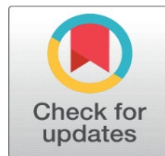
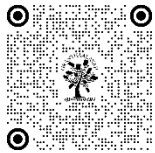


PROBLEMS EXPERIENCED BY GIRL STUDENTS IN THEIR RESIDENCES AND EDUCATIONAL INSTITUTIONS

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ABSTRACT

Education is an essential tool to bring social revolution at all levels and ages of children. It became essential to the girl student to compete with the society. There are many factors affecting the girl student education, as we are aware that parent is the first teaches and baches is the second parent even though girl students are experiencing many problems in their families and in educational institutions. problems like economic, gender, non-co-operation, no encouragement, locality problems, class room problems, improper behaviour from teachers and peer group etc affect the girl students in their educational brought up. As a result of which their learning is severely compromised. A discriminatory attitude among parents, teachers and society resulted in girls dropping out in large numbers.

Hence the researeher focused on the need to study on the girls tudents problems in family and educational institutions. For the study the researcher collected the data from 103 girl students by using the simple random sampling method from different schools in warangal district.

By analysing the data the following results are found that there is no co-operation and no encouragement from family, poor economic conditions of parents, no study rooms and guidance facilities of their residence, problem of bars and liquor shops at their localities, congested class rooms and collapsable buildeings at schools no proper drinking water facilities and toilets.



Keywords: Problems, Girls students, residence, Educational instilutions

1. INTRODUCTION

IMPORTANCE OF GIRL'S EDUCATION

The National policy on Education (NPE) 1986 and the modified policy in 1992, commit the entire educational system to work for women's equality and empowerment, and to accord a high priority to the education of women. Education of women plays an important role in the socio - economic development of a country. Dr. Radhakrishnan has said that "WOMEN ARE HUMANBEINGS AND HAVE AS MUCH RIGHT TO FULL DEVELOPMENT AS MEN HAVE. The position of women in any society is a true index of its cultural and spiritual level."

NOTABLE PROGRESS SINCE INDEPENDENCE

The significance of education of women has been recognized since the achievement of the independence. Accordingly strenuous efforts have been made in this era.

The given figures reveal that literacy percentage among women has increased in between 1951 to 2021 But the increase is not proportionately as compared with men. Much more is needed to bring it at par.

Sexwise / Gender wise literacy Rate (1951- 2021)

Year	Male	Female
1951	27.16%	08.86%
1961	40.40%	15.34%
1971	45.95%	21.97%
1981	56.37%	29.75%
1991	63.86%	39.42%
2001	75.85%	54.16%
2011	82.14%	65.46%
2021	84.4%	71.5%

[Source : 1991 census, 2021 census, Registrar - General and census commission,

NEW DELHI 1991 AND 2021]**ISSUES OF WOMEN EDUCATION AND MEASURES OF POPULARISATION:**

From time to time the following committees and commissions have expressed concern regarding the slow progress of girl's and women's education in India.

1. The University Education commission, 1948 - 49 National Committee on Women Education
2. Smt Durgabai Deshmuk Committee, 1958
3. Smt. Hasna Mehta mmittee, 1962
4. M. Bhaktavatsalam committee look into the cause of Public support particularly in rural mareas for girls education and to enlist public cooperation (1963).
5. Education commission, 1964 - 66
6. Resolution on National policy on Education, 1968
7. Resolution of the committee on the status of women in India, 1974.
8. Challenges of Education, 1986
9. National Policy on Education, 1986
10. Program of Action, 1986
11. Ramamurti Report, 1990
12. Janardhana Committee Report 1992
13. Modified National Policy on Education, 1992
14. Program of Action 1992
15. National Policy for the empowerment of women.
16. National knowledge commission 2007.
17. Five year plans and women education.
18. Special scholarships and courses for girls'.
19. National commission for women.
20. CABE report regarding women education.
21. Common school system.
22. Constitutional provisions for women.
23. Kasturba Gandhi Balika Vidyalaya Scheme. etc.,

CAUSE OF SLOW PROGRESS:

- * Look of proper supervision and guidance due to inadequate women personnel in the inspectorate.
- * Lack of educational facilities in rural area.
- * Economic backwardness of the rural community.
- * Lack of proper incentives to parents and childrens.
- * Lack of proper social attitudes in the rural areas for the education of girls.
- * Lack of suitable curriculum
- * Co - educational aspects.
- * Lack of adequate incentives.

* Lack of trained / qualified women teachers.

According to the "India Together Barriers to girl education, June 2004", Wahidul Hasam Khan lists some factors responsible for the low levels of literacy, especially among females.

Those are :

- * The lack of hostel facilities for girls
- * The inadequate school facilities.
- * The lack of qualified female teachers.
- * The fixed schooling hours
- * The fear of sexual harrassment.

These factors combine to produce unattractive environment in which girls must run the gauntlet of difficulties to remain in school, as a result of which their learning is severely compromised even if they do remain. A discriminatory attitude among teachers and the society resulted into girls droppingout in large number.

Hence, the present Researcher felt that there is a need to study the problems/ issues faced by girl students in their residence and school.

The following factors are identified as problems at Residence and educational institutions in an imformal enquiry with girls.

- * The problem of son daughter discriminations.
- * The problems of Non encouragement from family members.
- * Economic problems of parents.
- * Domestic problems like problems of guidance and support.
- * Locality problems like problems from liquour shops etc., * Congested classrooms and poor building conditions.
- * Poor Toilet facilities in schools.
- * Poor Water facilities in schools.
- * Teacher behaviour and Peergroup behaviour.

2. STATEMENT OF THE PROBLEM

"PROBLEMS EXPERIENCED BY FEMALE STUDENTS IN THEIR RESIDENCES AND EDUCATIONAL INSTITUTIONS.

SIGNIFICANCE OF THE PROBLEM

For the following reasons the problem is significant.

According to a study of problems of education in India, Indian women are as capable⇒ as any women in any part of the world. But unlike women in many western countries, Indian women are decided equal opportunities for working with men in many spheres of life.

Constitutionally Indian women have been granted equal rights with men, but practically speaking they are kept much behind men in various life activities.

Hence, the women should be given equal rights with men everywhere according to their special interests and legitimate demands.

"While framing the courses of study for girls special care should be taken as regards to their unique life responsibilities and domestic demands".⇒

Accordingly, the curriculum should be modified. Co-education should be permitted. But for secondary education separate schools should be opened. As many parents do not like co-education at the secondary stage. So women should be specially trained in various professional courses.

India requires a lage number of women teachers for primary and secondary schools. Due to parents illiteracy many parents and particularly belonging to low socio-economic groups donot have the knowledge of the importance of girls educations.

They donot realize that the education of girls can go to great extent of productivity Awareness of population growth offering better education to the children and understanding the social problems.

An aticle of Dr. K. Sudhakar Rao on strategies for Girls Education, have been made a study that is all the commissions including the Kothari commission stressed on the need for providing impetus to girl's education.

3. OBJECTIVES OF THE STUDY

1. To find the number and percentage of respondents who experience the problems at home :
 - a) Son - daughter discrimination at their family level.
 - b) Non - cooperation and non - encouragement from family members.
 - c) Poor economic conditions of parents.
 - d) Study room and guidance facilities at the residence.
 - e) Bars and liquor shops in their localities.
2. To find the number and percentage of respondents who experience the problems at school :
 - a) Conjuted classrooms and collapsible buildings.
 - b) Drinking water and Toilet facilities.
 - c) Teacher behaviour in the schools.
 - d) Peer group behaviours in the school.

4. REVIEW OF RELATED LITERATURE

- 1) **RAMACHANDRAN (1963)** Studies the views of women sudents on the following subjects.
 1. Co-education of boys and girls.
 2. Their reasons for pursuing highter education.
 3. Prospects and reasons for a career for women.
 4. Some aspects of the social system.
 5. Life goals for Indian educated women.

FINDINGS :

He reported a change in the role of Indian Women in the recent past.

1. Women wished to have equal legal rights as men have however, they are not fully conscious of those rights.
2. The role of women today, is much broader (under went much change traditional role of wife and mother.)
3. Various careers are now open to women. Along with men they can go enter into career life.
4. With education, women's role has changed. Instead of just being a housewife and mother, she can now became a companion to her husband and ever a broad winner in the family.
5. Today, the roles of men and women overlap.
6. The main reason and areas of those reasons are good facilities for higher education, western influence, new economic opportunities and freedom given to women, new legal status arising out of social legislation, etc.

2) SRI AVINASHINGAM (1970)

He aimed at to find out the problems in educating girls of the age eleven to seventeen years in rural area in relation to the aspirations and attitudes of the girls and their presents towards education.

FINDINGS

The study revealed that parents of high income, small family structure, higher educational status and higher occupational levels favoured their daughters going to school.

School going girls of eleven to seventeen years had higher aspirations than the drop out girls. The socio-economic conditions were more conclusive to school going girls than to drop out girls. School going girls had less problems than drop out girls.

Parents of both the school going girls and dropout girls expressed dissatisfaction towards the prevailing school conditions.

3) DESAI (1972)

Suggests with regard to the problems of girls education includes establishment of more high schools in rural areas, increasing enrolment of girls by providing more incentives, improving social climate for the entry of girls in high school and reducing the number of dropouts and plugging the various holes from which a large number of girls dropout prematurely before completing their high school education.

4) SRIVASTAVA (1979)

Studied the problems of women education with special reference to the girls of secondary stage. He found discrimination between the perception of girls and their guardians about the problems of women education.

⇒

Especially he has taken the following objectives.

To study the development of women education since 1947 and the problems faced in the field and made a comparative study of the development of boys and girls education.

FINDINGS

1. He reported that there was no uniformity in the perception of girls of classes 8th, 9th and 10th about the problems of women education.
2. There was uniformity between the perception of the girls of class VIII and their guardians.
3. There was uniformity in the perception of girls of classes IX and X about the problems of women education.
4. On the basis of opinion of all groups of respondents twenty five problems were identified which are considered mainly responsible for the hindrance in the progress of women education.

5) UPADHYAYA (1983)

Identified the causes of educational backwardness of girls and mentions that the income of the family had greatly influenced with regard to the enrolment and dropout situation of girls.

6) MS. HULICGEVVA KUKANUR DR. K. SAROJA (1998-99)

Had taken up a study on school related factors effecting the femals school dropout phenomenon in rural areas.

They observed that the condition of school building, non-availability of drinking water and toilet facilities, teacher students ratio and other related issues are responsible for the female dropout phenomenon.

The study Olu Osokoya (2007), sought to determine the extent to which some homes (Residen ces), Parents – occupation, parents educational attainment, educational facilities available at home and school factors including school location, learning resources available at school and teacher-pupil ratio. Provide a causal explanation for the transition of pupil from primary to secondary school in Nigeria.

Specifically, the study provided answers to the following questions.

- (1) To what extent would the home and school factors when taken together predict transition rate from primary school to secondary school ?
- What is the relative contribution of each of the variables to the prediction? (2)
- (3) What are the significant pathways through which the variables cause variation in the transition rate from primary to secondary schools ?

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- (3) What are the significant pathways through which the variables cause variation in the transition rate from primary to secondary schools ?

5. DEVELOPMENT OF TOOL TOOL :

In the present investigation, the investigator has adopted a questionnaire method in order to collect the data. In developing the tool of the present study the researcher consulted different experts, senior most women teachers and some of the girl students, who are studying in secondary education schools.

METHODOLOGY USED :

The present investigation falls under the “Normative survey types of Research”.

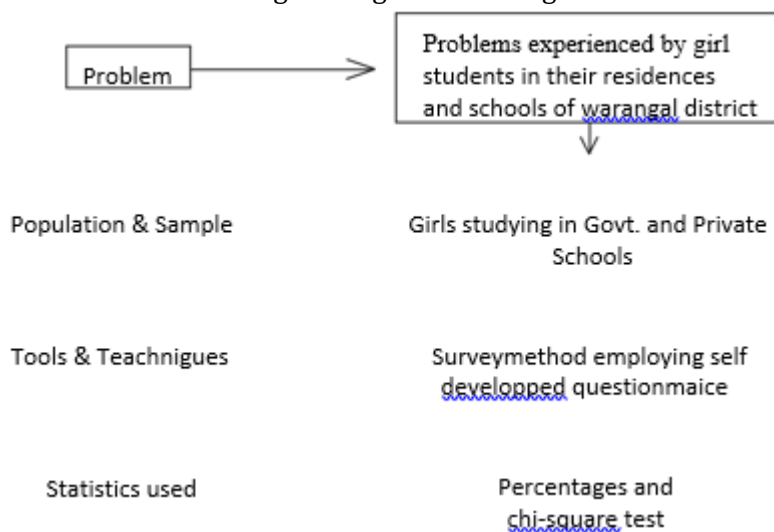
TRY OUT / PILOT STUDY / DESIGN OF THE STUDY :

For many sort of inventories a plan or a design is one of the prerequisite. The Researcher has also planned in a formal way and the design of the study was developed carefully.

The pin point of the problem is to study the problems experienced by girl students in their residences and schools.

The major purpose of the present study was to know the opinions of girl students, the variables are type of management of schools (Govt/ Private) and community background of the respondents.

The diagrammatic representation of the design of the investigation carried out the relationship between various variables presented in the form of schematic diagram is given in the figure.



POPULATION - SAMPLE - SAMPLING PROCEDURE :

POPULATION : The target population comprised all secondary schools of Warangal town.

SAMPLE OF THE STUDY : The researches has selected a sample of 103 secondary school girl students, both Hindu and Non Hindus from Private, and Government schools in Warangal town, by random sampling method.

Table -I

Sl.No	Type of Management / Management of the school	No. of respondents
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01	Government	40
02	Private	63
	Total	103

Table - II

Sl.No	Community background	No. of respondents
01	Hindu	73
02	Non - Hindu	30
	Total	103

ADMINISTRATION OF THE TOOL / DATA COLLECTION PROCEDURE :

The questionnaire was administrated to 103 secondary school girl students of Government and Private schools and also Hindu, Non - Hindu respondents of Warangal town.

The researcher personally went to the respective school, Head masters then went to students and taken permission from

At first the researcher explained the significance of the research to the class teacher, girl students of schools and also sought their help to make the research to succeed.

For this present study, the investigator requested the girl students of secondary schools to express their feelings without any scruple. The investigator gives instructions to the girl students to put right (◆) mark against the correct place.

STATISTICAL TECHNIQUES USED :

The collected data was tabulated carefully and item wise percentages (%) were computed the percentage (%) and x2 - test (chi - square method) were used for the purpose of interpretation.

6. ANALYSIS AND INTERPRETATION OF THE DATA AND RESULTS OF THE STUDY.

The investigator made an attempt to study the relationship between the variables like community background (Hindu, Non-Hindu) and Management of schools (Government, Private).

Each objective is stated first and then the results are presented and interpreted.

OBJECTIVE BASED ANALYSIS OF THE DATA:

- To find the number and percentage of respondents who experience the problems of son-daughter discriminations at the family level is one of the objectives of the study.

TABLE 1 : FREQUENCIES INDICATING SON-DAUGHTER DISCRIMINATIONS

Sl. No.	Statement of the Item	Total		Hindu		Non Hindu		Government		Private	
		Y	N	T	Y	N	T	Y	N	Y	N
01.	The interest which may parents show in educating my brothers is not being shown in may case.	15 (14.5)	88 (85.5)	103 (90.5)	07 (9.5)	22 (26.6)	73 (73.3)	04 (10.0)	36 (90.0)	11 (17.5)	52 (82.5)
02.	In the matters of food, cloth and other aspects I am not given treatment equal to my brothers.	15 (14.5)	88 (85.5)	103 (90.5)	09 (12.3)	24 (20.0)	73 (87.6)	05 (12.5)	35 (87.5)	10 (15.9)	53 (84.1)
03.	My parents do not mind when my brother goes to see his friends. But they scold me when I go to my friends.	44 (14.7)	59 (57.2)	103 (90.5)	26 (35.6)	18 (60.0)	73 (87.6)	19 (47.5)	21 (52.5)	25 (39.6)	38 (60.4)
04.	When I am busy with my studies, my parents assign work only to me. They never assign work to my brothers even though they are sitting idle at that time.	41 (39.8)	62 (60.1)	103 (90.5)	28 (38.4)	13 (45.3)	73 (87.6)	13 (32.5)	27 (67.5)	28 (44.4)	35 (55.5)

* (%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

- it is clear from the table (1) that the percentages of respondents who have negated the statements are higher than the percentages of those who have agreed them.
Therefore one may conclude that respondents have not experienced any son-daughter discrimination at the family level.
- The same trend can be seen in respect of the responses of Hindus and Non Hindus and also Government and Private School students, excepting the case of 3rd statement. In the case of this statement higher percentage of Non-Hindus have agreed.
This difference of behaviours of Hindus and Non Hindus is tested for significance by chi-square test against (Ho)

NULL HYPOTHESIS.

Ho: The Hindu and Non Hindu respondents do not differ in their experiences on the 3rd statement of son-daughter discrimination.

Sl.No.	Variable	Yes	No	Total	df	x ² -value
01.	Hindus	26	47	73		

02.	Non-Hindu	18	12	30		
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It is clear from the table that computed χ^2 -value 5.194 is higher than χ^2 table value (3.841) at 0.05 level. Hence observed difference in frequencies is significant 0.05 level. The Null Hypothesis is rejected.

- II. To find the number and percentage of respondents who experience the problems of Non Cooperation and non encouragement from family members is another objective of the study.

TABLE 3 : FREQUENCIES INDICATING NON-COOPERATION AND NON ENCOURAGEMENT FROM FAMILY

Sl. No.	Statement of the Item	Total		Hindu		Non Hindu		Government		Private	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
01.	Though I have desire to study well, I have no encouragement from my parents.	19 (18.4)	84 (81.5)	14 (19.2)	59 (80.2)	05 (16.6)	25 (83.3)	06 (15.0)	34 (56.6)	13 (20.6)	50 (79.3)
02.	In my residence, no one cares whether I am going to school or not.	13	90	08	65	05	25	03	37	10	53
03.	As long as I am in the residence, I am compelled to do some work. Therefore, I am not able to study.	41 (39.8)	62 (60.1)	27 (36.9)	46 (63.0)	14 (46.6)	16 (53.3)	14 (35.0)	26 (65.0)	27 (42.8)	36 (57.1)
04.	I have lot of fear to see my father also to ask him anything.	29 (28.1)	74 (71.8)	15 (20.5)	60 (82.1)	14 (46.6)	16 (53.3)	15 (37.5)	25 (62.5)	23 (36.5)	40 (63.4)

* Numbers are in the first row and (%) Percentages of respondents are in second line with bold letters.

INTERPRETATION:

1. It is clear from the table 3 that the percentages of respondents who have negatived the statement are higher than the percentage of those who have agreed them. Therefore one may conclude that respondents have not experienced any problems of Non cooperation and non encouragements from their family members.
2. The same trend can be seen in respect of the responses of Hindus and Non Hindus and also Government and Private Schools students.

TABLE - 5: The frequencies of Government and Private Schools student against 1st item.

Sl. No.	Variable	Yes	No	Total	df	χ^2 -value
01.	Government	21	19	40	01	13.952
02.	Private	08	32	63		

- IV. To find the number and percentage of respondents who experience the problems of Study room and guidance facilities at the residence is one of the objectives of the study.

TABLE 1 : FREQUENCIES INDICATING DOMESTIC & GUIDANCE FACILITIES AT THE RESIDENCE

Sl. No.	Statement of the Item	Total			Hindu			Non Hindu			Government			Private		
		Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T
01.	In my residence, there is no separate study room and power supply to it.	42	61	103	29	44	73	13	17	30	19	21	40	23	40	63
		(40.7)	(59.2)		(46.5)	(60.2)		(43.3)	(56.6)		(47.5)	(52.5)		(36.5)	(63.4)	
02.	My parents hesitate ever to purchase Note-books and Pens.	24	79	103	15	64	73	09	21	30	07	33	40	17	46	63
		(23.3)	(76.6)		(20.5)	(80.5)		(30.0)	(70.0)		(10.75)	(82.5)		(26.9)	(73.0)	
03.	Due to lack of higher education, my parents are not able to clarify my doubts in my studies	37	66	103	28	45	73	09	21	30	16	24	40	21	42	63
		(35.9)	(64.0)		(38.4)	(61.6)		(30.0)	(70.0)		(40.0)	(60.0)		(33.3)	(66.6)	
04.	I am not able to concentrate on studies because In my residence, every day some-one other scolds at me for one reason or	41	62	103	30	43	73	11	19	30	18	22	40	23	40	63
		(39.8)	(60.1)		(41.1)	(58.9)		(36.6)	(63.3)		(45.0)	(55.0)		(57.5)	(63.4)	
05.	My family members see T.V. Programmes daily. It is obstructing my studies.	42	61	103	27	46	73	15	15	30	17	23	40	25	38	63
		(40.7)	(59.2)		(36.9)	(63.1)		(50.0)	(50.0)		(42.5)	(57.5)		(39.6)	(60.3)	

* (%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

1. It is clear from the table that the percentage of respondents who have negatived the statements are higher than the percentages of those who have agreed them. Therefore one may conclude that respondents have not experienced any problems of study room and guidance facilities of the residence.
2. The same trend can be seen in respect of responses of Hindus and Non Hindus and also Government and Private Schools students.

It is clear from the table (5) that computed χ^2 - value 13.952 is higher than χ^2 table value (3.841) at 0.05 level and also (6.635) at 0.01 level. Hence observed difference in frequencies is significant at 0.05 & 0.01 level. The Null Hypothesis is rejected.

- V. To find the number and percentage of respondents who experience the problems of the Bars and Liquor Shops of their localities is one of the objective of the study.

TABLE 7 : FREQUENCIES INDICATING PROBLEMS OF LOCALITY AND BARS AND LIQUOR SHOPS

Sl. No.	Statement of the Item	Total		Hindu		Non Hindu		Government		Private	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
01.	Because of Drinkers in the neighbouring families, we are to spend many sleepless nights with fear and anxiety.	58 (56.3)	45 (43.6)	41 (56.2)	32 (43.8)	17 (56.6)	13 (43.3)	21 (52.5)	19 (47.5)	37 (58.7)	26 (41.2)
02.	Due to Bars and Liquor Shops in the surrounding localities, lot of problems are created.	58	45	42	31	16	14	28	12	30	33
03.	High volume TV's and Radio's of neighbouring family are causing severe headache.	55 (53.3)	48 (46.6)	38 (57.5)	35 (42.4)	17 (53.3)	13 (46.6)	24 (70.0)	16 (30.0)	31 (47.6)	32 (52.3)
				52.1 (47.9)		56.6 (43.3)		60.0 (40.0)		49.2 (50.7)	

* (%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

1. It is clear from the table (7) that the percentages of respondents who have agreed the statements are higher than the percentages of those who have negatived them. Therefore, one may conclude that respondents have been experienced by the problems of locality and Bars, Liquor Shops of their localities.
2. The same trend can be seen in respect of the responses of Hindus and Non-Hindus and also be Government and Private Schools students. excepting the case of 2nd and 3rd statement of the item. In the case of these statements higher percentage of respondents of private school students are negatived.

This difference of behaviours of Government and Private Schools students are tested for significance by chi-square test against Ho.

Ho: The Government and Private Schools respondents do not differ in their experiences on the 2nd and 3rd item of problems of locality and Bars, Liquor Shops.

TABLE - 8: The frequencies of Government and Private School respondents against 2nd & 3rd items.

Sl. No.	Variables	2nd Item			3rd Item			df	x2 value
1.	Government	28	12	40	24	16	40	1	2nd item 2.1685
2.	Private	30	33	63	31	32	63	1	3rd item 1.07

- (1) It is clear from the table (8) that computed x^2 value of the 2nd item is 2.1685 lower than x^2 table value (3.841) at 0.05 level and (6.635) at 0.01 level. Hence observed difference in frequencies is not significant at 0.01 & 0.05 level. The Null Hypothesis is accepted.
- (2) The same trend will be seen in respect of the 3rd item i.e. the Null Hypotheses is accepted.

VI. To find the number and percentage of respondents who experience the problems of Congested Classroom and Collapsible building the school is one of the objective of the study.

TABLE 9 : FREQUENCIES INDICATING CONGESTED CLASSROOMS & COLLAPSIBLE BUILDING

Sl. No.	Statement of the Item	Total			Hindu			Non Hindu			Government			Private		
		Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
01.	Sitting in the suffocated (Airflowless) classrooms causes severe headache.	43 (41.7)	60 (58.2)	103	29 (39.7)	44 (60.2)	73	14 (46.6)	16 (53.3)	30	23 (57.5)	17 (42.5)	40	20 (31.7)	43 (68.2)	63
02.	Large number of children are accommodated in the tiny class rooms. Therefore listening	45 (43.6)	58 (56.3)	103	33 (45.2)	40 (54.7)	73	12 (40.0)	18 (60.0)	30	25 (62.5)	15 (37.5)	40	20 (31.7)	43 (68.2)	63
03.	We are not able to listen the lessons without any fear in the old school buildings which are at collapsible stage.	30 (29.1)	73 (70.8)	103	24 (32.8)	49 (67.1)	73	06 (20.0)	24 (80.0)	30	18 (45.0)	22 (55.0)	40	12 (19.0)	41 (65.0)	63

* (%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

- It is clear from the table (9) that the percentages of respondents who have negatived the statements are higher than the percentage of those who have agreed them. Therefore, one may conclude that respondents have not experienced any problems of congested classroom and collapsible buildings at the school.
- The same trend can be seen in respect of the responses of Hindus and Non Hindus and also be Government and Private Schools students. excepting the case of 1st and 2nd statement of the items. In the case of these two statements higher percentage of respondents of Government Schools have been agreed.

This difference of behaviours of Government & Private respondents are tested for significance by chi-square test against Null Hypothesis.

H₀: The Govt. and Private Schools respondents do not differ in their experiences on the 1st and 2nd items of problems of congested classroom and collapsible buildings at the school.

TABLE - 10: The frequencies of Govt. & Private School respondents against 1st and 2nd items.

Sl.	Variables	2nd Item			3rd Item			df	x2 value
1.	Government	23	17	40	25	15	40	1st 1	1st item 7.548
2.	Private	20	43	63	20	43	63	2nd 1	2nd item 9.495

It is clear from the table 10 that observed x2 value of 1st item is 7.548 and 2nd item is 9.495 is higher than x2 table value (3.841) at 0.05 level and (6.635) at 0.01 level. Hence observed difference in frequencies is significant at 0.01 & 0.05 level. The Null Hypothesis is rejected

VII. To find the number and percentage of respondents who experience the problems of Drinking Water and Toilet Facilities at the School is one of the objective of the study.

TABLE -11 FREQUENCIES INDICATING DRINKING WATER AND TOILET FACILITIES AT THE SCHOOLS

Sl. No.	Statement of the Item	Total		Hindu		Non Hindu		Government		Private	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
01.	Because there is no drinking water facilities in the schools, we are carrying our	74 (71.8)	29 (28.1)	55 (75.3)	18 (24.6)	19 (63.3)	11 (36.6)	27 (67.5)	13 (32.5)	47 (74.6)	16 (25.3)
02.	We are facing lot of difficulties because there are no toilet facilities in schools.	60 (58.2)	43 (41.7)	45 (61.6)	28 (38.3)	15 (50.0)	15 (50.0)	25 (62.5)	15 (37.5)	33 (52.3)	30 (47.6)
03.	Maintenance of toilets is not in good condition.	68 (66.0)	35 (33.9)	50 (68.5)	23 (31.5)	18 (60.0)	12 (40.0)	32 (80.0)	8 (20.0)	36 (57.1)	27 (42.8)

*(%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

1. It is clear from the table (11) that the percentages of respondents who have agreed the statements are higher than the percentages those who have negatived them. Therefore, one may conclude that respondents have been experienced the problems of drinking and toilet facilities at the school.
2. The same trend can be seen in respect of the responses of Hindus and Non Hindus and also be Government and Private Schools students.

VIII. To find the number and percentage of respondents who experience the problems of Teacher behaviours in the Schools is one of the objective of the study.

TABLE 12: FREQUENCIES INDICATING THE PROBLEMS OF TEACHER BEHAVIOURS IN THE SCHOOLS

Sl. No.	Statement of the Item	Total			Hindu			Non Hindu			Government			Private		
		Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
01.	In view of ill behaviours of a few, I develop fear to go to school.	30 (29.1)	73 (70.8)	103	22 (30.13)	51 (69.8)	73	08 (26.6)	22 (73.3)	30	14 (35.0)	26 (65.0)	40	16 (25.3)	27 (42.8)	63
02.	Because of a few teacher who infuse confidence and timely console, I dare to go	79 (76.6)	24 (23.3)	103	55 (75.3)	18 (24.6)	73	24 (80.0)	06 (20.0)	30	32 (80.0)	08 (20.0)	40	47 (74.6)	16 (25.3)	63
03.	I am afraid of going to school because heavy penalties (fines) are being levied even for ignorable crimes.	21 (20.3)	82 (79.6)	103	13 (17.8)	60 (82.1)	73	08 (26.6)	22 (73.3)	30	08 (20.0)	32 (80.0)	40	13 (20.6)	50 (79.3)	63

*(%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

1. It is clear from the table (12) that the percentages of respondents who have negatived the statements are higher than the of those who have agreed them. Therefore one may conclude that respondents have not experienced any problems of teacher in the schools.
2. The same trend can be seen in respect of the responses of Hindus and Non Hindus, and also be in government and private schools students. Excepting the case of 2 item of the statement. In the case of this statement higher percentage of respondents of Hindu, Hindu and Government and private respondents are also be agreed.

IX. To find the number and percentage of respondents who experience the problems of Peer group behaviour in the schools is one of the objective of the study.

TABLE 13: FREQUENCIES INDICATING THE PROBLEMS OF PEER GROUP BEHAVIOUR IN SCHOOLS

Sl. No.	Statement of the Item	Total		Hindu		Non Hindu		Government		Private	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
01.	Because of mischievous deeds of a few problematic males, I fear to go to school.	37 (35.9)	66 (64.0)	31 (42.5)	44 (60.2)	08 (26.6)	22 (73.3)	14 (35.0)	26 (65.0)	23 (36.5)	40 (63.4)
02.	When we more close to Teachers, Co-students are spreading rumours.	31 (30.0)	72 (69.9)	22 (30.1)	51 (69.8)	09 (30.0)	21 (70.0)	14 (35.0)	26 (65.0)	17 (27.0)	46 (73.0)
03.	Because of male harassment, we are subjected to lot mental agony.	34 (33.0)	69 (66.9)	33 (45.2)	50 (68.4)	11 (36.6)	19 (63.3)	15 (37.5)	25 (62.5)	19 (30.5)	34 (53.9)

*(%) Percentages of respondents are given in the Brackets.

INTERPRETATION:

1. It is clear from the table (13) that the percentage of respondents who have negatived the statements are higher than the percentages those who have agreed them. Therefore one may conclude that respondents have not experienced any problems from peer group behaviour in the schools.
2. The same trend can be seen in respect of the responses of Hindus and Non Hindus and also Government and Private schools students.

7. CONCLUSION AND RESULTS OF THE STUDY

The respondents have not experienced the son-daughter discrimination. The Hindu and Non Hindu respondents from Government and Private Schools have also similar type of experiences.

The present study revealed that the **Non Co-operations and Non encouragements from their family members** is not experienced by the respondents of the Government and Private Schools and also of Hindu and Non Hindu communities.

The present study also revealed that the **Poor economic conditions of parents are not a problem** experienced by the respondents of the Government and Private Schools and also Hindu and Non Hindu Communities.

Further the study revealed that the **Study room and guidance facilities at the Residence** are not determined factor for the respondents of Government and Private Schools and Hindu and Non Hindu respondents.

The present investigation also revealed that the **problems of locality and Bars, Liquour shops of their localities** is a potent problem experienced by the respondents of the Government and Private Schools and also Hindu and Non Hindu communities.

The present study further revealed that the **congested classroom and collapsible building at the school** is not experienced by the respondents of the private schools and also Hindu and Non Hindu. However students of Government Schools have the problem of congested class rooms and collapsible buildings.

The present investigation revealed that the **Drinking Water and Toilet Facilities at the School** is the pertinent problem for the Government and Private and also Hindu and Non Hindu respondents.

The present study revealed the **Teacher behaviour in the schools and Peer group behaviour in the schools** is not experienced by respondents of Government and Private Schools and also Hindu and Non Hindu Community.

8. SUGGESTIONS FOR FURTHER RESEARCHER

The present is focused on the problems of girl students at schools But they may experience in other places. Therefore the problems of girls in Junior and Degree Colleges may also be taken up as an area of research.

Working women have different problems. The problem experienced by them at their work place is also form another area of research.

The problem faced by the working and non working women in educating their children is antother important area of research.

CONFLICT OF INTERESTS

None.

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