

Difficulties Faced by Border Area Secondary School Students

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Abstract: *The goal of this study is to investigate the difficulties encountered by secondary school students of border area. The number of problems faced by students of border area that affect their performance. The results revealed that students facing many infrastructure problems, academic, non-academic, unavailability of Audio-Visual aids, smart classrooms, library, computer lab, and many other insecurity problems and threats by neighboring countries that continues to force the closure of schools along with international border. The parents of border area students are worried about the future of their students as they are unable to get normal education. The centre and state government should find solution of these problems so that their children get normal education and their performance level should be improved.*

Key Words: *Problems, border area, secondary school, students.*

1. INTRODUCTION:

The state of Jammu and Kashmir in India is particularly sensitive, because of its position. The majority of its components are bounded by international borders from other nearby nations. Border regions see daily minor or occasionally major confrontations for a variety of political reasons. People who live close to these border areas eventually experience effects from these conflicts on their daily lives. The recent border unrest has caused a significant impact on pupils' academic activity at the nearby schools. Residents who live in borderlands are frequently forced to leave their homes and farms; as a result, they travel between their hometowns and find temporary housing in relief campuses or other structures they may have built over the years while living in fear. Numerous issues that the kids deal with have an impact on their academic performance. These issues alter the children's study habits and learning preferences. The psychological burden that these issues and difficulties place on the pupils has an impact on their academic performance.

1.1. Meaning of Education:

Fostering understanding, including the development of expertise, abilities, mindsets, convictions, as well as routines, constitutes what education is all about. Instruction, telling stories, conversation in groups, and guided study are all examples of instructional practices. Although instruction is typically provided by teachers, students can also study independently. Knowledge can occur in a variety of environments, and it can refer to any event that has an influence on a person's thoughts, feelings, or actions.

Certain educated individuals claim that the Latin title "Educatum," which refers to the process of instructing or instruction, is the source of the English word "education." According to an association of educators, it derives from a Latin expression called "Educare," referring to "to bring up" or "to raise." Some Proponents claim that the phrase in Latin, "Educere," referring to "to lead forth" or "to come out," is the source of the word "education." All of these interpretations suggest that education aims to nurture human virtues and bring out the greatest potential in each person. Education aims to enhance a person's natural abilities. Additionally, we hope to instill in a person certain ideal information, comprehension, abilities, hobbies, perspectives, and creativity through education. Essentially he gains a comprehension of the more profound aspects of existence, such as complicated interpersonal interactions, cause-and-effect relationships, and so forth. He gains certain abilities in expressing himself verbally and in writing, computation, and using various tools, among other things. He begins to show a curiosity in and a viewpoint on representative lifestyle, collaborative administration, humanitarian work, and other topics.

1.2. Definitions of Education:

Aristotle asserted, “Being an integral part of the community, a person is trained via instruction to achieve his goals by using all of his abilities to the maximum”. *In Socrates' opinion*, “Education is the process of awakening fundamental principles that exist within each mankind's subconscious brain”. *John Dewey claimed*, “Education constitutes the constant rebuild of memories that involve navigating within them”.

1.3. Goals of Education:

Goals provide procedures meaning. The necessities of the circumstance have been taken into consideration when formulating educational goals. The human tendency has several facets and a variety of requirements that are connected to life. Education goals and life goals are intertwined. The complete evolution of the human race on this planet's surface ought to be the aim of education. UNESCO research indicates, “The essential goal of education is to integrate a person's mental, bodily, empathetic, and ethical components into a whole person.” The formation of pre-schoolers into fellow humans devoted to working towards the establishment of communal environments characterized by affection, friendship, liberty, fairness, and unity is another objective of education. The only way to mould pupils is to give them first hand exposure to the importance of these ideals within the context of the classroom. Instructors were able to accomplish this by living it out in the dozens of tiny but significant interactions they had with learners. The realization of human inherent perfectionism is education.

1.4. The Value of Education:

“The finest instrument that you're granted to make a difference in the entire globe is education.”
Nelson Mandela...

For the sake of each of us, adequate education is essential. Subjects of various ages, castes, creeds, religions, and geographical regions are able to acquire knowledge well throughout their lives since they do this. It defines an approach to acquiring expertise, ethical principles, abilities, and assumptions. Perhaps more than previously, individuals ought to become very conscious of the value of information. Everybody needs education to advance their expertise, manner of existence, and position within society and the economy over the span of their lives. The criminal is inhibiting someone's ability to receive an adequate educational experience, which is a privilege for all. We all place a great deal of importance on education since it affects every aspect of our lives. We must educate ourselves if we are to live a happier, more tranquil existence. It fully changes us on the within as well as the exterior, altering our mind set, character, and degree of assurance. Because being generative in biological terms, it profoundly transforms our daily lives. It aids someone in learning new things and boosting their trust throughout lifetime. Both our entire private and occupational progress benefit greatly from it. There do not exist demographic restrictions; anyone can receive an education at any point of time. It aids in our ability to discern between positive and negative things.

2. LITERATURE REVIEW: Studies Related to Problems and Challenges faced:

Ray (1994) Theoretical research and national experiences in which education could address conflict, issues, and obstacles are now available. It is useful in increasing consciousness as well as efficiency of handling various circumstances. **Kate (2007)** determines the contribution of touchscreen whiteboards and programs accessible via the internet to improved learning outcomes and mindsets among pupils about resolving subject-related difficulties. **Gudjonson (2009)** revealed in their study that The educational challenges faced by students varied across areas. In comparison with native ones, males and females had noticeably more issues. The main causes of educational challenges are issues with family finances and health, as well as a lack of expertise among teachers and pupils. **Kour (2010)** found that in recent years, the focus of teaching methods has shifted from being mostly regulated and teacher-oriented to being student-interactive. A system like this necessitates a variety of adjustments to the instructional process and the resources employed for effective teaching. **Selsho (2012)** presented an explanatory study that focused on the difficulties with scholastic aptitude and psychological difficulties that affect the initial period of five years. As they move from grade 12 to first-year study learners. Some of the results of the investigation place attention on the fact that orientation had little bearing on the performance of students in school and societal interaction. **Gihar and Sharma (2013)** carried out a study on a “A correlation study of personality characteristics, academic achievements, motivation, educational aspirations and adjustment of secondary school students”. The main objective of this study were to study the relationship among multidimensional personality characteristics, academic achievements, motivation, and level of aspiration unadjustment of secondary school students.

3. MATERIALS: Geographical Conditions of Samba District of Jammu & Kashmir State:

In the Jammu and Kashmir region of the Indian Federation, Samba is the only municipality in the "Samba Tehsil" in the Samba District of Jammu & Kashmir state in India. The third least populated provincial body in the entire region is Samba, which has an estimated population of roughly 12,700. It is the second-smallest city in the subdistrict in terms of area, with an overall area of 2 km square (0.77 sq. mile). Polls take place every five years for the 13 wards that make up the entirety of the city. Having an estimated population of 1702, Samba Ward No. 13 is the most populated of the 13 wards, and Samba Ward No. 11 is the least populated with a populace of 533. The city was a part of Jammu District prior to Samba District being created. Bari Brahmana's primary industrial region, which formerly belonged to Jammu District, is now a part of Samba District. The city has a lengthy history of military service. Samba is situated at 32.57°N 75.12°E and is on average 384 m (1260 ft) above sea level. 40 kilometers (25 miles) from the city of Jammu, Samba is located in the Shivalik Hills next to National Highway 1-A on the bank of the Basantar River. The operational Boundary Line of Pakistan borders Samba District to the south, Tehsils Jammu and Bishnah of Jammu District to the west, Udhampur District to the north, Kathua District to the east, and Kathua District to the west.

4. Rationale of the Study:

The jammu and kashmir state of India is a very sensitive state specifically due to its geographical location. Most of its parts are surrounded with international border of different neighbouring countries. Due to various political reasons border areas across with day to day small level or something large conflicts. These conflicts eventually affect day to day activities of the people living in the vicinity of these border areas. The recent disturbance at the border largely affected the academic activities of the students studying in the schools located near border areas. The people living close to border areas are often compelled to leave their homes and agriculture; they end up travelling between their native places and shift accommodation either in relief camps or alternative dwellings they may have built during decades of living under the shadow of fear. The students have to face various problems that effect their studies. These problems change their learning styles and study habits of the children. These problems and challenges also cause psychological pressure on the students that effect their academic performance.

This study aims at shedding the light on the students who suffer from various problems and challenges that effect their academic performance and study habits. In this study, the investigator took every possible opportunity to touch upon various problems and challenges encountered by the secondary school students and affecting their academic achievement. The problems are interrelated, hidden behind different reasons. The significance of the problems and challenges stems from the fact that studying these problems thoroughly is quiet essential because these studies would participate in shaping the future of the coming generation. In the present study the investigator wants to find out the various problems and challenges faced by the secondary school students that affect the performance of students in teaching- learning process. This is the reason behind the present investigation. Due to paucity of the researches in the area, the investigator decided to take up this piece of research having a title, 'Difficulties faced by border area secondary school students'.

5. Research Questions:

- What kind of problems are being faced by the students at secondary level of border areas?
- What provisions do schools enforced for the welfare of the students in border areas?
- What kind of challenges has been encountered by students at the secondary level of border areas?

6. Objectives of the Study:

- To find out the problems faced by the students with respect to academic facilities.
- To know the provisions enforced for the welfare of the students at secondary schools in the border areas.
- To find out the problems and challenges encountered by Secondary School students in the border areas.

7. Research Methodology:

In the present study the descriptive survey method was used by the investigator, for attaining the formulated objectives, the researcher regarded the selected methodology which was more suitable to collect data from the research setting.

7.1 Population of the Study:

The population of the present study include the 9th class students of Government and Private secondary schools of Samba district of Jammu and Kashmir state in India. Therefore all the secondary school students in the Government Schools and Private Schools of Samba district of Jammu and Kashmir state in India constituting the population.

7.1 Sampling of the Study:

There are many techniques for obtaining a sample, which may be the representatives of the whole population. In the present study the investigator followed the convenience sampling technique for selecting the sample of the study. In the present study there are 25 total schools in Ramgarh tehsil, out of 25, 8 schools are government schools and 17 schools are private schools. From the 8 Government schools, the investigator has taken 50% of the government schools (i.e. four). From the 17, the investigator has taken 35% of the 17 schools, the investigator selected six private schools. In the present study, the sample of 300 students (150 boys and 150 girls) of secondary schools of border area of Ramgarh tehsil in Samba district of Jammu & Kashmir in India were selected.

7.2 Data and Sources of Data:

For the present investigation, the investigator has adopted the semi-structured questionnaire, and checklist for collecting the data. These are of two parts: First part i.e. Questionnaire which consists of 29 items and second part i.e. checklist which consists of 20 items.

7.3 Data Analysis and Techniques Employed:

For analyzing the assembled data, the investigator has followed the frequency and percentage calculations. The data which has been collected with the help of questionnaire, checklist was analysed quantitatively. The data which has been collected through open ended responses was analysed with the help of content analysis.

7.4 Major Findings of the Study:

In the light of data analysis and interpretation, some of the significant findings have been emerged and presented as follows;

Objective I: To find out the problems faced by the students with respect to academic facilities.

- The study revealed that 80% of the students responded that they were facing problems in teaching learning process.
- The study found that 40% students they didn't have any computer lab in their schools.
- The study discovered that 50.3% respondents stated that computers in the computer lab of their schools are not working properly.
- The study revealed that 100% of the students responded that there is no internet facilities are available in their school's computer lab.
- The study found that more than half of the respondents stated that they had not proper electricity facilities available in their schools.
- 100% of the students stated that there is no language lab facilities in their educational institutions.
- 40% of the students responded that their schools didn't conducted co-curricular activities in their schools.
- The study revealed that 60% of the students responded that their schools had not any library facility.
- The study discovered that 76.33% students stated that their schools had not the facilities like separate music room, fine art, separate reading room and dance room.

Objective II : To know the provisions enforced for the welfare of the students at the secondary schools in the border areas.

- The study found that 40% students responded that their schools didn't organize any awareness programs related to the government welfare schemes.
- The study discovered that 60% respondents stated that they didn't get any benefits from the government programmes.
- 100% students responded that they felt insecurity during school times on they are dining in border areas.

Objective III : To find out the challenges encountered by secondary school students of border areas.

- The study discovered that the majority of the respondents (100%) stated that there are no separated reading facilities available in their schools.
- 100% student respondents revealed that their schools didn't provide them separate music and dance classroom facilities.
- 60% student respondents revealed that there are no smart classroom facilities available in their schools.
- 60% students responded that there is no physical education teacher available in their schools.

- The study found that 60% students responded that they had not any availability of library in their schools.
- The study found that 100% students responded that they had not the availability of any language labs in their schools.
- The study discovered that 100% students stated that fire safety measures facilities are not available in their schools.

8. DISCUSSIONS OF THE FINDINGS:

The study primarily aims at determining the problems encountered by secondary school students of border area of Ramgarh tehsil in Samba district of Jammu & Kashmir state in India with non availability of Audio- visual aids, smart classrooms, computer labs, libraries etc.

Based on findings of the study, the majority of the respondents were faced problems in teaching- learning process. Majority of the student respondents that they are facing many problems due to the lack of infrastructural problems. Without the proper infrastructure students did not performed well in their studies. It effect on their studies as well as their academic performance. These findings were confirmed by studies done by Ray (1994). The study also revealed majority of the students responses declared that unavailability of Audio – visual aids, smart classroom, fire safety measures, notice board all are big challenges for them. These findings of the study matched with Shamatha et.al. (2004) theoretical framework regarding effective classroom learning environment. The study was also found out that 40% students responded that they are not aware about any Government programs and 100% students that they are facing with the problems of insecurity. The study matched with Gudjonson and others (2009) students education problems were different in various field. Insecurity problems, family problems, lack of enough knowledge among students and students are most important factors leading to educational problems.

9. Educational Implications of the Study:

- This research work indicated that students were lack of getting exposed to the language. It is said that language teachers can organised various activities, games so that there would be scope for pupil to improve their speaking skills.
- All schools must be equipped with audio-visual aids, so that these generate interest in pupils and it can enable the students to grasp every concept very well.
- Awareness campaign to educational programmes should be organised for the welfare of the students of border area.
- All schools must be equipped with the sports, library facilities so that these arouse interest among pupils and makes them mentally strong and physically fit.

10. CONCLUSION:

From the above discussions, the investigator concluded that the students of secondary schools of border area facing many problems that effect on their performance. Students are facing many infrastructural, academic, non-academic and also insecurity problems. Government should take initiative to solve the various problems. So that they can perform very well in academic as well as non-academic activities.

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