

## Problems of school going girls in district Kulgam (J&K)

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### Abstract

The purpose of this study is to find the problems of school going girls in district Kulgam. The education system of Jammu and Kashmir in general and district Kulgam, in particular is in shambles. The schools directly need development. Convert these co-educated schools into girl's schools only. This study was carried out in Higher Secondary Schools located in district Kulgam of Jammu and Kashmir.

**Keywords:** school, girls, problems, educational institutes of district Kulgam

### 1. Introduction

In district Kulgam school going girls face many problems that are not facing by boys. Receiving an education is not easy, particularly for girls in rural areas of Jammu and Kashmir. There is a quote about it: "Hate cannot drive out hate, only love can do that." "Darkness cannot drive out darkness, only light can do that." Light can be getting an education, bringing peace in our state. It can make the women's and men's rights equal make our mind smarter and bring freedom to life. And the darkness can be: poor people who can't go to school, not getting education, who won't send their children to school and who will never get an education. People can't understand women's and men's rights are equal without getting an education [1].

In rural areas of Jammu and Kashmir there is some discrimination between poor people and rich people. Boys can go to school and get education but the girls can't go to school. The cocoon life of girls starts and ends at home; boys are free to avail the facilities of education. It is discriminative bent of mind that the people hailing in rural areas. Education is good for all [2]. Education can change the person from darkness to light, bring respect, can make our brains smarter, bring our dreams that we want, make us good leaders, bring freedom to girls and make the women's and men's rights equal. It doesn't matter old or young, who we are, girls and boys or rich and poor [3].

Jammu and Kashmir women have already faced many bad experienced, disadvantages, as compared to men of the similar class on their service. Women have less entry in employment due to this factor. Mostly of the families feed girls after male. Women of middle class families are working in various

government and non-government institutes to fulfill basic desire of daily life. A lot of day times were spend by these working females outside the home for their requirements. During these hours of time they face a lot of problems. This act may suffer their status and their skills. The District Kulgam is traditional mixed society of different social classes and opportunities for women to find employment in Education Department. Large numbers of families are living in joint family system in District Kulgam [4].

### 2. Methodology

The population of the study was girls of class 11<sup>th</sup> and 12<sup>th</sup> studying and male and female teachers in those Higher Secondary Schools. The sample comprised purposively selected 100 girls (50 from 11<sup>th</sup> & 50 from 12<sup>th</sup>) of Arts Stream, 100 girls (50 from 11<sup>th</sup> & 50 from 12<sup>th</sup>) of Science Stream and 50 male and 50 female teachers. They were chosen proportionately from 14 sampled Higher Secondary Schools all from Govt. Sector. Interviews with purposively selected girls and teachers were used as major tool for the collection of data. These interviews were held with girls and teachers at their schools. The interview items were of different nature. The data were given both qualitative and quantitative behavior.

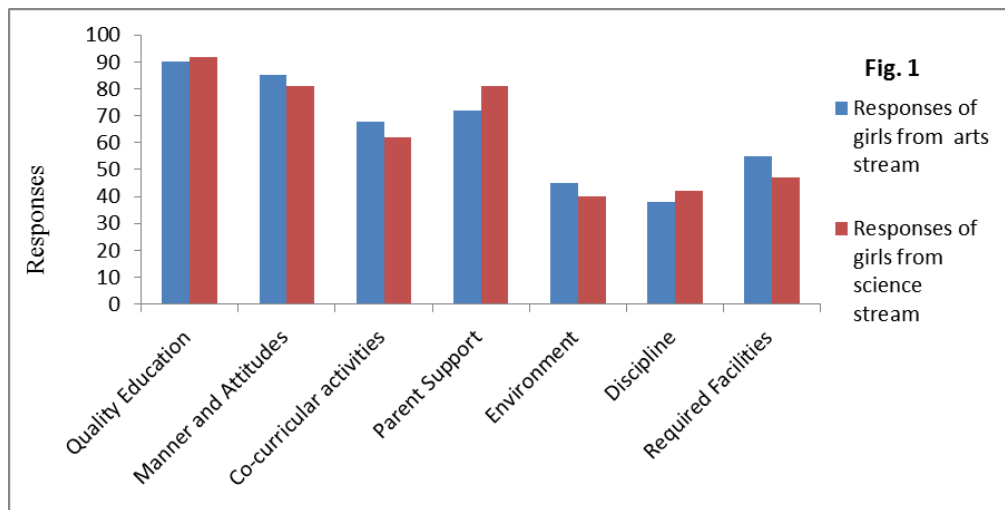
### 3. Result and Discussion

**Q.No.1.** keeping in view the role of education in holistic development of girl student's character, do you think that only good quality results are not the only factor of excellence? What in your judgment, are the other factors listed below?

Table 1: (Q.1)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
01	Quality Education	90(90%)	92(92%)
02	Manner and Attitudes	85(85%)	81(81%)
03	Co-curricular activities	68(68%)	62(62%)
04	Parent Support	72(72%)	81(81%)
05	Environment	45(45%)	40(40%)
06	Discipline	38(38%)	42(42%)
07	Required Facilities	55(55%)	47(47%)

The above table shows the responses from science stream for the quality education, parent support and discipline.



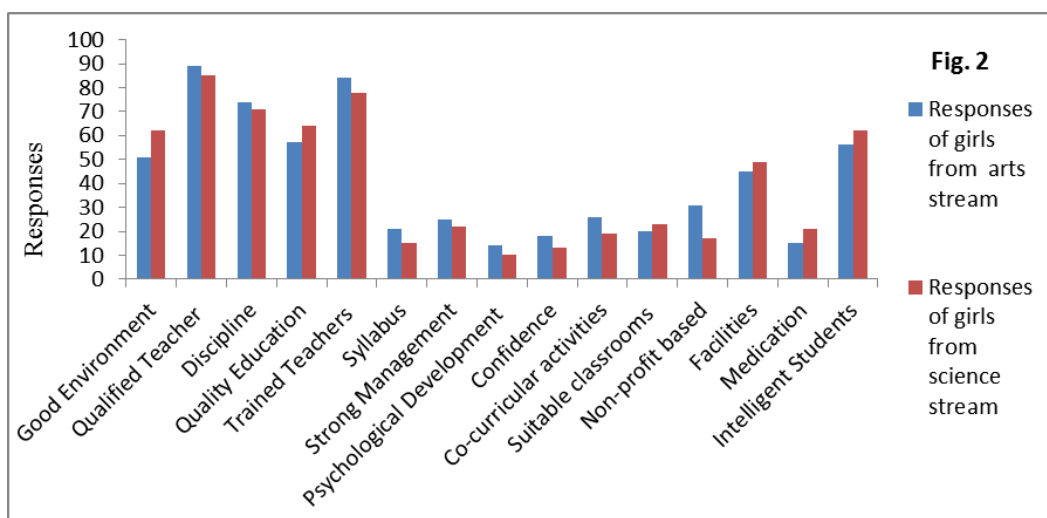
The above figure shows the responses of girls from arts stream and science stream.

**Q. No: 2** what, in your view should be the qualities of an outstanding girls school?

**Table 2:** (Q.2)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
01	Good Environment	51(51%)	62(62%)
02	Qualified Teacher	89(89%)	85(85%)
03	Discipline	74(74%)	71(71%)
04	Quality Education	57(57%)	64(64%)
05	Trained Teachers	84(84%)	78(78%)
06	Syllabus	21(21%)	15(15%)
07	Strong Management	25(25%)	22(22%)
08	Psychological Development	14(14%)	10(10%)
09	Confidence	18(18%)	13(13%)
10	Co-curricular activities	26(26%)	19(19%)
11	Suitable Location, Playground, Equipped classrooms	20(20%)	23(23%)
12	Non-profit based	31(31%)	17(17%)
13	Facilities	45(45%)	49(49%)
14	Medication	15(15%)	21(21%)
15	Intelligent Students	56(56%)	62(62%)

The above table shows the responses from science stream for the qualities of an outstanding girl’s school.



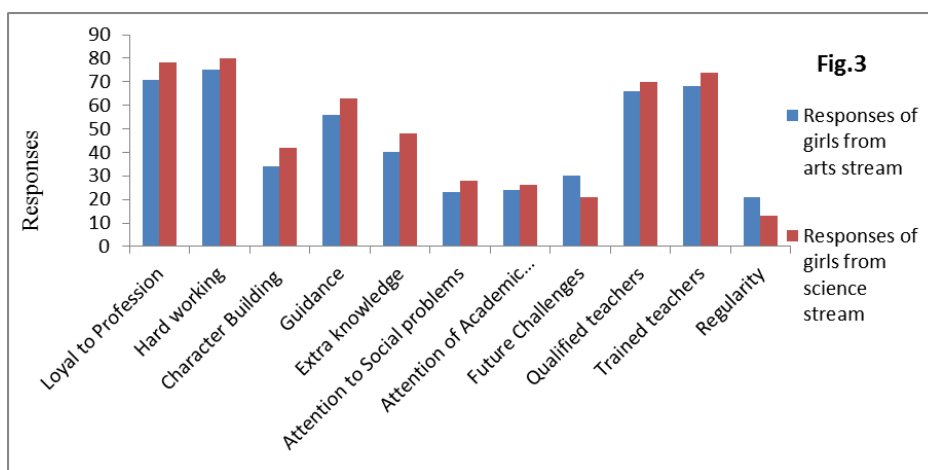
The above figure shows the responses of arts and science stream with the qualities of an outstanding girl’s school.

**Q. No. 3** What should be the role of female teachers in raising girl’s schools to the top of brilliance?

**Table 3:** (Q.3)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
1	Loyal to Profession	71(71%)	78(78%)
2	Hard working	75(75%)	80(80%)
3	Character Building	34(34%)	42(42%)
4	Guidance	56(56%)	63(63%)
5	Extra knowledge	40(41%)	48(48%)
6	Attention to Social problems	23(23%)	28(28%)
7	Attention of Academic problems	24(24%)	26(26%)
8	Future Challenges	30(30%)	21(21%)
9	Qualified teachers	66(66%)	70(70%)
10	Trained teachers	68(68%)	74(74%)
11	Regularity	21(21%)	13(13%)

The above table shows the responses from science stream for the role of female teachers in raising girl’s schools to the top of brilliance.



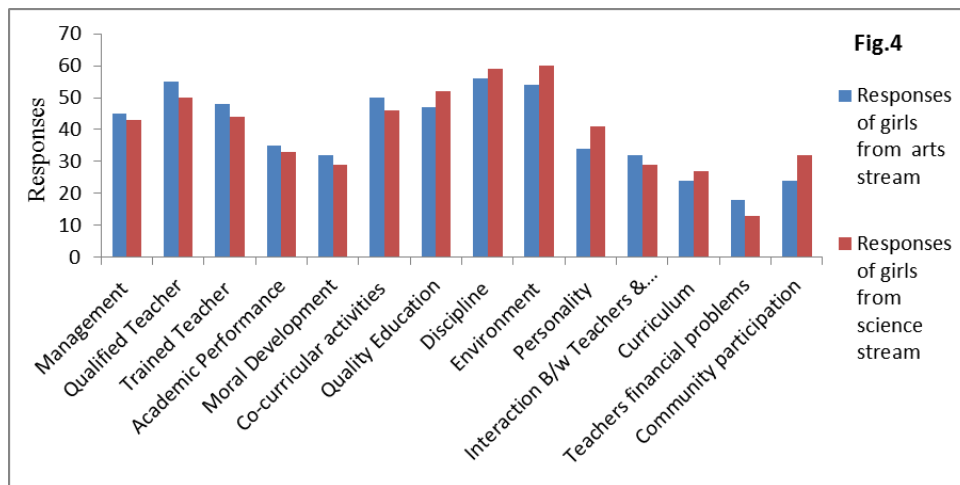
This above fig. represents the role of female teachers in raising girl’s schools to the top of brilliance

**Q. No. 4** What are the most important factors which make a girls school brilliant?

**Table 4:** (Q.4)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
1	Management	45(45%)	43(43%)
2	Qualified Teacher	55(55%)	50(50%)
3	Trained Teacher	48(48%)	44(44%)
4	Academic Performance	35(35%)	33(33%)
5	Moral Development	32(32%)	29(29%)
6	Co-curricular activities	50(50%)	46(46%)
7	Quality Education	47(47%)	52(52%)
8	Discipline	56(56%)	59(59%)
9	Environment	54(54%)	60(60%)
10	Personality	34(34%)	41(41%)
11	Interaction B/w Teachers & Students	32(32%)	29(29%)
12	Curriculum	24(24%)	27(27%)
13	Teachers financial problems	18(18%)	13(13%)
14	Community participation	24(24%)	32(32%)

The above table shows the responses from science stream for factors which make a girls school brilliant.



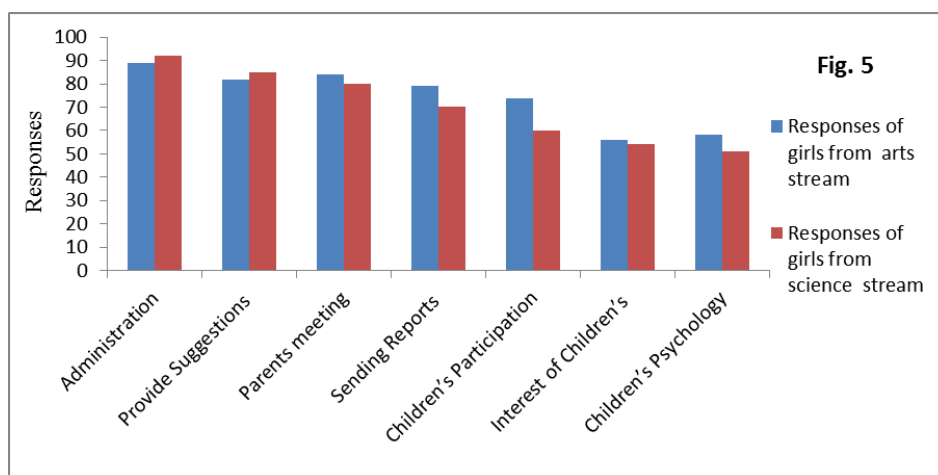
This above fig. represents responses against the important factors which make a girls school brilliant.

**Q. No.5** what type of development can be brought about in girl’s schools through parent’s involvement?

**Table 5:** (Q.5)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
1	Administration	89(89%)	92 (92%)
2	Provide Suggestions	82(82%)	85 (85%)
3	Parents meeting	84(84%)	80 (80%)
4	Sending Reports	79(79%)	70 (70%)
5	Children’s Participation	74(74%)	60 (60%)
6	Interest of Children’s	56(56%)	54 (54%)
7	Children’s Psychology	58(58%)	51(51%)

This table shows the responses of girls from arts stream and responses of girls from science stream for type of development can be brought about in girl’s schools through parent’s involvement.



This above fig. represents the responses of arts and science streams for the development in girl’s schools through parent’s involvement.

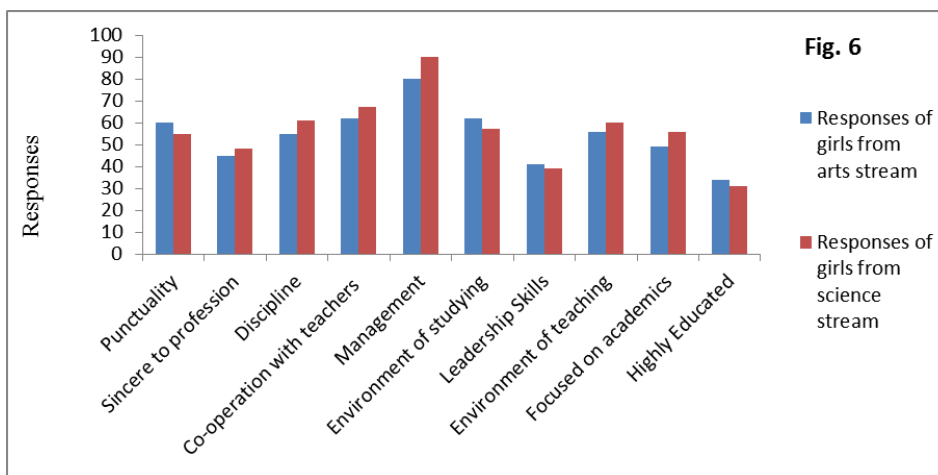
**Q. No.6.** What should be the qualities of principal for promoting brilliance in girl’s school?

**Table 6:** (Q.6)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
1	Punctuality	60(60%)	55(55%)
2	Sincere to profession	45(45%)	48(48%)
3	Discipline	55(55%)	61(61%)
4	Co-operation with teachers	62(62%)	67(67%)
5	Management	80(80%)	90(90%)

6	Environment of studying	62(62%)	57(57%)
7	Leadership Skills	41(41%)	39(39%)
8	Environment of teaching	56(56%)	60(60%)
9	Focused on academics	49(49%)	56(56%)
10	Highly Educated	34(34%)	31(31%)

This above table shows the responses of arts and science streams for promoting brilliance in girl’s school.



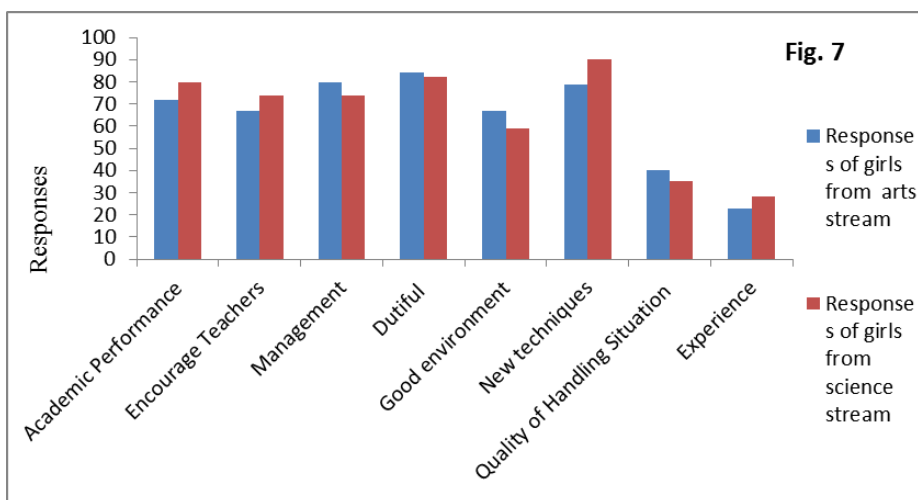
This fig. represents the responses of arts and science streams against the qualities of principal for promoting brilliance in girl’s school.

**Q. No.7.** How does the principal’s attempt make difference in girls school development?

**Table 7: (Q.7)**

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
1	Academic Performance	72(72%)	80 (80%)
2	Encourage Teachers	67(67%)	74 (74%)
3	Management	80(80%)	74 (74%)
4	Dutiful	84(84%)	82(82%)
5	Good environment	67(67%)	59 (59%)
6	New techniques	79(79%)	90 (90%)
7	Quality of Handling Situation	40(40%)	35 (35%)
8	Experience	23(23%)	28(28%)

This above table shows the responses of arts and science streams for the principal’s attempt make difference in girl’s school development.



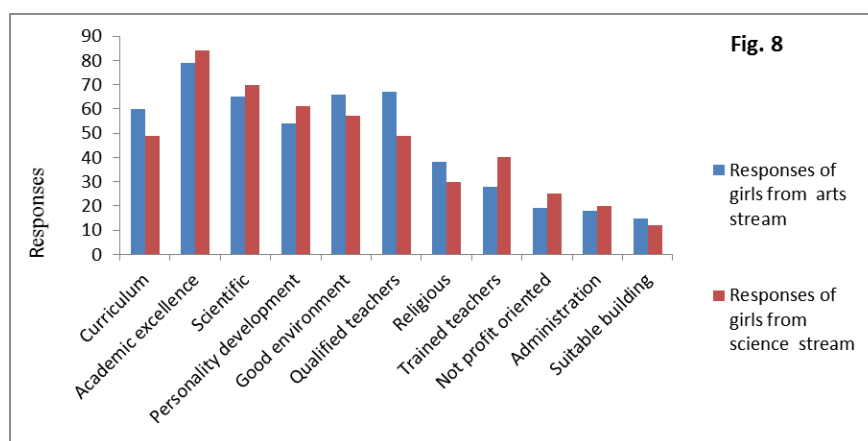
This fig. represents the responses of arts and science streams against the principal’s attempt make difference in girl’s school development.

**Q. No. 8.** What type of school your parents should choose to be fit organization for your education?

**Table 8:** (Q.8)

S. No.	Improving Factors	Percentage of responses of girls from arts stream	Percentage of responses of girls from science stream
1	Curriculum	60(60%)	49(49%)
2	Academic excellence	79(79%)	84 (84%)
3	Scientific	65(65%)	70 (70%)
4	Personality development	54(54%)	61(61%)
5	Good environment	66(66%)	57(57%)
6	Qualified teachers	67(67%)	49(49%)
7	Religious	38(38%)	30(30%)
8	Trained teachers	28(28%)	40(40%)
9	Not profit oriented	19(19%)	25 (25%)
10	Administration	18(18%)	20 (20%)
11	Suitable building	15(15%)	12(12%)

This above table shows the responses of arts and science streams for type of school your parents should choose to be fit organization for your education.



This fig. represents the responses of arts and science streams against the parent’s choice for their daughters.

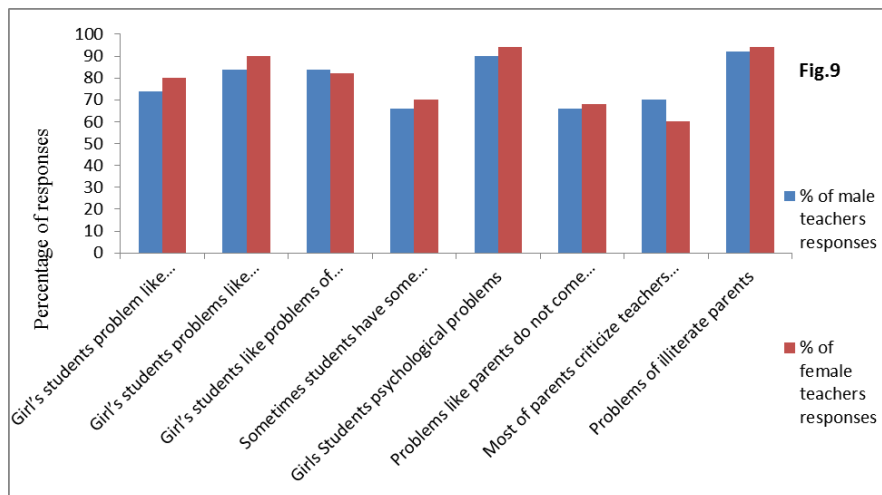
**Q. No. 9** Educational problems like absenteeism, problems of typical nature, typical diseases, family problems and personal, psychological problems etc. faced by girl’s students in district Kulgam.

**Table 9:** (Q.9)

Statement	Percentage of responses from male teachers	Percentage of responses from female teachers
Students learning suffers a lot due to absenteeism of students	37(74%)	40 (80%)
Student’s family problems and personal like separation among parents, violence, social, and financial problems disturb them.	42(84%)	45(90 %)
Girl’s students at higher secondary level face a lot of problems of typical nature.	42(84%)	41(82%)
Sometimes students have some typical diseases	33(66%)	35(70%)
Girls Students have often various psychological problems like interpersonal relations, inferiority complex, remaining disturbed, telling lies, reversed, introvert. isolated, etc.	45(90 %)	47(94 %)
Parents do not come to school on time when called and teachers’ time is wasted due to this reason.	33(66 %)	34(68 %)
Most of parents criticize teachers unjustly.	35(70 %)	30(60%)
Most of parents are illiterate and they do not understand the importance of girl’s student problems.	46(92 %)	47(94 %)

This above table shows the responses of arts and science streams for educational problems like absenteeism, not doing home assignment, problems of typical nature, typical diseases,

family problems and personal, psychological problems, face by girl’s students in district Kulgam.



The above fig. represents the responses of arts and science streams against the different statements.

#### 4. Conclusion

Girl education is the most powerful tool to changes the position of society and nation.

In Kulgam district at secondary and higher secondary level, all secondary schools are co-educated but there are only two girls higher secondary schools. In these schools girls faces a lot of problems which becomes a barrier for their education. These problems are psychological problem, weak management in schools, lack of female teachers, problems of co-educated schools, problem of absenteeism, gender harassment, separate water and toilet facilities and separate playground etc. We should encourage our girls in imparting education to create a balanced and educated society.

#### 5. Reference

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