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A Study on Attitude of Primary and Upper Primary School Teachers towards Sarva Shiksha Abhiyan (SSA)

ORIGINAL ARTICLE



Authors

Prof.(Dr.) Mohd Sadiq Ali Khan
Department of Education

&

Ramsurat Pandey
Research Scholar
Department of Education
Sanskriti University
Mathura, Uttar Pradesh, INDIA

Abstract

This paper attempts to consider the state of mind of essential school instructors towards Sarva Shiksha Abhiyan. Considering the nature of the show think about, the analyst created and standardized a state of mind scale. In this consider, a purposive test was conducted and 120 instructors/teachers were chosen. Examination of the information uncovered that there was no noteworthy contrast within the difference of rural and urban essential school instructors towards Sarva Shiksha Abhiyan. There's a huge contrast within the difference of male and female essential school teachers towards Sarva Shiksha Abhiyan. There is no significant difference in the attitude of liberal arts and science teachers towards Sarva Shiksha Abhiyan.

Key Words

Attitude, Instructor, Sarva Shiksha Abhiyan (SSA), School, Universalization of Elementary Educatio (UEE).

Introduction

India is a sovereign nation. It implements programs such as free and obligatory education or universalism of education up to the elementary level in order to educate every child in the country. As a crucial component of the overall educational system. Elementary education has a significant impact on the development of the country's human resources. The Sarva Shiksha Abhiyan is an initiative to universalize primary schooling and an opportunity to improve human capacities. Proper treatment of Elementary Education promotes national growth and removes obstacles to it. Our educational system does not attract qualified instructors to work in elementary schools, instead relying on those who have been unable to find better chances elsewhere. They rarely focus on education and growth. Teachers' attitudes towards Government education policies, such as Operation Black Board, National Literacy Mission, Early Childhood Care and Education, and Sarva Shiksha Abhiyan (SSA), are largely influenced by their own attitudes. It's crucial to understand teachers' attitudes towards these initiatives. This study assesses primary and upper primary school teachers' attitudes toward Sarva Shiksha Abhiyan (SSA).

Statement of the Problem

“A Study on Attitude of Primary and Upper Primary School Teachers towards Sarva Shiksha Abhiyan (SSA)”

Operational Definitions

Teacher

For the present study teachers who are teaching class I to V and VI to III school students.

Attitude

Attitude is a psychological construct that refers to a mental and emotional entity that is inherent in or distinguishes a person, such as their approach to something or their personal perspective on it.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is the Government of India's flagship programme for achieving Universalization of Elementary Education (UEE) in a time-bound manner, as mandated by the 86th amendment to the Indian Constitution, which makes free and compulsory education for children aged 6 to 14 years a fundamental right.

Objectives of the Study

1. To compare the level of attitude of Primary and upper primary School teachers towards Sarva Shiksha Abhiyan.
2. To compare the attitude of rural and urban primary and upper primary School teachers towards Sarva Shiksha Abhiyan
3. To compare the attitude of male and female primary and upper primary School teachers towards Sarva Shiksha Abhiyan.

Hypotheses

1. There is significant difference between Primary and upper primary School teachers towards Sarva Shiksha Abhiyan.
2. There is significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.
3. There is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.

Limitation of the Study

1. Due to time and budget constraints, the study is confined to elementary school instructors.
2. The sample is limited to the Kinnaur District of Himachal Pradesh exclusively.
3. The study is confined to 102 teachers only

Review on Related Literature

Yash Agarwal (2000) did a research on unrecognised schools in Haryana, comparing public and private partnerships in primary education. The survey was done in four districts of Haryana, encompassing 878 unrecognised schools in 13 blocks across 26 districts. Unrecognised public schools lack proper records, which are not reflected in MHRD's educational statistics. Although private schools have a considerable impact on the primary education system, the Government lacks clear policies and regulations regarding them. The author discovered a substantial number of private schools in states such as Haryana, Punjab, Bihar, and Uttar Pradesh. The analysis revealed that institutions cost less than Government schools due to lower teacher pay packages, but have better facilities. Research suggests that sending children to private schools may be motivated

by parental ego demands. Private school students outperform those in Government schools in terms of academic achievement. The author advocates for significant shifts in attitudes and policies around primary school development.

Pratichi Institute (2012) explored how SSA affects education delivery in North Bengal. The paper addresses topics such as staff shortages, classroom availability, enrollment of women, minorities, and independent education, and midday meals. The study's research team found that 75% of schools had new classrooms, with an average attendance of 62%. However, 19% of schools had an attendance rate below 50%. While 89 percent of schools have operating midday meals, there have been numerous concerns about the program. 41% of schools had surplus teachers, while 31% had a teacher shortage. The research team found that 75% of schools had new classrooms, with an average attendance of 62%. However, 19% of schools had an attendance rate below 50%. While 89 percent of schools have functioning midday meals, there have been numerous concerns about the program. 41% of schools had surplus teachers, while 31% had a teacher shortage. Coochbehar saw a bigger teacher shortage (60.6%). It also found that all the schools had the toilet facilities, however just 26 per cent of the schools had a proper toilet facility. In terms of community involvement, 49 percent of parents were unaware of this. In a study of 267 households in Jalpaiguri, seven students dropped out. The authority's inspections of schools were irregular.

Ranjan Panigrahi, Manas (2012) Teachers' Capacity Building through Distance Mode Utilizing Video conferencing as a Creative Technique. Sarva Shiksha Abhiyan (SSA) aims to universalize elementary education in India. The Distance Learning Program (the department) helps states build capacity at all the amount to design, develop, and deliver distance learning materials on a regular basis. From January to October 2005, the Rajasthan Board of Primary Education in Jaipur and DEP-SSA at IGNOU in New Delhi hosted 7 content-based teleconferences to enhance capacity among elementary school teacher. Ranjan Panigrahi, Manas (2012) Teachers' Capacity Building through Distance Mode Utilizing Video conferencing as a Creative Technique. Sarva Shiksha Abhiyan (SSA) aims to universalize elementary education in India. The Distance Learning Program (the department) helps states build capacity at all the amount to design, develop, and deliver distance learning materials on a regular basis. From January to October 2005, the Rajasthan Board of Primary Education in Jaipur and DEP-SSA at IGNOU in New Delhi hosted 7 content-based teleconferences to enhance capacity among elementary school teacher.

Swapna K. S. (2014) investigated the Sarva Shiksha Abhiyan, which operates in rural schools of Indigul District. Education is essential for living a balanced and prosperous life. Unfortunately, many youngsters, particularly from rural areas, lack access to education. Sarva Siksha Abhiyan (SSA) was launched in 2001-2002 as a flagship program in India to encourage education among rural children. SSA offers better facilities for students, such as infrastructure and appropriate teaching materials. This study aims to assess the impact of SSA in rural schools in the Indigul district of Tamil Nadu, India. The study found that rural schools gain from SSA, and instructors in both Government and aided schools have a good attitude towards it. The enrollment ratio has improved. Schools often struggle to effectively execute SSA programs, particularly in areas such as civil works, activity-based training, intervention programs for differently abled pupils, and ICT training. This study will assist the Government in improving and expanding SSA programs in rural India, with the goal of achieving universal elementary education (UEE).

Method

This study used a descriptive survey method. Descriptive research is geared on determining the status of a particular phenomenon rather than isolating the causative variables responsible for its existence.

Sample

The study's sample was drawn using a quota system, rather than chance sampling. The sample distribution is displayed in a table. This study focuses on the population of school instructors in the Hamirpur district (H.P). The researcher selected 100 Government school instructors (50 females and 50 males) from 10

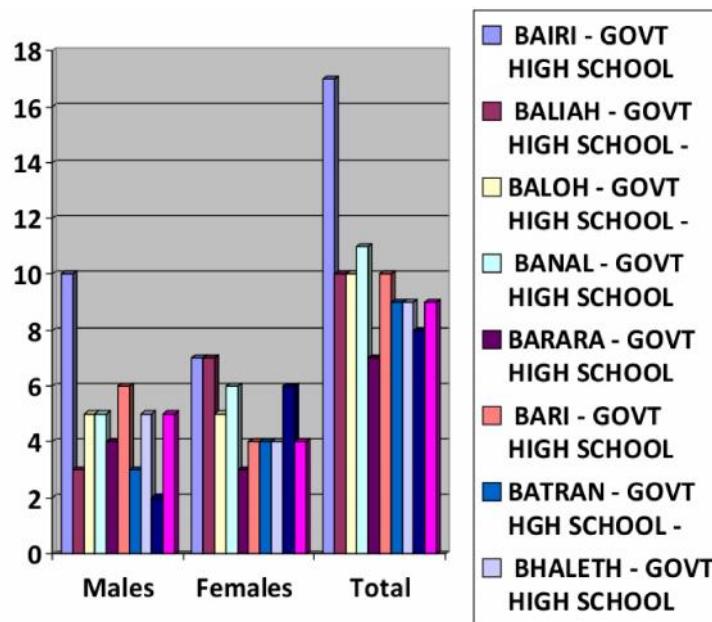
schools in the Hamirpur area based on time and cost considerations. The researcher used the 'simple random sampling technique' to ensure an equal chance of selecting each sample.

Table 1: The student sample from different school in Hamirpur district (H.P)

Name of the school	Males	Females	Total
BAIRI - GOVT HIGH SCHOOL	10	07	17
BALIAH - GOVT HIGH SCHOOL	03	07	10
BALOH - GOVT HIGH SCHOOL	05	05	10
BANAL - GOVT HIGH SCHOOL	05	06	11
BARARA - GOVT HIGH SCHOOL	04	03	07
BARI - GOVT HIGH SCHOOL	06	04	10
BATRAN - GOVT HGH SCHOOL	03	04	09
BHALETH - GOVT HIGH SCHOOL	05	04	09
BHALOON - GOVT HIGH SCHOOL	02	06	08
BHARERI - GOVT HIGH SCHOOL	05	04	09

(Source: Primary Data)

Graph 1



Tool Used

To collect data from elementary schools, the investigator created and standardized tool named "Teacher Attitude scale towards Inclusive Education" developed by Dr. Vishal Sood and Dr.(Mrs.) Arti Anand toward Sarva Shiksha Abhiyan. The final draft of the scale includes 40 items. Each item includes five alternate responses. It is a self-administration scale. There is no time limit on the scale. The scale's items are all expressed positively.

Statistical Techniques Used

In this study, the investigator sought to determine the significance of the difference between the mean of the population from which the sample was taken drawn. The following formula is used to compute the "t" value between two means.

Analysis and Interpretation of Data

This study employs a quantitative approach and requires analysis of data acquired using TASTIE - SA in accordance with established standards. The process of interpretation involves categorizing and tabulating information, provides a comprehensive picture of the study on teachers' attitudes towards inclusive education

at the elementary level. This study analyzes and interprets data using statistical techniques such as Mean, S.D., and T-Tests. The findings are discussed in relation to the study’s objectives, leading to conclusions and recommendations

Hypotheses Testing

1. There is significant difference between the Primary and Upper Primary School teachers towards Sarva Shiksha Abhiyan
2. There is significant difference between the attitude of rural and urban Primary and Upper Primary School teachers towards Sarva Shiksha Abhiyan.
3. There is significant difference between the attitude of male and female primary and upper primary School teachers towards Sarva Shiksha Abhiyan.

Objective 1: To compare the level of attitude of Primary and upper primary School teachers towards Sarva Shiksha Abhiyan.

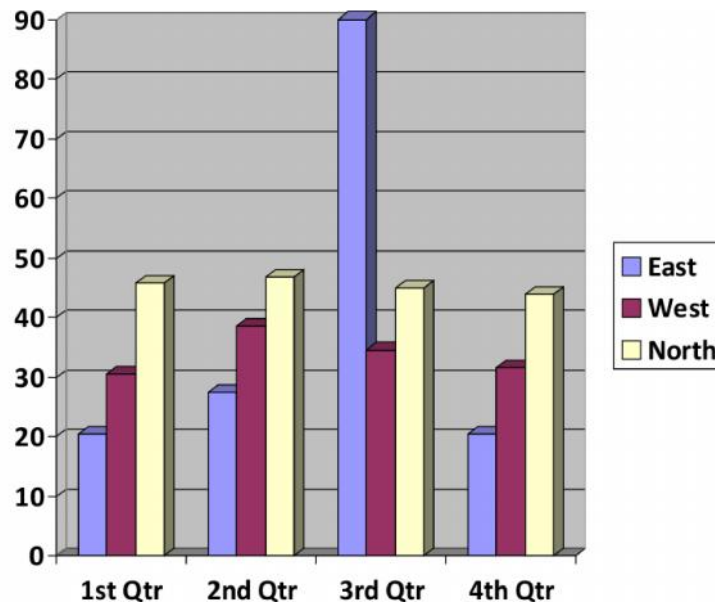
Hypothesis-1: There is significant difference between the level of attitude of teacher of Primary and Upper Primary School teachers towards Sarva Shiksha Abhiyan.

Table 02

S.no	Level of Teacher’s Attitude	N	Percentage (%)
1	Extremely Favourable	9	09
2	Most Favourable	25	25
3	Above Average favourable	42	42
4	Moderate Attitude	22	22
5	Below Average Unfavourable	2	02
6	Most Unfavourable	0	00
7	Extremely Unfavourable	0	00

(Source: Primary Data)

Graph 2



From table 02 and graph 2: Teachers’ attitudes toward inclusive learning, total scores were divided into seven categories: Extremely Favourable, Most Favourable, Above Average Favourable, Moderate Attitude, Below Average Attitude, Most Unfavourable Attitude, and Extremely Unfavourable Attitude.

The study found that 42.00% of instructors have an above-average favourable attitude towards inclusive education, with 25.00% having the most favourable attitude towards inclusion. In contrast, 22.00% of primary and upper primary school teachers have a moderate attitude towards inclusive education, while just 1.36% have a negative attitude (below the average). The majority of primary school instructors support the inclusion of students with special needs.

Thus hypothesis there is significant difference between the level of attitude of teacher of Primary and Upper Primary School teachers towards Sarva Shiksha Abhiyan has been rejected.

Objective 02: To compare the attitude of rural and urban primary and upper primary School teachers towards Sarva Shiksha Abhiyan.

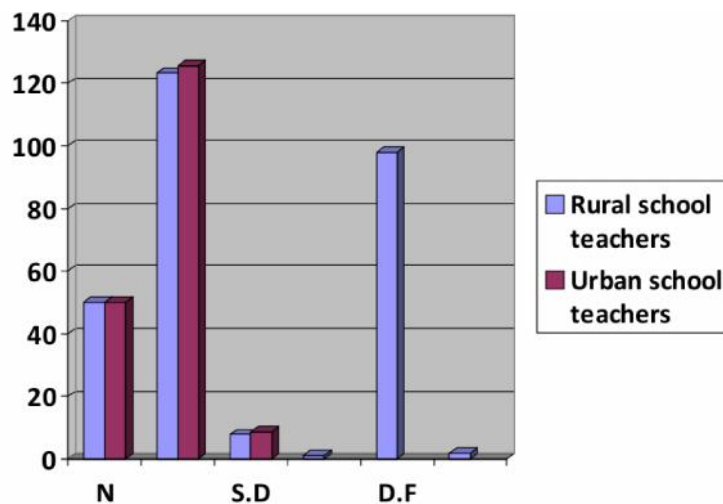
Hypothesis 02: There is significant difference between the attitude of rural and urban primary and upper primary School teachers towards Sarva Shiksha Abhiyan.

Table 03: Mean Standard, deviation and t-ratio for testing the significant difference in the Attitude of rural and urban Elementary school teachers towards sarva shiksha abhiyan

Teachers	N	Mean	S.D	S.Ed	D.F	t
Rural school teachers	50	123.24	7.79	1.25	98	1.79
Urban school teachers	50	125.45	8.56			

(Source: Primary Data)

Graph 3



The mean score and standard deviation for rural school teachers are 123.24 and 7.79, whereas urban school teachers have 125.45 and 8.56, respectively. The estimated result has a standard deviation of 1.24 and a t-value of 1.79. Insignificant at the 0.01 and 0.05 levels of significance. There is no substantial variation in attitudes towards Sarva Shiksha Abhiyan among elementary school teachers in rural and urban areas.

Objective 03: To compare the attitude of male and female primary and upper primary School teachers towards Sarva Shiksha Abhiyan.

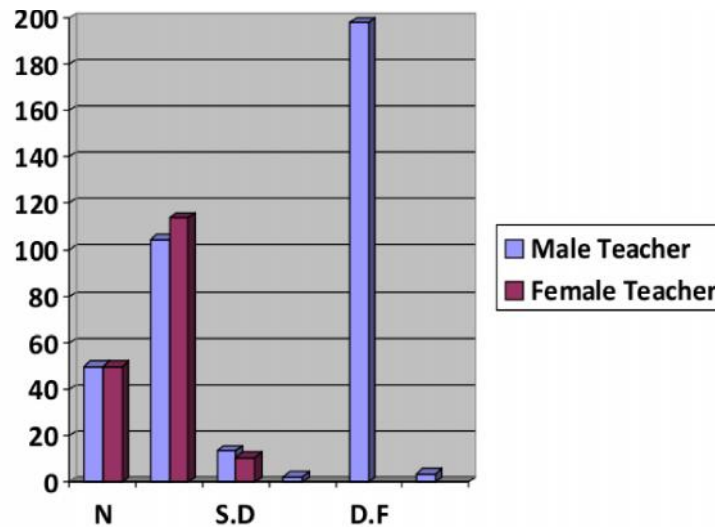
Hypothesis 03: There is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.

Table 04: Mean Standard, deviation and t-ratio for testing the significant difference in the Attitude of male and female Elementary school teachers towards sarva shiksha abhiyan

Teachers	N	Mean	S.D	S.Ed	D.F	t
Male Teacher	50	104.57	13.58	2.47	198	3.75
Female Teacher	50	113.81	10.89			

(Source: Primary Data)

Graph No 4



Male instructors had a mean score of 104.57 and a standard deviation of 13.58 (N=50), whereas female teachers had a mean of 113.81 and a standard deviation of 10.89. The calculated value's standard error of difference from the mean is 2.47, and the t-value is 3.75. Significant at the 0.01 and 0.05 levels of significance. Male and female elementary school teachers have significantly different attitudes regarding the Sarva Shiksha Abhiyan.

Major Findings

It has been found that:

1. The study's findings found that over half of the instructors (42.00%) have an above-average favourable attitude toward inclusive education, with 25.00% having the highest favourable attitude toward inclusion. On the other hand, 22.00% of primary teachers have a moderate attitude, while just 02.00% have a below-average unfavourable attitude toward inclusive education. It demonstrates that the majority of primary school teachers have a positive or favourable attitude toward the Sarva Shiksha Abhiyan.
2. There is no significant difference between the attitude of rural and urban primary and upper primary School teachers towards Sarva Shiksha Abhiyan
3. There is significant difference between the attitude of male and female Primary and Upper Primary School teachers towards Sarva Shiksha Abhiyan.

Educational Implications

The finding of study suggest that attitude of half of primary and upper primary level teachers towards SSA is most favourable. Based on the study's findings and limitations, we recommend the following educational implications:

- Improving school circumstances at the elementary level can positively impact rural teachers' attitudes towards Sarva Shiksha Abhiyan and the teaching profession, leading to higher learning outcomes.
- Improved service conditions for rural elementary school teachers can lead to greater optimism towards the Sarva Shiksha Abhiyan program. Less experienced teachers can benefit from additional academic and institutional assistance, leading to a positive attitude towards teaching.
- Young instructors should be encouraged to be more diligent and commit more time to self-development. DIETs can aid in this process. All teachers, particularly those with fewer experience and qualifications, should have additional opportunities for in-service training.
- Sarva Shiksha Abhiyan emphasizes universal education, thus rural elementary school teachers should be aligned with this purpose.

- “It is time for higher education institutions to address the issue of alienation from other levels of education and the need for elite involvement in the educational process. They must become more adaptable by implementing a more democratic manner of functioning. This process has to be initiated by designing proper ways to play their crucial role in universalization of Elementary education.”

Suggestions for Further Research

The scope of this research project was limited in a variety of ways. As a result, the following suggestions for future research may be made:

- Similar research can be undertaken on bigger samples from different districts and states.
- Other psychological variables, such as job satisfaction, teacher effectiveness, burnout, and job stress, can be used in study to predict attitudes towards teaching.
- Research can be conducted on the usefulness of in-service teacher education programs in enhancing teachers’ personality and performance.
- Analyze students’ perceptions of rural elementary school instructors on Sarva Shiksha Abhiyan and their performance.
- Future research could explore rural elementary school teachers’ perceptions of the Sarva Shiksha Abhiyan and its interventions.
- To improve the quality of education at the elementary level, it is necessary to conduct a comprehensive evaluation of school effectiveness using teacher, student, and infrastructure indicators.

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