TEACHERS TOWARDS THE PROBLEMS OF GIRL'S EDUCATION OF KALABURAGI DISTRICT

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Abstract:

Education has always been important in the development of a nation. And it plays a vital role in the development of human race and nation. So education is a third eye to the every human-being both man and woman. The development of human, culture, social, economic and political, depends on education. Girl's education is like sowing the seed which gives rise to green, cheerful and full grown family plant. Today's girl child will be the mother of tomorrow. As a mother she can give her child a sound nursing and capable upbringing. A woman has the maximum impact on the social, economic decisions making in the family generally. At micro level, educated woman help in making the whole family including the older family members, understand the values and importance of education, and at macro level, educated women add to the social and economic development of the nation. The Objective of this study is to find out whether women teachers differ in their attitude towards the problems of girls' education. The respondents comprised of 200 women teachers of Kalaburagi district. The questionnaire was prepared in the light of the suggestions given by the respondents. The Results revealed that the type of management has no influence on attitude of women teachers towards the problem of girl's education. The type of academic qualification of the teachers has no influence on their attitude towards the problem of girls' education and the teaching experience of the school teachers has influence on their attitude towards the problems of girl's education.

Key Words: Attitude, Women teachers, Problems of girl's education

1. Introduction:

In the matter of development of human resources, it is education which holds the key to human progress. Hence, education is regarded as the basis of all-round development of man, society and nation. There is a high correlation between education and human development in particular and national development in general.

Education has always been important in the development of a nation. And it plays a vital role in the development of human race and nation. So education is a third eye to the every human-being both man and woman. The development of human, culture, social, economic and political, depends on education. Ultimately all these aspects lead to nation's development.

In view of this approach Independent India has provided various facilities for the development of education. The constitutional provisions regarding education in India are in accordance with political, economic, social and culture needs. These provisions aim at fulfilling the aspirations of the people through the medium of education. They have served as ideals to be achieved and the basis for various educational developments in the country after independence. It would be no exaggeration to say that education has received far greater attention in the post-independence period than it did at any time in the past.

In this progress the constitution of India provides free and compulsory primary education. Article 45 of the directive principles of state policy lays down that, the state shall Endeavour to provide, "Free and compulsory education for all children till they complete the age of 14 years".

The constitution of India recognizes education as a basic right of every child, be it boy or girl. A large number of measures, policies and strategies are launched to reach the goal of Universalisation of Elementary Education (UEE). The universalisation of elementary education aims to provide the primary education for all children between the age group of 6-14. If the nation wants to realize the aim of cent percent universalisation of elementary education, it is imperative that there should be universalisation of enrollment. So both boys and girls share equality in fulfillment of universalisation of enrollment.

The temporary nature of the girl's membership in her family coupled with her low economic worth ensures a minimum investment in her development. In reality women and children together contribute the bulk of the energy needed for rural survival tasks. But this work was largely invisible.

When economic factors do not dictate a girls' exclusion from education, cultural values do. If the school is so far away that she needs to be escorted there or if it is a co-educational school and her teachers are male, a girls may be withdrawn from school around the age of puberty or too often her education is cut short by early marriage.

The factors which hinder the progress of women's education in the less developed countries are many. The problems are complex and cannot be attributed to any single factor. Common people have little time for education. Their parents can scarcely afford to maintain them even in infancy. As soon as they can earn their subsistence, their labour is both so constant and so severe that leaves little leisure and less inclination to apply for even thinking of anything else. Economic factors are mainly

responsible for withdrawing children especially girls, much earlier than the boys from school in the developed countries like India, the primary responsibility for hindering the progress of women rest squarely on women alone. Lack of understanding the usefulness of education, shortage of funds for school dress and books for the wards, the need to keep the girls at home to look after the younger children or to help in house hold work or even to undertake some income earning work, the distance of the school from home, ascertain reluctance on the part of the consequences of co-educational institutions and above all, the parents apparently feel uselessness of educating the girl who is , any way destined to spend all her life in the kitchen are some of the predominant cause behind the indifference of women to education.

Moreover by the time the girl has finished her primary education, she will attain enough age to be helpful to her mother in looking after household duties or undertake some useful work to augment the family income".

A substantial proportions of populations in rural areas of the less developed countries are in the grip of old beliefs, meaningless social customs and superstitions, all of which work against the education of girls. The other problems are early marriages of girls, problems of higher education of the girl, extreme poverty of parents, and illiteracy of parents, purdah system, and difficulty of getting women teachers in interior villages, indifference of parents towards girls' education, lack of cooperation between home and social school and paucity of funds.

Another set of problems responsible for the slow progress of girls' education may be discussed briefly.

1. The segregation of women in many aspects of social life makes parents unwilling to send their daughters to school.
2. Many Indian rural areas cannot afford to have separate schools for girls in view of the small number of girls. Even available, such schools are often located at considerable distance from home of the girls.
3. The difficulties in transport and the reluctance of parents to send girls unescorted over long distances are causes of apathy or reluctance among parents to send their daughters to school.
4. The traditional values still dictate that a woman is expected to play the major role of a wife and mother. Marriages being a social compulsion for women in India, parents of girls do not attach greater importance to education.
5. Parents are more concerned about the marriage of their daughters rather than their education. The higher the level of education of their daughters the greater will be the difficulty of finding an equally, if not better qualified, match for their daughter.
6. The prevalence of unmistakable feelings of distrust, suspicion and even hostility towards highly educated women in Indian society.
7. Mass poverty especially in the rural areas, very often prevents the parents from sending their daughters to schools.

8. Besides lack of motivation among the parents, inadequate hostels facilities, poor quality of instruction and shortage of qualified women teachers in school contribute much towards little progress made in the sphere of women's education.

2. Statement of the Problem:

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3. Need and Significance of the Study:

Most of the studies are concerned with the development of female education, study of objectives of women's education or a discussion of the conventional problems of the education of girls. It is the opinion of the investigator that a new area namely, studies of the attitudes of the population towards girls' education deserves the attention of the investigator. Questions like what are the attitudes of the parents towards girls' education and what are the attitudes of teachers towards girl's education need to be systematically investigated and answered. Similarly the attitude of the urban population towards girls' education at primary level is also interesting to study. The investigator's review of related literature has shown that no work in this area is taken up by previous investigators. So the search of research literature made the investigator feel that this area of research on girl's education is worth taking up for investigation.

While much more is done in women's education, the investigator did not find sufficient literature on girl child education. Having felt the need for research work in this area the investigator wanted to attempt a piece of research on teachers' attitudes towards the problems of girl's education.

4. Objectives:

The objectives of the study are:

- a. To find out whether women teachers differ in their attitude towards the problems of girls' education.
- b. To find out whether the following variables: teaching experience, Management of the school and academic qualification are associated with attitude of women teachers towards the problem of girls' education.

5. Hypotheses of Study:

The following hypotheses were formulated for verification in the present study.

- a. There is no significant relationship between type of management and teacher's attitude towards the problem of girl's education.
- b. There is no significant relationship between academic qualification of teachers and their attitude towards the problem of girls' education.
- c. There is no significant relationship between the experience of teachers and their attitude towards the problem of girls' education.

6. Variables Studied:

As the present study envisages a study of attitude of women teachers towards the problem of girls' education, the attitude is measured through the questionnaire developed by the investigator. The following variables are studied in this investigation.

6.1. List of Dependent and Independent Variables:

Attitude of women teachers towards the problem of girls' education.

Independent Variables:

The following independent variables were considered in the study:

- a. Management
- b. Academic qualification
- c. Teacher experience

7. Methods of Investigation:

In view of the objectives of the present research the Kalaburagi district is selected for the study. The selection of Kalaburagi district is based on the following considerations.

- The girls' education has been neglected due to backwardness in all respects.
- Even though Kalaburagi district has undergone development it has so many slum areas when compared with other towns in the district.

7.1. Procedure adopted in selecting schools in the study area:

Since the focus of the study is on girl child education, schools form the basis for drawing sample teachers or respondents. A certain convenient procedure is adopted in selection of the schools for this research, Government schools, Aided schools and Municipal schools.

The research undertook around 20 schools and total sample of 200. Before administering the sample, the researcher has collected information regarding the girl child education through pilot study. The questionnaire is prepared in the light of the suggestions given by the respondents. Due to the limits, limitations and availability of the schools in Kalaburagi district, the researcher is unable to adopt a systematic random sampling for this study, however, the researcher has taken care to maintain an appropriate ratio among the selection of the schools while administering the sample.

7.2. Administration of the test:

The investigator personally visited all the schools included in the sample. A good rapport was developed with the teachers. They were explained the purpose and importance of the study as a matter of motivation.

The teachers were given a copy of the questionnaire schedule and requested them to respond to all the statements without leading any statement through the above tool was. Self-administering, the statements were explained clearly to each teacher. Sufficient time was given to them to respond.

7.3. Scoring of the instrument:

Attitudes are scored for the favorableness, non-favorableness and undecided on 3 Point scale. The Questionnaire had both Positive and Negative questions. Each question had 3 alternatives. Y for Yes, Und for undecided and N for No,

For the positive questions the researcher awarded 3 marks for each “Yes” response, 2 marks for each “undecided” response and 1 mark for “No” response For negative question she awarded 1 mark for each “Yes” response, 2 marks for “Undecided” response and 3 marks for “No” response. And the total score was calculated.

7.4. Statistical Techniques employed:

The total scores obtained on all the variables were computed. Frequency, mean and standard deviation were calculated. The data was analysed using relevant statistical techniques like ‘t’ test, ANOV A etc., to find out the differences in the dependent variable. The level of significance viz., 0.05 was employed to test the significance of the obtained values. The obtained numerical results were also presented by graphical representation wherever necessary.

8. Presentation and Interpretation of the Data:

In this section, attitude scores of women teachers were analyzed to find the effect of management, teaching experience, training qualification and academic qualification on their attitude towards the problems of girls’ education.

1) Description of distribution of attitude scores of women teachers towards the problems of girls’ education:

The attitude scores of women teachers towards the problems of girls’ education in the form of a frequency distribution is show in the table 1. All the descriptive statistics were calculated and necessary discussion were made to see whether the distribution followed the normality.

Table – 1: Frequency distribution of attitude scores of women teachers towards the problems of girls’ education

| CLASS INTERVAL | FREQUENCY | MID POINT | CUMULATIVE FREQUECNY |
|----------------|-----------|-----------|----------------------|
| 75-80 | 1 | 77 | 1 |
| 80-85 | 16 | 82 | 17 |
| 85-90 | 48 | 87 | 65 |
| 90-95 | 74 | 92 | 139 |
| 95-100 | 45 | 97 | 184 |
| 100-105 | 13 | 102 | 197 |
| 105-110 | 3 | 107 | 200 |

N = 200

Mean = 91.97

QD = 3.87

Median = 92.000

SD = 5.30

Mode = 93.000

SK=0.116

Range = 27

Ku = -0.072

The attitude scores spread from 75 to 110. The range is 27. The Mean, Median and Mode values are 91.97, 92.00 and 93.00 respectively. As the measures of the central tendency values are in ascending order it can be said that the distribution of the scores has positive skewness. The calculated value of skewness 0.116, also confirms that the distribution is positively skewed.

The measures of dispersion, both QD and SD values are 3.87 and 5.30 respectively. The type of relationship between the two measures of the dispersion reveals that the distribution is slightly deviating from normality.

The measure of Kurtosis -0.072 indicates that the distribution is slightly Platy Kurtic. It reveals that the attitude scores of the women teachers are following normality with little divergences. Hence it may be concluded that all parametric statistical tests can be employed to analyse the data on the attitude scores of teachers towards the problem of girls' education.

2) Type of Management Vs attitude of women teachers towards the problem of girl's education:

To test the association between management of the school teachers and her attitude towards the problems of girls' education, the score obtained is analysed and the mean and the standard deviation are shown. The means are compared with the help of one way ANOVA (t-test)

Table – 2: Results of ANOVA of attitude scores of the women teachers towards the problems of girl's education according to the type of their management.

| Sources | SSSS | DF | MSS | F |
|---------------|---------|-----|-------|---------|
| Between Gross | 4.10 | 2 | 2.05 | 0.0724* |
| Within Groups | 5584.77 | 197 | 28.35 | |
| Total | 5588.88 | 199 | | |

*F-Value is not significant at 0.05 levels,

It is clear from the above table that the obtained F-value 0,0724 is less than table value of 3.06 at 0.05 level of significance, The ANOVA is not significant hence we accept the null hypothesis, So it can be inferred from that the type of management has no influence on attitude of women teachers towards the problem of girls' education.

3) Academic qualification Vs Attitude of women teachers:

Women teachers with academic qualifications of post-graduation and above obtained low mean attitude score when compared to the teachers with degree and below qualification. The means are compared with the help of (t-test) value is shown in the table below.

Table – 3: Distribution of responses of the women teachers according to their academic qualification.

| Academic qualification | N | SD | Mean | T value | Significant |
|------------------------|-----|------|-------|---------|---------------------------|
| Degree | 100 | 5.01 | 80.2 | 4.75 | Significant at 0.05 level |
| Post graduate | 100 | 5.87 | 92.01 | | |

From the above table it is clear that the obtained t-value 4.75 is more than the table value at 0.05 level of significance. The t-value is significant. Hence we reject the null hypothesis. So it can be inferred that the mean scores differ significantly with the type of qualification. Therefore the type of academic qualification of the teachers has no influence on their attitude towards the problem of girls' education.

4) Teaching experience Vs, attitude of women teachers:

Table 4 indicates that the distribution of responses of the school teachers towards the problem of girls' education according to their teaching experience. To test the association between the teaching experiences of the score obtained by the respondents is analysed and the mean and the standard deviations are shown.

Table – 4: Distribution of responses of the women teachers according to their teaching experience.

| Experience | N | SD | Mean | T value | Significant |
|----------------|-----|------|-------|---------|---------------------------|
| Below 10 Years | 100 | 6.05 | 75.2 | 3.89 | Significant at 0.05 level |
| Above 10 Years | 100 | 5.82 | 93.01 | | |

Women teachers with high teaching experience obtained high mean attitude score than the teachers with less and average experience.

9. Conclusion:

Based on the about finding the following conclusions were drawn:

- The type of management has no influence on attitude of women teachers towards the problem of girls' education.
- The type of academic qualification of the teachers has no influence on their attitude towards the problem of girls' education.
- The teaching experience of the school teachers has influence on their attitude towards the problems of girls' education.

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