



ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS SARVA SIKHSHA ABHIYAN (SSA)

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Abstract:

In this paper, an attempt has been made to study the attitude of elementary school teachers towards Sarva Shiksha Abhiyan. Keeping in view the nature of the present study the investigator developed and standardized the attitude scale. For the present study purposive sampling was done and 100 teachers were selected. After the analysis of data it was found that there is no significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan. There is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan. There is no significant difference between the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.

Key Words: SSA, Attitude & Teachers.

Introduction:

India is a democratic country. It provides programme like free and compulsory education or Universalisation of education up to Elementary stage in order to educate each and every child of the nation. As a significant part of whole educational system. Elementary education plays a major role in the development of human resources of country. Sarva Shiksha Abhiyan is an effort to Universalisation elementary education and an opportunity for improving human capabilities. The proper treatment of the concept of Elementary Education not only leads to the national development but also removes the obstacles in the general development of the country. Our educational system is such that suitable teachers are not forthcoming to work in Elementary school only those teachers come and work in Elementary school that have not been able to get good employment opportunities elsewhere. They don't come usually bother towards education and educational development. They also don't have a favorable attitude towards the policies implemented by government for the betterment of education and best participated in the programs like operation black board , National literacy mission, Early childhood care and education and Sarva Shiksha Abhiyan (SSA) is totally based upon the attitude of the teachers. So it becomes important to know the attitude of teachers toward these programs. In this way the present study is in this direction which tries to assess the attitude of rural Elementary school teachers toward Sarva Shiksha Abhiyan (SSA.)

Statement of the Problem:

Attitude of Elementary School Teachers towards Sarva Shiksha Abhiyan.

Operational Definitions:

Teacher:

For the present study teachers who are teaching class I to VIII school students.

Attitude:

For the present study attitude means the mental feelings of a person towards an object, person, activity or thought which are developed by his own experiences regarding that objects person activity or thought and which direct him to react to these accordingly.

Sarva Shiksha Abhiyan:

Sarva Shiksha Abhiyan is a policy which means 'educate to all'. These words are of Hindi Language and all the three words have different meaning:- 'Sarva' means to all, 'shiksha' means education and 'abhiyan' means movement. Sarva Shiksha Abhiyan means movement. Sarva Shiksha Abhiyan means movement to the country. The policy aims to educate all the children upto the age of 14 years.

Objectives of the Study:

1. To compare the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.
2. To compare the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.
3. To compare the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.

Hypotheses:

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

Delimitations of the Study:

Due to paucity of time and resources, the study is delimited in the following areas:-

1. The study is delimited to the Elementary School teachers only.
2. The sample is delimited only from Solan District of Himachal Pradesh only.
3. The study is delimited to 100 teachers only.

Review of the Related Literature:

Ranjan Panigrahi, Manas(2012) Capacity Building of Teachers through Distance Mode Using Teleconferencing as an Innovative Tool. Sarva Shiksha Abhiyan (SSA) is a national programme to the goals of Universalization of Elementary Education in India. Distance Education Programme (DEP) plays a major role in providing technical support to the states in building capacity among institutions and people at national, state, district and sub-district levels to design, develop, produce and deliver distance learning inputs and materials in a recurrent manner. Rajasthan Council of Elementary Education, Jaipur and DEP-SSA, IGNOU, New Delhi has organized 07 content based teleconferences during the period January, 2005 to October, 2005 for the capacity building of elementary school teachers. The main Objective of the study was to find out the effectiveness of the capacity building of teachers through distance mode using teleconferencing as an innovative tool. Method: the researcher was used survey method under descriptive research for investigating the impact of teleconference programmes organized on different topics and areas. Sample: The sample consists of 4775 elementary school teachers as participants from the different learning ends of the Rajasthan were selected for the study. Tools: The DEP-SSA, IGNOU developed structured opinionnaire/feedback format to know the effectiveness of teleconference programme. Data analysis: The collected data were tabulated and analyzed with the percentage techniques and it is presented in table. Finding: Most of the teacher respondents agreed on the positive contribution of teleconferencing towards capacity building of teachers.

Kuldeep and Sunil Kumar (2014) sarva shiksha abhiyan in mandi district of himachal pradesh: a case study. In this, study an attempt has been made to study the

existing status of SSA in Mandi district of Himachal Pradesh. The Sarva Shiksha Abhiyan aims at providing access to schooling to all the in the age group of 6-14 years of elementary education of satisfactory quality. Keeping in view the experience of micro and macro level, educational intervention and to ensure equal opportunity to education to all. The Himachal Pradesh Elementary Education Society (HPPEs) which had the experience of implementing the District Elementary Education Programme (DPEP) in Himachal Pradesh was selected as a state level society to implement the SSA in the state. This paper focuses on the target of universalization and tries to assess the different strategies to achieve the target of hundred percent enrollments of the children of the age group of 6-14 years. In this paper the authors studied the perception of teachers undergone the various training programme by SSA, specially designed to cater the need of elementary teachers.

Swapna K. S. (2014) studied the Sarva Shiksha Abhiyan in Rural Schools of Dindigul District. Education is fundamental for an individual to lead a holistic and successful life. Regrettably, many children especially from rural background lack access to education. In 2001-2002, a flagship program to promote education for rural children in India came into being called Sarva Siksha Abhiyan (SSA). SSA provides better facilities to students like infrastructure, proper teaching/ learning materials etc. The study outlined here, was designed to find the impact of SSA in the rural schools surrounding Dindigul district, Tamil Nadu, India. The study reveals that the rural schools are indeed getting benefits from SSA and the teachers from both government and aided schools alike have a positive attitude towards SSA. The enrollment ratio has improved. But schools do lack effective implementation of SSA program especially in areas like civil works, Activity Based Training, and intervention programs for the differently abled students and ICT training for the students. This study will help the Government to refine its strategies to improve and extend the SSA programs, directing towards Universalization of Elementary Education (UEE) in rural India.

Method:

In the present study descriptive survey method was used. Descriptive research as are oriented towards the determination of the status of a given phenomenon rather than towards the isolation of causative factors accounting for its existence.

Sample:

The sample for the present study was drawn on the basis of non- probability sampling by using quota sample. Total sample for the present study is 100 teachers which government and private school selected from urban and rural area. The distribution of the sample is shown in table.

Tool used

To collect data from Elementary school investigator developed and standardized the attitude scale towards Sarva shiksha Abhiyan. The final draft of the scale has 40 items. Each item has five possible alternative responses. It is a self administrative scale. There is no time limit for the scale. All items of the scale are positively worded.

Statistical Techniques Used:

In the present study investigator or was concerned with finding out the significant of difference between the mean of the population from which the sample was drawn. The "t" value of two means is calculated by using the following formula.

Analysis and Interpretation of Data:

Hypotheses Testing:

1. There is significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.

2. There is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.
3. There is significant difference between the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.

Hypothesis-1:

There is significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.

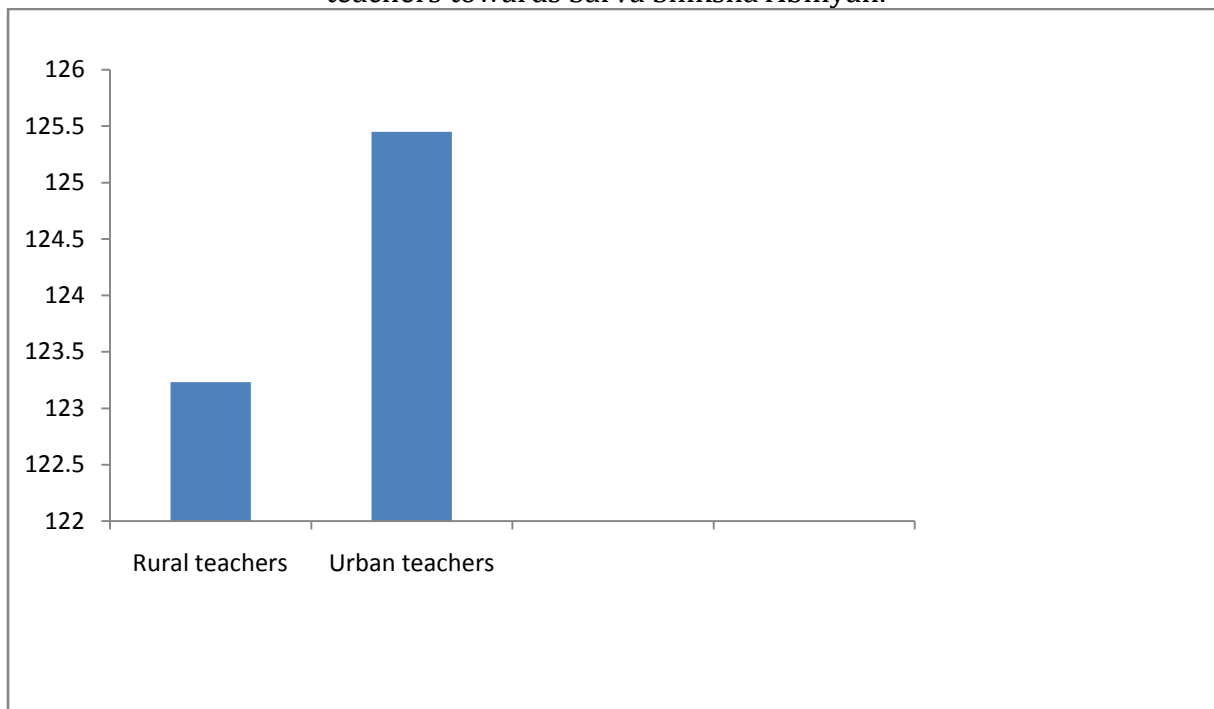
Table 4.2 (a)

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	123.23	7.78	1.24	98	1.79
Urban school teachers	50	125.45	8.56			

Mean score and standard deviation of rural school teacher are 123.23 and 7.78 and for urban school teacher are 125.45 and 8.56 respectively. Standard error of difference of mean of this calculated value is 1.24 and t-value is 1.79 which is insignificant at 0.01 and 0.05 level of significance. It means that there is no significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.

Figure 4.2 (a): Mean differential attitude of rural and urban Elementary school teachers towards Sarva Shiksha Abhiyan.



Thus the Hypotheses “There is significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.” has been rejected.

Hypothesis -2:

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

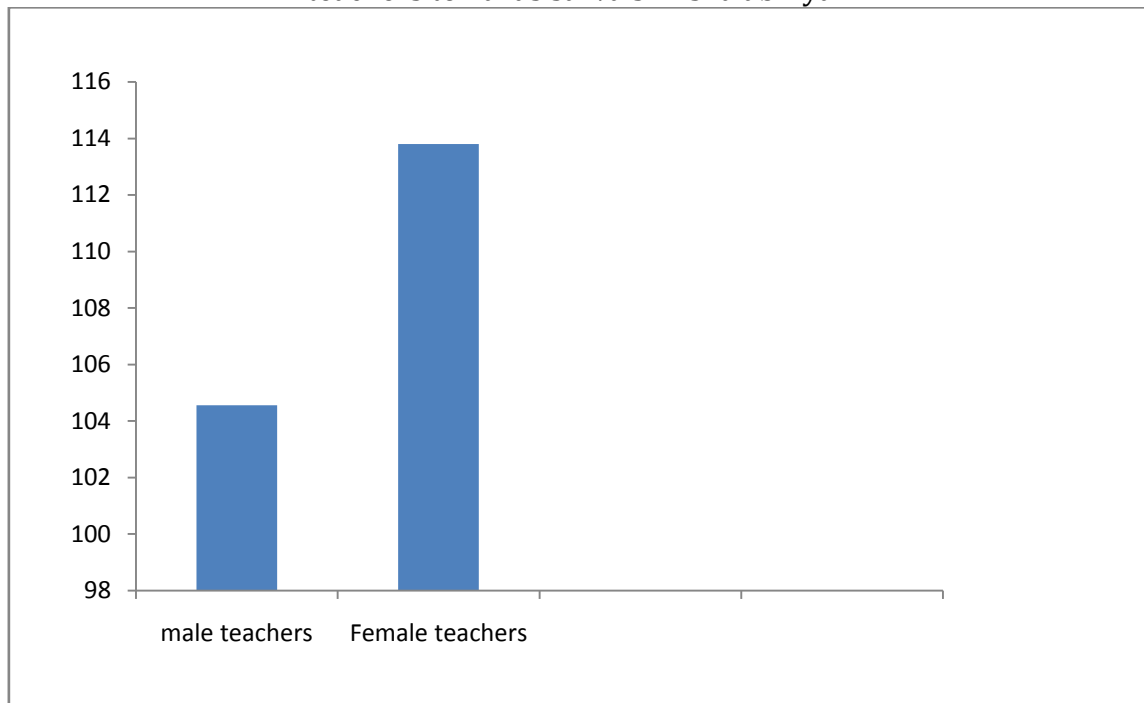
Table 4.2 (b)

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.

Groups	N	Mean	SD	S.Ed	DF	t-value
Male Teacher	50	104.56	13.57	2.46	198	3.75
Female Teacher	50	113.80	10.89			

Mean score and standard deviation of male teachers are 104.56 and 13.57 (N=50) and for female teachers are 113.8 and 10.89 (N=50) respectively. Standard error of difference of mean of this calculated value is 2.46 and t-value is 3.75, which is significant at 0.01 and 0.05 level of significance. It means that there is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.

Figure 4.2 (b): Mean differential attitude of male and female Elementary school teachers towards sarva shiksha abhiyan.



Thus the Hypotheses “There is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.” have been accepted.

Hypothesis -3:

There is significant difference between the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.

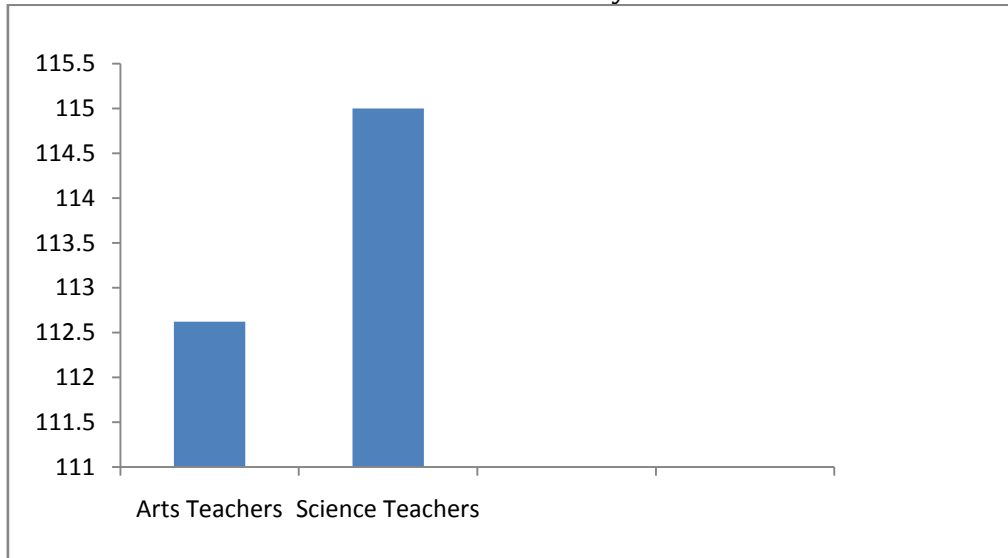
Table 4.2 (c)

Mean Standard, deviation and t-ratio for testing the significant difference in the attitude of arts and science stream teachers towards sarva shiksha abhiyan.

Group	N	Mean	SD	S.Ed	DF	t-value
Arts Teacher	50	112.62	12.29	2.46	198	1.02
Science Teacher	50	115.0	10.95			

Mean score and standard deviation of arts stream teachers are 112.62 and 12.29 (N=50) and for science stream teacher are 115.0 and 10.95 (N=50) respectively. Standard error of difference of mean of this calculated value is 2.46 and t-value is 1.022, which is significant at 0.01 and 0.05 level of significance. It means that There is significant difference between the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.

Figure 4.2 (c): Mean differential attitude of arts and science stream teachers towards sarva shiksha abhiyan.



Thus the Hypotheses “There is significant difference between the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.” have been rejected.

Major Findings:

It has been found that

1. There is no significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan.
2. There is significant difference between the attitude of male and female Elementary School teachers towards Sarva Shiksha Abhiyan.
3. There is no significant difference between the attitude of arts and science stream teachers towards Sarva Shiksha Abhiyan.

Educational Implications:

- The findings of study suggest that attitude of rural Elementary school teacher towards Sarva Shiksha Abhiyan is quite favourable and female teachers, more qualified teachers show not favourable attitude towards teaching profession. Hence, in the light of these findings and also keeping in view the delimitations of the study, following suggestions may be given for educational implications.
- The school conditions at Elementary stage should be improved so that attitude of rural Elementary school teachers towards Sarva Shiksha Abhiyan and towards teaching profession may be made useful for better teaching learning outcomes.
- The service conditions of teachers working in rural areas should be improved so that attitude of rural Elementary school teacher towards Sarva Shiksha Abhiyan working in rural schools has a more favourable attitude towards teaching. The less experienced teachers should be provided more academic and institutional support for their betterment so that they also have more favourable attitude towards teaching.

- The young teachers should be motivated to be more studious and devote more time for self-development. The role of DIETs can help in this process. All teachers, especially less experienced and less qualified should be given more opportunities for inservice training.
- The rural Elementary school teacher towards Sarva Shiksha Abhiyan need to be oriented towards the goal of universal education, being stressed under Sarva Shiksha Abhiyan .
- “Time has come for higher education institutions to come out that conclusion, alienation from other levels of education and elite cover to involve in the social process of education. They have to become more flexible by bringing in more democratic way 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 present piece of research work was delimited in a number of ways. Therefore, some suggestions may be laid down for further research:

- Similar studies may be conducted on larger sample drawn from other districts of the state and other states.
- The other psychological variables, such as job satisfaction, teacher effectiveness, burnout and job stress may be selected for research to predict attitude towards teaching.
- The role and impact of in-service teacher education programmes may be researched to find out their effectiveness in improving teachers’ personality and role performance.
- The students’ perception about rural Elementary school teachers towards Sarva Shiksha Abhiyan may also be analysed to relate it with teachers’ performance.
- The views and perceptions of rural Elementary school teacher towards Sarva Shiksha Abhiyan towards various interventions of SSA need to be studied in future researches.
- The school effectiveness at Elementary stage need to be explored in a comprehensive manner based on teacher, student and infrastructure indicators to improve quality of education at Elementary stage.

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