



WOMEN TEACHERS' PROBLEMS AT KGBV SCHOOLS IN KARNATAKA

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ABSTRACT

The present study attempted to assess the women teachers' problems at KGBV schools in Karnataka. A sample of 100 teachers (25 each from 4 educational divisions of Karnataka) was randomly selected from 4 districts. They were administered a problem checklist developed by the researcher. The problem checklist consisted of both school and students related issues. The data were analysed through Cramer's V test to find out the associations between regions selected and presence/absence of the problems. Results revealed that scarcity of water dominated the school related problems, followed by lack of computers and remedial teaching. Unavailability of male staff to transfer students on emergency grounds, transportation facilities were found to occur lesser times compared to other school related problems. Among students' related problems, inferiority complex among them was found to be a major one, followed by incomplete homework and adjustment to school environment least. Region wise comparison revealed that teachers from west region expressed maximum problems and teachers from south region expressed least problems and teachers from other region in between.

KEYWORDS: Women Teacher's problems, KGBV Schools

INTRODUCTION

In India women predominantly confine to family activities. After independence, governments both at state and central levels have initiated many welfare schemes for women. Providing education to girl child will lead to long term goal of empowering women and becoming active productive members in the nation's growth and development. Without educating the girl/women of the country we can't hope for a developed nation (Malhotra & Schuler, 2005). Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women need to be empowered in all the aspects.

Education of women is an important aspect for boosting the social and economic development of the country. Promotion of girl's education particularly at secondary education level is to bring certain benefits for the Society in the form of social development and reconstruction. Promotion of education of girls needs to be in the form of content and quality of schooling, teachers, materials, enrolments, retentions, acquisition of basic literacy and numeric skills. The purpose behind it was to bring social development across variety of sectors. Though there are many other possible ways and methods to achieve this national goal, education of girls that too of SC, ST, OBC and minority groups is an effective way which has simultaneous impact on all aspects. Significantly, India is the second largest educational system in the world (after China), with a total enrolment of 114.6 million at primary and 41.3 million at secondary levels (Chaudhari, Amin, & Awasthik, 2012). In addition to the regular govt and private schools, many residential schools for girls belonging to SC, ST, OBC minorities were opened by the govt. One such residential school is KGBV.

KASTURBA GANDHI BALIKAVIDYALAYAS (KGBVS)

The Kasturba Gandhi BalikaVidyalaya (KGBV) scheme was introduced by the Government of India in August, 2004 for creating residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult places. The importance of the KGBV Scheme in addressing the educational needs of girls from marginalized communities was underscored during this JRM (joint review mission) as well. As of June 30, 2009, a total number of 188582 girls have been reached through this scheme (Chawla, 2002). The Mission recommends greater emphasis on providing academic, monitoring and other support to these KGBVs as well as understanding classroom processes, and that the learning generated be systematically consolidated and shared. The scheme needs to ensure that the girls are not isolated from the communities to which they belong and that the scheme should be in line with the principle of inclusive education.

Few of the studies regarding problems of teachers revealed the following. About 77% teachers are not satisfied with the amount of salary they are receiving. The number of teachers per school is less than the requirement as many students reported that separate teachers are not available for each subject. Furthermore, the teachers of KGBVs are also involved in the hostel management and other supervising works along with teaching. In a study by Avramidis and Norwich (2002) with the objective to study the attitude, awareness, problem faced by the MCD school teachers in implementation of Inclusive education (IE). The study findings reported that teachers believe that IE is a good idea but, because of lack of facilities and resources, it's not effectively implemented. Infrastructure facilities and lack of other resources like special educators, counsellors, materials etc, were the main obstacles in the path of successful implementation of IE.

In a study by Chaudhari *et al.* (2012) reported problems faced by the employees and the beneficiaries regarding the design of the building of the KGBV. There is a dearth of rooms which can be used for teaching, staff room and storage etc. Similar finding reported in a report by Deputy Director, Planning (2012) KGBV schools functioning from rented building in the village due to damaged buildings. These studies show a failure in effective implementation of programme.

In a study by Jha and Parvati (2014), interviewed top decision-makers of the state and reported issues such as lack of basic amenities like toilet and drinking water as major problems. Government of India (2013) conducted a second National evaluation of KGBV programme and the findings revealed that in one KGBV the girls went to a nearby river to bathe and to answer the call of nature, because there were no bathrooms in the hostel. Momin (2018) published report on unhygienic food facilities at KGBV schools.

In a study Gogoi (2014) found about 91% of teachers stay at schools to monitor students. About 88% reported they don't have sufficient rooms, where in nearly 34% of staffs reported non availability of separate class rooms as problems they faced. In a programme evaluation report by government of India report in 2015 stated about 77% of the teachers are not satisfied with the amount of salary they are receiving. About 80% of the teachers and 90% of the principals informed that the teachers are involved in hostel management and other non-teaching activities. The states having this issue as a major problem as reported by teachers are Bihar, Jharkhand and Rajasthan. In support to this students reported that separate teachers are not available for each subject in Gujarat, Jammu & Kashmir, Karnataka, and Odisha. This report strongly suggested need for bridge course for bridging the dropout students. It also noted availability of computers not up to the mark which can hinder computer proficiency among students. Proper maintenance of infrastructure and adequate medical facilities and regular health check-ups for KGBV students are required (Nitiyaayog, 2015). Agrawal, (2016) reported weak bonding between the student girls and teachers of KGBV schools Chhattisgarh state. Where in insufficient number of toilets and baths reported as problems by teachers. Further it is reported wardens faced problems of transportation and contacting doctors during emergencies. All the Block resource centre coordinators are being male female wardens are hesitant to put forth issues related to girls before them openly. In support to this another report reviles most of the states had not reported training to KGBV teachers, wardens (Gender Unit, TSG, SSA, 2008).

Some of the reasons to mentions the objectives of setting of KBDV schools are gender inequality, KGBV is located in the most backward district and taluk where gender equality in unbalanced the priority given to male child. The children who admitted to the KGBV are mostly poor condition family back ground. The parents are not able to offer the education for their children what they labour is not enough for the basic need. To give the Optimistic Environment to the Children: The children basically very poor family background, the emotionally the children or not adjust to the society due to inferiority complex. The parents they get are not sufficient to full fill the family minimum need (Basic need). They are not interested to send their children to the school rather they send to work (Baruah, 2013).

The present study has significant educational implications. Teaching and learning are two important educational functions of an educational institution. It may then be possible for us to evaluate the effectiveness of the institution in achieving its objectives. It is, therefore, important to study the problems or issues related to teachers who serve at Kasturba Gandhi BalikaVidyalaya.

LOCALITY OF THE STUDY

The entire study was carried out in Karnataka state KGBV schools. Total 25 schools belonging to four regions of Karnataka state namely South, North, East and West formed the location of the present study.

SAMPLE

Multi stage sampling t was technique was adopted for the study. The sampling units at different levels included were teachers, students, and school management committee (SMC). A total 100 teachers were considered in the present study which further divided in to 25 per region.

TOOL

The researcher developed an interview schedule to elicit information from teachers. Before finalising interview schedule was subjected to pilot study and content validity by field experts. The interview schedule also included basic demographic details. The complete tool contains both open-ended and close-ended questions covering problems faced by teachers of KGBV schools. The researcher initially had collected the data from DDPI office which helped to contact the selected KGVB schools.

The collected data were subjected to statistical analysis which covered frequency percentage and Cramer's v test. Table 1 presents problems of teachers related to teaching by regions and results of test statistics.

Table 1
Problems of teachers related to teaching by regions and results of test statistics

Problems		Regions				Total	CV	P value
		South	North	East	West			
School related								
Mid-day meal supervision	F	5	3	2	13	23	.411	.001
	%	20.0%	12.0%	8.0%	52.0%	23.0%		
Remedial teaching	F	11	11	7	12	41	.156	.486
	%	44.0%	44.0%	28.0%	48.0%	41.0%		
Need to take bridge course	F	2	8	12	13	35	.363	.004
	%	8.0%	32.0%	48.0%	52.0%	35.0%		
Away from cites	F	1	2	4	17	24	.603	.001
	%	4.0%	8.0%	16.0%	68.0%	24.0%		
Transport facility	F	0	0	2	19	21	.784	.001
	%	0.0%	0.0%	8.0%	76.0%	21.0%		
Scarcity of water	F	13	20	10	20	63	.363	.004
	%	52.0%	80.0%	40.0%	80.0%	63.0%		

Unavailability of male staff to transfer students on emergency grounds	F	2	1	1	9	13	.398	.001
	%	8.0%	4.0%	4.0%	36.0%	13.0%		
Lack of computers	F	2	17	15	16	50	.488	.001
	%	8.0%	68.0%	60.0%	64.0%	50.0%		
Student related								
Adjustment to school environment	F	2	4	3	9	18	.280	.049
	%	8.0%	16.0%	12.0%	36.0%	18.0%		
Incomplete homework	F	13	8	14	9	44	.205	.239
	%	52.0%	32.0%	56.0%	36.0%	44.0%		
Diverted interest of students	F	3	5	3	15	26	.454	.001
	%	12.0%	20.0%	12.0%	60.0%	26.0%		
Difficulty in understanding basic concepts	F	2	10	5	12	29	.349	.007
	%	8.0%	40.0%	20.0%	48.0%	29.0%		
Slow learners	F	1	7	12	8	28	.351	.006
	%	4.0%	28.0%	48.0%	32.0%	28.0%		
Inferiority complex	F	13	23	15	16	67	.320	.016
	%	52.0%	92.0%	60.0%	64.0%	67.0%		
Taking care of students health issues	F	5	5	5	12	27	.273	.059
	%	20.0%	20.0%	20.0%	48.0%	27.0%		

Problems related to school: On the whole we find that 23.0% of the female teachers found it difficult to supervise the mid may meal programme, 41.0% of them had difficulty with remedial teaching, 35.0% of them felt that students should take bridge course, 24.0% of them indicated distance from the school to city, 21.0% of them faced problems with transport, 63.0% of them indicated water scarcity, 13.0% of them found unavailability of male staff to transfer students, and 50.0% of them indicated lack of computers under school related problems.

Except for remedial teaching, significant associations were observed for rest of the school related problems between regions selected and problems. The Cramer's V values obtained for Mid-day meal supervision (CV=.411; p=.001), need to take bridge course (CV=.363; p=.004), away from cities (CV=.603; p=.001), Transport facility (CV=.784; p=.001), Scarcity of water (CV=.363; p=.004), Unavailability of male staff to transfer students on emergency grounds (CV=.398; p=.001), and lack of computers (CV=.488; p=.001) were found to be significant. A glimpse at the table clearly revealed that except for lack of computers, teachers from west found to experience maximum problems, and teachers from south faced least problems, and teachers from other regions (north and east in between).

Problems related to students: In the case of student related problems, it was observed that 18.0% of the teachers had problems with school adjustment, 44.0% of them found that incomplete homework cause them problem, 26.0% indicated diverted interests of students towards other activities, 29.0% of them indicated difficulty among students in understanding basic concepts, 28.0% of them indicated dealing with slow learners, 67.0% indicated students inferiority complex and 27.0% of indicated problems with dealing with health issues of students.

Cramer's V tests revealed significant associations between region selected and presence/absence of problems for all the problems except for incomplete homework and Taking care of student's health issues. The CV values obtained for Adjustment to school environment (CV=.280; p=.049), Diverted interest of students (CV=.454; p=.001), Difficulty in understanding basic concepts (CV=.349; p=.007), slow learners (CV=.351; p=.006) and inferiority complex (CV=.320; p=.016) were found to be significant. From the table it is clear that teachers from north region had more problems with Adjustment to student's school

environment, Diverted interest of students, and Taking care of student's health issues. Teachers from east region had more problems with slow learners and teachers with north region had more problems with inferiority complex of students. Teachers from south region had faced fewer problems.

DISCUSSION

Major findings of the study

- Scarcity of water dominated the school related problems, followed by lack of computers and remedial teaching.
- Unavailability of male staff to transfer students on emergency grounds, transportation facilities were found to occur lesser times compared to other school related problems.
- Among student's related problems, inferiority complex among them was found to be a major one, followed by incomplete homework and adjustment to school environment least.
- Region wise comparison revealed that teachers from west region expressed maximum problems and teachers from south region expressed least problems and teachers from other region in between.

The problems expressed by teachers are varied. There is no uniform practice for the engagement of teachers across the states. However, in all the selected schools temporary teachers have been appointed. In some schools, the principals and teachers of the attached school (for type 3 model) are working as principals/teachers while in other schools teachers/principals have been appointed on deputation basis. Job satisfaction is lacking among the teachers who are working at KGBV schools due to low salary against the nature of responsibility they have at KGBV Gujarat state (Chaudhari, *et.al*, 2012). Ramachandran, Pal, Jain, Shekar and Sharma (2008) reported that the teachers are local graduate girls and many were not given any training. In another study on KGBV Schools water and proper electricity connection were common issues (Gihar&Saxena, 2011).

In the present study it was observed that teachers from West region experienced more problems compared to teachers from other regions. Researcher could find many reasons for women teachers having problems in this region as this region belongs to border area, where neighbouring language is more dominated than Kannada, excess intake in the hostels than prescribed, cultural variations, difficulty in understanding subjects etc.

Studies in this regard have revealed the following. It observed that many of the part-time teachers engaged to provide remedial education and guidance to the students beyond school hours and holidays are untrained (Pradhan&Pattanaik, 2012). The activity based teaching is held occasionally due to overcrowded class-room situation and teachers are not willing to do it (Agrawal, 2017). About 20% of KGBV teachers reported that there are no classrooms only dormitories are available and need for separate computer lab. The other representatives faced problems in their role of managing the KGBV such as to train them with regular habits of self-hygiene, adjust to the environment at KGBV. Further teachers expressed as students number increases its difficult to manage food and other facilities. Also security concern about students is more challenging for teachers at KGBV (Chaudhari *et.al*, 2012).

The present study clearly revealed that teachers working in KGBV schools experience varied problems both school and student related. Educationists, psychologists and policy makers have to make proper strategies to overcome the problems of female teachers working in KGBV schools for effective functioning of female teachers to deal effectively with students.

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