



## A Study on Academic Problems of Women Teachers Working in Rural Areas of Khol Block in Haryana

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### Abstract

In this paper an attempt has been made to study the Academic Problems of rural women teachers especially working in Khol Block of Distt. Rewari (Haryana). Also the scores obtained by rural women teachers of Khol Block (Haryana) on ten statement of Academic problem are tabulated separately. The scores for agree, disagree and uncertain is considered. In the last of this paper an attempt to find Academic problems of urban women teachers and comparison with rural are also described.

**Keywords:** Rural Areas, Academic Problems of Women Teachers.

### Introduction

It should be recognized that the teaching profession already has extensive practical experience with broadening access and improving quality in basic education. Removing ignorance and eradicating illiteracy will be primarily the responsibility of teachers, many of whom have not been provided with the training or working conditions conducive to fulfilling this responsibility. In too many classrooms, teachers must contend with poor facilities and scarce materials and equipments; receive salaries inadequate to support their families; and face large numbers of pupils of different ages, even in the same grade. Such is the convergence of disadvantages in the schools that the least qualified teachers working in the poorest conditions face the children with the most profound educational disadvantages. The teachers, who have little status because of their insufficient training and their modest salaries, can do little to inspire pupils in such an environment. Improved facilities, more appropriate materials and enhanced

motivation of parents and communities are certainly needed. But until due attention is accorded to the working conditions of teachers, other changes will have little effect on the quality of education. It must be accepted that the teacher is the key factor in education and that if he or she does not have proper status and support, there is little hope that quality education for all be realized<sup>1</sup>.

### Scores of Rural Women Teachers on Academic Problems

The scores obtained by rural women teachers of Khol Block (Haryana) on ten statement of educational problem are tabulated separately. The scores for agree, disagree and uncertain is considered.

### Academic Problems of Rural Women Teachers of Khol Block (Haryana) on the basis of ten point scale

The ten point scale we are taking here in this study is as follows:

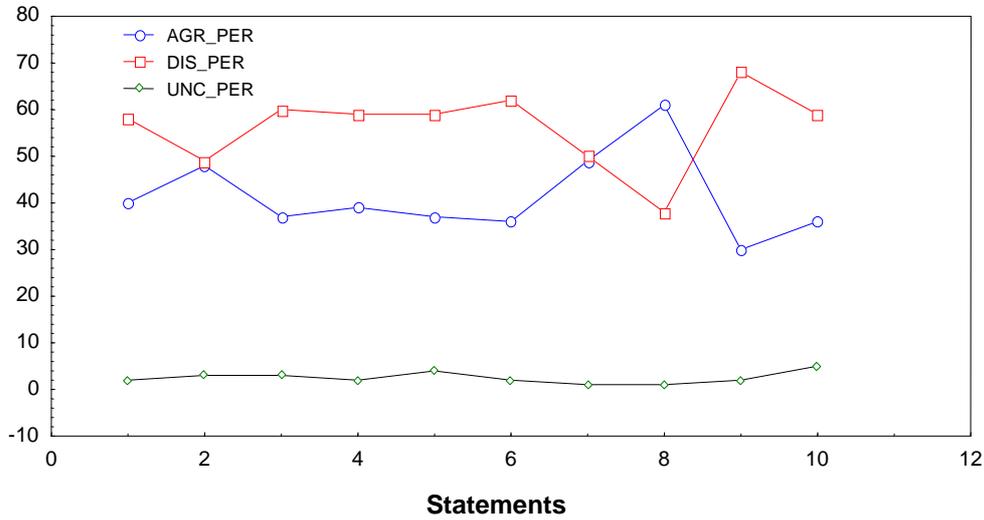
1. Do you spend some time in preparing your lecture for the next day?
2. Do you think about improving your teaching skills?
3. Have you participated in any teaching programme?
4. Do you participate in orientation programmes organized by school?

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| <p>5. Do you find it is essential to participate in a refresher course during job?</p> <p>6. Do you give your opinions for faculty improvement programme?</p> <p>7. Do you take extra pains to know the problems of your students?</p> | <p>8. Do you give home work to your students daily?</p> <p>9. Do you guide your students regularly?</p> <p>10. Are there sufficient teachers in school?</p> |
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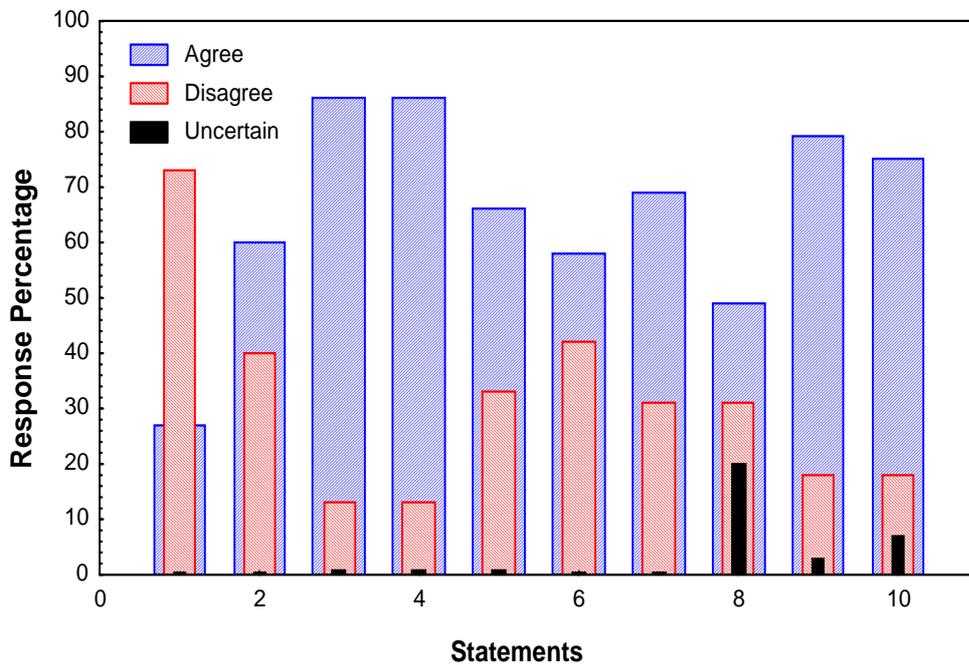
**Table 1: Academic Problems of Rural Women Teachers of Khol Block (Haryana)**

Sr.No.	Agree	Percentage	Disagree	Percentage	Uncertain	Parentage
1	120	40	174	58	6	2
2	144	48	147	49	9	3
3	111	37	180	60	9	3
4	117	39	177	59	6	2
5	111	37	177	59	12	4
6	108	36	186	62	6	2
7	147	49	150	50	3	1
8	183	61	114	38	3	1
9	90	30	204	68	6	2
10	108	36	177	59	15	5

**Figure 1**  
**Academic Problems of Rural Female Teachers**  
**Line Diagram**



**Bar Diagram**



1. It is observed from the above that 40% of rural women teachers spent some time in preparing her lecturer for the next day. While 58% disagree with this statement and only 2% are not in the position for comment. So it concluded that majority of the rural women teacher do not spent time for her next day lecturer.
2. It is observed from the above that 48% of rural women teachers think about improving their teaching skill while 49% were disagree and only 3% uncertain.
3. It is observed from the above that 37% of rural women teaches agree with the statement that they participate in any teaching programme while 60% disagree and 3% were uncertain. It can be concluded from the above interpretation majority of women teachers disagree about the statements that they participate in any teaching programme.
4. On the basis of above table it can be concluded that 39% rural women teacher agree with the statement that they participate in orientation programmes organize by schools while 59% disagree with this and only 2% uncertain.
5. On the basis of above table 37% of rural women teachers agree with the statement that it is essential to participate in a refresher courses during their job while 59% disagree and only 4% uncertain.
6. It is observed from the above table that 36% rural women teacher agree with faculty improvement programme while 62% disagree and only 2% uncertain. So from

above interpretation we can conclude that most of the women teachers are disagree with faculty improvement programme.

7. It is observed from the above table that 49% rural women teacher agree to take extra pains to know the problems of their students while 50% disagree with this and only 1% uncertain.
8. It is observed from the above table that 61% rural women teachers give home work to their students daily while 38% disagree and only 1% uncertain.
9. It can be observed from the above table that 30% rural women teachers do not guide their students regularly while 68% guide their students regularly and only 2% uncertain. So from this interpretation we can conclude that high percentages of rural women teachers do not guide their students regularly.
10. It can be observed from the above table that 36% rural women teachers agree with the statement that there are sufficient teachers in their school while 59% disagree and only 5% uncertain. So from this we can interpret that in rural schools there are not sufficient staff.

### **Scores of Urban Women Teachers on Academic Problems**

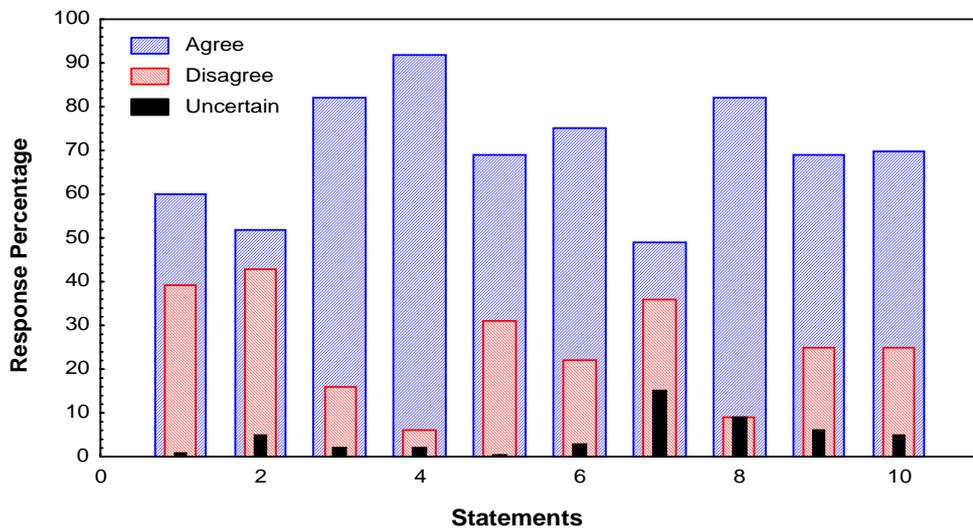
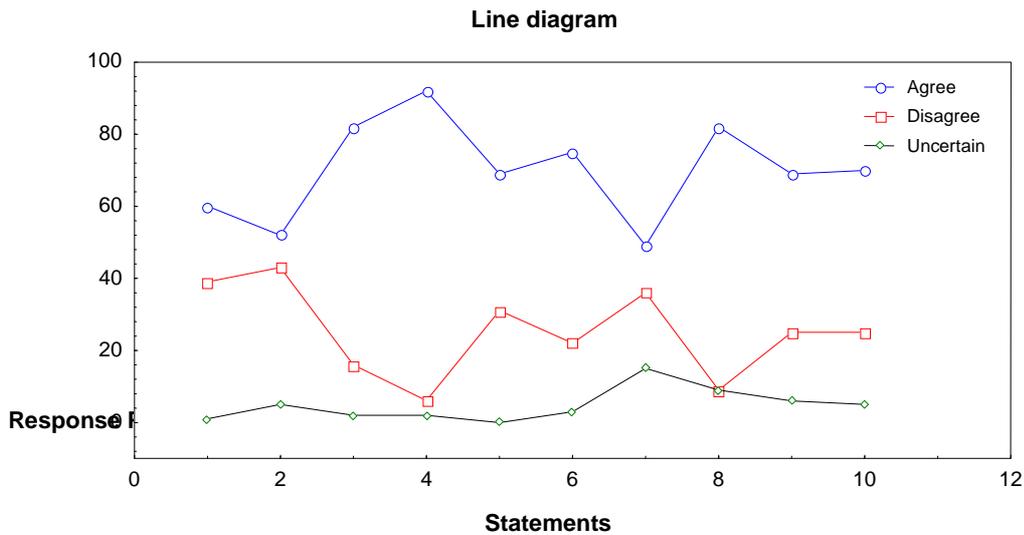
The scores obtained by urban women teachers on ten statement of educational problem are tabulated separately. The scores for agree, disagree and uncertain is considered.

**Table 2: Academic Problems of Urban Women Teachers.**

<b>Sr.No.</b>	<b>Agree</b>	<b>Percentage</b>	<b>Disagree</b>	<b>Percentage</b>	<b>Uncertain</b>	<b>Parentage</b>
1	120	60	78	39	2	1
2	104	52	86	43	10	5
3	164	82	32	16	4	2
4	184	92	12	6	4	2
5	138	69	62	31	0	0
6	150	75	44	22	6	3

7	98	49	72	36	30	15
8	164	82	18	9	18	9
9	138	69	50	25	12	6
10	140	70	50	25	10	5

**Figure 2**  
**Academic Problems of Urban Female Teachers.**



1. It is observed from the above that 60% of urban women teachers spend some time in preparing her lecturer for the next day.

While 39% disagree with this statement and only 1% are not in the position for comment. So it concluded that majority of the urban

- women teacher spend time for her next day lecturer.
2. It is observed from the above that 52% of urban women teachers think about improving their teaching skill while 43% disagree and only 5% uncertain.
  3. It is observed from the above that 82% of urban women teachers agree with the statement that they participate in any teaching programme while 16% disagree and 2% uncertain. It can be concluded from the above interpretation majority of women urban women teachers agree about the statement that they participate in any teaching programme.
  4. On the basis of above table it can be concluded that 92% urban women teacher agree with the statement that they participate in orientation programmes organize by schools while 6% disagree with this and only 2% uncertain. It can be observed from this interpretation maximum urban women teachers participate in orientation programmes organized by their school.
  5. On the basis of above table 69% of urban women teachers agree with the statement that it is essential to participate in a refresher course during their job while 31% disagree and only 0% uncertain. Most of the urban women teachers feel that refresher course should be essential during their jobs.
  6. It is observed from the above table that 75% urban women teacher agree with faculty improvement programme while 22% disagree and only 3% uncertain. So from above interpretation we can conclude that most of the women teachers agree with faculty improvement programme.
  7. It is observed from the above table that 49% urban women teacher agree to take extra pains to know the problems of their students while 36% disagree with this and only 15% uncertain.
  8. It is observed from the above table that 82% urban women teachers give home work to their students daily while 9% disagree and only 9% uncertain. Maximum of the urban women teachers give home work to their students daily.
  9. It can be observed from the above table that 69% urban women teachers do not guide their students regularly while 25% guide their students regularly and only 6% uncertain. So from this interpretation we can

- conclude that high percentages urban teachers guide their students regularly.
10. It can be observed from the above table that 70% urban women teachers agree with the statement that there are sufficient teachers in their school while 25% disagree and only 5% uncertain. So from this we can interpret that in urban schools they are no shortage of staff.

### Comparison of Scores of Rural Women Teachers and Urban Women Teachers on Academic Problems

1. From table 1 and 2 we observed that in comparison to 60% urban women teachers only 40% of rural women teachers spent time in preparing their lecturer for the next day.
2. From table 1 and 2 we observed that in comparison to 52% of urban women teachers 48% of rural women teachers are interested in improving their teaching skills.
3. From table 1 and 2 we observed that in comparison to 82% urban women teachers only 37% of rural women teachers participate in teaching programmes. Consequently, the rural women teachers lag for behind their urban counter parts not only in updating knowledge but also in the new teaching techniques.
4. From table 1 and 2 we observed that in comparison to 92% of urban women teachers only 39% of rural women teachers participate in orientation programmes organized by school. So we can conclude that almost all the urban women teachers participate in orientation programmes while the percentage of rural women teachers who participate in orientation programmes is very small and it is a major concern in rural system.
5. From table 1 and 2 we observed that in comparison to 69% of urban women teachers only 37% of rural women teachers feel that refresher course during their job is essential. So we can conclude that there is no awareness about the refresher course in rural women teachers.
6. From table 1 and 2 we observed that in comparison to 75% of urban women teachers only 36% of rural women teachers give preference to faculty improvement programme. We can conclude that a very small percentage of rural women teachers are aware about faculty improvement programme which is an integral part of education system.

7. From table 1 and 2 we observed that the percentage of both the urban and rural women teachers who take extra pains to know the problems of their students is equal.
8. From table 1 and 2 we observed that in comparison to 82% of urban women teachers 61% of rural women teachers give home work to their students daily. We can conclude that in comparison to urban women teachers the percentage of rural women teachers who are interested in students' home work is very low.
9. From table 1 and 2 we observed that in comparison to 69% of urban women teachers only 30% rural women teachers guide their students regularly, which clearly indicates that the rural women teachers are either ignorant or careless about their role as a guide as well as motivator to the students.
10. From table 1 and 2 we observed that in comparison to 70% of urban women teachers only 36% rural women teachers feel that their schools have sufficient teachers. We can conclude that rural women teachers face deficiency in staff, so more students per teacher, poor teacher taught ratio.

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## **Conclusion**

From the above interpretations about educational problems we can conclude that rural women teachers are much less aware about the improving their teaching skills which adversely affect the teaching of rural schools. If we compare psychological, socio cultural problems and educational problems we can observe that the psychological problems and socio cultural problems adversely affect the education system in rural schools.

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