

# Primary Education in Rural Areas – Initiatives to Ensure Quality Education

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## Abstract

*The development of any country depends upon the education system it has and the percentage number of its citizen acquiring basic education. In developing countries such as India providing the basic education during the primary school is a very difficult task due to the various reasons. One of the main reasons is that most of the Indian population is rural and lives in remote villages where providing primary education is a very cumbersome task. The Government of India has been taking initiatives, since independence, to provide primary education to children in villages by incorporating various schemes to attract children and their parents to enroll in schools. The government has started Sarva Shiksha Abhiyan (SSA) to provide primary education in rural areas and also introduced Right to Education (RTE) act that focus on Education being a right of every Indian citizen. However, still we find that many parents do not enroll their children in schools, at times the enrolled students are dropping out of the school after 1<sup>st</sup> or 2<sup>nd</sup> class. This makes the task of teachers very difficult to provide the education to children in rural areas. This paper mainly focuses on the problems faced by teachers and the initiatives taken by the government to overcome these difficulties.*

**Index Terms:** Primary Education, Sarva shiksha Abhiyan (SSA), Right to Education (RTE)

## 1. INTRODUCTION

Education is a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals. In India the ancient education emerged from the Vedas. The Primary Education in Vedic period was given at Gurukulas. The 'Teacher' guided the Student by his good sermons and teaching in the Control of Senses and a simple and pious life. Because of academic freedom Students thinking was deep and philosophical. They gave rise to originality. In the Post-Vedic period the ultimate aim of education was achievement of salvation. Religious Intellectual and Moral aspects of education were greatly emphasized. Listening, thinking, self study and meditation were the daily routines of the Students Life. The duration of School Education was twelve years and the basis of admission was the Upanayam ritual which was performed between 4 to 9 years of age.

Later the education system in India changed and the Schools replaced the Grukulas. In schools the pre-primary and the primary education was imparted mostly by the lady teachers. However, the teachers in rural areas faced the problem of enrolment and the drop out rate was very high in these regions. Various studies were carried out to find the reasons behind this and measures that are required to be taken to overcome these situations. Das [1] studied on the wastage and stagnation at elementary level of education in the state of Assam. The objective of study was to asses the wastage and stagnation at the elementary level of education in the state of Assam and find that the rate of wastage and stagnation is high at primary state. He also studied the impact of school condition on primary education. The purpose of study was to ascertain whether there is any impact of physical conditions of the primary

school on the achievement of pupil and find that there is a significant relationship between efficiency in education and physical facilities in school. The school conditions definably seemed to have a favorable impact on school education. He concluded that better physical conditions in school increase the attractive and retentive power of school as well as provided situations conclusive for effective education, hence contributed towards better education of children in school. He further stated that better physical facilities can play good role for reducing wastage and stagnation at primary level [2].

A comparative study of educational wastage and stagnation in urban and rural areas of Assam was also carried out. The major objective of the Investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in urban and rural areas in one of the district in the plains of Assam. The major findings of the study were that the wastage rate was more in rural area than the urban area while stagnation rate was also same as the wastage in rural area. He also found that the percentage of pupils regularly completing the primary course was highest in the suburban area compared to the rural and urban area [3]. Duraiswamy, et.al in their paper on "Is there a Quantity-Quality Trade off as Enrollments Increase? Evidence from Tamilnadu, India" presented that developing countries had been expanding, educational enrollments, especially at the lower levels. But for any given level of efficiency, increased enrollments require increased resources to maintain quality [4]. Vaidyanathan, A. Nair, P.R. and Gopinathan Ed (2001) in their survey on "Elementary education in Rural India: A Grass Root's view" revealed that there were wide variations in educational attainment and literacy rates across the regions and social classes of India. A National project examined participation in and the quality of elementary education in nine states of India. Focusing on rural areas and the situations of disadvantaged persons especially girls and the scheduled castes and tribes. The surveys covered family structure and socioeconomic characteristics, attitudes towards education for boys and girls, reasons for non-enrollment and dropout, household educational expenditures, proximity to and condition of school facilities, teacher characteristics, and state educational expenditures [5]. In [6] the success of a federally launched initiative within the education system in India. It demonstrated how this kind of success is achieved. Utilization of various instructional materials by primary school teachers for the student in imparting primary education has been extensively discussed which shows the importance of involvement of teachers in keeping drop outs at the minimum.

## **2. PRIMARY EDUCATION**

Indian Education System is the oldest in the World and has different peculiarities which are not found any where in the World. The mankind is slowly, gradually and successively progressing towards a civilized State of affairs. But as far as the process of Education is concerned, it is gradually, changing, adopting itself to the needs of the society. The Education System of today is the result of this gradual development and progress of human beings. Providing the primary education is one of the core objectives of the various governments. To achieve this, one of the projects of government is Sarva Shiksha Abhiyan (SSA). In this paper the problems of teachers working in primary schools n achieving objectives of SSA has been presented and analyzed.

## **3. OBJECTIVES OF THE STUDY**

The following are the specific objectives of present investigation.

1. To examine the performance of teachers in Primary schools.
2. To study the problems faced by the teachers in achieving 100% enrolment in primary schools.
3. To examine the problems confronted by the teachers in retaining the children in school.
4. To study the problems faced by the teachers in providing quality education in Primary Schools.
5. To study the gender (Male / Female), experience (<5 years, 5-10 years and more than 10 years), Management (Government, Private and Aided), Qualifications (Academic and Professional), functioning of the school (General and Shift) and Type of school, differences on the problems faced by the teachers.
6. To suggest measures for solving the problems faced by the teachers at primary level in realizing the objectives of SSA in Primary Schools.

### **3.1 Hypothesis**

The following are four main hypotheses of the study:

1. There is no significant difference in enrolment problems of the teachers with reference to Gender, Management, Experience, Functioning of the school, Type of School and Qualifications of the teachers.
2. There is no significant difference in retention problems of the teachers with reference to Gender, Management, Experience, Functioning of the school, Type of School and Qualifications of the teachers.
3. There is no significant difference in quality ensuring problems of the teachers with reference to Gender, Management, Experience, Functioning of the school, Type of School and Qualifications of the teachers.
4. There is no significant difference in performance of the teachers with reference to Gender, Management, Experience, Functioning of the school, Type of School and Qualifications of the teachers.

The four main hypotheses are delineated into twenty eight hypotheses for the convenience of statistical analysis and interpretation of results. They are:

1. There is no significant difference in enrolment problems between male and female teachers.
2. There is no significant difference in enrolment problems among different management schools teachers.
3. There is no significant difference in enrolment problems of the teachers with reference to their teaching experience.
4. There is no significant difference between general and shift schools in enrolment problems.
5. There is no significant difference in enrolment problems with reference to type of school.
6. There is no significant difference in enrolment problems of teachers with reference to their academic qualifications.
7. There is no significant difference in enrolment problems of teachers with reference to professional qualification.
8. There is no significant difference in retention problems between Male Teachers and Female Teachers.
9. There is no significance of difference among different Management schools teachers in retention problems.
10. There is no significant difference in retention problems with reference to teaching experience.
11. There is no significant difference in retention problems with reference to functioning of the school.
12. There is no significant difference in retention problems with reference to type of school.
13. There is no significant difference in retention problems of teachers with reference to their academic qualifications.
14. There is no significant difference in retention problems of teachers with reference to professional qualification of teachers.
15. There is no significant difference in Quality ensuring problems between Male Teachers and Female Teachers.
16. There is no significant difference among different Management schools teachers in Quality ensuring problems.
17. There is no significant difference in Quality ensuring problems with reference to teaching experience.
18. There is no significant difference in quality ensuring problems with reference to Functioning of the school.
19. There is no significant difference in quality ensuring problems with reference to Type of school.
20. There is no significant difference in Quality ensuring problems of teachers with reference to their academic qualifications.
21. There is no significant difference in Quality ensuring problems with reference to professional qualification of teachers.
22. There is no significant difference in performance between Male and Female teachers.
23. There is no significant difference among different Management schools teachers in performance.
24. There is no significant difference in performance with reference to teaching experience.
25. There is no significant difference in performance with reference to Functioning of the school.
26. There is no significant difference in performance with reference to type of school.
27. There is no significant difference in performance with reference to their academic qualifications.
28. There is no significant difference in performance with reference to professional qualification of teachers.

### 3.2 Research Design

For the present study descriptive research was adopted as it is aimed at studying the problems confronted by the teachers of primary schools in enrolment, retention and quality ensuring. Similarly the performance of the teachers is also assessed. Dimensions covered in the present study are shown in a diagrammatic representation in Figure 1.

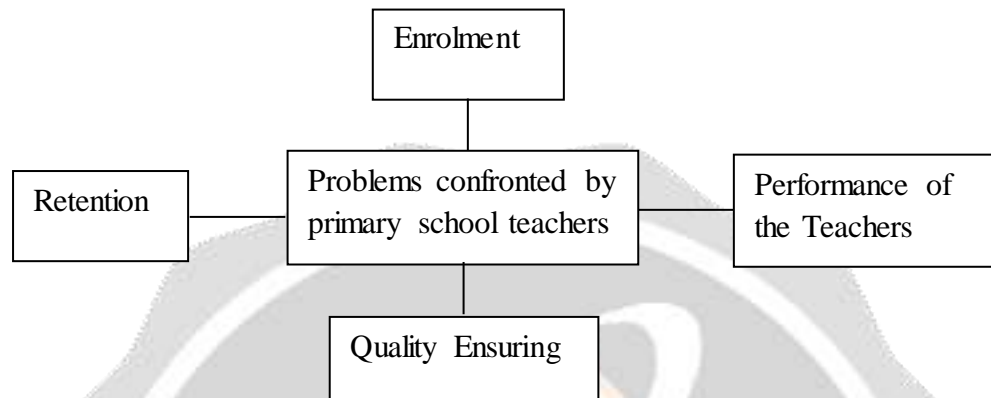


Fig. 1 Diagrammatic representation of the study carried out

A Descriptive study describes and interprets what is it concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. Descriptive research, sometimes known as non-experimental or co relational research, deals with the relationships between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity. It is concerned with functional relationships. The expectation is that if variable A is systematically associated with variable B, prediction of future phenomena may be possible and the results may suggest additional or competing hypotheses to test.

### 3.3 Sample

The researcher selects only a few items from the universe for study purpose. All this is done on the assumption that the sample data will enable to estimate the population parameters. The items so selected constitute what is technically called a sample. Sample is a subset of a population. Generally the population is very large making a census or a complete enumeration of all the values. The sample refers to representative subset of manageable size. The sample of the study is 300 teachers selected randomly from 100 primary schools of 16 mandals of Hyderabad district.

### 3.4 Method of Research

In the present study survey method is used. Survey represents one of the most common types of quantitative social science research methods. In survey research the researcher selects a sample of respondents from a population and administers the questionnaire to them to collect the data and analyze the results to interpret the characteristics of the population.

### 3.5 Tool Used

A questionnaire was used to collect the data to assess the problems faced by Primary Schools teachers in enrolment retention and quality ensuring.



### 3.6 Description of the Tool

Part A contains preliminary information such as name, designation, place of work, qualification, experience, age, gender, training etc of the respondent.

Part B relates to school data about the physical facilities available in the school which covers the details of the building, sanitation, hygiene, drinking water, play ground, electricity, garden, and teaching, learning material in the school.

Part C contains 51 questions covering the areas of study for each statement three alternatives viz. Yes, No and Can't say are given. Statements 1 to 18 are related to assess the performance of the teachers, statements 19 to 51 are related to the problems faced by the teachers in Enrollment, Retention and Quality ensuring.

### 3.7 Development of the Tool

Preliminary drafts of the questionnaire were prepared with 12 items under part A related to the preliminary details of the respondents. There were 17 persons under part B elicit their responses with regard to the facilities available in the Urdu Medium primary schools and 55 items under Part C covering the problems faced by the Urdu Medium Schools teachers. The draft copy of the questionnaire was given to the experts in the field for their suggestions. The questionnaires were revised to collect the information as a part of pilot study. The draft copy of questionnaire was given to the teachers to collect the information. Their opinion about the clarity of the items was also taken. In view of the feed back from the respondents and the suggestions given by the experts in the field. The questionnaire was revised by modifying some of the questions as well as deleting some questions from the draft. Thus the final questionnaire contains 12 items related to preliminary data in Part A, 17 items in Part B and 51 statements in Part C.

### 3.8 Procedure of Data Collection

After the tool was finalized the permission of the Head Master of the primary schools was obtained to collect the information from the schools. The researcher in person visited the schools and obtained the permission of Head master of the concerned schools. The questionnaire was administered individually to teachers in person by the researcher. Individuals were explained about the confidentiality of the data which is meant to be used for the purpose of research. Their co-operation in providing honest responses was sought. Initially the teachers were resistant to provide information but after few visits and interactions the researcher could obtain information from the teachers with the help of questionnaire.

### 3.9 Analysis of the Data

The data was collected, tabulated and analyzed qualitatively and quantitatively. Interpretation of data and findings are presented below.

## 4. ANALYSIS AND INTERPRETAION OF DATA

The data is collected for the purpose of the present study is tabulated and analyzed with the help of appropriate statistical techniques such as ANOVA, t – test and correlation method. The analysis and interpretation of the results are presented in Table 1 to Table 4.

**Table-1 Table showing the response of the teachers about problems faced by them in enrolment**

	No		Can't Say		Yes		Total	
	Count	%	Count	%	Count	%	Count	%
Q19	26	9	4	1	270	90	300	100.0
Q20	17	6	1	0.3	282	94	300	100.0
Q21	12	4	4	1	284	95	300	100.0

Q22	8	3	4	1	288	96	300	100.0
Q23	23	8	2	0.7	275	92	300	100.0
Q24	45	15	3	1	252	84	300	100.0
Q25	35	12	0	0	265	88	300	100.0
Q30	10	3	0	0	290	97	300	100.0
Q31	52	17	1	0.3	247	82	300	100.0
Q37	9	3	6	2	285	95	300	100.0
Q41	4	1	1	0.3	295	98	300	100.0
Q48	2	0	0	0	298	99	300	100.0
Q49	13	4	7	2	280	93	300	100.0
Q50	36	12	2	0.7	262	87	300	100.0
Q51	28	9	7	2	265	88	300	100.0

**Table-2 Table showing the response to problems faced by the teachers in retention**

	No		Can't Say		Yes		Total	
	Count	%	Count	%	Count	%	Count	%
Q19	26	9	4	1	270	90	300	100.0
Q20	17	6	1	0.3	282	94	300	100.0
Q21	12	4	4	1	284	95	300	100.0
Q22	8	3	4	1	288	96	300	100.0
Q23	23	8	2	0.7	275	92	300	100.0
Q24	45	15	3	1	252	84	300	100.0
Q25	35	12	0	0	265	88	300	100.0
Q30	10	3	0	0	290	97	300	100.0
Q31	52	17	1	0.3	247	82	300	100.0
Q37	9	3	6	2	285	95	300	100.0
Q41	4	1	1	0.3	295	98	300	100.0
Q48	2	0.7	0	0	298	99	300	100.0
Q49	13	4	7	2	280	93	300	100.0
Q50	36	12	2	0.7	262	87	300	100.0
Q51	28	9	7	2	265	88	300	100.0

**Table-3 Table showing the response to problems faced by the teachers in ensuring quality**

	No		Can't Say		Yes		Total	
	Count	%	Count	%	Count	%	Count	%
Q26	36	12	3	1	261	87	300	100.0
Q27	38	13	5	2	257	86	300	100.0
Q28	33	11	4	1	263	88	300	100.0
Q29	16	5	1	0.3	283	94	300	100.0
Q30	10	3	0	0	290	97	300	100.0
Q31	52	17	1	0.3	247	82	300	100.0

Q32	40	13	1	0.3	259	86	300	100.0
Q33	44	15	1	0.3	255	85	300	100.0
Q34	8	3	1	0.3	291	97	300	100.0
Q35	37	12	1	0.3	262	87	300	100.0
Q36	22	7	3	1	275	92	300	100.0
Q37	9	3	6	2	285	95	300	100.0
Q38	25	8	1	0.3	274	91	300	100.0
Q39	8	3	1	0.3	291	97	300	100.0
Q40	7	2	2	0.7	291	97	300	100.0
Q41	4	1	1	0.3	295	98	300	100.0
Q42	7	2	1	0.3	292	97	300	100.0
Q43	5	2	1	0.3	294	98	300	100.0
Q44	3	1	1	0.3	296	99	300	100.0
Q45	5	2	5	2	290	97	300	100.0
Q46	2	0.7	2	0.7	296	99	300	100.0
Q47	6	2	3	1	291	97	300	100.0
Q48	2	0.7	0	0	298	99	300	100.0
Q49	13	4	7	2	280	93	300	100.0
Q50	36	12	2	0.7	262	87	300	100.0

**Table-4 Table showing the performance of Urdu Medium Teachers item wise from 1 to 18**

	No		Can't Say		Yes		Total	
	Count	%	Count	%	Count	%	Count	%
Q1	3	1	1	0.3	296	99	300	100.0
Q2	4	1	2	0.7	294	98	300	100.0
Q3	237	79	0	0	63	21	300	100.0
Q4	5	2	1	0.3	294	98	300	100.0
Q5	35	12	2	0.7	263	88	300	100.0
Q6	17	6	1	0.3	282	94	300	100.0
Q7	2	0.7	2	0.7	296	99	300	100.0
Q8	4	1	1	0.3	295	98	300	100.0
Q9	7	2	0	0	293	98	300	100.0
Q10	241	80	1	0.3	58	19	300	100.0
Q11	4	1	1	0.3	295	98	300	100.0
Q12	3	1	1	0.3	296	99	300	100.0
Q13	2	0.7	0	0	298	99	300	100.0
Q14	4	1	0	0	296	99	300	100.0
Q15	10	3	1	0.3	289	96	300	100.0
Q16	5	2	0	0	295	98	300	100.0
Q17	5	2	1	0.3	294	98	300	100.0
Q18	8	3	2	0.7	290	97	300	100.0

## 5. Conclusion

Although the government is trying its part to impart primary education to every child, however the role of parents in rural areas is of immense importance. The study was carried out to focus on the problems faced by the primary school teachers in enrolment, retention and quality ensuing. It is observed from the study that when it comes to these aspects the teacher becomes helpless mostly in the rural areas and where the parents are very poor and send their child for doing labor work. However, this study was limited to the primary schools of Hyderabad district of Telangana state. This study also did not mention other aspects apart from enrolment, retention and quality ensuing.

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