

ACADEMIC PROBLEMS ENCOUNTERED BY RURAL STUDENTS

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ABSTRACT

With a good education, empowerment is almost certain. An educated person can communicate confidently with others. That guy is certain that he can meet the challenges that lie ahead and is optimistic about finding employment. The researcher decided that it would be appropriate in this case to analyze the problems faced by rural students. Children in rural locations frequently have less ambition, less excitement and initiative, and less supportive home environments, which has a negative impact on their academic performance and leads to over-dependence. These students battle problems affecting their social, professional, financial, and personal life. India has a serious problem with rural education because most people still live in villages there. Despite an increase in the number of rural students attending schools, the Annual Status of Education Report (ASER) finds that more than half of fifth grade students are unable to read a textbook for second grade and cannot handle simple math problems. India has a serious problem with rural education because most people still live in villages there. More than half of fifth-graders still reside in rural regions, according to the Annual Status of Education Report (ASER), despite an increase in the number of rural children attending schools.

Keywords: - Empowerment, Infrastructure, Rural education, Resources, Awareness of education.

1. INTRODUCTION

Education is the culmination of all processes that a person uses to acquire skills and other behaviors that are beneficial to the society in which he lives. One definition of education is the methodical process of assessing how well the general public has learned the objectives of instruction. Education plays a crucial role in how the living state is organized. Education "produces decent persons to at nobly," according to Plato. The four components of a proper education are virtue, wisdom, breeding, and learning. Rural education in India is a crucial issue because the majority of the country's population still resides in villages. According to the Annual Status of Education Report (ASER), more than half of fifth grade pupils are unable to read a textbook for second grade and are unable to solve basic mathematics problems, even though the number of rural students attending schools is growing. Rural education in India is a crucial issue because the majority of the country's population still resides in villages. According to the Annual Status of Education Report (ASER), more than half of fifth grade pupils are unable to read a textbook for second grade and are unable to solve basic mathematics problems, even though the number of rural students attending schools is growing. Additionally, reading and math proficiency are further slipping. Despite attempts, they are not going in the correct way. Here, the causes mentioned in surveys as contributing to the issue are discussed. The rising use of single classrooms to teach kids from more than one grade may be one of the factors contributing to rural pupils' poor educational outcomes. Teachers' and students' attendance rates are falling in certain areas as well. These are a few causes for why education in rural India has not been successful in schools. Due to a shortage of dedicated teachers, appropriate textbooks, and opportunities for students to acquire the content in the classroom, quality and access to education are the main concerns in rural schools. Even while there are government schools, their quality is a big problem when compared to private institutions. Since most textbooks are written in English, the goal is defeated because few people in rural areas speak English; instead, they either speak Hindi or their native tongue. Their lack of interest in their academics is the effect of this. Even though some of the students from rural areas are brilliant because they have a wealth of practical knowledge and know how to survive in extremely difficult circumstances, their poverty, inability to access facilities, and difficulty understanding their textbooks are obstacles to their education.

City and rural students differ from one another not in terms of brain development or starting environments, but rather in terms of abilities, capacity for learning, accessibility to infrastructure, and use of various services. All of them must be taken into account while creating curricula, which shouldn't alter, but how it will be taught will. Encourage and develop the skills of sincere, academically motivated rural kids. Any person or student, particularly one from a remote area, must put into practice characteristics like interpersonal relationships, self-confidence, communication skills, educational technology, etc. in the present environment if they are to face society and live a successful life.

Significance of the Study

Children in rural areas tend to be less ambitious, lack excitement and initiative, and experience a less supportive home environment, which results in low achievement and over-dependence. These students struggle with issues that touch

on their personal, professional, financial, and social lives. Empowerment is nearly a definite thing with a solid education. An educated individual may interact with others freely and with confidence. That person is hopeful about getting a job and is assured that he can handle the challenges ahead. In this situation, the researcher deemed it appropriate to conduct a study on the issues faced by rural pupils. One of the causes is that, in the absence of transit options, the majority of students must travel considerable distances on foot to get to class. They are frequently discouraged from consistently attending school by this circumstance.

Additionally, there are no appropriate classrooms, playgrounds, or even basic restrooms and water sources for the pupils in these settlements. Additionally, a lot of these pupils come from low-income households, which do not have enough money to support a family of four or five. They are therefore asked to help the family's earners generate additional revenue rather than attending school and studying.

- Lack of guidance
- Lack of faculty
- Gender inequality
- Financial issue

India is a country where almost 70% of people live in villages and attend rural schools. Small rural locations with few resources and few educational opportunities provide a number of difficulties for pupils. The lack of resources makes it difficult to provide the children with the intellectual, social, and cognitive stimulation they require in the classroom. Most schools struggle to find adequate instructors due to a lack of funds and resources. From first grade through seventh grade, one teacher typically oversees 30 to 40 children in elementary schools, teaching anything from mathematics to environmental sciences. Additionally, teachers are overworked and overburdened with activities. They are not paid enough and labor in poor conditions. All of these factors have an effect on the teacher's dedication. Additionally, students frequently lack access to mentors, a quality learning environment, and other resources. Therefore, during high school and beyond, kids from rural areas encounter a number of difficulties. As these students begin their college studies, the issues get worse.

I believe that these kids' incapacity to freely communicate their opinions presents the greatest difficulty. Their uncultivated minds are the problem. For the vast majority of people, education consists of memorizing ideas from books. When I was a child, we were required to memorize material because failing to do so would prevent us from passing the test. I've dedicated a substantial portion of my life to studying for the exams. The poor quality of teachers in government schools is another factor contributing to the education system's poor standing. Due to poor facilities and insufficient pay, government schools struggle to recruit teachers of high caliber. Government spending on educational facilities must increase if education quality is to increase. The demand for teachers is dwindling in India. The demand for teachers is dwindling in India. Many teachers are being forced to change careers since the payment standards for instructors are declining. This also compels incoming students to abandon any thoughts of becoming teachers in favor of realizing the importance of imparting knowledge.

Every Indian citizen between the ages of 6 and 14 is entitled to free and compulsory education, according to the country's constitution, which recognizes the right to education as a fundamental right. This clause guarantees equal access to education for all Indian citizens for a total of 14 years. The truth, however, is very different from this. India has a literacy rate of 77.7%. However, the literacy rate in India's urban areas is 87.7%, compared to just 73.5% in the country's rural areas. The differences between these two can be attributed to a number of factors. Below is a list of some of the difficulties. India has a rural population density of over 65.53%. The educational systems in urban and rural areas differ significantly. Both urban and rural areas have different levels of literacy. Lack of understanding of the value of education is another factor in India's rural areas' low literacy rate. The majority of people in rural areas work in agriculture and related industries. Children are involved in these industries from an early age and do not place a high priority on their academics.

Rural India's lack of access to education is further hampered by religious convictions and some societal conventions. Many rural Indians think that kids shouldn't have to travel far to school and shouldn't study very much, especially girls. Instead of concentrating on receiving an education, they should work on something that would increase their income. The digital dividend presents an additional difficulty for rural schooling in India. In today's globalized society, everyone is technologically savvy and uses their applications regularly. It is essential that everyone understands how to use them. Education is provided online during the corona, but due to inadequate connectivity, children in remote areas are unable to get it. This also puts an obstacle in the way of rural Indian children's education. Some of them also lack smartphones, which prevents them from accessing schooling.

2. LITERATURE REVIEW

Rural education is essential for addressing many of India's major issues, including young disenchantment, poverty, and crime. The rural education situation serves as a gauge for a country's progress. **Times of India article by MAMTA SHUKLA (2022)**. There are potentially about 95 million children in India who do not attend school, according to Mamta Shukla's article report. The overwhelming majority of this figure comes from rural India. When we consider that boys make up a far higher percentage of children in rural India who earn a high school diploma, the already concerning number becomes even more concerning and the girl kid, in particular, is ignored and robbed of a basic education. However, more than half of the sixth-grade kids are unable to read a third-grade textbook. They hardly ever know how to answer simple mathematical problems.

According to a New Delhi, 2020 article from India's Today Web Desk, there are 1.3 billion people living in India, with 67% of them living in rural areas. There are roughly 196 million elementary school students, 146 million of whom attend rural schools (Source: U-DISE 15-16). The good news is that virtually all of these kids are in school; in rural India, the enrollment rate for children between the ages of 5 and 14 has risen beyond 95%. (ASER 2018). More than 50% of children between the ages of 3 and 16 who participated in the survey, which was done in practically all rural regions, were found to be illiterate and unable to execute basic mathematical operations ages 5 to 16. However, there are a number of issues with schooling in rural India.

- Lack of awareness of educational importance
- Lack of availability of resource
- Less availability of schools
- Digital dividend

Due to the dearth of competent teachers, the quality of education at rural schools in Namibia has been low. Good teachers only stayed in rural areas to teach for one or two years before deciding to move to urban areas (**Namwandi 2014; NANTU, 2011**). The merger of the four Colleges of Education with the University of Namibia in 2010 worsened the shortage of qualified teachers in Namibia at the time of this observation because the state no longer ensures full scholarships for student teachers admitted to the University of Namibia, unlike in the past when student teachers at former Colleges of Education were fully funded by the state (**Hanse-Himarwa, 2015**).

There is evidence to show that students in rural areas lack motivation, parental support, and direction, and that there aren't enough trained teachers to teach them (**Hardre et al, 2009; Legotlo, 2014; Mulkeen & Chen, 2008**). Despite this description, little research on education in rural areas has been done (**Gandara et al, 2001; Wallin, 2009**). In order to add to the body of information on how to raise the standard of instruction in rural schools, this study concentrated on the state of learning in those institutions. Teaching hungry students presented additional challenges to rural instructors who were already overloaded in terms of assuring effective learning (**Ibadin, 2010; Monk, 2007**). When students were undernourished, they lacked the energy to focus during class presentations and comprehend the material being taught. It was extremely difficult for teachers to keep their students awake and motivated to understand what was being taught because they were drowsy and less engaged during lessons. Due to the inability to achieve optimal learning, this decreased instructor motivation and morale. Malnourished students and an uninspired teaching staff thus contributed to subpar learning outcomes in rural schools.

Rural education also involves working with underprivileged and undernourished students, whose unmet academic demands frequently result in school absences (**Aziz, 2011; Epply, 2009**). Other than the learners' and their disadvantaged parental backgrounds, Due to the paucity of studies on their unique learning needs, these rural students are at risk for low motivation and academic failure (**Gandara, Gutierrez O'Hara, 2001; Hardre, Sullivan & Crowson, 2009**). Financial hardships, a teacher shortage, and a lack of educational facilities are all common problems that hinder learning (**Hardre & Sullivan, 2008**).

Technology advancements are another factor contributing to the growing knowledge gap between urban and rural schools, which causes rural students to lag behind their urban counterparts (**Lingam, 2012**). Rural schools are in remote areas, making the installation of technology infrastructures expensive and time-consuming. Due to this inequality, students in rural schools perform poorly academically since they do not have access to the same instructional resources and facilities as students in urban settings. According to studies on learners' achievement as it relates to environmental elements, the environment has a substantial impact on learners' achievement (**Hardre, Sullivan & Crowson, 2009**). Research on these elements specifically in a rural context is, however, sparse. High rates of student absenteeism and their inability to read and write properly affect learners' performance in rural schools (**Adedeji & Bamidele, 2003**). Due to learners' late introduction to learning in rural schools, their capacity to learn reading and numeracy is typically hampered because they are not exposed to it early enough, when their egos and

levels of curiosity are at their highest. Poor student performance is a result of a lack of timely exposure to teaching and learning in rural schools. Over the past two decades, there has been an increase in concern about education in rural areas across the continent of Africa, where nearly In Africa, 70% of the world's population (**Adedeji & Olaniyan, 2011**).

The main problems impacting the quality of education provided in many African rural schools are a lack of competent teachers and subpar teaching environments (**Mulkeen & Chen, 2008**). Since most parents in rural areas lack the education and resources to support their children's education, they are often ashamed to talk to their kids about their schoolwork (**Legotlo, 2014; Mulkeen & Chen, 2008**). Additionally, learning in important disciplines like mathematics, physics, and special education was poor in rural areas because of the difficulty in locating instructors and teaching materials in these fields (**Hammer, Hughes, McClure, Reeves & Salgado, 2005; Paul, 2005**). As was previously said, the majority of rural schools were underfunded and lacked buildings, staff, and instructional materials (**Ncube, 2013**).

Due to the low educational attainment and high poverty rates among rural parents, efforts by the School Boards to support rural schools were not always successful (**Vande Merwe, 2011**), which led to subpar student performance in rural areas as a result of inequities in educational resources (**Lingam, 2012**). As a direct result of poor teacher retention in rural schools, which reduced learning success, there was a lack of human resources (**Aziz, 2011**). (**Bauch, 2001; Carey, 2004; Darling-Hammond, 2003; Shadreck, 2012**). All educational development and providing initiatives depend on the availability of qualified teachers with the necessary pedagogical abilities, expertise, and traits (**Burnett & Lingam 2007**), the lack of which leads to subpar mastering of learning objectives.

High teacher turnover as a result of difficult working circumstances in rural areas contributed to the shortage of human resources at rural schools (**Shahidul & Karim, 2015**). After completing their teacher training programs, qualified instructors who chose to stay in metropolitan regions made matters worse by leaving rural schools with an ongoing shortage of trained teachers (**Burnett & Lingam, 2007**). Because many rural schools lacked the space to house students in all grade levels, multi-grade teaching was the norm (**Adedeji & Olaniyan, 2011**). Learner performance was poor in rural schools due to a lack of professional teachers and teachers trained specifically for teaching several grades (**Lingam, 2012; Narsey, 2004**). Lack of a solid grasp of the notion of learning, as this learning was carried out and viewed on the basis of the economic narratives of the rural environment, contributed to the state of inadequate learning at rural schools (**Ncube, 2013**). There is evidence that learning in rural areas is inhibited by a lack of human and physical infrastructure resources, which, to a significant part, leads to prolonged poverty and poor learning results. The success of learning was hindered by elements like undernourished students and little parental participation. The morality of the school staff in cultivating good relationships with parents and mobilizing sufficient resources for teaching and learning can produce quality education in rural schools with inadequate resources notwithstanding the influence of these issues learning (**Van der Merwe, 2011**).

3. RESEARCH GAP

The goal of this study was to review existing literature on the challenges and problems faced by rural school students during studying and to describe the extent to which these challenges had an impact on that learning. The objective was to provide the appropriate advice on how to address the issues so that they do not worsen learning in rural schools. The study's main objective was to examine various literature sources, evaluate data thematically, and debate it in the context of learning in rural areas.

4. OBJECTIVES

- To find out the obstacles faced by schooling students hailing from the rural area.
- To emphasize the awareness of the obstacles in education of the students to the society.

5. METHODOLOGY

The major problem of this study is rural education and this research is to cognize the people in rural area as well as the government. The study is based on secondary data analysis with parallel keywords as regard to this topic by copious admired researchers. In this research reference books, text books, journals, news articles, encyclopedias and the various e content that is available online is used as secondary data.

6. DISCUSSION & CONCLUSION

One of the main issues is the lack of equal possibilities on the same platforms, which results in benightedness. Young people are becoming disillusioned, and as a result, we are losing many brilliant scientists and national leaders. There are some promising directions for the educational system, where we may find kids with creative ideas and aspirations that they could contribute to the development of the nation. We have such qualified teachers who have the potential to

raise a generation of young people who are responsible. Education should be accessible to everybody. We must support alternative schooling so that young people can pursue their interests. Scholarships should be awarded to everyone, not only students from disadvantaged background.

India has a 77.7% literacy rate, but there are differences between rural and urban areas. The literacy rate in urban and rural India differs significantly. However, there are other causes for the low literacy rate in rural India. Rural India struggles with education because there are fewer schools and resources, fewer teachers are available, religious and social norms, a great distance between home and school, and low levels of education awareness. The construction of schools in every village, the provision of proper and adequate infrastructure and other resources, the use of contemporary technologies in education, and raising awareness of the value of education and human rights are all ways to improve the current state of education in rural India.

Numerous academics have claimed that education in rural settings is ineffective. Thus, the numerous difficulties that characterize schools in rural areas were blamed for the absence of effective learning there. In order for educational stakeholders to understand how these challenges affect learning and how best to deal with them, in order to minimize their negative effects on learning, it is important to note these challenges, which relate to persistent poverty, a lack of parental commitment, and inadequacy of resource.

In comparative terms, rural schools faced harsh learning conditions than urban schools, and learning at urban school was therefore less hampered owing to urban locality, a generally perceived better standard of living and a better understanding of education among parents and guardians of urban areas. This comparison does not imply that urban areas were not faced by challenges, though did not form part of this study. Admission is made that urban areas too, have their own set of challenges unique to them, which other studies can dwell on. But in terms of family economics, localities, services provision and accessibility, urban schools enjoy these services better, which then placed rural schools marginally at disadvantages relative to learning.

Due to the locale of the rural environs, learning in rural schools was marked by a number of difficulties. According to reports, difficult environmental circumstances are a feature of rural areas, and these conditions have an impact on education. According to a study of related literature, persistent poverty among rural families, low parental involvement, and a lack of resources in rural schools were the main obstacles to learning in rural schools. The majority of students at rural schools come from low-income households that were unable to meet their children's educational demands. Due to the lack of family food, many rural school students attended classes on an empty stomach.

The majority of parents in rural schools placed little value on education, and as a result, they did not support their children's education, lowering their learning aspirations. Additionally, the majority of rural schools lacked the necessary resources, including human resources such as qualified teachers and oversight staff, building infrastructures because the classrooms lacked enough space to accommodate all students, and instructional materials that weren't adequate to promote effective learning. These pressures coupled inhibited learning in rural schools, preventing students from mastering curriculum objectives as needed.

The following implementations should be made to address this issue:

- The government should maximize the school feeding
- In order to provide nutrition and allow students to learn without interruption, the government should make the school feeding program available to all schools in rural areas and maximize its use.
- Guardians of learners receiving monthly social grants
- Guardians of learners who get monthly social payments from the government should wisely use the funding to ensure their children's welfare in a variety of ways, including clothes, nutrition, and educational resources.
- School authorities should frequently hold meetings
- The administration of the schools should regularly host meetings and other events to inform parents about the value of educating their children and to show them how they may effectively participate in their education.
- The government should ensure the provision of
- The government should make sure that rural schools have access to resources like timely teacher deployment, adequate classroom construction, and instructional tools for successful learning.

If these suggestions are implemented and enhanced, it will contribute to effective classroom instruction.

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