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## SATISFACTION ANALYSIS OF ADOLESCENT GIRLS WITH SCHOOL RESOURCES: A STUDY OF KASTURBA GANDHI RESIDENTIAL SCHOOLS IN RAJASTHAN

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### ABSTRACT

Enrolment and retention are crucial for an education system. With a clearly defined gender and caste hierarchy, several communities in India face discrimination at the intersection of gender, class, and caste. This paper addresses the micro-implementation realities of an education scheme that aims to address the intersectional disadvantages, particularly in school education. Implemented under Samagra Shiksha Abhiyan (SMSA), Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme offers a residential school facility for adolescent girls belonging to SC, ST, OBC and other minority groups. This paper particularly analyses satisfaction of enrolled students with the educational and infrastructural resources. It measures the difference in satisfaction scores of students studying in three different types of KGBVs- type-I, type-III, and type-IV. A multi-stage sampling design was adopted to determine the state, districts, blocks, and selected KGBVs to be undertaken for the study. Rajasthan offered a compelling case, given its stringent caste structure and least female literacy rate in the country. The study was conducted in 18 KGBVs in four purposively selected districts- Jaipur, Udaipur, Jaisalmer, and Bharatpur. A total of 285 students from senior-most classes were purposively selected as they had the longest experience of staying in a KGBV. One-way ANOVA test revealed that there was a statistically significant difference between the three student groups. A post-hoc Scheffe test demonstrated that students in type-I KGBVs were more satisfied with the educational and infrastructural resources than students in type-III and IV KGBVs. This difference prevailed primarily due to dissimilar nature of implementation in different types of KGBVs.

**Keywords:** Adolescent Girls, Education, Equity in Education, Kasturba Gandhi Balika Vidyalayas, Samagra Shiksha Abhiyan, Student Satisfaction

### INTRODUCTION

India is a multi-cultural, multi-ethnic, and multi-religious country with clearly defined gender and caste hierarchy. This has led to profound concerns around disadvantages among varied communities at the intersection of gender, caste, class, ethnicity, and religion (Shah, 2011). Disparities between states and regions and across the gender dimensions continue to pose socio-cultural challenges. For example, states like Bihar, Rajasthan, and Uttar Pradesh lag behind in various development fronts since they are perpetually caught in a vicious circle of reproducing disparities based on non-egalitarian social structures. Thus, it is imperative for such states to lay special focus and invest in marginalized groups so that deep rooted social inequities are addressed in an effective manner (Padhi, 2013).

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in 2004 with an aim to set up residential schools for adolescent girls at upper primary level. It was merged under Sarva Shiksha Abhiyan (SSA) (or Education for All movement) in 2007, which in turn got merged under Samagra Shiksha Abhiyan (SMSA) (or Holistic Education Movement) in 2018. With initiation of SMSA, a total of 1232 KGBVs were upgraded from upper primary to secondary level during the year 2018-19. In Rajasthan alone, 68 KGBVs were upgraded from class 6-8 to class 6-12 (MHRD, 2019).

The four types of KGBVs initiated under SMSA are: (i) Type- I for existing KGBVs for classes 6 to 8, (ii) Type-II KGBVs for classes 6 to 10, (iii) Type- III KGBVs for classes 6 to 12, and (iv) Type-IV KGBVs for existing girls' hostel for classes 9 to 12. The list of KGBVs functioning under Rajasthan in particular is represented in Table 1:

**Table 1: Type-wise sanctioned KGBVs in Rajasthan**

	KGBVs sanctioned type-wise				Total KGBVs sanctioned upto 2018-19	No. of KGBVs operational
	I	II	III	IV		
<b>India</b>	2743	729	503	2265	5970	4791
<b>Rajasthan</b>	132	0	68	118	318	316

Source: Ministry of Education, 2019



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KGBV scheme targeted low female literacy and high dropout rate of adolescent girls in school education system (Rao, 2015). KGBVs aim to provide access to quality education to dropout and never-enrolled adolescent girls belonging predominantly to SC, ST, OBC, and other minority groups. Countless studies have revealed that the number of dropouts are higher in the age group of 11-14 years across all states of India. Approximately, one in every three dropout girls attended their last school till class 5<sup>th</sup> (CRY, 2019). Thus, this particular scheme helps in addressing the issues of gender, class, and caste.

The scheme offers free schooling and lodging facilities to 75 percent girls from the aforementioned communities and remaining 25 percent to girls from families residing Below Poverty Line (BPL), single parent child, or child with no parental support. Under this scheme, residential schools are established in Educationally Backward Blocks (EBBs) of the country, where Rural Female Literacy Rate is lower than the National Average and Gender Gap in literacy is higher than the National Average. It is a revolutionary step towards bringing out-of-school girls back into formal schooling. KGBVs have immense potential to act as change agents for these adolescent girls (Swain, 2019).

As a national-level scheme enacted to particularly mitigate the gender inequity in school education, KGBVs follow a unique approach to ensure inclusion and increased access to upper primary and secondary education. The main aim of the scheme is to positively affect the enrolment and retention of adolescent girls in school education. There are 3703 KGBVs in the country, out of which 3697 are operational, enrolling 3.78 lakh girls (Ministry of Education, 2018). Numerous studies have discussed the potential of KGBV scheme in aspiring to promote a school atmosphere that is different in terms of its specific target group i.e. adolescent girls who are at the crucial stage of (i) having higher probability of dropping out, (ii) being psychologically important to develop the identity, and (iii) the age where the personal and educational needs of girls are different. Studies have highlighted that KGBV curriculum not only focuses on basic education but also emphasizes on a student-centred life skills curriculum that aids in shaping a better world view for the adolescent girls (Shah, 2011).

This paper addresses the micro-implementation analysis of KGBVs, particularly addressing the satisfaction levels of end users of the scheme. It aims to intertwine the aspects of inputs with the grassroots realities of implementation, through an analysis of students' satisfaction. It is believed that a shift from inputs to outcomes can only be bridged if we have a clear picture of implementation realities of access and utilization. With assessment of satisfaction of students, it would be clearer for policymakers and implementers of how the primary stakeholders perceive the benefits of educational and infrastructural resources.

The basic aim of KGBVs was to bridge the gaps in adolescent girls' education, by ensuring a smooth transition from primary to upper primary level of education. The up-gradation of KGBVs under SMSA administered this transition further to secondary level. Jha & Subrahmanian (2006) also emphasized the need for state support to help girls transition smoothly to secondary level of education, especially girls belonging to poorer socio-economic communities. Juneja (2010) also pointed out that the school supply and different cycles of schooling affect the access to secondary levels of education for children. In Rajasthan, 68 KGBVs were upgraded to class 12<sup>th</sup>, thereby providing access to secondary education to girls who had successfully completed their upper primary education (MHRD, 2019).

## RESEARCH DESIGN AND METHODOLOGY

### Objectives of this paper:

- i. To assess the satisfaction of KGBV students, in terms of educational and infrastructural resources.
- ii. To analyse the difference in satisfaction scores of students enrolled in different types of KGBVs.

### Hypothesis addressed in this paper:

H<sub>0</sub> (Null Hypothesis): There is no significant difference in the Type of KGBV and Student Satisfaction Score.

H<sub>1</sub> (Alternate Hypothesis): There is a significant difference in the Type of KGBV and Student Satisfaction Score.

### Locale of the study:

Rajasthan provided a compelling context to understand the micro-implementation of KGBVs, as the state poses least Female Literacy Rate of 52.1 percent (Census data, 2011) and the state faces stringent gender and caste issues. On the contrary, the state efforts exhibit

a different picture. 94 percent of the sanctioned KGBVs are functional in Rajasthan. A total of 200 KGBVs approximately have been set up in the state in 13 special focus districts.

**Sampling Design:**

A multi-stage sample design was adopted to select the KGBVs to be included in the study. A total of 18 KGBVs were selected from four districts- Jaipur, Udaipur, Jaisalmer, and Bharatpur. These districts were purposively selected based on their respective Female Literacy Rates (two below the State Average and two above the State Average). Within the schools, a total of 285 students were included in the study. The inclusion criteria for the students was based on the period of experience, i.e. students from the senior-most classes 8 and 12 (based on the type of KGBV), who had the longest experience of staying and studying in a KGBV. The following model depicts the sample undertaken:

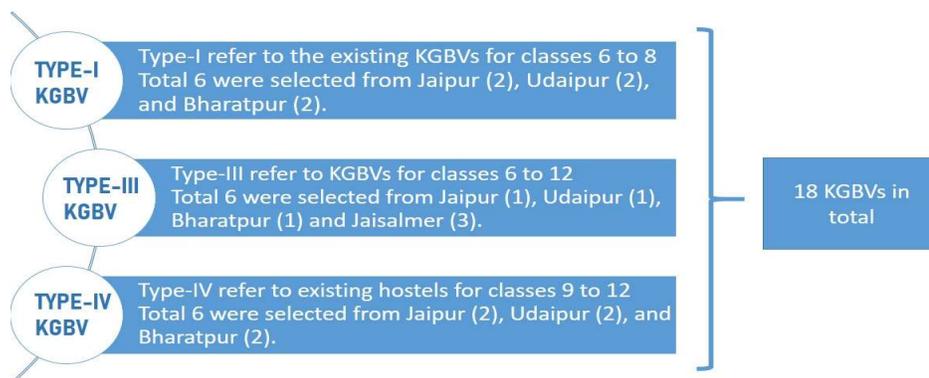


Figure 1: Sample KGBVs undertaken for the study

Source: Author

**Satisfaction Score Assessment Tool:**

Satisfaction associated with every indicator were presented using separate statements. 31 statements were utilized for scoring. Students were asked to rate each statement on a three-point Likert scale, as follows: 1=Satisfied; 2=Needs Improvement, and 3=Poor/absent.

The following indicators (Figure 2) were adopted for evaluating the satisfaction with educational and infrastructural resources from the students’ perspective:

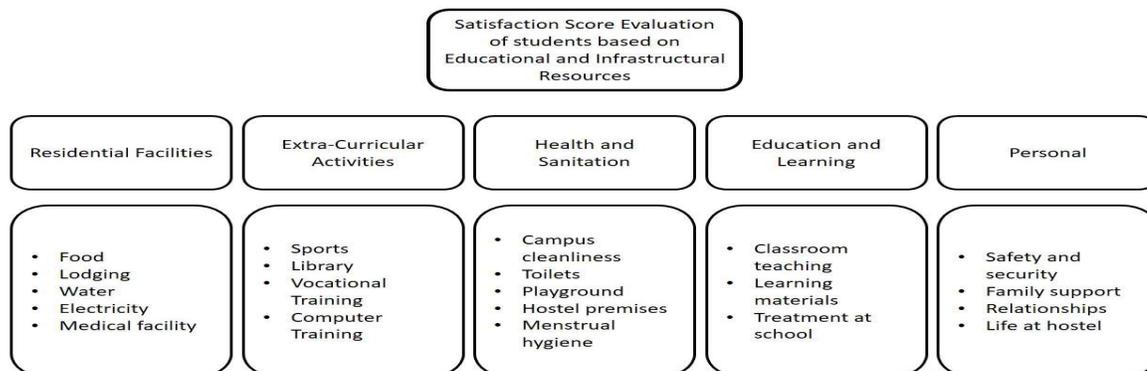


Figure 2: Criteria for Satisfaction Score Evaluation

Source: Author



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The next section discusses the acceptance or rejection of null hypothesis, based on statistical analysis of the data gleaned from the students' groups.

## RESULTS AND DISCUSSION

This paper focuses on school-level findings, particularly highlighting the satisfaction of students with educational and infrastructural resources. The different components investigated for the calculation of satisfaction score were: Residential facilities, Extra-curricular facilities, Health and Sanitation, Education and Learning, and Personal and Safety.

The mean Student Satisfaction Score was 37.95 (N=285). The students were reportedly most satisfied with the Residential and Extra-curricular activities (with mean scores 10.12 and 10.44 respectively). Students were found to be least satisfied with the Education and Learning facilities, irrespective of the type of KGBV they were enrolled in.

**Table 2: Mean Satisfaction Scores of different components**

	N	Mean	Std. Deviation
Residential Facilities	285	10.1228	2.57610
Extra-Curricular Facilities	285	10.4421	3.52371
Health & Sanitation Related	285	7.7614	1.23587
Education & Learning	285	4.2246	.64357
Personal & Security	285	5.4070	.83241
Student Satisfaction Score	285	37.9579	6.62089
Valid N (listwise)	285		

A one-way ANOVA was conducted to inquire about the difference between Type of KGBV (Independent Variable) and Student Satisfaction Score (Dependent Variable). There was a significant difference in the Student Satisfaction Score at the  $p < 0.05$  level of significance for the three groups of students [ $F(2, 282) = 85.913, p = 0.000$ ].

**Table 3a: One-way ANOVA for measuring the difference between type of KGBV and Student Satisfaction Score**

	N	Mean	Std. Deviation	Std. Error
KGBV TYPE-I	161	34.3913	4.34910	.34276
KGBV TYPE-III	49	42.3061	6.57078	.93868
KGBV TYPE-IV	75	42.7733	5.96968	.68932
Total	285	37.9579	6.62089	.39219

<b>Table 3b: ANOVA</b>					
Dependent Variable: Student Satisfaction Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4713.592	2	2356.796	85.913	.000
Within Groups	7735.903	282	27.432		
Total	12449.495	284			

Post-hoc comparisons using the Scheffe test indicated that the mean scores between KGBV type-I and type-III ( $p = 0.00$ ), and type-I and type-IV ( $p = 0.00$ ) were significantly different from one another. There was no statistically significant difference between the type-III and type-IV groups ( $p = 0.889$ ).



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Table 3c: Post-hoc test (Scheffe)

(I) TYPES OF SCHOOLS	(J) TYPES OF SCHOOLS	Mean Difference (I-J)	Std. Error	Sig.
KGBV TYPE-I	KGBV TYPE III	-7.91482*	.85453	.000
	KGBV TYPE IV	-8.38203*	.73222	.000
KGBV TYPE-III	KGBV TYPE I	7.91482*	.85453	.000
	KGBV TYPE IV	-.46721	.96208	.889
KGBV TYPE-IV	KGBV TYPE I	8.38203*	.73222	.000
	KGBV TYPE III	.46721	.96208	.889

The results indicate that students from KGBV type- I were more satisfied with the educational and infrastructural resources than students enrolled in KGBV type- III and type-IV. This result gave recognition to the fact that the nature of conduct of different types of KGBVs influenced the satisfaction of its stakeholders.

The main reason associated with highest satisfaction score amongst type-I KGBV students was the ease of access to resources for both students and teachers. Since the school and residential facility were accessible in the same campus, the students and teachers reportedly found it easier to navigate through the day- in terms of operational management, classroom conduct, and safety. Even in terms of budget, type-I KGBV received a higher amount, which in turn aided in better provision of facilities and management. Nirmala (2013) reported the importance of quality infrastructure including functional classrooms, hostel facilities, and toilets. The author enlisted the crucial role of creating an enabling environment through teaching-learning materials.

During this study, the students were also inquired about the factors that influence the satisfaction with their overall experience. Table 4 enlists the factors enlisted during interaction with the respondents.

Table 4: Factors of satisfaction stated by the students in KGBV type-I, III, and IV

Enlisted Factors	KGBV Type-I (N <sub>1</sub> =161)	KGBV Type-III (N <sub>2</sub> =49)	KGBV Type-IV (N <sub>3</sub> =75)
	N (N <sub>1</sub> + N <sub>2</sub> + N <sub>3</sub> ) = 285		
Good quality education	45 (27.9%)	6 (12.2%)	9 (12.0%)
No burden of household chores	83 (51.5%)	16 (32.6%)	52 (69.3%)
Friendly Environment	40 (24.8%)	15 (30.6%)	17 (22.6%)
Get ample time to study	91 (56.5%)	37 (75.5%)	53 (70.6%)
Get good facilities	41 (25.4%)	10 (20.4%)	06 (8.0%)
Opportunity to indulge in extra-curricular activities	19 (11.8%)	07 (14.3%)	05 (6.6%)
*Multiple Responses			

The most influential factor of satisfaction proclaimed by the students in all the three types of KGBVs was the availability of time to study. More than 50 percent of students in type-I and more than 70 percent of students in type-III and IV were delighted by the fact that they were able to devote major chunk of their time to study and be productive. This was followed by the satisfaction of not getting indulged in household chores, which was an indispensable part of their lives back home. Emmanuel (2015) also reported in her study that girl students spent almost four to five hours per day in performing household chores as compared to merely one hour for their studies. Thus, the provision of residential schooling aided in setting a dynamic routine for girls who otherwise were unable to put their studies and extra-curricular at priority at home. Intra-household allocation of time to children also witnesses gender differentials. Parents and other family members also play a huge role in determining the time devoted by children to perform different activities at home, including chores and studies.



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Upon inquiry, school meals was also reported as one of the most positive influencing factors for students as well as parents to get enrolled in a residential school setup. Dreze & Kingdon (1999) also reported in their study that school meals have a major positive effect on female school participation; with a similar perception of teachers and parents.

The school management systems also differed in different types of KGBVs, which in turn affected the access to resources to students. Access to resources does not necessarily translate to quality education. Access to quality education is determined by various factors including staff availability, time management, and proper fund flow. Yadav (2009) talked about different barriers of quality education that hinder the aim of retention and achievement; including lack of female teachers, inadequate infrastructure, inadequate learning material, and needs-based teacher training. The three types of KGBVs clearly differed in their management process and financial norms, which in turn affected how students perceived the experience of education. In KGBV type-I, teachers and wardens were solely responsible for both education and administration tasks. It not only affected their motivation but also negatively affected their performance in classrooms.

### CONCLUSION

KGBVs offer a liberal environment and act as a change agent for adolescent girls in terms of access to education and a better world view. With the responses and their consequent analysis, it can be concluded that there was a significant difference at the p<0.05 level of significance in the Satisfaction Scores of student groups enrolled in Type-I, type-III, and type-IV KGBVs. The difference in Satisfaction Scores also suggests that the interventions pertaining to different KGBVs should be differently laid out for type-I and similar for type-III and type-IV. This difference was primarily observed due to relevantly dissimilar nature of implementation of scheme at school-level. While KGBV type-I ascertained a “self-managing” conduct, the other KGBVs were working in liaison with the senior secondary schools. This made it easier in terms of financial management but more challenging for students in terms of access to resources; making them less satisfied with the educational and infrastructural resources.

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