

AWARENESS OF SECONDARY SCHOOL TEACHERS ON INCENTIVE PROGRAMMES FOR GIRL STUDENTS IN KERALA

Halimabi.M C¹

Abstract

Education is the most valuable thing that one can provide for one's children. Previously it was the responsibility of parents to provide education for their children. But now, governments have identified that investment in the field of education leads to economic growth and have taken it as their responsibility to educate the citizen. The existing awareness programmes of the kerala are National Means cum merit scholarships, Kasturba Gandhi Balika Yojana, Nutrition programme for adolescent Girls (NPAG), Girls Education and Common School System, Urban Muslim Voucher Scheme, Balika Samrdhi Yojana, Single Girl child Scholarship, and Girls Hostel Scheme. The study investigates the awareness of the teachers about the incentive programmes for the girl children. The study also attempts to analysis the difference an awareness between male and female teachers. The present study provides an opportunity to know a few realities of education system on our state. The past of government efforts in providing the above-mentioned scheme are appreciable. The schemes have given good yield of enrolment in rural and urban areas. There is a difference between the awareness of male teachers and female teachers on the awareness of incentive schemes is average... There is also a difference between awareness of various schemes. Based on the findings and experience of the present study the following suggestions are offered for further research. Each incentive scheme can be taken separately and separate studies can be conducted for analyzing the problem which each scheme is facing during different stages of implementation. Problems faced and steps taken in implementing incentives schemes in secondary schools. It is understood that many incentive schemes for girl children are implemented. But the investigator could not locate many studies on the awareness about these among teachers.

Introduction

Education is a process which is especially designed to facilitate an all-round development of each and every child. Education is always emphasized as the most significant instrument for changing women's subjugated position in the society. Once woman are educated in the right way they will contribute positively to build a strong nation. Thus it is well said by pt. Jawaharlal Nehru: "Educate a man and you educate one person, but educate a woman and you educate the whole family", the wise words were rightly said by Nehru as the first thing a child learns is from his/her mother. Thus, if the foundation is weak, the future generations will not be capable of progressing and growing. For the society to flourish and function, female education is extremely essential.

In order to improve the survival and welfare of girls and reverse the distorted sex ratio at the birth (SRB) both the national and the state governments have launched special incentives schemes for girls. These incentives based schemes aims at improving values of the girl's child on the premise that financial benefits, change attitude among parents and communities. Though most of these schemes are steps in the right direvery little is known their implementation and effectiveness. The present study attempts to investigate the teachers awareness about incentive schemes .Its help to provide proper direction about various incentive schemes for parents and students and also if implemented and monitored effectively. To the girl child's fundamental right relating to education, psychological well being and economic empowerment.

Objectives of The Study

- To find out the awareness of secondary school teachers on incentive programmes for girl students in Kerala with regard to total sample.
- To find out the awareness of secondary school teachers on incentive programmes for girl students in Kerala with regard to Male and Female.

¹ . Assistant Professor, College of Education ,Lakshadweep.

Hypotheses

- There is significant difference in the awareness of secondary school teachers on incentive programmes for girl students in Kerala with regard to total sample.
- There is significant difference in the awareness of secondary school teachers on incentive programmes for girl students in Kerala with regard to Male and Female.

Methodology

The general awareness of secondary school teachers about the incentive programmes, the investigator adopted survey method. Since the study involved the collection of data from teachers spread over the three district of Kerala, The District covered was Kozhicode, Malapuram and Palakkad.

Sample

The size of the teacher's sample was limited to 300. The following factors were taken into consideration while selecting the sample, male and female teachers.

Reliability

The reliability of questionnaire for Headmasters and teachers in high school was assessed through test –retest method. The investigator administered the questionnaire to 30 headmasters and 50 teachers after a break of three weeks. The obtained scores were correlated with the scores obtained in the first administration. The co-efficient of correlation obtained headmasters was 0.60 and obtained teaches was 0.65 thus the questionnaire were found to possess and valid and reliable.

TOOLS

A standardized questionnaire for teachers and headmaster to find out the awareness of incentive schemes among secondary school teachers. The standardized questionnaire prepared by researcher (Dr. K.P. Meera and Haleema). Tools employed for the collection of data are,

1. Questionnaire for Teachers –Awareness Incentive Schemes for girls' child.
2. Questionnaire for Headmaster –Awareness Incentive Schemes for girls' child.

Analysis of Data

Hypothesis testing:1

1. To find out the awareness of secondary school teachers on incentive programmes for girl students in Kerala with regard to total sample.

The first objective of the study was found out the awareness of the secondary school teachers about incentive programmes with total sample. The result mentioned awareness and non awareness of secondary school teachers for incentive schemes calculated in percentage.

Table 4.1 Hypothesis testing 2

The awareness of secondary school teachers on incentive programmes for girl students with regard to total sample.

Total Sample	Total Scores		Percentage (%)
300	Awareness	1876	39.5
	Non-Awareness	2874	60.5
Total	4750		100

Total sample 300 and total score 4750

From the above table, it is clear that 39.5 % teachers are aware of the listed incentive programmes for girl children and non- awareness is 60.5 % respectively.

2. To find out whether there is any difference between Male and Female teachers on the awareness of incentive programmes.

Table 4.2 The awareness of secondary school teachers on incentive programmes for girl students with regard to Male and Female.

Category	No.	Total Scores	Percentage (%)
Male	150	3087	64.9
Female	150	1663	35.1
Total	300	4750	100

From the table, it's clear that 64.9 % of male teachers are aware about incentive schemes but only 35.1 % female teachers were awareness about this. So there is difference between male and female teachers regarding the awareness of incentive programmes for girl children in Kerala.

Major Findings of The Study

There is a significant difference existing in the awareness of male and female teachers. The awareness of various schemes also is different.

Perception Of Head Masters And Teachers

There is difference existing in the awareness of male and female teachers. Male teacher's awareness is higher than that of female teachers. National means cum merit scholarship is familiar in all teachers, Secondly 'Girls Education and common school system' was average awareness among teachers. The next more than half part of the teachers aware schemes are 'Nutrition programme for Adolescent girls', 'Single Girl Child Scholarship, 'Kasturba Gandhi Balika Vyojana' is another popular scheme. The next one is 'Urban Muslim Girl Voucher Scheme. It difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality. Another scheme is "Balika samrdhi yojana." It is least known scheme only 15% teachers are aware of this scheme. The last and least known scheme is "Girls Hostel Scheme" the awareness of teachers is only 8.3%.

Conclusion

This study helps to find out the awareness of the teachers about incentive programmes and also to find out the difference in awareness about incentive scheme. The study is to help increase teachers awareness about incentive schemes. Ensuring that by 2015, all children particularly girls, children in ECCE programme is to be implemented in all earnestness as supportive programme for girl's education. Incentive offered for promotion of girls education need to be revisited. The measures taken need to be of such mature, force and magnitude that they are able to overcome the obstacle posed by factors such as poverty, domestic/sibling responsibilities, girl child labour, low preference to girls education, preference to marriage over education of the girl child etc.

Teacher should be aware about incentive schemes for girls. The most useful schemes which covers maximum beneficiaries should made more extensive and regular.

Nation's development depends up on the proper usage of its human resources. It obviously emphasises the need for socio-economic empowerment of woman and develop of children through attitudinal change towards girl- child, education, training employment support services and women's rights and law. So, the successive governments have implemented many schemes for the welfare of women and child.

Suggestions for Further Research

Based on the findings and experience of the present study the following suggestions are offered for further research.

- Each incentive scheme can be taken separately and separate studies can be conducted for analyzing the problem which each scheme is facing during different stages of implementation.
- Problems faced and steps taken in implementing incentives schemes in secondary schools.
- Problems faced in implementing incentive schemes in rural as well as urban schools separately.
- Effect of incentive programmes on the enrolment and retention of boys and girls separately.
- Effect of incentive schemes on the achievement of boys and girls in rural and urban schools.

References

- Aggarwal, J.C. (2004). Development of Education System in India.
- Basu, Durga Das (1996), Introduction to the constitution of India, Eighteenth Edition, New Delhi: Prentice Hall.
- Best, J.W. and Kahn, J.V. (2000), Research in Education, New Delhi: Prentice Hall of India.
- Buch, M.B. (Ed). (1970). A Survey of Research in education. A project of the Centre of Advanced Study in Education, Baroda, New Delhi.
- Buch, M.B. (Ed) (1983-1988), Fourth Survey of Research in Education.
- Cyril, B. (1957), The backward child, London: University of London; University of London Press.
- Devadas, R.P and Radharukmani, A. (1966), "The school Lunch programme organisations and outcomes," Ministry of Education. Government of India, Publication No.753
- Government of India (1986), National Policy on Education 1986. New Delhi: Ministry of Human Resource Development.
- Mittal, S.C. and Saxena, R.R. (1985), 'Impact of Mid day meals programme on enrolment and retention at primary stage.
- Mohanty Jagannath (1994), Education for all (EFA).
- Nanda Jugashree (2008), Education for all.
- NCAER (1994) "Non-enrolment, Drop out and private expenditure on Elementary Education." A comprehensive area on status and population group.
- NSSO (1991-93); "Participation in Education.
- Tilak, J.B.G. (Feb 3010, 1999), "How Free is free Primary Education in India, "Economic and Political Weekly.
- Tilak, J.B.G. (1995), "Education towards improving equity and efficiency." (Vijay L. Kalhia and V.V. Bhandgi Rao edited, India: Development policy alternative.
- Varghese, N.V. (1993)" Private Schools in India-Presumption and Prevision "(in R.P Singh edited private initiatives and public policy in education).