

## A study of problems in education of girls at primary level in Delhi

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### Abstract

Having a gender biased education system in India; it becomes immensely important to explore the reasons for the problem behavior of the girls in the schools to find out the reasons for the drop outs at the primary level. With several initiatives being taken by the government in the form of policy formulations at the administrative level, it has become immensely important to explore the factors at the grass root level responsible for the problematic behavior of the girls at various levels.

**Keywords:** girl education, drop out

### 1. Introduction

Behavior problems interfere with success in school for many children and create unpleasant situations for all. Although traditionally schools often responded reactively to problem behaviors, with punishments and exclusion, today many educators are seeking to prevent problem behaviors by using proactive, early interventions. (Tobin & Sugai, 2006) [4]. As children in primary school are vulnerable to any infection, similarly they adopt behavior disorders in this age group. After an extensive review of the literature, Fredricks, Blumenfeld, and Paris (2004) [1] concluded that engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure. Conversely, for many students, disengagement is associated with behavior and learning problems and eventual dropout. The degree of concern about student engagement varies depending on school population.

The girl child is more at risk being a section of the society that has been marginalized for several years in the past. The status of the girl child in India relative to boys is reflected in human development indicators such as higher infant mortality rate, low sex ratio, and poorer nutritional rate. Educational statistics reveal disparities in school enrolment rates between boys and girls that sharpen at higher stages of education.

Significant efforts have been taken on the part of the Indian Government for the protection and education of the girl child. The decade starting from 2000 has shown significant gains in schooling among girls in India. The percentage of girls attending in the age group 6 to 10 years in rural areas increased from 55% in 1992-93 to 75% in 1998-99 (NHFS, 2010) [3] yet the situation remains far below satisfactory.

Vijayaprakash *et al.* (2013) [6] conducted a cross sectional exploratory random survey of 1125 middle-high school urban children seeking to estimate the nature, content, type, frequency, intensity and extensity of their behavior problems in relation to socio-demographic variables. And found greater 'internalizing' than 'externalizing' problem behaviors among the children.

Thus, with the extensive changes in the social environment, it becomes even more important to identify the problem behavior

of the children at an early stage of development for adopting curative measures or remedial actions in time.

### 2. Objective of the study

The purpose of the study was to identify the problem behavior of the girls in the Girl's school and the co educational institutions. The study attempted to explore the causes of the problems amongst the girls and the nature of the parent child relationship and its effect on the education of the girl child.

### 3. Design of the Study

#### 3.1 Sample

The population of the study included all primary schools in Najafgarh area in outer Delhi. The sample consisted of the 50 teachers, 200 students and the 50 parents in primary schools of Delhi. All the sampling units were chosen by the way of incidental sampling.

**3.2 Instruments for Data Collection:** Following were the instruments for the data collection for the study:

- *Questionnaire Surveys:* the questionnaire consisted of 12 questions each having 5 options to it. The questions focused on the problems associated with the girl child at the primary level.
- *Interview:* The interviews conducted were mainly unstructured in nature. The purpose was to gain in depth knowledge of the area under concern
- *Focused Group Discussions*

#### 3.3 Analysis of the data

The data was analyzed using both qualitative and quantitative techniques. Simple mathematical measures of mean, median and more were used to arrive at the final results. The analysis was further supported by various graphs to highlight the real situation.

### 4. Findings of the Study

Following were the main findings of the study:

*Causes of drop out at primary level:* The study explored the reasons of the drop out among the girls at the primary level. The main Reasons for drop out at primary stage was found to be non availability of schools nearby and poverty. Access to

the school has been one of the major concerns & causes for the drop out at the primary level. Parents are usually reluctant to send their girl child to far off places. Though, several policy documents have been emphasizing the need for improvisation yet a lot still needs to be done further.

*Biased Dropout:* Drop out is more among the girls than boys. One of the major causes of drop out among the girls is the household work and their role in looking after the siblings at home. 50% agreed that Education system in India is gendered. 50% agreed that increasing single sex schools can reduce educational gap at the primary level whereas 40% of the teachers agreed that govt. initiatives are not enough.

*Major Interventions required:* The study reported the following interventions that were required on the earnest basis

- Recruiting appropriate number of teachers at the primary level with more of the female staff
- Establishing supervisory and administrative staff for the monitoring of the performances
- Developing appropriate teaching learning materials to make the learning interesting
- Working on suitable educational broadcasting services

## 5. Conclusion

In general, specific discipline practices should be developed with the aim of leaving no child behind. That is, stopping misbehavior must be accomplished in ways that maximize the likelihood so that the teachers can engage/re-engage the student in instruction and positive learning. The growing emphasis on positive approaches to reducing misbehavior and enhancing support for positive behavior in and out-of-the-classroom is a step in the right direction. Teachers should be taken in to confidence for training and initial assessment and follow up should be done regularly.

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## 7. References

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