

## A STUDY OF PRIVATE SCHOOL PRINCIPALS AND TEACHERS ATTITUDE TOWARDS INCLUSION OF SOCIALLY AND ECONOMICALLY WEAKER SECTION STUDENTS UNDER RIGHT TO EDUCATION ACT 2009

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### Abstract

*In the present study an attempt has been made by the investigators to study the attitude of private school principals & teachers towards inclusion of socially & economically weaker section students under Right to education Act 2009, in Cuttack city of Odisha state. The investigators have used descriptive survey method for the present study. The sample consists of 100 teachers and 8 principals from 8 private English medium schools situated in Cuttack city, Odisha state. Stratified Random sampling technique has been used for the selection of the samples. To measure the attitude towards the inclusion of socially & economically weaker section students under Right to education act 2009, The investigators have developed two self made questionnaires, one for the Principals & other for the teachers. For analysis of the data, Mean, S.D and t-test have been used in the present study. The Overall results indicates that the attitude of Private school principals and teachers of Cuttack city, Odisha is neither favourable nor unfavourable i.e moderate towards The inclusion of socially & economically weaker section students under Right to Education Act 2009.*

**Key words:** Attitude, Inclusion, Principals, Teachers, Right to Education Act 2009, socially & economically weaker section, Private English medium schools



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## INTRODUCTION

The pathway of human development goes through the lanes of education. Moreover true education is the sole basis of achieving one's purpose in life. Man doesn't become a man by mere literacy but by the education given to him shapes his personality. Education is the means that helps an individual to be capable enough to act as per the demand of the contemporary society and individual himself, in relation to his physical, emotional, intellectual needs. May be this was the main reason for making Education free in Gurukulas in ancient India. During Buddhist period Mahatma Buddha also provided free education in mass. During British period many of the social reformers like Raja Rammohan Ray, Dayananda Saraswati, Gopalkrishna Ghokhle etc, demanded for free education for all, but the British government was only busy in money making in India. Their dispassion towards

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Indian society and particularly their negative attitude towards the upliftment of traditional Indian education, made the dream of providing free education completely remain inaccessible for the common mass. Over the period of time with its much awaited Independence, a significant progress has been made by Indian government to improve the condition of its education system especially for primary level of education. However such a progress is still unreachable to a vast part of the population. At the primary level our nation has a large private sector school system, with approximately 29% of students receiving private education in the age group of 6-14 years. Not only the richest of rich but the middle class family born child, Even the poorest often choose private schools for education despite the fact that government schools will be more cheap for them with certain kinds of free basic amenities. There is no doubt on a fact that every child is a priceless fund for our country, and in such a time when the country is on the verge of development and fighting hard to stand equally with the so called European already developed super powers. Thus it was a challenge in front of our government to make special arrangements from primary level onwards, to build the future of those who are going to control the reins of future India. our country is the largest democracy in world with 1.21 crores people (census, 2011) but with a surprising ground report although provision of equality is the basic feature of our constitutional framework, 42.1 % of people are still suffering with the problem of inequality in education(UNDP, 2014). In 1937 Mahatma Gandhi spoke about free and compulsory education for all the children in the age group of 6-14 years in his famous Basic education scheme. After Independence the right to education find its place in the our constitution in the part 4,article 45 that is in The directive principles of state policy as an ideology. Under article 45 the state was instructed to provide free and compulsory education up to the age of 14 within a time limit of 10 years. although this resolution was to be completed in 1960 but till the time of new national education policy formation in 1986 the country was far behind this intended goal (Sharma 2011). In the next phase of its development the Supreme court in 1993 admitted that receiving education is the fundamental right of every child Accepting the importance the Government of India passed the Right to Education Act 2009 for providing free and compulsory elementary education to all the Indian Children. Accepting the importance the Government of India passed the Right to Education Act 2009 for providing free and compulsory elementary education to all the Indian Children.

## **THE RIGHT TO EDUCATION ACT: A MANDATE TO INCLUSION**

It is a matter of discussion that how we can consider RTE Act 2009 an inclusive ideology. The essence of inclusion lies in the belief that irrespective of the individual diversity, the educational support and opportunities shall be equally made available to all the learners, keeping aside their ability as well as disability. Previously concentration was totally targeted to a particular section of students. But with the paradigm shift now the focus is centred around the policy of including all. In the present context government is trying its best to equalize the educational opportunities for all the section of the students. The force behind this act is the ideology of 'education for all'. This act talks about welcoming each and every child irrespective of their social and economical background in to the mainstream education, no child should left behind, as per the age each and every child should be attended and valued. The Act was committed to provide free education, in the sense of removing all the barriers including financial and ideological constraint, by making it compulsory the Act guarantees admission and completion of education at least at elementary stage. The Act includes the Private schools within its purview with the provision of providing 25% free ships to the children belonging to socially and economically deprived section to complete their elementary level education. However The society for Un-aided Private schools Rajasthan, and 321 others in their writ petition, that is petitioned in the supreme court of India, claimed that the Right to Education Act violates the constitutional Right of the Private managements to run their institutions without any kind of governmental interference. The parties also avouched that providing 25% quota seats for the disadvantaged children in private unaided schools is unconstitutional. But the supreme court upheld the constitutional validity of the act. Irrespective of their social and economical backwardness the Act ensures them education as a fundamental right. Though the Act was enacted in 2009 but the real challenging assignment in front of the Government agencies was to implement it up to its full extent, but almost a decade had passed away but still cases of discrimination and denial of admission is coming out. The so called reputed schools believe that students belonging to comparatively backward section may be a liability to the school's status-quo. They have a notion that the students home environment and economical status will influence them negatively to pursue higher academic growth. It would be unfair to admit those students in to a private school as the quality of these schools is high enough & beyond their level of understanding (Mellica,2005). Odisha a costal state situated in the eastern part of the country adjoined with

the states like Andhra Pradesh, West Bengal, Chhattisgarh, Bihar ,Jharkhand and Bhubaneswar as its state capital consists of 30 administrative districts. According to the census 2011, Odisha has a population of 36,911,708 with 27,112,376 of literates. The literacy rate of persons of seven years age and above is 73.45%,which is slightly less than the national literacy percentage74.04%. There are about 6.7 million children (6-14 years) in about 70,000 educational institutions including 6000 private schools in states as per OEPPA Report. Status of elementary education continues to be poor in the state of Odisha despite the fact that Rs,23194 crore was spent in just five years period from 2009-2014(The Hindu). As per the CAG report presented in the state assembly in march 2015, 1226 eligible habitations didn't have any primary school within one km while 201 habitations do not have any upper primary schools within three kilometres. Despite million of attempts it remain near impossible to put a curb upon the arbitrariness of the private run schools in the state. Now the condition is such that still there are certain schools who are neither following the various provisions of this act, nor they are taking free and compulsory education on a humanitarian ground.

#### **ROLE OF TEACHER UNDER RIGHT TO EDUCATION ACT 2009**

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate however is that, teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. Education can regain its earlier status in society if the quality of teacher in our country will be improved. It is probably for this reason that various Education commissions and committees had recommended for the introduction of a sound programme of professional education for teachers. The learner at the primary level possesses better developed cognitive, psychomotor and affective abilities. He has a capacity to think, to reason out, to draw inference, to manipulate words, to communicate, to develop proper relationship with the peer groups, and family. In this level they learn to control their emotions and express their feeling as per the socially accepted norms. Therefore the role of the teacher during this stage is crucial and significant than at any other level of education. In long ago Passive role was performed by the teachers in the making of the child's all-round development, but with changing scenario the teachers role is diverted to bring constructive change in the overall personality of the child inside and outside the class. It is the teacher who can bring a mindset of acceptance of 'all' inside the young minds. Teacher today should know how to find the solution for exclusion, he must have basic understanding to promote inclusion in all forms.

The Right to Education Act has directed certain responsibilities upon the teachers and principals. The role of the teachers and principals are crucial and wide in every field mentioned in RTE 2009 from admission, retention to examination etc. The main assignment entrusted upon the shoulder of teachers are as follows-

- To maintain regularity and punctuality in school
- complete teaching of entire curriculum in specified time
- Assess the learning ability of each child and provide supplementary additional instruction if required.
- Hold regular meetings with parents and apprise them of regularity in attendance, learning

### **NEED OF THE STUDY**

Today's students are the future of the country, so they should be given such education so that they would stay away from violence and all types of evils. Eight years of elementary education can equip a child to become a productive citizen of the country (Sharma 2011). The RTE act has given prominent place to teachers because it is the teachers who can play a vital role by providing Equality and need based quality education at elementary level. So it is the duty of the teachers of the entire nation to understand their role properly and do as good as for the school and the society as a whole (Mohalik, 2013). More importantly there is a hidden bias against the children of the poor, (Mallica, 2005). Media reports have mainly highlighted about the issues and challenges that private schools, government agencies, parents and children are facing, but none of these studies focused on the teachers and Head of the institutions so far. Most of the studies are found to be carried out on the policy and implementation perspectives and less they focused on an important factor of inclusion, that is teachers and principals attitude towards the 25% reservation in Private schools. It is individual's attitude which may be positive or may be negative, that compels one to act either favourably or unfavourably towards a phenomenon, to what they perceive to be correct. The Present study will contribute effectively, to explore the attitude of teachers and principals towards the provision of 25% Reservation guaranteed to the socially and economically weaker section students under RTE Act.

### **OBJECTIVES**

- 1) To study the difference between male and female teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota.

2) To study the difference between PGT and TGT teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota.

3) To study the level of attitude of private English medium school principals towards the inclusion of socially and economically weaker section students under RTE quota.

### **HYPOTHESES**

1) There will be no significant difference between male and female teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota.

2) There will be no significant difference between PGT and TGT teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota.

3) There will be no high favourable level of attitude among private English medium school principals towards the inclusion of socially and economically weaker section students under RTE quota.

### **DEFINITION OF THE TERMS**

#### **ATTITUDE**

Here in this study attitude refers to the private English medium school principals and teachers attitudinal responses towards social and educational inclusion of socially and economically deprived section students admitted under RTE quota.

#### **INCLUSION**

Inclusion as a concept conveys that it is the acceptance of each and every member of the society, and valuing their involvement irrespective of their status, in relation to their caste, class, religion, gender and ability. In this study inclusion refer to the dimension of social and educational inclusion granted to the deprived section students under RTE quota.

#### **SOCIALLY & ECONOMICALLY WEAKER SECTION**

In this study socially and economically weaker section denotes as those group of students belonging to schedule caste, schedule tribe and other socially and economically backward categories based on cultural economic, social, geographical, linguistic or other categories defined by the concerned state government mentioned in section 2 (A) of RTE Act 2009.

#### **RTE ACT 2009**

This study is based on the section 12, chapter 4 that talks about providing free and compulsory education to at least 25% children belonging to disadvantaged group and weaker section of society in nearby schools.

## **METHODOLOGY**

The present study is descriptive in nature, for which researcher have used descriptive survey method in the study.

## **POPULATION**

In this present study the Teachers and principals working in the private English medium schools of CBSE & ICSE Board, located in the Cuttack municipality area of Cuttack District, Odisha state have been taken as the population of the study.

## **SAMPLE & SAMPLING**

The researcher have taken 8 principals & 100 number of teachers as sample by stratified sampling technique from 8 private English medium schools situated in Cuttack city.

## **TOOLS USED**

The Researcher have used self made attitude scales based on five point Likert's scale one for the principals consisting of 20 & other for the teachers consisting of 30 items with a combination of positive and negative items.

## **TECHNIQUES USED FOR DATA ANALYSES**

The researcher have used mean SD and t-test for analyzing data.

## **TECHNIQUES OF MEASURING THE LEVEL OF ATTITUDE:**

After all the items are scored the scores of all the items are added to obtain the total score of an respondent. The total scores is 30-150 for teachers & 20-100 for the Principals as the tools are consisting of 30 & 20 items respectively. The level of attitude is considered from scores of responses & is classified into 5 levels to the Best's criteria(1977) as follows-

**Highest score - lowest score**

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**number of levels**

**100-20**

= 

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**5**

= **16**

## **CRITERIA FOR UNDERSTANDING THE MEANS OF THE LEVEL OF ATTITUDE**

**TABLE-1**

SL NO	DESIGNATION	N	M	SD	Df	t-value
1	PGT	48	102.38	15.25	98	<b>1.115</b>
2	TGT	52	99.313	12.18		

**RESULT AND DISCUSSION**

**HO<sub>1</sub>. There is no significant difference between male and female teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota.**

**TABLE-2**

SI no	GROUP	N	M	SD	df	t-value
1	MALE	48	103.25	15.22	98	<b>1.70</b>
2	FEMALE	52	98.57	12.04		

From the above table no it is clear that t calculated value that is 1.70 is less than t critical value that is 1.984 with df 98. So the Null hypotheses i.e there will be no significant difference between male and female teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota is not rejected. Henceforth it can be interpreted that the mean difference of male and female teachers are not significantly different from one another.

**HO<sub>2</sub>. There is no significant difference between PGT and TGT teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota.**

**TABLE-3**

RANGE OF SCORES	LEVEL OF ATTITUDE
20-36	VERY UNFAVOURABLE
37-52	UNFAVOURABLE
53-68	MODERATE
69-84	FAVOURABLE
85-100	VERY FAVOURABLE

From the above table it is clear that t calculated value i.e 1.115 is less than the t critical value that is 1.98 with df 98. So the Null hypotheses i.e there will be no significant difference

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between PGT and TGT teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota is not rejected. Henceforth it can be interpreted that the mean difference of PGT and TGT teachers are not significantly different from one another.

**HO<sub>3</sub>. There is no high favourable level of attitude among private English medium school principals towards the inclusion of socially and economically weaker section students under RTE quota.**

**TABLE-4**

GROUP	N	M
PRINCIPALS	8	62.75

On the basis of the criteria mentioned in the table no 1 it can be interpreted that the mean score which is 62.75 that falls under the range of 53-68 which shows a moderate level of attitude among the principals of private English medium schools. So the hypotheses that There will be no high favourable level of attitude among private English medium school principals towards the inclusion of socially and economically weaker section students under RTE quota is accepted.

#### **MAJOR FINDINGS OF THE STUDY**

1. It is found that most of the teachers of private English medium schools belong to Cuttack municipality area have moderate level of attitude towards the inclusion of socio economic weaker section students under RTE quota.
2. It is found that the mean difference of male and female teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota are not significantly different from one another.
3. It is found that the mean difference of PGT and TGT teachers attitude towards the inclusion of socially and economically weaker section students under RTE quota are not significantly different from one another.
4. It is found that there is no high favourable level of attitude among private English medium school principals towards the inclusion of socially and economically weaker section students under RTE quota. Rather it is found that the principals of Private English medium schools have a moderate level of attitude.

## CONCLUSION

For the professional preparation of the teachers & principals their attitude held by them is very important. How they will perform, to what extent they may bear their responsibility, to a great extent depends upon their attitude. A positive favourable attitude will not only make the teaching task easier but will help to make the whole process of learning interesting & productive. Until and unless each and every student would not feel accepted inside and outside the classroom irrespective of her/his socio economic background, the ideology of inclusion can never be practiced in reality. Right to Education Act 2009 promotes inclusion of those in to the mainstream, who are in back foot, and this dream can be achieved by employing teachers and principals with positive attitude and productive outlook.

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