

Attitude of Women Teachers towards the problems of Girl's Education.

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Abstract: *Education has always been important in the development of a nation. And it plays a vital role in the development of human race and nation. So education is a third eye to the every human-being both man and woman. The development of human, culture, social, economic and political, depends on education. Girl's education is like sowing the seed which gives rise to green, cheerful and full grown family plant. Today's girl child will be the mother of tomorrow. As a mother she can give her child a sound nursing and capable upbringing. A woman has the maximum impact on the social, economical decisions making in the family generally. At micro level, educated woman help in making the whole family including the older family members, understand the values and importance of education, and at macro level, educated women add to the social and economical development of the nation.*

The Objective of this study is to find out whether women teachers differ in their attitude towards the problems of girls' education and to find out whether the following variables: teaching experience, training qualification, and academic qualification are associated with attitude of women teachers towards the problem of girls' education. The respondents comprised of 200 women teachers of Chittoor town. The questionnaire was prepared in the light of the suggestions given by the respondents. Attitudes are scored for the favorableness, non-favorableness and undecided on 3 Point scale.

The Results revealed that

- *The type of management has no influence on attitude of women teachers towards the problem of girl's education.*
 - *The type of academic qualification of the teachers has no influence on their attitude towards the problem of girls' education.*
 - *The training qualification of teachers has significant influence on their attitude towards the problem of girl's education.*
 - *The teaching experience of the school teachers has influence on their attitude towards the problems of girl's education.*
 - *There is no significant difference between school teachers attitude towards the problems of girl's education with respect to their academic qualification.*
 - *There is no significant difference in government school teacher's attitude with respect to their training qualification.*
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I. Introduction

In the matter of development of human resources, it is education which holds the key to human progress. Hence, education is regarded as the basis of all-round development of man, society and nation. There is a high correlation between education and human development in particular and national development in general.

Education has always been important in the development of a nation. And it plays a vital role in the development of human race and nation. So education is a third eye to the every human-being both man and woman. The development of human, culture, social, economic and political, depends on education. Ultimately all these aspects lead to nation's development.

In view of this approach Independent India has provided various facilities for the development of education.

The constitutional provisions regarding education in India are in accordance with political, economic, social and culture needs. These provisions aim at fulfilling the aspirations of the people through the medium of education. They have served as ideals to be achieved and the basis for various educational developments in the country after independence. It would be no exaggeration to say that education has received far greater attention in the post-independence period than it did at any time in the past.

In this progress the constitution of India provides free and compulsory primary education. Article 45 of the directive principles of state policy lays down that, the state shall Endeavour to provide, "Free and compulsory education for all children till they complete the age of 14 years".

The constitution of India recognizes education as a basic right of every child, be it boy or girl. A large number of measures, policies and strategies are launched to reach the goal of Universalisation of Elementary Education (UEE). The universalisation of elementary education aims to provide the primary education for all children between the age group of 6-14. If the nation wants to realize the aim of cent percent universalisation of elementary education, it is imperative that there should be universalisation of enrollment. So both boys and girls share equality in fulfillment of universalisation of enrollment.

1.1 Girls Child in India :

The girl child in India is a unique position. In that the political legal framework is fully developed and geared in promoting equality between sexes and ending any form of discrimination. This framework is further supported by a large number of enabling measures in the form of forward looking policies and strategies geared to children as a whole, women in general and girls in particular. While in several respects the issues concerning a girl child may be shared by several developing countries, in India, these acquire a different sociological nuance. This is partly inherent in the Indian mythological and religious tradition which both deifies and denigrates women. The discriminatory socio-cultural values, attitudes and practices hinder the utilization of the available structures and opportunities by her. This leads us to a situation where girls both prosper and suffer. Women's social conditions started deteriorating with the passage of time. Instead of giving them education, they are being subjected to sufferings under Purdah System, Child marriage. In some states female infanticide is prevalent even today. A new culture of elimination of female foetus has gradually become rampant discrimination between the education of girl and boy is common in rural areas. Parents feel that the education of girls is wastage as they will go to their husbands after marriage and more dowries have to be paid for a more educated girl. The poverty and illiteracy among the people is also big reason for not sending the girls to schools and colleges. But things are being changed, though slowly, but gradually.

1.2 Constitutional Provisions :

The situation of girl child is a reflection of the status accorded to women in any society. The girl child of today is the women of tomorrow and the women of present day is the girl of yester years. Any issues relating to the girl child have necessarily to be looked at in the overall context of the society. Theoretically, Indian women enjoy complete equality with men and more.

The Constitution of India not only grants equality to women but also empowers the state to adopt measures of protective discrimination in favour of women for neutralizing the cumulative socio-economic, educational and political disadvantages faced by them. The fundamental rights, among others ensure equality before law, equal protection of law, prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guaranteed equality of opportunity to all citizen in matters relating to employment.

India has several constitutional and legal provisions for safeguarding and promoting the interest of children and women. The state is enjoined to provide free and compulsory education to all the children up to the age of fourteen (Article 45). The state is further committed to raising the nutritional levels, health and living standards of the people (Article 47). Children below fourteen age cannot be employed in several categories of hazardous work. (The employment of children Act 1938 ; The factories Act 1948, amended in 1949, 1950,1954. The beedi and cigar workers Act 1966). The children (Pledging of labour) Act, 1953 aim at eradicating the evil of pledging labour of young children by their parents to employers in lieu of loans advances. The child marriage restraint Act of 1929 was amended in 1976, to raise the minimum age of marriage for girls from 15 to 18 years and for boys from 18 to 21 years.

In consonance with the spirit of the constitution, universalisation of elementary education (UEE) for all children between the age of 6-14 years was planned, consisting of five years of primary and three years of upper primary education.

1.3 Various Committees and Commissions on Girls' Education :

For full development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of men. As started earlier, the education of women can assist greatly in reducing the fertility rate. In the modern world, the role of the woman goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equally with men the responsibility for the development of Society, in all its aspects. This is the direction in which we shall have move. In the struggle for freedom, Indian women fought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill health.

Development of the education of girls (1950-51 to 1965-66) . The commission says, there has been a phenomenal development in the education of women, one of the most distinctive characteristic of life in modern

Indian in the last 50 years. (At the beginning of the nineteenth century, there was hardly any provision for the formal education of girls. Even at the opening of present century, not much progress had been made. In 1901, the percentage of literacy amongst women was only 0.8. The number of girls enrolled for every 100 boys was only 12 at the primary stage and 4 at the secondary. The total enrolment in higher education was only 264 (which included 76 girls in medical colleges and in colleges of Education). Much faster progress was made in the next 50 years, both in raising their social status and in developing their education; and the progress in the last fifteen years has been almost phenomenal.

The rate of expansion of education of girls is much faster than that among boys so that the gap between them is gradually and steadily narrowing. At the lower primary stage, the number of girls enrolled per 100 boys has increased from 12 in 1901 to 39 in 1950 and 44 in 1965. At the secondary state the corresponding figures 4 in 1901, 15 in 1950 and 26 in 1965. In higher education, their enrolment has increased from a mere 264 in 1901 to 40,000 in 1950 to 24,000 in 1965. Education in mixed schools is being accepted more at the lower primary stage. The 85 percent of the girls enrolled in mixed schools are at primary stage. But there is still a considerable resistance to it at the secondary stage where only 40 percent of the girls enrolled are in mixed schools. These resistances however soften down to some extent at the university stage.

The problem of women's education has in recent years been examined by a number of committees. They are the National committee on the Education of women under the chairmanship of Smt.DurgabaiDeshmukh; the committee on differential of curricula between boys and girls under the Chairmanship of Smt. Hansa Mehta and the committee under the chairmanship of ShirM.Bhaktavastalam which studied the problem in the six states where the education of girls is less developed. We fully endorse the recommendations of these committees.

In our opinion, the strategy for the development of the education of girls and women will have to take two forms. The first is to emphasize the special programmes recommended by the National committee on Women's Education and the second to give attention to the education of girls at all stages and in all sectors as an integral part of the general programs for the expansion and improvement of education. With regard programs for the expansion and improvement of education, With regard to the first, we recommend that as suggested by the National Committee, action should be taken in the following lines;

1. The education of women should be regarded as major programme in education for years to come and a hold and determined effect should be made to face the difficulties involved and to close the existing gap between the education of men and women, in a short time as far as possible.
2. Special schemes should be prepared for this purpose and the funds required for them should be provided on priority basics.
3. Both at the Centre and in the States, there should be a special machinery to look after the education of girls and women. It should bring together officials and non-officials in the planning and implementation of programmes for women's education.

These special programmes by their very nature and temporary and will have to be pursued only till the gap between the education of boys and girls is almost bridged. But they should not be made an excuse for neglecting the second aspect of the strategy, viz, giving adequate attention to the education of girls at all stages in all sectors. In fact, if this had been done right from the beginning, the need for special programmes would hardly have arisen. In our opinion, a stage has now been reached when intensive effort should be made to develop this aspect of the strategy so that the need for special programmes will disappear in the course of a few years.

According to the New Education policy, Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The national Education system will play a positive internationalist role in the empowerment of women. It will foster the development of new values through redesigned decision-makers and administrations, and the active involvement of educational institutions. This will be an act of faith and local engineering women's studies will be promoted as a part of various courses and educational institutions encouraged totake up action programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to elementary education and retention it will receive according to priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

Day-care centers will be provided a support for universalisation of primary education, to enable girls engaged in taking care of siblings to attend schools and as a support service for working women belonging to poorer sections.

They central advisory board of education was the idea of nation-wide educational survey to locate the precise extent of expansion of educational facilities required at the elementary level and the promotions of Basic education and social education. The urgency of the problem of girl's education at all levels continued to engage its attention. But so far education was generally looked at in a piecemeal manner, stage by stage, or sector by sector.

The university Education Commission (1948-49) included a short chapter on women's education but did not pose any special problem. Regarding higher education, it is observed that women's and men's education should have many elements in common, but should not in general be identical in all respects, as is usually the case today. The secondary Education Commission (1952-53) in line with the Sargent report, did not include the traditional chapter, as it felt that at the present age of our social evolution, there is no special justification to deal with women's education separately. Every type of education open to men should also be open to women.

The problem of women's education has also been examined during the last decade by a number of committees. The National committee on women's education under the chairmanship of Smt. DurgabaiDeshmukh. The committee on differentiation of curricula between boys and girls number the chairmanship of Smt.Hansa Mehta, and the committee under the chairmanship of ShriM.Bhaktavatsalam which studied the problem in the six states where the education of girls was less developed and needed public support. The major recommendations of all three committees appear in this section. The education commission (1964-66) has fully endorsed these recommendations. The report analysed that the wide gap which existed between the education of men and women and the slow pace of progress of women education were due to our failure to realize that the education of women has still to be treated as a major problem and not merely as part of the whole problem of education and that some vigorous special measures have to be adopted to advance it. This view was indirect contrast to that held by the Sargent report. The committee further pointed our that a more serious consequence of this trend, however was the non-provision of the necessary funds for the rapid development of the education of women. The report was heard. The government of India set up a national council for women's Education in 1959 created a special unit in the ministry of education to deal with the problem of girls' education, sponsored several schemes and provided large funds for the expansion of girls' education.

The educational commission (164-66) wrote: In the modern world, the role of the women goes much beyond the home and brining up of children she is now adapting a carrer of her own and sharing equally with man, the responsibility for the development of society in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom, Indian women brought sides by side with man. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill health. Should this imply that education, the recommendations of the committee on differentiations of curricula for boys and girls (1964) make in interesting reading.

During the last 150 years the earlier demand for an entirely separate system of education for girls at the primary stage with separate schools and separate curricula has now given place to a demand for a common system with common schools and common curricula. At the secondary stage the provision of special courses suited to the needs of girls is now being believed as a part of broader problem of providing diversified system of secondary education. Finding of modern scientific research do not convince that there are clear differences between the two sexes on which an educational policy may be based. The committee on differentiate of curricula, therefore, did not consider it wise to differentiate curricula, on the basis of sex. It viusalised the democratic and socialistic pattern of society in which woman will have perfect equality with man. But before such a social order is created the traditional division of labour between men and women will continue to dominate the scene. These hard realities have been recognized by the committee before making recommendations for immediate future.

1.4 National Policy on Education - 1986:

Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well conceived edge in favour of women. The national education system will pay a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricular text books, the training and orientation of teacher's decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocation at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and

professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

1.5. The girl child focus:

The UN women's development decade(1975-85) played a major role in setting up of national focal points for development of women and children. In India, a department of women and child development was set up in 1985 in the Ministry of Social welfare and was transferred later to the newly set up Human Resource Development Ministry. It was realized in the late eighties that most of the central issues of the Development decade veered around adult women and there was a need to look at the problems of girls, right from infancy to adolescence separately. Further, it was clear that the gender neutral approach to child development programmes like UEE, ICDS was not giving the necessary dividends.

For good reasons, child and her plight as the lesser child was brought into sharp focus by scholars and activities belonging to governmental, non-governmental and international organizations. A large amount of sponsored research on educational and health issues of the girl child was generated by the government through its specialized agencies such as NCERT, NIEPA in the post NPE 1986 period. The department of women's studies brought out several studies on the Girl Child and drew attention of the policy planners to the particularly disadvantages situation of rural Girl Child.

These policy studies served the purpose of political mobilization and along with several other such efforts succeeded in getting the rural child a special focus in the VII five years plan and the revised NPE &POA of 1992. A large number of schemes focusing on specific needs of girls belonging to disadvantage groups were formulated to include, free education upto higher secondary level, special incentives like free uniforms, attendance scholarships, hostels for girls in rural areas, providing every primary school with at least one woman teacher, separate toilets among others.

The year 1990 was declared the year of the girl child. Right from the sixties at international level and from the seventies at national level, gender disparity has emerged as a major concern. In a country like ours, poverty, class and caste compound the problem of gender inequality and gender injustice. Indian society has seen rapid changes during the last few decades but these changes have not included the rights of women of children as specific components in our goals.

As a culmination of this concerted, effort the year 1990 was declared as the SAARC year of the girl child. The enthusiastic response to the issues concerning the girl child. The enthusiastic response to the issues concerning the girl child in 1990 resulted in the declaration of the 1990's as the SAARC decade of the girl child by the heads of government and states. This was a conscious attempt to maintain the tempo and drive of various activities initiated in the region during the year of the girl child. The National plan of action for the SAARC decade of the girl child 1991-2000 A.D has three major goals of SURVIVAL, PROTECTION and DEVELOPMENT of the girl child in India while emphasizing the needs of the girl child belonging to special and vulnerable groups and support of both government and non-government organization for its successful implementation and for sustaining the consciousness regarding the rights of the girl child with a view to giving her a brighter future. Urgent need is felt to reduce the existing disparities and ensuring equality for the development of the girl. To achieve this equality we will have to ensure that:

- She has the right to survive.
- She has the right to the free from poverty, hunger, ignorance and exploitation.
- She has the right to equality, dignity, freedom, opportunity, care, protection and development and finally;
- She had the right to enjoy the above rights.

Rights can be declared and policies can be formulated to express our collective liberal and humanistic concerns; but unless the real life of the girl child in her family and the community is touched by tangible efforts and actions, nothing can be achieved. Therefore, a climate has to be created in which she can exercise her rights freely and fearlessly. One has to work for the transformation of those social and cultural values that shackle and constrict the girl child and mould her into stereotypical roles. For this, every forum and every platform should be used to create awareness and stimulate positive action. Along with this, effective implementations of the laws for protecting her and provision of opportunities for her to benefit from them have to be ensured "(National Plan of Action for SARRC decade of the girl child 1991-2000 A.D)".

1.6 World Declaration of Education for All- 1990:

Education was accorded due importance when the year 1990 was observed as the international literacy year. The world conference on Education for all (EFA) was held in Jomtien (Thailand) that year. The conference launched the world wide EFA movement and the impact has been felt in varying degrees.

The summit was produced by the pre-summit meetings held over three days. Among the other issues discussed were women's education international funding of education. These are of much significance to India.

Almost every committee on education has commented on the subject beginning with the Indian education commission 1982, which suggested a separate inspectorate for girls' education. The policy has shifted from equality of educational opportunity in 1968 to education for women's equality in 1986. The National Policy on education 1968 says, in order to neutralized the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The education machinery is still struggling to get girl into school and keeping them there. 42% of pupils enrolled at primary schools are girls. But by secondary schools their proportion slides to 32%.

About two third of the estimated 950 million adults world wide are women, of the 130 million school children over 80 million are girls. Malnutrition, gender discrimination early marriage, recurring pregnancies have forced girls out of school.

Strategies for promoting women's education include location of schools closer to home, offering incentives like free tuition, uniforms and transport, motivating parents about women's education and making schools curriculum more relevant for girls.

1.7 The Indian Scenario :

India has made considerable progress towards universalisation of primary education and has even crossed the 50% in Literacy. But we still have the largest number of illiterates in the world. India accounts for one third of the world's unlettered and 22% of out of school children.

Some of the schemes launched in the past few years like the Total Literacy Campaign (TLC), the district primary education programme and Operation Black Board if implemented in right earnest can revolutionaries the educational scene. The National Literacy Mission's objective to make TLC area based time-bound and result-oriented is equally well conceived. And yet two pronged strategy to realize the goal through universal elementary education (UEE) and universal literacy enough room for skepticism. The nation is still lagging behind by 33 years as far as the target of UEE is concerned. We have not yet realized free and compulsory education to all children upto 14 years of age.

However, the elementary education system has expanded to be one of the largest in the world. The 7,17,863 primary and upper primary schools together with 2,70,000 non formal education counters, enrolled 136 million children as compared to 22.3 million in 1951.

According to the fifth All India Educational survey (1986), and the rate of growth of enrollment of girls has been higher than the boys. However, the drop-out rate is also higher among girls. Poor availability of schools near habitation, low teacher attendance and lack of sufficient base of educated rural women who can be hired teachers account for the large number of drop-outs among girls, According to the Ramamorthy Committee for review of N.P.W - 1986, about one-third to half of students find schools either boring, irrelevant or threatening. Joyless education is also a chapter in the Yashpal Committee report teaching and learning both have become a chore and a bore for a great number of teachers and children. An unimaginative and over loaded curriculum, tired teachers struggling with crowded classes, and the exaggerated emphasis on badly written text books, all contribute to the boredom. Some 40 to 50 percent of enrolled students have to say away from school owing to socio-economic and socio-cultural compulsion. While female literacy has increased from 8.86% in 1951 to 39.9% in 1991. The literacy rate for women is roughly at the same level as that of men three decades ago.

1.8 Education Budget:

India is currently by spending 3.7% of the GNP on education. Even through the percentage of expenditure on education as a proportion of GNP has growth from 1.2% in 1950-51 to 3.7% in 1990-91. The budget allocations on educations are still far below. The actual requirements of the education system, the Kothari Commission has suggested that 6% of national income be spent on education. But the actual spent has rarely exceeded 3%.

1.9 Present Situation :

In pursuance of NPE the main features of the implementation strategy will consist of the following.

1. To gear the entire education system to play a positive interventionist role in the empowerment of women.
2. To encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors.

3. To widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes.
4. All the bureau of the department of education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993. Relevant model institutions like U.G.C, AICTE, ICSSR, CBSE, ICAR, ICMR, IAMR, State boards, vocational education bureaus, etc., will also prepare similar action plans.
5. Annual reports of all the bureaus and institutions will clearly spell out the steps they have to taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels.
6. Building a positive image of women by recognizing their contribution to the society and economy;
7. Enable women to make informed choices in areas like education, employment and health (especially reproductive health);
8. Providing information, knowledge and skill for economic independence.

Gender and poverty sensitization programmes will be developed for teacher, educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities.

In order to create a greater confidence and to motivate parents to send girls to schools preference will be given to recruitment of women teachers.

1.10 Policy Parameters and Strategies: POA 1992:

The common core curriculum is a potentially powerful instrument to promote a positive image of women. The department of women's studies, NCERT will intensify activities already implemented in the area of developing gender sensitive curriculum, removing sex bias from text books and training of trainers/teachers. SCERT and the concerted state level boards and institutions will initiate work.

1.11 Research and Women's Studies:

Women's studies is a critical input to promote better understanding of women's contribution to sexual processes within social, technological and environmental change, their struggles and aspirations, conceptual obstacles that make them "invisible" in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination and thus empower women to achieve national development. The four dimensions to be supported are:

1. Research to advance the frontiers of knowledge, develop human resources and produce teaching / learning material in pursuit of the above aims.
2. Teaching to concern present attitude and values of men and women as one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.
3. Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.
4. Extension or direct involvement of institutions in women's development activities among the community.
5. It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non Formal Education (NFE). Efforts will be made to design special NFE programmes out of school for adolescent girls with a view to get them back into the formal stream or quality for technical or vocational educational programmes will reach out to girls in rural/remote areas and urban slums. Voluntary and community based efforts will be encouraged in this sector. The above tasks acquire greater significations in the SAARC decade of the girl child.
6. The rural are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with fuel, fodder, water, sibling care and paid and unpaid work, coordinated efforts albeit with other departments / ministers need to be made to provide the necessary support services to enhance their participation and performance. Provision of support services and child care facilities should be seen as a necessary and integral adjunct UEE.
7. Total literacy campaigns (TLCs), being taken up should pay special attention to women in the 13-55 age group as it has been done with very positive impact in many districts. NFE should be dovetailed to TLCs in order to reach out to girls in the 10-20 age group.
8. Improvement of girls access to technical, vocational and professional education requires a national programme to introduce and strengthen science and mathematics teaching in all girls' schools. A special scheme will be designed to meet the short fall of science and mathematics teacher in girls' schools. Serious efforts should be made by the centre and state planners, curriculum developers and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counseling for girls should be undertaken as a necessary precondition to encourage participation.

9. Women's access to technical education will be improved qualitatively and quantitatively especially in rural areas. Women's wings in general polytechnics and ITIs will be revamped with a view to diversify disciplines, trades and courses to encourage participation in view and emerging technologies.

10. The electronic point and traditional media will be used to create a climate for equal opportunities for women and girls.

1.13 The Delhi Declaration - 1993:

The EFA summit adopted a declaration called the Delhi declaration. The text of the Delhi Declaration as signed by the heads of nine most populous countries in the world on 16th December 1993. In this "Education and empowerment of girls and women" were put on top of the global agenda. These were identified as key factors in contributing to the social development: well-being and education of present and future generations, expansion of the choice available to women for the development of their full potential the declaration pledged to achieve primary education for all boys and girls by the turn of the century or even before, and said education was a social responsibility of governmental organisations. It expressed the determination of the participants to eliminate disparities of access to basic education on account of gender, age Income of family, cultural, ethnic and linguistic differences and geographic remoteness. It also called upon international collaborators to raise substantially their support for basic education services. The important points of the pledge with regard to girl-child education are as follows:

1. The education and empowerment of girls and women are important goals in themselves and rare key factors in contributing to social development, well-being and education of present and future generations and their expansion of the choices available to women the development of their full potential.

2. We will ensure a place for every child in a school or appropriate education program according to his or her capabilities, in order that no child be deprived of education for lack of a teacher, learning materials, or adequate space, we pledge this fulfillment of our commitment under the convention of the rights of the child which we have ratified.

3. We will eliminate disparities of access to basic education arising from gender, age, income family cultural, ethnic and linguistic differences and geographical remoteness.

1.12 The Magnitude of Problem - Girls' Education:

It is particularly important in this context of the third world, where there is not only lack of education in general but education in general but education of women poses special problems because of socio-cultural and historical reason.

There is considerable wastage of women potential, especially that of girls. The level of literacy is very low, and especially among girls in rural areas, it is dismally poor. Lord Dalhousie declared "No single change in the habit of the people is likely to lead to more important and beneficial consequences than the introduction of education for their female children".

According to MaryoBuvinic "Educational is one of the most direct and effective ways available for motivating and change people both women and men, However if educational institutions transmit traditional, sex-related beliefs and motivations through traditional programmes or through ostensibly non-traditional but badly panned programmes, they also can be one of the greatest liabilities to the improvement of conditions of women.

In traditional rural pursuits the problem posed by lack of educations was relatively small, both socially and economically. But this is now changing, as the modern sector begins to invade the traditional sector begins to invade the traditional sector. Lack of education is a handicap to these women.

There has been a great deal of controversy in recent time over the importance of women's education. The centre of the controversy has been the question relating to the utilitarian aspect of women's education. Different reasons have been given by various scholars and educationists to stress the need for women's education, which is a vital factor for the development of nation. According to pandit Nehru "To awaken the people it is the women who must be awakened. Once she is on the move the family, the village moves and the nation moves". Nehru emphasized "Education of a boy is the education of one person but education of a girls is the education of the entire family" so education has rightly asserted that "There can't be an educated people without educated women".

Therefore, educating girls is one of the best investments, a country can make in the future, economic growth and welfare even if girls never enter the labour force, most girls become mothers and their influence on their children more than that of their fathers play an important role.

Women education is more important from many angles. It plays a major role in determining the age at marriage. The experience of the Kerala shows that the raise in the average age of marriage in Kerala way the outcome of the somewhat unique socio-cultural forces prevailing there in recent five years. Education seems to

have become the strongest factor to push the age of marriage. Women's education positively leads to a "National restriction on early marriage". Besides women are also able to earn higher income and enjoy relatively higher economic independence and hence better status in the house hold.

Education is the only instruments which saves women from such a sad state of affairs and make them to overcome prejudices, taboos and superstitions that prevent them from using existing health facilities. Improvement of hygienic and nutrition which are considered as a precondition for the real development of society depends significantly on the general level of knowledge and skill of women. In recent times there has been much emphasis on the training of women and hence improvement of their status, particularly in the rural areas. The W.H.O also emphasis on the importance of primary health care with formal and non-formal education at the local level integrated with improvements in agricultural productions and nutrition, Sanitation, fresh water for consumption and above all health education.

In areas when women's literacy level is low, women's activities are confined to unskilled and low paying jobs. There is nothing more vital than education which alone could free them from the traditional rigidities and increase their status.

In India as in the other less developed countries women are less likely than men to continue their education to higher level and are more likely to be found concentrated in female occupations like teaching, nursing, social work, typing and stenography all of which have low status and low remuneration. Even those women who have surmounted the hurdles to professional educational are disadvantaged on women because of the difficulty of recording to the competing and often incompatible home making responsibilities. The loss of the poor nations through the under education and under employment of women has been enormous to warrant a special study of the problem of women's education. It is worth recalling that the Russians have always worked on the assumption that women posses fifty percent of the world's brain power.

1.13 Causes for the Illiteracy of Girl Child:

The unwanted girl in a culture that idolizes sons and dreads the birth of a daughter, to be born a female comes perilously close to being born less than human. Today the rejection of the unwanted girls begins even before her birth. Parental sex determination test followed by quick abortions eliminate thousand of female foetuses before they can become daughters, those girls who manage to survive till birth and beyond find that the dice is heavily loaded against them in a world that denies them equal access to food, health care, education, employment, and simple human dignity.

Girl child living with neglect from the day of her birth, a girl is viewed as a burden and a liability. For the vast majority of Indian daughters, gender determines their meager share of the family's affection and resources. Sons are considered ritually and economically desirable. Precious resources must be expended on her with no hope of any return and when she gets married her father has to collect a sizable dowry, which symbolically marks the transfer of the burden from one family. The low status of girl child inextricable linked to the low status of women. The second or third daughter is likely to receive even less attention than the first. Unwanted and unwelcome, they grow up surrounded by indifference. Parents will ignore the needs of the girl to fulfill those of the boy, in nutrition in medical care, in educational and employment opportunities.

A number of studies indicate that in children under the age of five, girls suffer from malnutrition more often than boys. Not only are girls are more malnourished, the degree of their malnutrition is also greater. Studies have shown that fewer girls are treated for illness than boys.

1.14 The family as mirror:

The temporary nature of the girl's membership in her family coupled with her low economic worth ensures a minimum investment in her development. In reality women and children together contribute the bulk of the energy needed for rural survival tasks. But this work was largely invisible.

Girl movements and also associations are strictly curtailed, for her virtue has to be guarded in order to preserve the family honour. At puberty she is often withdrawn from school leading to a high rate of wastage in education, and often withdrawn from school leading to a high rate of wastage in education, and often to loss of literacy. If she continues her education, the restrictions on her movements, such as need to be back home before dark, limit her education and vocational choices. Very few can make use of the option to earn and learn away from home. For the great majority, however, there is no way around the barriers of their gender.

For Indians almost 250 million unlettered women (a number equivalent to the total population of the U.S.A.) illiteracy and inequality are lifelong burdens. The reasons for this disparity in school attendance between boys and girls are not far to seek. For the vast majority of India's rural poor, pulling a child out of paid labour or domestic work involves an opportunity cost even where education itself is free. The girl child's labour is a continuous as it is unrecognised, unpaid and unrewarded.

When economic factors do not dictate a girls' exclusion from education, cultural values do. If the school is so far away that she needs to be escorted there or if it is a co-educational school and her teachers are male, a girls may be withdrawn from school around the age of puberty or too often her education is cut short by early marriage.

The factors which hinder the progress of women's education in the less developed countries are many. The problems are complex and cannot be attributed to any single factor. Common people have little time for education. Their parents can scarcely afford to maintain them even in infancy. As soon as they can earn their subsistence, their labour is both so constant and so severe that leaves little leisure and less inclination to apply for even thinking of anything else. Economic factors are mainly responsible for withdrawing children especially girls, much earlier than the boys from school in the developed countries like India, the primary responsibility for hindering the progress of women rest squarely on women alone. Lack of understanding the usefulness of education, shortage of funds for school dress and books for the wards, the need to keep the girls at home to look after the younger children or to help in house hold work or even to undertake some income earning work, the distance of the school from home, ascertain reluctance on the part of the consequences of co-educational institutions and above all, the parents apparently feel uselessness of educating the girl who is , any way destined to spend all her life in the kitchen are some of the predominant cause behind the indifference of women to education.

Moreover by the time the girl has finished her primary education, she will attain enough age to be helpful to her mother in looking after household duties or undertake some useful work to augment the family income".

Though there has been gradual increase in the literacy rate beginning with early twentieth century, there has been growing disparity between the male female literacy rate up to 1961 largely due to low investment on promoting women's education and partly due to social bias against women education. The basic problems of rural primary education and the reasons why it is often out of tune with the real needs of the poor especially of girls can be summarized as follows:

Firstly over 70 percent of the children live and attend school in rural areas. Secondary over 80 percent of these children are likely to spend their lives earning directly from the land or from unskilled paid employment in rural areas. Yet primary school spend likely time in imparting knowledge, necessary skills and ideas to the pupils to function efficiently in their rural environment, thus making the every process of education appear less productive. Thirdly, for a variety of economic and other social reasons, in less developed countries over 15 percent of the children, who enrolled in primary school, drop out after the very first year. Approximately 50 percent of those who enroll in the first standard of the primary school in not likely even to complete four years study. Less than 10 percent of those who enroll in primary school hardly succeed in reaching the secondary school. Among those who do enroll in the secondary school, less than 60 percent of them are likely to complete the course and only about 20 percent proceed to the University and those who do make it through secondary school and do not obtain a place in a university, the probability for them finding a job in the modern society gets lower with each passing year proportionately because of their lower qualifications.

A substantial proportions of populations in rural areas of the less developed countries are in the grip of old beliefs, meaningless social customs and superstitions, all of which work against the education of girls. The other problems are early marriages of girls, problems of higher education of the girl, extreme poverty of parents, and illiteracy of parents, purdah system, and difficulty of getting women teachers in interior villages, indifference of parents towards girls' education, lack of cooperation between home and social school and paucity of funds.

Another set of problems responsible for the slow progress of girls' education may be discussed briefly.

1. The segregation of women in many aspects of social life makes parents unwilling to send their daughters to school.
2. Many Indian rural areas cannot afford to have separate schools for girls in view of the small number of girls. Even available, such schools are often located at considerable distance from home of the girls.
3. The difficulties in transport and the reluctance of parents to send girls unescorted over long distances are causes of apathy or reluctance among parents to send their daughters to school.
4. The traditional values still dictate that a woman is expected to play the major role of a wife and mother. Marriages being a social compulsion for women in India, parents of girls do not attach greater importance to education.
5. Parents are more concerned about the marriage of their daughters rather than their education. The higher the level of education of their daughters the greater will be the difficulty of finding an equally, if not better qualified, match for their daughter.
6. The prevalence of unmistakable feelings of distrust, suspicion and even hostility towards highly educated women in Indian society.

7. Mass poverty especially in the rural areas, very often prevents the parents from sending their daughters to schools.

8. Besides lack of motivation among the parents, inadequate hostels facilities, poor quality of instruction and shortage of qualified women teachers in school contribute much towards little progress made in the sphere of women's education.

Wastage and stagnation are higher among schedule caste girls than among other castes. According to A.B. Bose, "Malnutrition, ill-health and unattractive school-environment and school-curriculum lead to the loss of interest of the girls in school. There are deficiencies in admission policies, lower level school equipment and teaching methods, over-crowding, on-availability of the right type of teachers motivated to teach students from these communities and weakness of supervision of school in backward areas are other silent reasons".

Drop-out and repetition appear to be most common among students from a low socio-economic background and are more prevalent in rural than in urban areas, and among females than among males. Causes include poverty, which may give rise to illness, malnutrition and absenteeism, the high opportunity cost of schooling for poor families, cultural factors, which affect girl in particular, inappropriate, curriculum and examinations, which are often excessively academic and designed to prepare a minority of pupils for upper secondary and higher education, badly trained teachers, lack of text books and materials, over-crowded schools, and a shortage of secondary school places, which leads to repetition at the primary level.

In search of solutions, four decades after independence, and more than a decade after a national policy for children and a National plan for the development of woman adopted, the girl-child who embodies both youth and women hood, is still a barely discernable shadow on the periphery at national policy and public awareness.

We must begin with a holistic approach and bold new thrusts in improving the girl child's health, education and status. Extending the reach of the health, education infrastructure both quantitatively and qualitatively and deploying the media wisely are essential if we are to create a climate in which girls can develop to their full potential. The imperatives of national development and human social order demand this at the very least.

II. Statement Of the Problem:

Attitude of Women Teachers towards the problems of Girl's Education.

III. Need and Significance of the Study:

Most of the studies are concerned with the development of female education, study of objectives of women's education or a discussion of the conventional problems of the education of girls. It is the opinion of the investigator that a new area namely, studies of the attitudes of the population towards girls' education deserves the attention of the investigator. Questions like what are the attitudes of the parents towards girls' education and what are the attitudes of teachers towards girl's education need to be systematically investigated and answered. Similarly the attitude of the urban population towards girls' education at primary level is also interesting to study. The investigator's review of related literature has shown that no work in this area is taken up by previous investigators. So the search of research literature made the investigator feel that this area of research on girl's education is worth taking up for investigation.

While much more is done in women's education, the investigator did not find sufficient literature on girl child education. Having felt the need for research work in this area the investigator wanted to attempt a piece of research on teachers' attitudes towards the problems of girl's education.

IV. Objectives:

The objectives of the study are:

1. To find out whether women teachers differ in their attitude towards the problems of girls' education.
2. To find out whether the following variables: teaching experience, training qualification, and academic qualification are associated with attitude of women teachers towards the problem of girls' education.

V. Operational definitions of terms used in the study:

Child	: Young human being of either sex, especially girl's child.
Women	: A fully grown human female.
Women's Education	: Education of the women, their compensatory education needs, usually their imbalance of what is seen as a male dominated society.
Girl	: Young female person.
Girls Education	: Education of the young female person of age between 6-15
Years	i.e., from 1 st class to 5 th (Primary) and 6 th to 10 th (Secondary)
Literacy	: Knowing to read and write
Enrollment	: Admission of boys and girls into either primary or secondary levels.

Drop Out : Any child who is dropped out from the school after having formal schooling.
Out of school : Children who did not join the school or away from schooling.

VI. Hypotheses of Study:

The following hypotheses were formulated for verification in the present study.

1. There is no significant relationship between type of management and teacher's attitude towards the problem of girl's education.
2. There is no significant relationship between academic qualification of teachers and their attitude towards the problem of girls' education.
3. There is no significant relationship between the training qualification of teachers and their attitude towards the problem of girls' education.
4. There is no significant relationship between the experience of teachers and their attitude towards the problem of girls' education.
5. There is no significant difference in the attitude of teachers working in Government Schools with different qualification of teachers and their attitude towards the problem of girls' education.
6. There is no significant difference in the attitude of teachers working in Government Schools with different training qualification towards the problem of girls' education.
7. There is no significant difference in the attitude of teachers working in aided Schools with different academic qualification towards the problem of girls' education.
8. Significant difference in the attitude of teachers working in aided Schools with different training qualification of teachers and their attitude towards the problem of girls' education.
9. There is no significant difference in the attitude of teachers working in Municipal Schools with different academic qualification towards the problem of girls' education.
10. There is no significant difference in the attitude of teachers working in Municipal Schools with different training qualifications towards the problem of girls' education.

VII. Variables Studied:

As the present study envisages a study of attitude of women teachers towards the problem of girls' education, the attitude is measured through the questionnaire developed by the investigator. The following variables are studied in this investigation.

7.1 List of Dependent aim Independent Variables:

Attitude of women teachers towards the problem of girls' education.

Independent Variables:

The following independent variables were considered in the study:

1. Management
2. Academic qualification
3. Training qualification
4. Teacher experience

7.2 Brief description of the independent variables:

i. Management :

In the present set up of educational administration in Andhra Pradesh the schools are managed by four different agencies VIZ., Government, Municipality, MandalParishad and private organization. The teachers working in the schools under three managements viz., Municipalities, Government and Private Organizations (Aided Schools) are included in the present study.

ii. Qualification:

Teachers working in the same designation are possessing varied academic and professional or training qualifications. But some have other qualifications as well. At present Intermediate (10+2) and teacher training certificate (D.Ed) is the minimum required qualification for the post of primary school teachers. But some have extra qualifications like graduation/post graduation/PhD., or M.Phil /M.Ed., also.

iii. Teaching Experience :

Teaching experience i.e., the number of years the individual has worked as a teacher may have an influence on their attitude hence. The level of experience of an individual is considered as one of the variables in this study. The teachers were divided into three groups depending on their school teaching experience. The three

groups were low group (10 or less number of years of experience), middle or average group (11 to 20 years of experience) and high group (21 and above years of experience).

7.3 Brief description of Dependent variables:

The dependent variable included in this study is attitude of women teachers towards the problem of girls' education.

The problems of girls' education may be classified as social cultural, economical, domestic and administrative problems.

Individuals have different types of attitudes towards ideas, persons, environment etc., An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way. In the present study attitude of women teachers was measured by collecting opinions of the teachers towards the problem of girls' education in the form of a questionnaire developed by the investigator.

Attempt was made to study whether women teachers working in schools have similar attitude towards the problem of girls' education.

VIII. Methods Of Investigation

In view of the objectives of the present research the "Chittoor" town is selected for the study. The selection of Chittoor town is based on the following considerations.

- The girls' education has been neglected due to backwardness in all respects.
- Even though Chittoor town has undergone development it has so many slum areas when compared with other towns in the district.

Procedure adopted in selecting schools in the study area:

Since the focus of the study is on girl child education, schools form the basis for drawing sample teachers or respondents. A certain convenient procedure is adopted in selection of the schools for this research, Government schools, Aided schools and Municipal schools.

The research undertook around 20 schools and total sample of 200. Before administering the sample, the researcher has collected information regarding the girl child education through pilot study. The questionnaire is prepared in the light of the suggestions given by the respondents. Due to the limits, limitations and availability of the schools in Chittoor town the researcher is unable to adopt a systematic random sampling for this study, however, the researcher has taken care to maintain an appropriate ratio among the selection of the schools while administering the sample.

Administration of the test :

The investigator personally visited all the schools included in the sample. A good rapport was developed with the teachers. They were explained the purpose and importance of the study as a matter of motivation.

The teachers were given a copy of the questionnaire schedule and requested them to respond to all the statements without leading any statement though the above tool was. Self administering, the statements were explained clearly to each teacher. Sufficient time was given to them to respond.

Scoring of the instrument:

Attitudes are scored for the favorableness, non-favorableness and undecided on 3 Point scale. The Questionnaire had both Positive and Negative questions. Each question had 3 alternatives. Y for Yes, U for undecided and N for No,

For the positive questions the researcher awarded 3 marks for each "Yes" response, 2 marks for each "undecided" response and 1 mark for "No" response. For negative question she awarded 1 mark for each "Yes" response, 2 marks for "Undecided" response and 3 marks for "No" response. And the total score was calculated.

4.4 Statistical Techniques employed:

The total scores obtained on all the variables were computed. Frequency, mean and standard deviation were calculated. The data was analysed using relevant statistical techniques like 't' test, ANOVA etc., to find out the differences in the dependent variable. The level of significance viz., 0.05 was employed to test the significance of the obtained values.

The obtained numerical results were also presented by graphical representation wherever necessary.

IX. Presentation And Interpretation Of The Data

In this section, attitude scores of women teachers were analyzed to find the effect of management, teaching experience, training qualification and academic qualification on their attitude towards the problems of girls' education.

1. Description of distribution of attitude scores of women teachers towards the problems of girls' education:

The attitude scores of women teachers towards the problems of girls' education in the form of a frequency distribution is show in the table 1. All the descriptive statistics were calculated and necessary discussion were made to see whether the distribution followed the normality.

Table – 1 Frequency distribution of attitude scores of women teachers towards the problems of girls' education

CLASS INTERVAL	FREQUENCY	MID POINT	CUMULATIVE FREQUECNY
75-80	1	77	1
80-85	16	82	17
85-90	48	87	65
90-95	74	92	139
95-100	45	97	184
100-105	13	102	197
105-110	3	107	200

N = 200

Mean = 91.97

QD = 3.87

Median = 92.00

SD = 5.30

Mode = 93.000

SK=0.116

Range = 27

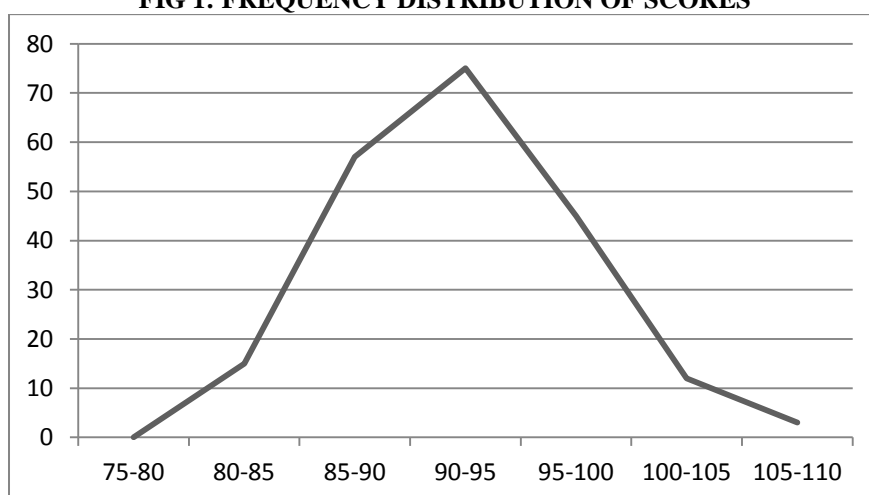
Ku = -0.072

The attitude scores spread from 75 to 110. The range is 27. The Mean, Median and Mode values are 91.97, 92.00 and 93.00 respectively. As the measures of the central tendency values are in ascending order it can be said that the distribution of the scores has positive skewness. The calculated value of skewness 0.116, also confirms that the distribution is positively skewed.

The measures of dispersion, both QD and SD values are 3.87 and 5.30 respectively. The type of relationship between the two measures of the dispersion reveals that the distribution is slightly deviating from normality.

The measure of Kurtosis -0.072 indicates that the distribution is slightly Platy Kurtic. The frequency polygon is shown in the figure – 1. It reveals that the attitude scores of the women teachers are following normality with little divergences. Hence it may be concluded that all parametric statistical tests can be employed to analyse the data on the attitude scores of teachers towards the problem of girls' education.

FIG 1: FREQUENCY DISTRIBUTION OF SCORES



score

2 Type of Management Vs attitude of women teachers towards the problem of girl's education:

Table 2 indicates that the distribution of responses of the school teachers towards the problems of girls' education according to the type of their management. To test the association between management of the school teachers and her attitude towards the problems of girls' education, the score obtained is analysed and the mean and the standard deviation are shown.

Table – 2Distribution of responses of the women teachers according to the type of their management

Management	N	Mean	SD
Govt.	35	91.69	5.67
Aided	76	91.97	5.00
Corporate	89	92.09	5.46

Women teachers who are working in Muncipal schools obtained high mean attitude score than the women teachers working in government and Aided schools. The means are compared with the help of one way ANOVA (t-test) and F value is shown in the table below.

Table – 3Results of ANOVA of attitude scores of the women teachers towards the problems of girl's education according to the type of their management

Sources	SS	DF	MSS	F
Between Gross	4.10	2	2.05	0.0724@
Within Groups	5584.77	197	28.35	
Total	5588.88	199		

@F-Value is not significant at 0.05 levels,

It is clear from the above table that the obtained F-value 0,0724 is less than table value of 3.06 at 0.05 level of significance, The ANOVA is not significant hence we accept the null hypothesis, So it can be inferred from the management. Therefore the type of management has no influence on attitude of women teachers towards the problem of girls' education.

3. Academic qualification Vs Attitude of women teachers:

Table No.4 denotes that the distribution of responses of the school teachers towards the problem of girls' education according to their academic qualification. To test the association between the qualification of the school teacher and her attitude towards the problem of girls' education, the source obtained by the respondents is analysed and the mean and the standard are shown.

Table – 4Distribution of responses of the women teachers according to their academic qualification.

Qualification	N	Mean	SD
Inter & Below	25	93.56	4.84
Degree	118	93.37	5.12
PG & Above	57	92.53	5.72

Women teachers with academic qualifications of post graduation and above obtained low mean attitude score when compared to the teachers with degree and below qualification. The means are compared with the help of one way ANOVA (t-test) and the F value is shown in the table below.

Table -5Results of ANOVA of attitude scores of the women teachers towards the problems of girl's education according to the their academic qualification

Sources	SS	DF	MSS	F
Between Gross	122.91	2	61.46	2.2149@
Within Groups	5465.96	197	27.75	
Total	588.88	199		

@ F-value is not significant at 0.05 level

From the above table it is clear that the obtained F-value 2.2149 is less than the table value of 3.06 at 0.05 level of significance. The ANOVA A is not significant. Hence we accept the null hypothesis. So it can be inferred from the Anova that the mean scores do not differ significantly with the type of qualification. Therefore the type of academic qualification of the teachers has no influence on their attitude towards the problem of girls' education.

4. Training of responses of the women teachers according to their training qualification

Table No.64 shows that the distribution of responses of the school teachers according to their training qualification. To test the association between training of the school teacher and her attitude towards the

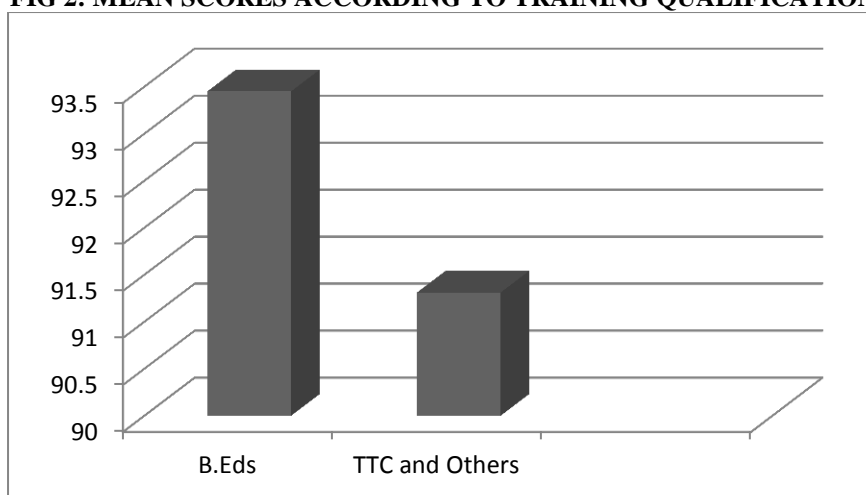
problem of girls' education, the source obtained by the respondents is analysed and the mean and the standard deviation shown. The means are compared with the help of test.

Table – 6Distribution of responses of the women teachers according to their training qualification.

Qualification	N	Mean	SD	t-value
B.Ed	62	93.45	4.63	2.682*
TTC & others	138	91.31	5.46	
Total	200	91.98	5.30	

@t-value is significant at 0.05 levels

FIG 2: MEAN SCORES ACCORDING TO TRAINING QUALIFICATION



X. TRAINING QUALIFICATION

The obtained t-value 2.682 is more than the table value 1.96 at 0.05 level of significance. Hence we reject the null hypothesis. So it can be inferred that the mean score differ significantly with the riming qualification. Therefore the training qualification of teachers has significant influence on their attitude towards the problem of girls' education.

5. Teaching experience Vs, attitude of women teachers:

Table 7 indicates that the distribution of responses of the school teachers towards the problem of girls' education according to their teaching experience. To test the association between the teaching experiences of the score obtained by the respondents is analysed and the mean and the standard deviations are shown.

Table – 7Distribution of responses of the women teachers according to their teaching experience.

Teaching Exp	N	Mean	SD
Less exp	36	91.97	5.30
Average Exp	114	91.18	4.77
High Exp	50	93.80	60.5

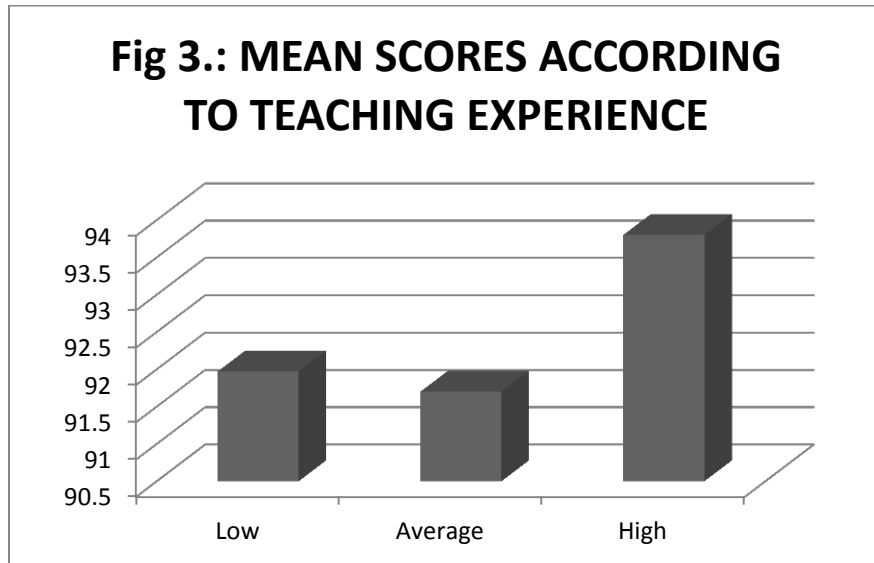
Women teachers with high teaching experience obtained high mean attitude score than the teachers with less and average experience. The means are compared with the help of one way ANOVA (t-test) and the F-value is shown in the table below .

Table -8Results of ANOVA of attitude scores of the women teachers towards the problems of girl's education according to the their teaching experience.

Sources	SS	DF	MSS	F
Between Gross	239.41	2	119.71	4.4083*
Within Groups	5349.46	197	27.15	
Total	5588.88	199		

*f-value is significant at 0.05 level

From the table it is clear that the obtained F-value 4.4083 is more than the table value 3.06 at 0.05 level of significance, The Anova is significant. Hence we reject the null hypothesis. So it can be inferred from the Anova that the mean score differ significantly with different teaching experience. Therefore the teaching experience of the school teachers has influence on their attitude towards the problems of girls' education.



TEACHING QUALIFICATION

6. Academic qualification Vs Attitude of women teachers from Government Schools :

Table 9 explains that the distribution of responses scores of women teachers from Government school teachers towards the problem of girls' education according to their academic qualifications. To test the association between government school teachers and academic qualification on their attitude towards the problems of girls' education, the mean scores and standard deviations are computed.

Table – 9 Distribution of responses of the women teachers from Government schools according to their academic qualification.

Qualification	N	Mean	SD
Inter & Below	5	91.20	3.63
Degree	19	91.79	6.29
PG & Above	11	91.73	5.73

Women teachers from government schools with academic qualification of inter and below obtained low mean attitude score when compared to the teachers with degree post graduation and above qualification. Anova is performed to verify whether the mean score differ significantly with academic qualification. The results are shown in table below .

Table -10 Results of ANOVA of attitude scores of the women teachers from Government schools towards the problems of girl's education according to the their academic qualification

Sources	SS	DF	MSS	F
Between Gross	1.40	2	0.7016	0.0206*
Within Groups	1092.14	32	31.1293	
Total	1093.54	34		

*f-value is not significant at 0.05 level

From the above table it is clear that the obtained F vale 0.026 is less than the table value 2.32 at 0.05 level of significance. The f-value is not significant.Hence we accept the null hypothesis. The Anova shows that there is no significant difference in mean scores. Therefore there is no significant difference between school teachers attitude towards the problems of girls' education with respect to their academic qualification.

7. Training Qualification Vs attitude of women teachers from government schools towards the problem of girls education according to their academic qualifications

Table 11 explains that the distribution of responses scores of Government School teachers on the basis of their training experience. To test the association between government school teachers and their training experience, the mean scores and standard deviations are computed and t-test is performed to verify whether the mean score differ significantly with training experience. The results are shown in the table below.

Table – 11 Distribution of response scores of Government schools teachers according to their training qualification.

TRG Qualification	N	Mean	SD	T-value
B.Eds	11	91.27	3.64	0.29@
TTc& others	24	91.88	6.46	

*t-value is not significant at 0.05 level

The obtained t- vale 0.29 is less than the table value 1.66 at 0.05 level of significance. The t-value is not significant. Hence we accept the null hypothesis. The t-value shows that there is no significant difference in mean scores. Therefore there is no significant difference in government school teachers' attitude with respect to their training qualification.

8. Academic Qualification Vs attitude of women teachers from aided schools:

Table 12 denotes that the distribution of response of aided school teachers according to their academic qualification. To test the association between the aided school teachers' attitude towards the problems of girls education and their academic qualification, the mean scores and standard deviations are computed.

Table – 12 Distribution of response scores of Aided schools teachers according to their academic qualification.

Academic Qualification	N	Mean	SD
Inter & Below	8	93.00	4.07
Degree	42	91.29	4.70
PG & Above	26	92.77	5.68

Women teachers from aided schools with inter and below obtained high mean attitude score when compared to those with degree, post graduation and above qualification. ANOVA is performed to verify whether the mean scores differ significantly with their academic qualifications. The results are shown in the table below.

Table -13 Results of ANOVA of attitude scores of the women teachers from aided schools towards the problems of girl's education according to the their academic qualification

Sources	SS	DF	MSS	F
Between Gross	44.76	2	22.38	0.89@
Within Groups	1827.19	73	25.03	
Total	1871.95	75		

*F-value is not significant at 0.05 level

From the above table we can conclude that the obtained F vale 0.89 is less than the table value 2.73 at 0.05 level of significance. The F-value is not significant. Hence we accept the null hypothesis. The Anova shows that there is no significant difference in mean scores. Therefore there is no significant difference in the attitude of aided school teachers with respect to their academic qualification.

9 Training Qualification Vs attitude of women teachers from aided schools:

Table 14 explains that the distribution of responses scores of Aided School teachers on the basis of their training experience. To test the association between Aided school teachers attitude and their training qualification, the mean scores and standard deviations are computed and t-test is performed to verify whether the mean score differ significantly with training experience. The results are shown in the table below.

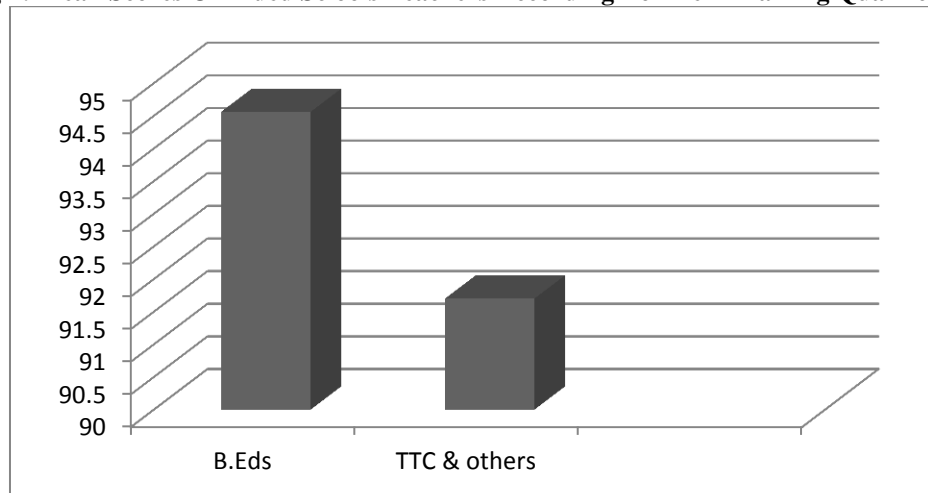
Table – 14 Distribution of response scores of Aided schools teachers according to their training qualification.

TRG Qualification	N	Mean	SD	T-value
B.Eds	18	94.56	4.27	2.605*
TTc& others	58	91.17	4.96	

*t-value is significant at 0.05 level

The obtained t- vale 2.605 is less than the table value 1.68 at 0.05 level of significance. The t-value is significant. Hence we reject the null hypothesis. The t-value shows that there is significant difference in mean scores. Therefore there is a significant difference in aided school teacher's attitude towards the problem of girls' education with respect to their training qualification.

Fig 4: Mean Scores Of Aided Sciools Teachers According To Their Training Qualification



XI. Training Qualification

5.10. Academic Qualification Vs attitude of women teachers from corporate schools :

Table 15 denotes that the distribution of response of Municipal school teachers on the basis of their academic qualification. To test the association between the corporate school teachers' attitude and their academic qualification, the mean scores and standard deviations are computed

Table – 15 Distribution of response scores of corporate schools teachers according to their academic qualification.

Academic Qualification	N	Mean	SD
Inter & Below	12	94.92	5.57
Degree	57	91.30	5.09
PG & Above	20	92.65	6.02

Women teachers who are working in corporate schools with intermediate and below obtained high mean attitude score than degree, post graduation and above qualification. ANOVA is performed to verify whether the mean scores differ significantly with their academic qualifications. The results are shown in the table below.

Table -16 Results of ANOVA of attitude scores of the women teachers from corporate schools towards the problems of girl's education according to the their academic qualification

Sources	SS	DF	MSS	F
Between Gross	137.88	2	68.94	2.39@
Within Groups	2481.40	86	28.85	
Total	2619.28	88		

*P-value is not significant at 0.05 level

From the above table we can infer that the obtained F vale 2.39 is less than the table value 2.86 at 0.05 level of significance. The F-value is not significant.Hence we accept the null hypothesis. The Anova shows that there is no significant difference in corporate schools. Therefore there is no significant difference in the corporate school teachers attitude on the basis of their academic qualification.

5.11 Training Qualification Vs attitude of women teachers from corporateschools:

Table 5.11 denotes that the distribution of responses scores of CorporateSchool teachers on the basis of their training qualification. To test the association between the corporate school teachers' attitude andtheir training qualification, the mean scores and standard deviations are computed, t-test is performed to verify whether the mean score differ significantly with training qualification. The results are shown in the table below.

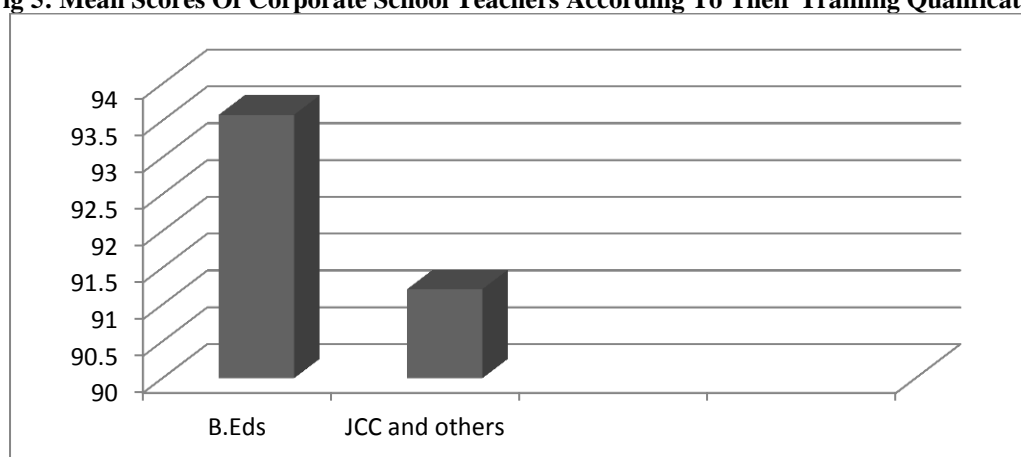
Table – 17Distribution of response scores of Corporate schools teachers according to their training qualification.

TRG Qualification	N	Mean	SD	T-value
B.Eds	33	93.58	4.94	2.006*
TTC & others	56	91.21	5.58	

*t-value is significant at 0.05 levels

The obtained t- vale 2.006 is less than the table value 1.67 at 0.05 level of significance. The t-value is significant.Hence we reject the null hypothesis. The t-value shows that there is significant difference in mean scores. Therefore there is a significant difference in corporate school teacher's attitude according to the training qualification.

Fig 5: Mean Scores Of Corporate School Teachers According To Their Training Qualification



Training qualification

XII. Conclusion :

Based on the about finding the following conclusions were drawn :

- The type of management has no influence on attitude of women teachers towards the problem of girls' education.
- The type of academic qualification of the teachers has no influence on their attitude towards the problem of girls' education.
- The training qualification of teachers has significant influence on their attitude towards the problem of girls' education.
- The teaching experience of the school teachers has influence on their attitude towards the problems of girls' education.
- There is no significant difference between school teachers attitude towards the problems of girls' education with respect to their academic qualification.
- There is no significant difference in government school teachers' attitude with respect to their training qualification.

6.10 Suggestions for further study:

On the basis of this investigation the following suggestions are made for further study:

1. Attitude of urban men teachers towards the problem of girl's education.
2. Attitude of rural women teachers towards the problem of girl's education attitude.
3. Attitude of rural men teachers towards the problem of girl's education.
4. Attitude of urban illiterate parents and rural illiterate parents towards girls' education, Attitude of religious organization towards girl's education.
5. The study could be under taken III other areas in Rayalaseema districts, Telangana and Coastal Andhra to understand different Historical, Social, Economical and educational background of rural girls.

6. Participant observation in the rural areas could be undertaken by social workers, Mahilamandals, Voluntary organizations to collect the primary data for pursuing further studies in identifying the problems of girls' education. For this the government should provide monetary assistance to the field workers or investigators.

7. The study could be extended to other process variables like funds, salaries, budget, and transfer of the teachers, promotions and incentives of the teacher to understand the ground realities related to girl's education in the rural area.

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