

RURAL STUDENTS ACADEMIC PROBLEMS – A REVIEW

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Abstract

Rural students are face an increasing number of challenges while they continue their education in higher secondary levels. The most significant issues they deal with include interpersonal relationships, communication skills, a lack of exposure to educational technologies, a lack of confidence, and a poor conception of oneself. The researcher believes that the students may therefore be exposed to topics relating to interpersonal relationships, communication skills, exposure to educational technology, self-assurance, and self-concept. The organisation of a guidance and counseling centre within the specific institution is one of the approaches and means to tackle the issue. Orientation lessons may be scheduled in response to the poor performance in the subject. A bridging course may be offered for subjects like math, physics, and chemistry. When holidays and celebrations are held in schools, students should be encouraged to take part in the activities.

Keywords: *Academic Problems, Higher Secondary Students, Interpersonal Relationship, Social Groups.*

Introduction

A strong, close, long-lasting association or acquaintance between two or more persons is referred to as an interpersonal relationship. This connection could be derived by inference, affection, camaraderie, routine business meetings, or another sort of social commitment. Relationships between people develop in the context of social, cultural, and other factors. The context might range from relationships with family or kin, friends, partners, colleagues, employers, clubs, neighbourhoods, and places. They form the foundation of social groupings and society as a whole and may be governed by law, custom, or mutual agreement. Numerous branches of the social sciences, including sociology, psychology, anthropology, and social work, are involved in the study of interpersonal relationships. When attempting to establish a relationship with another individual, interpersonal skills are essential. Relationship science, which distinguishes itself from anecdotal evidence or fake experts by basing conclusions on data and impartial research, developed throughout the 1990s as the scientific study of relationships. In mathematical sociology, interpersonal connections are also a topic.

Review of Related Literature

Sharmila Devi, Issues Facing Students in Primary Schools The motto of all emerging nations is "Education for All and Lifelong Learning," which refers to the socioeconomically

weaker segment of Indian society. Education should be a fundamental human right, according to the UNO charter. Everyone has the right to education, which must be free at least during the elementary and fundamental phases, according to Article 26 of the Universal Declaration of Human Rights. In India, the Right of Children for Free and Compulsory Education Act, 2009, which was passed on August 27, 2009, has already declared that children between the ages of 6 and 14 have a basic right to elementary education. Despite efforts in this direction, there are issues with elementary education in India, particularly with children from the less privileged parts of society. As a result, a large percentage of these children do not finish their education up to the elementary school level and either stay out of school or prematurely drop out without completing their schooling. In light of this context, the author undertook research to examine the issues faced by Scheduled Cast pupils in rural primary schools in the state of Haryana, who are members of the country's poorer socioeconomic groups (India). 200 kids from six public schools in the Jhajjar area of Haryana, India, made up the study's sample. Analyses were conducted using a self-developed questionnaire and the Chi-Square test.

According to Odden and Picus (2004), education is a significant industry in our nation. The majority of state and local government expenditures are devoted to education, which also employs millions of people as teachers, administrators, and support staff and tens of millions of children. More than 100,000 local school boards are involved in education.

According to D'Amico (1995), many rural villages were contracting, and in some cases, going extinct. This phenomena has several well-known causes, including the migration of family farmers sparked by the agriculture crisis of the 1980s. As technology advanced, farms grew larger and required fewer farmers to cultivate larger tracts of land. Along with the long-standing propensity of young people from rural areas to seek their fortunes in the big cities, recent floods and other natural calamities have accelerated the trend away from rural areas. However, parts of the upper Midwest's rural areas have seen growth at the same time. New opportunities in farming, manufacturing, and the service sector have emerged; high-tech companies have relocated; baby boomers with children of their own have moved to rural areas in search of a safer, simpler life; and highways have shortened the distances between many rural communities and cities or regional centres.

According to Lasley, Leistritz, Lobao, and Meyer (1995), the rural economic downturn of the 1970s–1980s resulted in a greater influx of people seeking employment in cities. As a result, fewer kids attended rural public schools, and the price of educating them began to climb. Many rural school districts experienced a financial crisis as a result of declining enrollments and rising costs. Family farms were lost during the farm crisis of the 1980s because contemporary farming methods increasingly relied on revenues that could only be obtained through massive operations. The collapse of the agricultural sector's economy had a knock-on effect on rural communities' non-farm economies, which again led to falling

school enrollments and an increase in the number of graduates moving to cities in search of jobs.

The importance of education for the wellbeing of rural America has long been acknowledged, as emphasised by Kannapel and DeYoung (1999) and Stern (1994). According to Arnold, Newman, Gaddy, and Dean (2005) and DeYoung (1987), school closures and consolidations as well as a deteriorating economic foundation in some rural communities have put a strain on rural families and schools. Rural schools also had a difficult time finding a diverse pool of skilled teachers and the supplementary materials needed to guarantee success. The lack of studies that are pertinent to rural education, its unique environment, and its difficulties has long complicated this research. According to Barley and Beesley (2007), the 2001 No Child Left Behind Act (NCLB) has increased pressure on rural educators to attain 100% student competence in core subject areas by the year 2014, even though many of them believe that this expectation is underfunded. Therefore, in order to augment the portfolio of research-based instructional strategies for student populations with high needs, the pressure for all children to succeed urged that schools place priority on factors related to student performance.

According to Beeson and Strange (2003), about 43% of the public schools in our country are situated in rural areas. Rural school buildings are often older than their urban equivalents, and more than half of them have structural or mechanical flaws as a result of years of insufficient investment. Additionally, McColl and Malhoit (2004) noted that rural schools were frequently small and had community-centered characteristics that had been linked in a large body of research to better academic achievement, greater graduation rates, less behavioural issues, and even economic efficiency. Small rural schools are very frequently in danger of closure and consolidation into larger schools under the mistaken belief that bigger is better and more affordable, while many metropolitan schools want to emulate small schools with all of its advantages. Every state in the union, from the Texas-Mexico border to northeast Maine, from the poorest parish in Louisiana to the California coast, and from the Navajo Nation to the Pacific Northwest and Alaska, has at least one rural school serving one in three of all K–12 students in the country.

According to The Rural School Community Trust (2000), both rural and urban schools deal with issues such kids who live in poverty. Contrary to popular opinion, however, rural areas frequently experience greater poverty levels. For instance, 244 of the 250 poorest counties in the US were located in rural areas. Additionally, while minority student enrollment in urban schools is typically high, African-American, Native American, and Hispanic student enrollment in many rural schools is on the rise.

According to Nachtigal (1994), there are strong linkages between rural communities and schools. The school has historically served as the hub of activity in small towns. As schoolgoers unite around sporting activities, plays, musical performances, and sports, which

make up a significant portion of the town's entertainment, it serves as a source of communal identity.

For better or worse, a lot of the social conversation is based on the school news. The school served as the single major economic venture for many rural areas. It had the biggest budget, frequently the greatest physical facilities, and perhaps the most highly trained personnel of anyone in town. The maintenance and operation of public schools is the largest expenditure of the neighborhood's local tax money in the United States, where education is a shared duty of the states and local governments. The highest government investment in local infrastructure may be made in nations where education is a national priority.

Lyson (2002) discovered that schools in rural areas serve a variety of purposes. In addition to offering elementary education, they also function as social and cultural hubs. Sports, drama, music, and other community activities take place in schools. He also noticed how crucial a school is to a rural community's survival. Schools, according to him, are representations of a community's independence, energy, integration, sense of self and tradition, and sense of self and community.

According to Howley and Howley (2001), families in tiny rural towns started establishing schools even before the 1800s so that their children could learn to read and write. These schools were set up haphazardly for the majority of the 1800s, with no official backing or oversight, and served the interests and needs of the local community. The academic year was brief, and enrollment was low.

Of course, kids had to walk to these schools, so a lot of kids who lived in the country couldn't go. Therefore, many rural kids received their education from their parents, neighbouring relatives, or neighbours, which was typically of a practical character. However, these circumstances did not align well with the objectives of states in requiring student attendance. Using the common school system to achieve governmental and economic objectives was highly valued by policymakers and educators. At a time when the majority of Americans were farmers or rural residents, they were willing to structure education in ways that would impact family routines and farm production in order to achieve their goals. To improve the environment of rural schools, authorities started to advocate for school consolidation as early as the 1880s. These recommendations, however, would have had little influence if transportation infrastructure and mechanics had not advanced.

According to Snyder and Hoffman (2001), the smaller rural schools started to collapse in the 1930s as transportation technologies caught up to plans to establish large consolidated schools. Since then, pupils from rural areas have been bused to schools that are bigger and farther away from their homes. In reality, since roughly 1930, consolidation has reduced the number of school districts and schools in the United States by 91% and 67%, respectively, while concurrently increasing the number of pupils by 83%.

According to Killeen and Sipple (2000), the impact on rural school transportation budgets is rarely recognised. Today, rural school districts spend more per student on transportation than urban school districts do.

Although generations of rural children had been riding school buses for more than 50 years, Howley and Howley (2001) highlighted that educators knew relatively little about that experience from the perspectives of communities, families, or students. However, there are significant uncertainties regarding the duration of rural students' bus travels, how such rides affect their academic performance and school attendance, and how widespread school busing affects rural lifestyles.

Rural educators were aware that many of their children boarded buses early in the morning and got home extremely late in the day, according to Killeen and Sipple (2000). Nevertheless, there are no data or statistics available at the national level that take children's bus journey time into account. Elementary kids in rural and suburban schools had some basic riding time comparisons supplied by Howley, Howley, and Shamblen (2001). Overall, the study found that children attending rural schools were more likely to experience bus rides of 30 minutes or more than their suburban peers. They frequently travelled over more difficult routes and uphill or mountainous terrain than suburban students did during their rides. In addition, it was extremely common for rural elementary school students to be double-routed, which meant that they travelled the length of two routes in order to maximise efficiency. This put them on buses with middle and high school students. Some instructors believed that these mobility issues were a reasonable cost for children in remote areas to incur in order to benefit from larger, more centralised schools. But were there any unstated fees? In academic terms, costs undoubtedly presented a significant cause for concern.

One of the better studies in the field, conducted by Lu and Tweeten in 1973, which is now very antiquated, found that the length of bus rides in Oklahoma had a detrimental impact on students' academic performance. Howley et al. (2001) discovered that in the absence of more recent studies on achievement impacts, research addressing the effects of large-scale schools on the achievement of low-socioeconomic-status (SES) students provided the most logical basis for assessing the costs and benefits of long bus rides. The results of this study were important because it had been discovered that shorter bus rides were positively correlated with smaller class sizes. According to the U.S. Department of Commerce (1998), rural areas, where so many families' incomes were below the national median, provided a special case for paying attention to the academic attainment of low-SES pupils.

Howley and Bickel (1999) and Bickel and Howley (2000) reviewed a wealth of research on the size of districts and schools, particularly those in rural areas, and made very unambiguous statements about the issue of accomplishment. This literature demonstrated that schools and districts serving sizable shares of economically disadvantaged pupils tend

to perform better overall when they are smaller in size. Although these studies used school- and district-level data, they did offer a solid foundation for drawing conclusions about the performance of low-income students who attended large, remote schools. And this logic led to the conclusion that such pupils were likely to perform worse academically. Of course, it is yet to be demonstrated if the lengthy bus travels taken by rural kids directly contributed to this negative consequence.

According to Fox (1996), lengthy bus commutes separate pupils from their families and communities for a significant portion of each school day. Fox discovered that lengthy commutes decreased the quantity and variety of home activities as well as students' sleep, leisure, academic focus, and participation in extracurricular activities. Fox also discovered that because rural farm families' schedules were the least flexible, they suffered the greatest degree of discomfort. Although uncommon, Fox's claims were not original. School busing is one of a number of institutionalised school practises that, according to Beaumont and Pianca (2000), lead to the breakdown of community cohesion. School sprawl removed children and their activities from rural and small-town areas, but the potential loss to social capital and community cohesion caused by this removal has not been investigated.

A basic description of the rural school bus ride was given by Howley (2001). Howley discovered that the majority of rural children have excessively long commutes based on a survey of elementary school administrators conducted in five states. While virtually all of these kids (85%) take buses one way that take longer than 30 minutes, around a quarter of them take buses that take longer than 60 minutes. Many rural children's school days are lengthened by long bus rides as well as lengthy wait times at the school (i.e., before the start of and after the conclusion of the instructional day). Rural children in the responding schools saw an average morning wait time of 14 minutes. There was a 13-minute wait on average in the afternoon. Rural pupils also took somewhat unpaved routes to get to school. Rural bus routes typically travel on paved main roads 36% of the time, paved minor roads 43% of the time, and paved small roads 20% of the time, although there was considerable variance by state. Furthermore, a substantial section of the roadways utilised to carry children in many rural areas crossed hilly or even mountainous terrain.

Pritchard (2007) discovered that for rural schools in states like West Virginia and Arkansas, prevailing in court also has a cost. In Arkansas, Lake View, a tiny, rural school district, successfully contested the state's school finance system in front of the state supreme court after 12 years of litigation. However, the state legislature chose to merge smaller districts like Lake View in order to comply with a court order to alter Arkansas's school finance system. Although they were able to successfully challenge the funding structure in court, Lake View's residents lost their community school, and pupils lost the chance to receive an education near to where they lived. West Virginia's experience was comparable

to Arkansas'. Over 25% of West Virginia's rural schools have been closed and combined since the plaintiff's legal victory.

According to McColl and Malhoit (2004), plans regarding school facilities are frequently drafted with expanding suburban regions in mind, omitting the special and crucial needs of tiny, rural towns. These laws frequently mandate that rural community schools have a certain minimum number of students in order to facilitate consolidation. Other regulations, such minimum acreage requirements, inadvertently force tiny schools to move to locations far from the hubs of rural activity. Providing high-quality, regional education has been viewed as being more affordable through consolidation. When states rely heavily on local funding to construct and maintain educational facilities, the quality of the buildings in which children attend school reflects economic inequities between areas. Researchers have discovered, and the courts have confirmed, that schools without heat and air conditioning, with collapsing roofs and deteriorating floors, with unsafe electrical systems, with toxic asbestos in the ceilings, or that are not wired for computers and the Internet make it difficult for teachers to effectively teach and for kids to learn.

According to Lawrence (2002), research has shown that, contrary to popular belief, the economies of scale promised by proponents of large schools are largely fictional. Larger schools' operational costs are more heavily correlated with increased levels of administration and higher transportation costs than with initiatives and approaches that enhanced student learning. Even claims that larger schools will offer a more diverse curriculum have turned out to be untrue, according to Eyre (2002). Students who are required to take a long bus ride to a bigger school lose valuable time that would otherwise be spent studying, taking part in extracurricular activities, or spending time with family and friends. The trip time can be as long as two hours each way. Alternatives that are less expensive are available to provide rural pupils with the educational benefits frequently associated with wealthy suburban institutions. Distance learning presents a more practical and affordable way to provide students in small and rural areas with an enhanced curriculum in the new era of electronic communications.

According to Lawrence (2002), tiny schools are not only advantageous for students, but they are also a vital component of the communities they serve in rural locations. Rural towns frequently view their school as the community's "glue," giving the citizens' dispersed population cohesiveness and identity. Small schools give communities reasons to get together as well as a place to convene. Additionally, nearby schools contribute to the local economy. According to studies, rural communities' already vulnerable economies can suffer if their schools are closed.

Lasley et al. (1995) noted that when rural economies declined from 1970 to 1980, more people moved to urban areas in search of employment. As a result, fewer kids attended rural public schools, and the price of educating them began to climb. Many rural school districts

experienced a financial crisis as a result of declining enrollments and rising costs. Family farms were lost during the farm crisis of the 1980s because contemporary farming methods increasingly relied on earnings that could only be achieved through massive enterprises. The collapse of the agricultural sector's economy had a knock-on effect on rural communities' non-farm economies, which again led to falling school enrollments and an increase in the number of graduates moving to cities in search of jobs.

According to McRel (2006), teachers frequently cited the longevity of the teaching staff as a strength and factor in the high student achievement since it made it simple for them to collaborate for the benefit of the students. According to one administrator, maintaining instructors created a sense of continuity and community for students in grades K–12. The school's culture allows teachers to feel important, respected, and that they are a part of something special, the principal said in response to a question about why teacher retention is so high. This culture offers rewards beyond monetary remuneration. The teaching staff thought that because they worked in a small school, they were all working toward the same goals and that this made a difference. Another teacher remarked that she chose to remain because of the community's strength and the desire to provide her kids the advantages of growing up in a small town. Another instructor observed that the majority of teachers came from families with agricultural backgrounds, which is advantageous in a small rural town.

According to Ingersoll (2001) and the National Commission on Teaching and America's Future (2003), teacher shortages are more a result of teachers quitting their jobs than of too few persons joining the sector. Nearly a third of American teachers departed the profession after their first three years of teaching, according to Ingersoll's (2001) examination of data from the National Center for Education Statistics. After five years, almost half go. The attrition rates were even greater in many rural and low-income regions.

According to Collins (1999), Jimerson (2004), McClure, Redfield, and Hammer (2003), and Reeves (2003), there are four main issues that rural schools and districts must deal with: low pay, social and geographic isolation, challenging working conditions, and the No Child Left Behind (NCLB) requirements for highly qualified teachers.

Drug Use at a Rural Secondary School in Kenya, by Ndeti, David M., Khasakhala, Lincoln I., Mutiso, Victoria, Ongecha-Owuor, Francisca A., and Kokonya, Donald A.

Adolescent alcohol misuse and difficulties with alcohol-related use are extremely common and a major global concern. This study evaluated drug misuse among students at a public rural secondary school that accepted both boys and girls and provided boarding and day school options. It also assessed students' understanding of drug abuse, its impact on psychosocial well-being, and its ability to cause behavioural difficulties. A self-reporting drug use instrument that tracks prevalence, frequency, and broader trends in substance use was completed by the students. The most frequently reported substances of use were alcohol, tobacco, "khat" (*catha edulis*), and "bhang" (*cannabis*), with user prevalence rates

of 5.2%, 3.8%, 3.2%, and 1.7%, respectively. Cannabis, heavy drugs, "khat," and alcohol use began at 11, 12, 13, and 15 years old, respectively, while tobacco use began at age 10. Seventy-one percent of the kids knew that one or more of their classmates used drugs, and 49.8%, 41.7%, 37.6%, 44.3%, and 32.4% of them knew that using alcohol, cigarettes, "khat," cannabis, and hard drugs, respectively, was a behaviour issue at school. The majority of students (78.6%) said that drug users required support to cease their drug use behaviour. Three-quarters of the students knew that using drugs was bad for their health. However, the majority of students (73.6%) thought drug users in schools need to be disciplined. School dropout, poor academic performance, drunk driving, crime, and adolescent pregnancy are just a few of the drug use behavioural issues that undermine the security of the educational system, the institution of the family (families experience problems), and society at general. Due to the pandemic of drug misuse in educational institutions, teachers now have the additional responsibility of actively guiding and counselling drug abuse survivors in addition to imparting knowledge.

Basic Education Curriculum Reform in Rural China: Achievements, Issues, and Solutions, Wang, Jiayi; Zhao, Zhichun.

Over the past ten years, there has been a recent wave of curriculum reform in basic education that has produced notable outcomes and advanced rural education. However, there are still some issues with the reform of basic education in rural areas, such as a severe lack of funding for curriculum reform in rural schools, the continued lack of teacher resources in rural primary and secondary schools, and the urgent need to improve the integration of information technology and curriculum. Right now, it's important to support the balanced development of rural basic education curriculum reform, strengthen government support for curriculum reform in rural areas, ensure funding for curriculum reform by including it in fiscal budgeting, revise curriculum standards to improve the adaptability of the new curriculum to rural schools, and develop instructional materials tailored to the needs of rural primary and secondary schools.

An Examination of the Provision of Supplemental Educational Services in Nine Rural Schools by Zoe A. Barley and Sandra Wegner.

Schools receiving federal Title I monies are expected to provide their low income children with supplemental educational services (SES), such as tutoring outside of school hours, if they continue to fall short of competency standards as defined by the No Child Left Behind Act. The percentage of eligible students who actually use these services has been extremely low across the country, at 20% or less. In seven High Plains states, an earlier study revealed an even smaller percentage (11%) and discovered that the programme was even less effective for rural schools. In order to pinpoint the root causes of underrepresented participation of eligible students, this study examined interview data from nine rural public schools. Eight of the nine rural schools in this study found it challenging to implement the

SES programme successfully, with student participation rates of 5% or less in seven of the nine schools. There were four variables looked at: 1) The degree to which school and district staff members valued SES programmes; 2) The connections made with service providers; 3) Parent outreach; and 4) Obstacles to service delivery, such as transportation issues, a lack of Internet access, a lack of trust in outsiders, and logistical challenges related to serving remote rural areas. In addition, we looked for any impediments that had been overcome. The authors urge states to provide more resources to help high poverty, low performing rural schools adopt the programme.

Conclusion

The growth of individual citizen and the country as a whole is built on the basis of primary education. Education is crucial to a person's complete personality development. The administration has devised novel measures to make all basic schooling mandatory. Simply put, primary education refers to the eight years of required schooling that start at age six. The government has mandated that all children get free primary education. The earliest and most important stage of our country's educational system is primary schooling. By meeting the needs of the child's physical, intellectual, social, emotional, aesthetic, moral, and spiritual needs, it promotes the harmonious development of his or her personality. It prepared kids for good citizenship by instilling in them a love of and allegiance to their nation, its traditions, and its culture, as well as a sense of scientific curiosity and the value of hard work. Despite different efforts, a sizable portion of youngsters aged 6 to 14 are still not enrolled in school (the orbit of basic education). Therefore, it is imperative to pay special attention to the underprivileged groups, such as Scheduled Castes (SC). To improve the situation of India's Scheduled Castes, the government has established a multifaceted strategy.

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