



A STUDY OF PROBLEMS FACED BY CHILDREN OF FARMERS IN SECONDARY SCHOOLS

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ABSTRACT

Rural society is primitive of man. India is well known in the world because of Indian rural culture and society. Farmers are the backbone of country. 65 % of Indian economy depends on agriculture. Therefore if we want to develop India, there is need to develop rural India. Today Indian farmers are facing so many social, family and economic problems and thus their children too. So, the present study was conducted on problems faced by children of farmers in secondary schools. The study was conducted using survey method. The sampling method used was random lottery method, ten secondary schools were selected from Valsad district and twenty students from each school means total two hundred secondary school students constituted the sample for the study. The data analysis was done using percentage and content analysis method. The most of the students reported that their parents are not educated that's why they cannot help their children in their studies. The most of the parents are going for daily wages so cannot give time to their children for solving their problems. The parents had family quarrels frequently due to which children's get disturbed and thus students cannot pay proper attention to their education. The most of the time the reason behind family quarrels was economic crisis in the family. The most of the parents were not providing any motivation to children for studying. The most of the students had also reported that enough number of teachers are not there in the school. The students had reported that sometime they also have to go for working in the farm with parents and thus cannot attend the school. The most of the students reported that they have low confidence and thus they are not able to express their idea in the classroom while teaching learning process.

KEYWORDS : Tribal education, Farmers children, secondary education

INTRODUCTION:

India is a country of 1.3 billion people, where 67% of the Indian population lives in rural areas. Approx. 196 million elementary school going children, out of that 146 million are enrolled in rural schools (U-DISE 15-16). The good news is that almost all of these children are enrolled in school, enrollment of children for the age group 5 to 14 has been above 95% in rural India (ASER 2018). The school education in rural India is mostly dependent on Government and Government aided schools. For rural India journey of education is not easy, children from rural areas face many challenges till they finish their education. Few of them listed below.

Challenges of Children in rural areas:

- **Poor Foundation Skills / Learning Outcomes** - Rural children go to school but the learning quality they receive is not enough. Their foundation skills in reading and arithmetic are poor. As per ASER 2018 data shows, only 73% of std VIII students can read an std II level text. And only 44% of children in std VIII can solve a basic arithmetic problem. Whereas children are expected to be master in foundation skills in std VIII.
- **Access to advanced learning tools** - Students from rural schools either has no access or lack of access to advanced learning tools such as digital learning, computer education, non-academic books. As per the ASER 2018 report, 55.5% of students have never used computers.
- **Financial constraint** - As per the right to education act children are provided free education till the age of 14, post that they are out of RTE. Families from rural areas are always in financial burden due to various reasons. For them education for their children becomes the second priority, that's why they are forced for income generation activity for their survival. This is one of the reasons for low enrollment in secondary and higher education. As per education statistics at glance 2018 by MHRD report only 43.1% of students enrollment in senior secondary and 14.2% in higher education in India.
- **Sports training and equipment's** - As we know sports can directly impact fitness which then impacts learning.

Unfortunately, in rural school's proper sports coaching and equipment's are not available. This leads to the lack of opportunities for students to play games and be physically active.

- **After school activities** - Engaging students in activities that can improve their learning and quality of life is very important. In urban areas, post school time, students are engaged in music, dance, foreign language classes, whereas in rural students just roam in the village and engage themselves in unproductive activities. Nonavailability of post-school activity centers in rural areas is a key challenge.
- **English Communication** - Day by day importance of the English language is increasing, whereas in rural areas the majority of schools are in vernacular language. Hence, speaking and writing in English are given less importance. This leads to poor English communication and then low interest in the science field in higher education. Most of the rural students prefer to choose arts or commerce instead of science just to avoid the English language.
- **Digital Literacy** - Having poor or no access to the digital device, especially computer learning is a challenge to improve digital literacy in rural students.
- **Long Distance schools** - If we compare rural students' population and secondary schools, it's still behind the expectations. Only 1.39 lakh secondary and 1.1 lakh senior secondary recognized schools in India. Most of them are located in a larger population of the village or at taluka place. Hence students are required to travel long distances to attend school.
- **Sanitation** - Toilets in rural schools are always in discussion, especially for girls. Overall sanitation in schools is a major problem, which impacts student's health. Especially for girl students' useable clean toilets are important. As per the report from ASER 2018, only 66.4% of schools are with usable toilets for girls.
- **Personal attention** - The majority of schools are not having enough number of classrooms for students; hence classes are conducted in the same classroom for more than one std. Student- pupil ratio is low. This causes low attention to

students who are lacking behind in learning.

Having said all these challenges, rural India can overcome these problems. The government of India has already started working on new national education policy, in which more weightage is given to learning outcomes, school infrastructure, digital learning to prepare rural India for 21st-century education. Together all stakeholders can play an important role to fill these gaps. The government of India also directed to gram panchayat under 14 Vitt Aayog Gram Panchayat Nidhi to use funds to improve school education in the village. In many states, CSR funds are used widely to improve school infrastructure, especially in Maharashtra and Delhi. Each state government is working hard to improve school education in rural areas through many initiatives. We positively hope to overcome these challenges in the coming years.

Statement of the Problem:

A study of problems faced by children of farmers in Secondary schools

OBJECTIVES OF THE STUDY:

The main objectives of the study were as follows:

- 1) To study the problems faced by children of farmers in secondary schools with regard to family, physical, social, economic, psychological and teaching learning process in secondary schools.

Delimitation Of The Study:

The study was delimited to the student's of secondary schools of Umargam Taluka of Valsad district during the year 2018-19.

METHOD OF THE STUDY:

The investigator had used the survey method for conducting the present study.

Population Of The Study:

Population for the present study consists of all the students studying in twenty secondary schools of Umargam Taluka of Valsad district of Gujarat state.

Sample Of The Study:

In the present study using random lottery sampling technique, out of twenty secondary schools of Umargam Taluka of Valsad district of Gujarat state, ten secondary schools were selected and twenty students of ninth and tenth standard from each school was randomly selected as sample for present study. The schools selected were Sarvajani Vidyalaya Eklara, Sarvajani Highschool Valvada, Sarkari Madhyamikshala Borigam, Mrs Indumatiben P Oza Highschool Pali Karambeli, Government Secondary School Tumb, Shree M K Mehta Highschool Solsumba, K D B Uchcharat Madhyamik Shala Sarigam, M B F Vadiya Highschool Fansa, N M Vadiya Highschool Nargol and Sarkari Madhyamikshala Govada . So, sample size was two hundred secondary school students.

Tools and Techniques:

a) Close ended questionnaire for students: Researcher had constructed close ended Questionnaire with regard to problem faced by farmers children related to family, physical, social, economic, psychological and teaching learning process in secondary schools.

b) Open ended questionnaire for students: The open ended questions were developed on problems related to family, physical, social, economic, psychological and teaching learning process in secondary schools.

Data collection:

The investigator took permission from principal of selected secondary schools and on pre-decided time personally

implemented the close ended questionnaire and open ended questionnaire on farmers children in selected secondary schools and collected the required data.

Data analysis:

The quantitative data was analyzed using percentage and mean and qualitative data was analyzed using content analysis method.

Major findings:

Following major findings were drawn for the present study:

- With regard to the family problems students had reported that 65.56 % of parents are doing daily wages so cannot give time for helping children in studies and 61.12 % of students reported that traditional festivals also affects their education because during the festivals they do not go to the school.
- With regard to the economic problems, 63.89 % of students had told that due to economic crisis, quarrels are there in home, 64.45 % of students reported that due to financial crisis, they cannot afford to go to tuition classes.
- With regard to the school facility, 55.56 % of students told that laboratory facility is not there in the school.
- With regard to teaching, 68.34 % students reported that while teaching teachers mostly use the lecture method only, 63.89 % of students reported that teachers are not using any teaching aids while teaching and 64.45 % of students had reported that they do not have confidence.
- The most of the students reported that their parents are not educated that's why they cannot help their children in their studies. The most of the parents are going for daily wages so cannot give time to their children for solving their problems. The parents had family quarrels frequently due to which children's get disturbed and thus students cannot pay proper attention to their education. The most of the time the reason behind family quarrels was economic crisis in the family. The most of the parents were not providing any motivation to children for studying. The most of the students had also reported that enough number of teachers are not there in the school. The students had reported that sometime they also have to go for working in the farm with parents and thus cannot attend the school. The most of the students reported that they have low confidence and thus they are not able to express their idea in the classroom while teaching learning process.

CONCLUSION:

The present study was undertaken to study the problems faced by children's of farmers in secondary schools. The findings of the study revealed that the most of the students reported that their parents are not educated that's why they cannot help their children in their studies. The most of the parents are going for daily wages so cannot give time to their children for solving their problems. The parents had family quarrels frequently due to which children's get disturbed and thus students cannot pay proper attention to their education. The most of the time the reason behind family quarrels was economic crisis in the family. The most of the parents were not providing any motivation to children for studying. The most of the students had also reported that enough number of teachers are not there in the school. The students had reported that sometime they also have to go for working in the farm with parents and thus cannot attend the school. The most of the students reported that they have low confidence and thus they are not able to express their idea in the classroom while teaching learning process.

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