

Role of Teachers’ towards Primary School Children with Exceptional Orientation towards Quality Education based on Statistical Measures using ANOVA Tool



Pratiksha Dixit

Abstract: *The paper presents the current scenario of education in India and as examined the rural areas of Patna district area becoming nastiest in spite of initiatives taken and expenses made by the government in this regard. This paper used some statistical measures to evaluate the purpose of the right to education, which is not mere providing education but to provide the right to receive an education of good quality to every child. A quality education is maintained by three key columns viz. providing quality teachers, providing quality resources and by providing secure and compassionate atmosphere. Some suggestive measures have been given through this paper which will help in improving the status of education especially in primary schools in our country.*

Index Terms: Education, Sensitivity, Quality Education, Primary school, Behavioural Needs.

I. INTRODUCTION

The role of teachers’ sensitivity towards primary school children comprises of the span of teachers’ behavioral aspects and the wakefulness of student’s academic, social and emotional needs with special reference to the wants of individual students’ of Primary classes to realize the objective of quality education.

The main motto of quality education is to bring in a system that spotlights on allowing students to develop and grow in such an academic environment that is compassionate, encouraging and at the same time exigent, which foster them to become confident, positive and with a good self-worth and enthusiasm so that they can do their utmost onward by being ingrained with the sagacity of accountability towards others in their society. In other words we can say that Education not only be obtainable and reachable but also adequate and pliable. It means the education that spotlightsthe complete i.e. the societal, emotional, psychological, rational, physical, and scholarly development of each child without considering their gender, race, family background, socio-economic position, or region. Jantine L. Spilt, Eleonora Vervoort, Karine

Verschueren also stated in their paper “Child Dependency on teacher and Teacher Sensitivity predict commitment of children with Affection Problems” that children with affection problems who are excessively dependent on teachers may miss out on prospects for learning because they do not use the teacher as a secure base for sovereign assessment of the classroom. Truncated sensitivity of teachers to the needs of these children intensified problems in classroom participation. However, children showed growth in independent classroom participation when teachers were sensitive to the children’s needs.

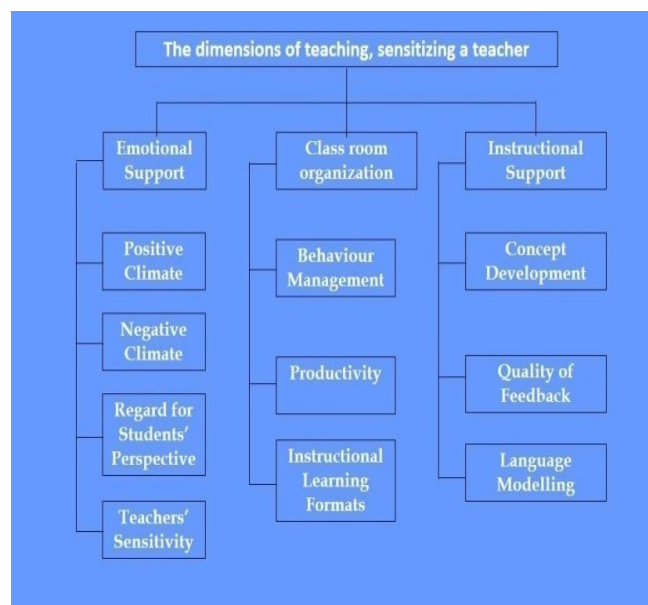


Figure-1 “The dimensions of teaching to sensitize a teacher” [Courtesy: CLASS (The Classroom Assessment Scoring System, University of Virginia)]

For quality education parents awareness is also an important factor but due to alertness of the government and self-realization of importance of education even by the parents of rural area, people have started sending their kids to school anyhow but the question is are we providing them the quality education in real sense by creating an environment in the school where no detention policy is followed in primary classes and most of the teachers are busy in money making or just doing the formality teaching and promoting the students to higher classes without giving them the essence of education in true sense.

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A study by Veenita Kaul (2009) on "early youth care and training" reasons that there has been a significant jump in administrations and projects identified with ECCE during the most recent decade. The private sector is showing speedy development in this field but any system of regulation is still lacking.

The study highlights the call for reinforcing the connections of ECCE programmes with primary education so that it can bring an overall development of the child and not be restricted to the scholastic learning only. An article by Usha Nayar, in "Education of Girls' in India: Progress and Prospectus" in 2000, though significant progress has been made in the prerequisite of girls' education, the goal is not yet achieved in terms of gender sensitivity and gender inclusive curriculum in rural areas. Zhi Quan Zhang & Yuan Hang Zhang (2017) in their research paper "Discussion on Development of Teachers' Professional Sensitivity" also emphasized that teachers' low professional sensitivity not only is difficult to discover professional problem or lack strong enterprising or motivation to reform but it becomes restriction and limit to teachers' professional development.

II. PARAMETERS USED TO ASSESS TEACHERS' SENSITIVITY

A. Parameters Selections

In this study, the following parameters are used to assess teachers' sensitivity:

- **Teachers' sensitivity towards social skills: It includes:**
 - Behavioral skills such as etiquette, manners, values, attitude
 - Attire and uniform
 - Disciplinary policies
 - Psycho-social and Interpersonal relationship
 - Peaceful and safe environment especially for girls
 - Organizing co-curricular activities
- **Teachers' sensitivity towards parents and community: It includes:**
 - Organizing Parents Teachers' Meetings
 - Economic and moral support
- **Teachers' sensitivity towards Infrastructure and environment: It includes:**
 - Good health, nutrition and cleanliness
 - Proper use and maintenance of resources (drinking water, toilets, building, library, playgrounds etc.)
 - Use of building for circle meetings and other school related gathering
 - Teachers' sensitivity towards Effective Classroom Teaching
- **Teachers' sensitivity towards Effective Classroom Teaching**
 - To assess teachers' sensitivity with reference to quality education of primary school children, the parameter "Enrollment of the students" will be included.

B. Current status of primary education in Patna:

1. Gender Gap: Male Literacy rate of Patna is 80.28% while female literacy stands at 63.72%.
2. Regional disparity: the district-wise literacy rates vary from 75.6 percent (Rohtas) to 52.5 percent (Purnea).

3. Decadal increase in literacy rate: comparatively too low.
4. A misbalance between quantity and quality of education.
5. Even after improved resources and funding facilities in the district, result is not satisfactory as it should be.

C. Literature Review

A number of literatures were reviewed prior to the collection of the data regarding standardization of the tool in terms of testing the reliability and validity of the same and for testing the Hypothesis 1, as mentioned below:

- **Duncan-1969-** Compared the attendance, achievement and dropout rate of junior classes and impact of counselling on it. **NIEPA-1979-** Studied administration of elementary education in relation to the universalization of elementary education. **S C Acharya-1984, Mohanty P K 1999, Maikhuri Rana-2005, Zaidi, S.M.I.A., (2008)** conducted a study on facilities in Primary and Upper Primary Schools in India and informed about the factors affecting primary Education.
- **Chand, Vijiya, Sherry and Amin - Choudhury, Geeta, 2006, Choudhury, Geeta, 2006,** have conducted the study on 'ShikshaSangam: Authors have reviewed that have presumed that SSA (SarvaShikshaAbhiyan) assumed a significant job in decreasing the quantity of out-of-younger students. They have utilized the secondary information of thirteen states of India. . Innovations under the SSA at IIM, Ahmadabad. Government of India has launched the SSA in 2001-2002 in partnership with the state and local-self-governments to universalize and improve quality of elementary education in the country. Government of India has launched the SSA in 2001-2002 in partnership with the state and local-self-governments to universalize and improve quality of elementary education in the country. They have used the secondary data of 13 states of India. Authors have concluded that SSA played an important role in reducing the number of out-of-school children.
- **Bajpai, Anjali and Bhattacharya, Surjoday (2007)** conducted a study on —SSA: Initiatives in education. SSA was launched as a time bound flagship programme by 86th amendment of constitution to meet the demand for quantity based education all over the country. It also describes about the obstacles for Universalization of Elementary education and focuses on how adult literacy, population literacy, resource management and early Education are all related to improvise the primary education. This study including childhood care, of teachers; ingenuity and mass awareness affect the goal of achieving an impartial society ad by educated children with special reference to SSA.
- **Jain and Mital, 2011,** have done the assessment of SarvaShikshaAbhiyan (SSA) in Sarvodaya Schools of Delhi,

authors have ascertained that the rule underneath SSA, that says teacher to student magnitude relation ought to be 1:40, wasn't being followed in colleges utterly and actions ought to be taken to scale back the scale of the categories.

- GOI, 2000, has stated that the average number of students per teacher in all categories of schools in India shows that highest number of student-teacher ratio was in Bihar (1:54) followed by West Bengal (1: 47) and minimum ratio was in Mizoram (1:16) The average student-teacher ratio for India was 1:37 which was quite high as compared to required standard.
- **Hall, Hughes, and Filbert (2000)** cited Montali and Lewandowski (1996) concerning weak readers routinely being unable to find out within the content areas as a result of they can't comprehend the text. academics UN agency acknowledge that students are experiencing issues in reading their textbooks and are involved concerning this are probably to be the teachers who are willing to find out methods to help their students (Vaughn, 1977, pp. 605-606). If academics don't seem to be curious about learning a way to facilitate troubled readers in their lecture rooms, then there'll be very little worth in armament them with the approaches to try and do therefore. The importance of attitude is also included in this statement.
- **Kothari, 2004,** has mentioned the challenges of teaching in Bharat. The study was conducted by NIEPA to clarify the teaching state of affairs in Bharat exploitation secondary knowledge sources like Census, the NSS, NCERT and NFHS surveys. the general progress was evaluated with regard to gender, age, rural-urban divide, expenditure teams, village services, and health standing of kids.
- **Tubassum(2007)** conducted a study on —Common School System: Prospects of Universalisation of Primary Education in Bihar and reasons of its non-implementation to know the reasons for common school system which was not started by the government and how it will be implemented in the situation of lack of fund, infrastructure and quality teachers. They also tried to know the alternate machinery for common school system to assist the weaker sections. The study tells that government schools have unavailable teaching staff and invisible students in the government schools as compared to private schools.
- GOI 2010- **GOI 2010,** has released the statistics for 1950-51 on type of schools, which indicates that out of total schools (230683), 91% were primary schools, 6% upper primary and 3% secondary schools and above. It has done an in depth analysis on government and private schools using the factors like educational access, enrolment, dropout, attendance, development, societal and gender equity in education, level of accomplishment, quality of education, teachers and teachers education.
- In 2009-10, basic yearly development rate of schools for essential was 4.8% and almost 39% for upper essential and higher optional schools. In view of populace standards, changing conventional separation and opening schools in little homes has yielded positive outcomes. The creator built up that administration schools are more costly than tuition based schools with lower instructor culpability in India. Notwithstanding, due to low quality and shortage of state funded instruction, private schooling has turned into the certainty for India.
- **Abbi, (2012)** has reviewed the education scenario in India. As distributed in Peking College Training Survey (2008) "Instructive Affectability and Educators Functional Knowing-in real life" by Max van Manen, College of Alberta, In regular day to day existence in study halls, whatever the things that instructors do, or don't do, all have accurate moralistic implication. Max has discovered the type and the importance of the matter-of-fact forms of information that teachers endorse in collaborating teaching learning process in the classroom with their students.
- According to **Dr.S.Vijayavardhini and .M.Sivakumar,** teacher plays a dynamic role in the educational system. It is very important for a teacher how he/she thinks about his job, because along with affecting his/her own behavior, it also effects the students behavior in the class room. Shan, G (2008) also mentioned that many teachers and managements are in a quandary about it and not satisfied with the teaching results. The reason is they pay more attention to acknowledgment rather than the behavioral and emotional needs of the students, which is a deterrent in the way of quality education.
- A Study by **Rohini P.Trivedi** (year), reveals that the teacher should be a friend, philosopher and guide. The mandate and hopes of the society change the educational scenario in a country. Teacher is a self-motivated intermediary of societal change. The devout profession of teaching is directly linked with the future of the students who are the accountable civilian of tomorrow. So they must get good education in schools. So the teacher should be a friend, philosopher and guide. Teachers' credence, opinions and their attitudes affect their teaching and behaviour with the students. The teacher's intellectual and their job satisfaction and expectations also affect their work. The findings specify that there is significant effect of primary and secondary school teachers attitude towards teaching profession.

In a nutshell, until now, a lot has been done in terms of infrastructure, resources, expenditure etc. Still no desirable changes have been brought by present education system. Besides, many teachers especially in rural areas are unaware of the meaning and role of teachers' sensitivity As such, It is the high time to bridge the gap between "being an instructor" and "being a teacher" through "multiculturalism" i.e. training the children with respect to their social,

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cultural and behavioural needs which is a fertile area in which a lot more needs to be done but it is possible only when the teachers are sensitive towards the needs of the students, be it in terms of social, emotional, academic, behavioural, financial, psychological or any other area.

III. OBJECTIVE OF THE STUDY

To study the level of teachers' sensitivity towards primary school children with reference to block wise literacy rate of Patna district.

Proposed Hypothesis.

H₀₁: There is no significant difference in teachers' sensitivity towards primary school children according to block wise literacy rate of Patna district.

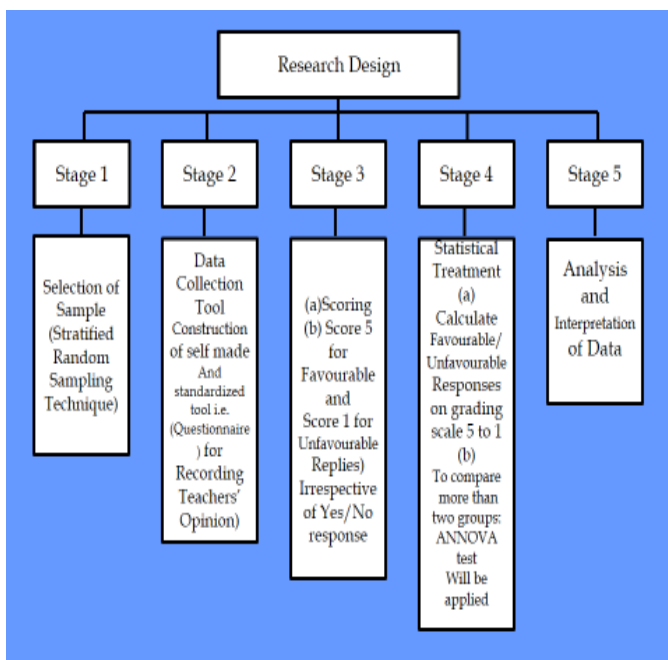


Figure-2: Research Design to show the stepwise procedure to derive the conclusion

A. Methodology & the Sources of Data

Population.

First of all, all the 23 blocks of Patna district were divided into three categories based on their literacy rates viz. i) Blocks having high literacy rate ii) Blocks having moderate literacy rate and iii) Blocks having low literacy rate. The teachers teaching in Government and Private primary schools of Patna district (both male and female) constituted the population of the study. 150 samples from each categories of blocks of Patna district i.e. $150 \times 3 = 450$ samples have been collected by stratified random sampling method and are being analyzed in totality to obtain the result.

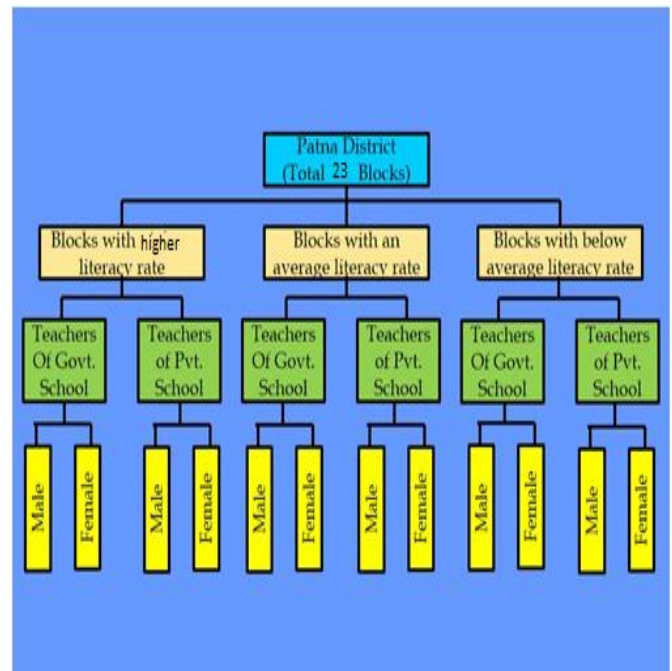


Figure-3: Sample (population) Design

Sl No.	List of block	Population	Literacy Rate
1	Patna rural	1771140	72.1
2	Phulwari	273129	62.1
3	Danapur cum khagaul	397817	61.7
4	Bikram	169510	59.8
5	Bihta	261427	58.1
6	Naubatpur	203594	56.4
7	Sampatchak	106866	55.5
8	Mokameh	202411	54.3
9	Dulhin bazar	124966	52.7
10	Paliganj	254904	53.7
11	Masaurhi	241216	53.0
12	Barh	216348	52.3
13	Daniyawan	75086	51.0
14	Punpun	138143	50.9
15	Fatwah	198008	50.0
16	Athmalgola	90964	49.9
17	Dhanarua	211376	48.2
18	Maner	268998	48.0
19	Bakhtiyarpur	227382	48.6
20	Pandarak	154613	47.7
21	Belchhi	66165	46.8
22	Khusrupur	109504	46.6
23	Ghoswari	74898	40.3

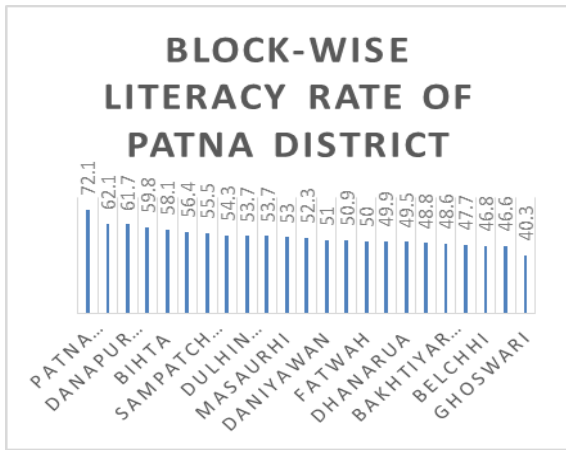


Chart -1: Graphical Representation of Block wise Literacy Rate of Patna District (Graphical representation of Table – 4) [Courtesy: Population census 2011)

IV. TYPES AND SOURCES OF DATA

1. Secondary sources of data like various books on the subject, DISE reports of Bihar Education Project Council, magazines, Report published by Advisory Committee for the Tenth Plan and Economic Surveys(various issues) MHRD report etc have been used as secondary data.
2. In addition, primary data has also been collected from the teachers of various primary schools of different blocks of Patna district through self-made and standardized Questionnaire.

V.COLLECTING OF DATA

The data was collected by using standardized tools which is self-made questionnaire in this case and the data was first cross checked and validated before giving further treatment.

Instruments for data collection:

Reliability of the tool has been measured by Chronbach alpha test and Split half test method. Content validity has been considered to check its validity and then item analysis has been done for standardization of the tools. Results have demonstrates that overall reliability (internal consistency) of the study was found to have a coefficient alpha of 0.965 at aggregate level which is deemed acceptable. (Nunnaly 1978,

Churchill, 1979) and suggests that the measures were free from random error. The t value of individual items and high alpha values for the overall scale indicates that convergent validity was met.

VI. RESULT ANALYSYS OF STANDARDIZATION

A.Chronbach Reliability:

- ☐ Parameter 1: N=36, CR= .602
- ☐ Parameter 2: N=19, CR= .622
- ☐ Parameter 3: N=15, CR= .606
- ☐ Parameter 4: N=25, CR= .622
- ☐ Overall : N=96, CR=.812

B.Guttman Split Half Coefficient:

- ☐ Parameter 1: N=36, CR= .428
- ☐ Parameter 2: N=19, CR= .504
- ☐ Parameter 3: N=15, CR= .285
- ☐ Parameter 4: N=25, CR= .530
- ☐ Overall : N=96, CR=.61

C.Validity of the Tool:

1. Content validity was determined by the Expert’s judgement.
2. A Standardized test of internal consistency was conducted (item analysis) and the value obtained i.e. the data relating to the item discriminating power ensures full content validity of the test. (Discriminative index was calculated for all the 108 questions and 11 questions having DI less than 0.25 were eliminated from the questionnaire)

D. Analysis & Interpretation of data.

Data to prove the hypothesis was collected from different teachers and then inferential statistics was applied to analytically examine the data and to verify the hypothesis in order to estimate the result for the whole population by using ANOVA test to compare more than two groups.

Table 2-Descriptives						
Sensitivity						
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
HLR	150	4.114118	.2143231	.0174994	4.079539	4.148697
MLR	150	3.243137	.1214442	.0099159	3.223543	3.262731
LLR	150	2.607843	.1382219	.0112858	2.585542	2.630144
Total	450	3.321699	.6391843	.0301314	3.262483	3.380915

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Table-3 ANOVA (Testing the sensitivity of teachers)					
Sensitivity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	171.553	2	85.777	3225.159	.000
Within Groups	11.888	447	.027		
Total	183.442	449			

Table-4 Robust Tests of Equality of Means				
Sensitivity				
	Statistic^a	df1	df2	Sig.
Welch	2708.758	2	286.298	.000
Brown-Forsythe	3225.159	2	352.297	.000

a. Asymptotically F distributed.

Table -5 Multiple Comparisons						
		Sensitivity	Tukey HSD			
(I) Literacyrate	(J) Literacyrate	Mean Difference(J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
HLR	MLR	.8709804	0.0188312	0	0.826698	0.915263
	LLR	1.5062745*	0.0188312	0	1.461992	1.550557
MLR	HLR	-.8709804*	0.0188312	0	-0.915263	-0.826698
	LLR	.6352941*	.0188312s	0	0.591012	0.679577
LLR	HLR	1.5062745*	0.018832	0	1.550557	1.46192
	MLR	.6352941*	0.018832	0	-0.679577	-0.591012

*. The mean difference is significant at the 0.05 level.

* HLR- Blocks having High literacy rate MLR- Blocks having Medium literacy rate LLR- Blocks having Low literacy rate

Table-6 REGRESSION RESULT : ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.140	3	1.380	25.643	.000
	Residual	5.167	96	.054		
	Total	9.307	99			

a. Predictors: (constant), LLR, HLR, MLR
b. Dependent Variable: Sensitivity

Model		Unstandardized Coefficients		Standardized coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.671	.886		.757	.451
	HLR	.855	.100	.664	8.581	.000
	MLR	.036	.199	.014	.182	.856
	LLR	-.066	.171	-.030	-.384	.702

E. Inference

The null hypothesis attempts to show that no variation exists between variables or that a single variable is no different than its mean. It is presumed to be true until statistical evidence nullifies it for an alternative hypothesis. The above analysis suggests the significant difference among the sensitivity of different blocks of literacy towards the primary school children. The ANOVA test allows a comparison of more than two groups at the same time to determine whether a relationship exists between them. The result of the ANOVA formula, the F statistic (also called the F-ratio), allows for the analysis of multiple groups of data to determine the variability between samples and within samples. In this study, ANOVA is used to compare more than two groups having different literacy rates and to find the relationship between the literacy rates and the sensitivity of primary school teachers. If no real difference exists between the tested groups, which is called the null hypothesis, the result of the ANOVA's F-ratio statistic will be close to 1. Fluctuations in its sampling will likely follow the Fisher F distribution. This is actually a group of distribution functions, with two characteristic numbers, called the numerator degrees of freedom and the denominator degrees of freedom. (Analysis of Variance (ANOVA) reviewed by Will kenton). The significant ANOVA suggests the difference among the three groups' i.e. higher literacy rate, medium literacy rate and lower literacy rate. The Welch and Brown-Forsythe test for equality of means are also significant which proves that there is difference in the sensitivity levels of different literacy group. It has been further reconfirmed from the post hoc analysis through Turkey HSD which found the major difference between and among the groups.

The significant anova of regression analysis confirms that model is valid and a good one whereas the F-statistics of regression analysis suggests the model fit. The HLR coefficient of 0.855 is significant at 1% level of significance which clearly favours our hypothesis that sensitivity is related to the level of literacy. The coefficients of medium literacy group (.036) and lower literacy group (-.066) though are insignificant but the coefficient value again is a bit higher for medium than lower group. The lower literacy group has negative relation with sensitivity. The analysis suggests the rejection of the null hypothesis. Thus the anova along with regression analysis proves the significant difference in

teachers' sensitivity towards primary school children according to block wise literacy rate of Patna district.

VII. CONCLUSION

As stated by Marita C Lynagh & T E Handley (2010) in "Teaching about, and dealing with, sensitive issues in schools" There is a growing expectation for teachers to become competent not only in educating students in these areas but also in recognizing and dealing with such matters if and when they arise in the classroom. However, a large proportion of teachers express discomfort in these areas, resulting in negative outcomes for both teachers and students. Our hypothesis is rejected because data shows that teachers' Sensitivity is directly related to the level of literacy. The higher the literacy level of the teachers, the higher is the sensitivity among them which in turn is responsible for bringing in the quality education.

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