

Dr. Rosy Sulochana (September 2021). Acceptability Paradigm of Access to Primary Education: Evidences from Primary Data

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Acceptability Paradigm of Access to Primary Education: Evidences from Primary Data

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Abstract

Education creates the human capital for the benefit of the society or for the country as a whole. While the quantitative expansion of the system appears to be very impressive, the achievement of the goal of universalisation of primary education has still remained elusive. This is because the government continues its celebration through reflecting on increased access to the infrastructural facilities, based on apparent increase in enrolment-ratios, literacy rate and number of schools; a deeper look reveals the progress to be grossly unsatisfactory. In this context, it is an urgent need to make education as accessible as possible to all the citizens of the country.

Although the issue of access has gathered much attention from the suppliers perspective yet the availability of quality education to the masses provided by teachers with right attitude is still infancy. So, *true access remains imaginary unless the people who are entrusted with imparting education have the right attitude towards promoting participation of all social inter-sections of students. Whether the children would continue schooling or not depends upon numerous factors like, teacher's responsibility and their unbiased attitude, personalised attention to weaker section students, continuous assessment of students, regularity of teachers, etc.* If the providers do not accept their roles, all efforts of creating the facilities, making it affordable and motivating the beneficiaries would fail.

Keeping this in background, the present paper intends to measure the acceptability index showing the rural-urban variation in the attitude of teachers for which it uses data collected through a primary survey of six basic survey units- 4 villages and 2 wards from the Varanasi district of Uttar Pradesh.

Keywords: Universalisation, Attitude, Unbiased, Acceptability, Access.

Introduction

The Indian education system is systematically being tailored to capture the interest of students. Following independence, education became an area of priority for the nation and initiatives were taken by the government to provide education to the masses. Areas catering to the masses like elementary education are still mainly under the government. An increase in literacy is generally accepted as an indicator of the spread of education. Spread of education in India at all levels has contributed in raising the literacy ratio in the country. The number of literates in the country has increased from 5.7 crores in 1951 to 57 crores in 2001, increasing by ten times over this period of 50 years. The literacy rate has increased from 18 per in 1951 to 67.5 Per cent in 2007. However, despite numerous promises and five-year plans from governments up to and including the present, which made an unequivocal commitment in 2004 to provide at least 6 percent of Gross Domestic Product to education, the guarantee remains for many children a distant dream.

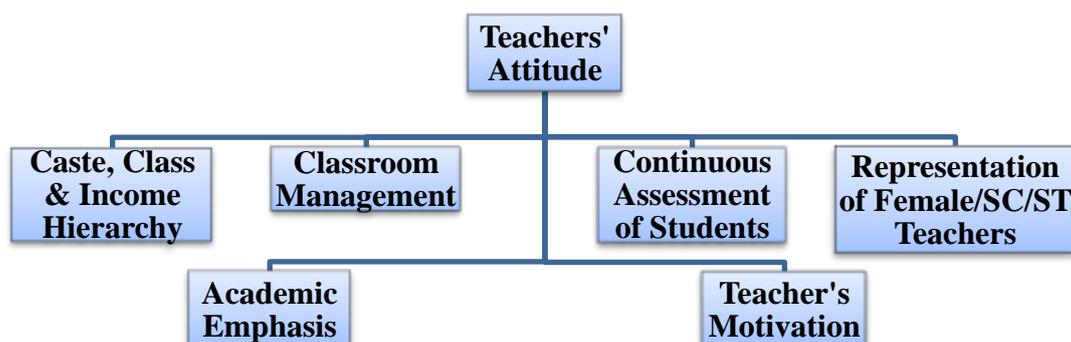
The official approach of defining universalization is purely based upon quantitative terms or the supply perspective while completely neglecting the qualitative aspects. As far as the debate on “*access to education*” is concerned, it is too intense and intricate. The literature furnishes different interpretations of access, thus making it more difficult to identify as to what actually constitutes access. For instance the government entrusted with the task of providing basic amenities to population defines access entirely in terms of *attainment* e.g. enrolment of deprived sections in schools and rise in literacy figures. Treating attainment as the only indicator of access tends to overestimate our progress made in universalisation of primary education and distorts our understanding of the real problem. This raises the question as to whether we should evaluate access merely on the counts like, the availability of physical and human resource or the right attitude and commitment on the part of service provider as well. Keeping this in mind, it is essential to redefine the process of evaluation and conceptualisation of access to bare amenities (Sulochana, 2015).

In the light of this, the present paper emphasizes on the issue of access to primary education keeping the attitude of teachers i.e., acceptability as a cause of concern. The paper is divided into four sections. Section-I attempts to conceptualize acceptability as a main dimension of access via looking at different indicators of teacher’s attitude. Section-II highlights the methodology and choice of indicators for measuring teacher’s attitude and Acceptability Index using primary data for Varanasi district of UP. Section-III intends to compute the region-wise composite index of Acceptability for Varanasi district of UP. Section-IV seeks to identify some interventions required for ensuring right attitude of teachers in access to primary education.

Section-I: Conceptualization: The Acceptability Perspective

Access to the deprived section can be ensured only when people who are entrusted with imparting/administering education have the right attitude towards promoting participation of all social inter-sections of students. This brings us to the issue of *acceptability*. If the teachers' behaviour towards underprivileged children is dispiriting, it will ultimately lead to the eviction of students from the educational system (Vasavi, 2006; Bordia, 2005). It is not very uncommon in Indian villages where the caste and class hierarchies are very strong that teachers deliberately discourage poor and first-generation learners. These students who normally experience exclusion in the form of unfamiliarity with mainstream language used by teachers and other children are ill-treated, neglected and face different kinds of humiliation. Teachers feel that the deprived section neither has the will nor the right and resources to be educated. Experience shows that attitude of teachers works as a major deterrent in inclusion of the educationally deprived and marginalized children into education (Nambissan, 2006; Saxena, 2006; Jha and Jhingran, 2002). Apart from this, acceptability might also include the commitment of the local government (Joseph 2012, Wilcox 2000, Grover & Singh 2002) dedication and commitment of teachers to take up the teaching job seriously (Venkatanarayana, 2009), the extent to which he/she comes up with interesting pedagogy/teaching tools (Dutta & Bala, 2012), regularity in the class, class environment that he creates etc. Thus, attainment should be judged also by the extent to which those involved in imparting education are ready to accept their role in a committed and non-partisan way. Access from acceptability i.e., provider's attitude perspective generally indicates towards the following factors -

Figure- 1: Acceptability(Attitude of Teachers)



The first factor/aspect associated with teacher's attitude is the perception towards the children of deprived caste, class and income groups. The biased behaviour of teachers towards underprivileged children ultimately lead to the eviction of students from the educational system. Sometimes, it is observed that poor children get little attention and experience exclusion in the form of unfamiliarity with mainstream language used by teachers and other children. In government schools teachers have negative attitude towards education of weaker section of the society- they feel that the deprived section

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neither has the will nor the right and resources to be educated. They are destined to do particular type of work in the social hierarchy and any effort to educate them would distort the caste hierarchy and also the social division of labour. They make no genuine effort to bring them in the mainstream. In such a scenario, only right attitude can ensure that facilities are not only created rather they are made available in the right spirit to the deprived section. This calls for a radical transformation of society focusing on strategies and activities to sensitize the community, *i.e.*, teachers, administrators, and pupils to change negative attitudes towards the education of marginalized children.

As cited by Ramachandran (2004), there exists 'hierarchies of access' of different socio-economic groups to different categories of schools. She points out that as one goes down the social and economic pyramid, access and quality issues become more pronounced. Acharya (1982) and Chandra (1983) also found that "educational achievements in terms of literacy, enrolment and retention correspond closely with the hierarchical order of the rural society according to class, caste and income level. The literacy and enrolment rates decline very steeply in accordance with the society's hierarchy. Kumar (1983) in his empirical study encountered that the enrolment rate was higher among non-scheduled castes whereas the drop-out rate was higher in scheduled castes. The prevalence of caste-based discrimination in the schools was found to be the reason for such a situation. Based on the study in two districts in UP, Srivastava (2001) found a contrast between the upper caste and lower caste with regard to the school type. Upper castes were inclined to prefer private schools than the lower castes that usually sent their children to less-equipped government school.

Along with teacher's attitude, his skill in handling classroom or managing right environment in the classroom is also very crucial. Unsupportive and suffocating class environment discourage learning process and compel students to regularly skip classes. Weindling (1989) found that along with the parental involvement and support, an effective schooling system tends to be characterized by academic emphasis (in terms of belief of students that teacher can teach, regular setting and marking of homework, and visible rewards for academic excellence and growth), class-room management (in terms of high proportions of lesson time spent on the subject matter or interacting with the class as a whole as opposed to individuals, lesson beginning and ending in time, clear and unambiguous feedback to students on their performance and minimum disciplinary interventions), continual monitoring of students' progress and attention of Head towards classroom instruction and learning. Chakrabarty (1988), in a study covering a number of urban and rural schools also concludes that academic achievement of children from socio-economically disadvantaged families is adversely affected when they are admitted to poorly equipped schools. Studying the academic performance of students in grade IV and V in schools under different management, it is found that teacher effectiveness is more important than the type of management of schools in effecting students' performance (Veeraraghavan and Samal, 1988).

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As per Ramachandran and Bhattacharjea (2009), since teachers' salaries are related exclusively to seniority, teachers have little to gain by putting more effort into teaching. Further, due to the operation of rent-seeking in many parts of the country, teachers often dedicate considerable time and effort to keeping local politicians and power brokers happy because they control the limited rewards obtainable within the system in particular, transfers to desired locations. In general, access to those with power can increase status, whereas dedication to teaching cannot. This seriously affects the commitment level of teachers keeping them away from their real profession.

Apart from the above, sufficient representation of teachers from weaker section/caste group also play a crucial role in creating congenial class environment. It is generally believed that teachers belonging to SC/ST communities have more positive attitude towards students belonging to this section and are liable to work with more dedication for educating them and retaining them to schools (Khora, 2005). Moreover, the lack of cultural empathy in the form of difference in language also made the problem even grave (Mishra, 1968). In India, the presence of female teachers to ensure greater enrolment and retention of girl children has been emphasised [World Bank 1997, PROBE 1999]. But there has not been much advocacy of the need to increase representation of SC/STs as a strategy to ensure more enrolment and retention of SC/ST children. PROBE (1999) makes a case for female teachers but does not make a case for SC/ST teachers with equal force.

Thus along with availability of facilities, right attitude of teachers becomes a crucial factor in ensuring access and promoting inclusive education. Inclusive education is not merely about providing access into mainstream school for pupils who have previously been excluded or closing down an unacceptable system of segregated provision. Rather, it demands a change on the part of existing school systems in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles. It involves the changing of school cultures that are deeply embedded with exclusionary beliefs and values that need to be eradicated lest they remain a challenge to Inclusive Education.

Section-II: Methodology & Choice of Indicators

The proposed study is based principally on primary data and fieldwork. The study has employed a Case-Study approach to understand the impact of recipient's willingness on access to primary education. The study had been located in Varanasi district of Uttar Pradesh. Since the primary objective of the work was to measure access on an experimental basis for a small sample size, the choice of district is not very important. Considering the objectives of the study, the issues raised therein and the nature of data by and large being qualitative in nature, an in-depth case study approach seems quite appropriate for the present study.

The paper uses data collected through a primary survey of four villages and two wards from Varanasi district of Uttar Pradesh. The survey was conducted in 2012-13 for Ph.D research. Varanasi is divided into eight administrative blocks namely, Araziline,

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Baragaon, Chiraigaon, Cholaapur, Haruha, Kashividyapeeth, Pindra, Sewapuri. As per DISE District Report Card, 2014-15, there are altogether 2,901 primary schools in the district of which 1,947 consist of government and 954 private schools, respectively, catering to the needs of the district population. Multi-stage sampling had been done to select the households to be surveyed. In the first stage, Nagar Nigam located in urban area and two rural blocks has been chosen. The stratification made on rural and urban basis is justified for the present research as the impact of urbanisation appears to be quite significant on the dimensions of access. In the first stage, out of these 8 blocks, 2 blocks were chosen on the basis of preparing a composite index. By using the data provided by DISE (District Information System of Education) 2010-11, National University of Educational Planning and Administration (NUEPA), data has been collected. In rural areas, four villages- 2 from advanced block (Arazilines) and 2 from backward block (Chiraigaon) had been chosen on random basis while in urban areas, out of 90 wards in Varanasi, 2 wards had been selected by classifying the wards of the town into two categories centre (which lies on the heart of the town and are obviously most advanced) and periphery (lies on the outskirts of the town and have semi-urban features). In this way, Dashashwamedh Luxa and Shivpur had been randomly chosen (by lottery method) from the group of wards corresponding to main center and periphery of the city, respectively. Two groups of people were interviewed- parents whose wards were studying in the schools in the survey area and teachers/headmaster of different primary schools falling in the locality.

The total sample size was 481 of which 450 parents and 31 headmasters of the primary schools were interviewed. 75 households from each of the four villages and each of the two wards had been taken. For the urban wards which were two in numbers thus altogether 150 samples have been chosen (@75 per ward). Similarly from the villages (rural areas) 300 samples have been chosen (@75 samples per village). So, in totality of the six basic survey units- 4 villages and 2 wards a total of 450 samples had been chosen as standard. More samples have been deliberately drawn from rural units for providing right representation to the villages. The table-1 given below provides the details.

Table- 1: Details of Sample Taken

No. of Samples	Rural				Urban	
	Arazilines Block		Chiraigaon Block		Center Ward	Periphery Ward
	Ghamahapur	Milkichak	Singhpur	Paterwan	Luxa	Shivpur
	75	75	75	75	75	75

Source: Chosen by the Author

Choice of Indicators

In order to capture the attitude of teachers, the author chosen following indicators as mentioned in the table-2 given below:

Table- 2: List of Sub-Indicators of Acceptability (Attitude of Provider)

SN	Sub-Indicators	Measured in
1.	Personalised Attention paid to weaker/deprived section students	5- point Likert Scale where 1= strongly disagree, 2= disagree, 3= cannot say, 4= agree, 5= strongly agree
2.	Regularity of teachers in schools and their job seriousness	
3.	Remedial classes conducted by teachers for weak students	
4.	Continuous assessment of the student's performance	
5.	Teachers not give importance to term end examination only	
6.	Teachers maintain discipline in class and make students attentive	
7.	Teachers give homework in the classroom and examine the same next day	
8.	Teachers take combined class of different grades	
9.	Teachers teach for stipulated hours/periods	
10.	School consults parents regularly about the development of child	
11.	Teachers are present in school during the entire working day	
12.	Teacher's attitude show impartiality towards weaker or minority children	
13.	Teachers are engaged in teaching work when parents visit school	
14.	Children have separate class teacher for their class	
15.	Teachers use innovative teaching method like, charts, maps or smart board	
16.	Teachers make use of blackboard and encourage the students for the same	
17.	% Class Teachers who have cooperative behaviour	Quantity
18.	% Teachers who punish children	
19.	% Children who get occasional punishment	
20.	% Teachers absent on personal leave/ unauthorised absence	

Source: Chosen by the Researcher for Primary Survey

With the help of aforementioned indicators, the acceptability index could be estimated and this is what the next section attempts to do.

Section-III: Measuring Composite Index of Acceptability

The data relating to attitude of providers is primarily qualitative in nature. For instance, teachers pay personalised attention towards weaker section students, teachers conduct remedial classes for weak students, teachers use innovative teaching, etc. The study had used psychometric response scale as developed by Likert to quantify the information relating to acceptability. Thus the respondents were asked to rate their choice on a scale of 1 to 5 and then the average score for different sections were computed. The maximum and minimum scores were taken as goalpost to convert the scores for different indicators of acceptability and adaptability into normalised quantitative scores.

Test of Reliability for Likert Questions

Reliability comes to the forefront when variables developed from summated scales (Likert) are used as predictor components in objective models. It is therefore, before quantifying the qualitative aspects of acceptability and adaptability, it is necessary to assess the internal reliability of the indicators. One of the most popular reliability statistics in use today is Cronbach's alpha (Cronbach, 1951). Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability.

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Cronbach's α can be defined as,

$$\alpha = \frac{K\bar{c}}{(\bar{v} + (K - 1)\bar{c})}$$

where K is as above, \bar{v} the average variance of each component (item), and \bar{c} the average of all covariances between the components across the current sample of persons (that is, without including the variances of each component). Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1, the greater the internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb:

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

The item-analysis output from SPSS for the multi-item scale of teacher's attitude towards education i.e., the acceptability dimension of access is mentioned in appendix.

The raw data for sub-indicators of acceptability is shown in table- 3 given below. As the first 15 sub-indicators are based on Likert 5-point scaling, score 5 has been taken as maximum and 1 as the minimum value. Thereafter, by calculating the average score along each indicator, the formula for normalisation has been applied. For the rest of sub-indicators, the goalposts are set from the series only.

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Table- 3: Raw Data for Acceptability

SN	Indicators	Village/ Ward							
		G	M	S	P	Rural	L	SH	Urban
1	Children have separate class teacher for their class	3.90	3.90	3.90	4.00	3.93	4.50	4.30	4.40
2	Teachers come regularly in schools and take their job	3.72	3.95	3.73	3.69	3.77	4.23	4.27	4.25
3	Teachers teach for stipulated hours/periods	3.77	3.92	3.71	3.69	3.77	4.29	4.21	4.25
4	Teachers give homework in the classroom and examine the same	3.52	3.81	3.67	3.67	3.67	4.41	4.41	4.41
5	Teachers make continuous assessment of the student's performance	3.47	3.33	2.88	3.11	3.20	3.33	3.69	3.51
6	School consults you regularly about the development of child	2.84	3.31	3.12	3.20	3.12	3.52	3.28	3.40
7	Teachers maintain discipline in class and make students attentive	3.55	3.60	3.63	3.55	3.58	4.08	4.15	4.12
8	Teachers pay personalised attention to the individual problem	2.72	2.15	2.40	2.41	2.42	2.77	3.07	2.92
9	Teachers conduct remedial classes for failures or weak students	2.15	1.40	1.57	1.55	1.67	1.92	2.01	1.97
10	Teachers are engaged in teaching work when you visit school	3.59	3.69	3.69	3.64	3.65	4.15	4.23	4.19
11	Teachers are present in school during the entire working day	3.99	3.87	4.01	4.00	3.97	4.33	4.36	4.35
12	Teachers make use of blackboard and encourage the students for the same	3.75	3.77	3.84	3.85	3.80	3.88	3.92	3.90
13	Teachers use innovative teaching method like, charts, maps or smart board	2.91	3.04	3.43	3.28	3.17	3.31	3.13	3.22
14	Teachers take combined class of different grades	1.93	1.69	1.81	1.80	1.81	1.41	1.39	1.40
15	Teachers not give importance to term end examination only	3.77	4.36	4.09	4.15	4.09	3.85	4.00	3.93
16	% Class Teachers who have cooperative behaviour	85.30	73.30	73.30	69.30	75.30	93.30	94.70	94.00
17	% Teachers punish children	77.30	68.00	64.00	86.70	74.00	57.30	78.70	68.00
18	% Children who get occasional punishment	100.00	100.00	95.20	98.80	98.50	93.10	97.80	95.45
19	% Teachers absent on personal leave	40.00	60.00	80.00	80.00	65.00	83.30	80.00	81.65

*G= Ghamahapur, M= Milkichak, S= Singhpur, P= Paterwan, L=Luxa, SH= Shivpur

Source: Computed by the Researcher from Primary Survey

As regards the indicators like, regularity/job seriousness of teachers and teaching for stipulated hours in class, the score of rural area is around 3.77 which signify the score of indifference (shown in table- 3). It means though guardians did not answer in negative yet they were not sure about these phenomenon. However, the score of urban area shows a better condition with a score of 4.25, depicting guardian's agreement to the fact that teachers regularly come to school and teach for stipulated hours in class. This rural-urban variation in terms of teacher's regularity and teaching full period class can also be seen (showing normalised values and the final index of acceptability for six survey areas) as well. The normalised values which are closer to 1 depict better performance as compared to the values which are closer to 0, showing poor performance. The rural area scores 0.69 depicting a so-so picture while urban area shows better achievement with value 0.82. This shows that teachers are found to be more regular and committed towards their job in urban areas.

Guardians, in both rural and urban area were found to be indifferent (with a score around 3, as depicted in table-3) as far as teachers make continuous assessment of the student's performance and school consults regularly about their ward's development is

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Retrieved from <https://ijeponline.com/index.php/journal>

concerned. This shows that guardians do not even know whether teachers take monthly tests or continuously evaluate their ward's performance or not. However, the score of rural and urban area are poor (around 2) so far as teacher's personalised attention to the individual problem is concerned. This indicates that teachers hardly pay any attention to first generation learners and teach them in mainstream classes with other bright students. This ultimately makes weaker children feel discouraged. As far as teacher conducting remedial classes for failures or weak students is concerned, the score is even worse (around 1).

Table- 4: Acceptability Index Based on Normalised values

SN	Indicators	Village/ Ward							
		G	M	S	P	Rural	L	SH	Urban
1	Children have separate class teacher for their class	0.73	0.73	0.73	0.75	0.74	0.88	0.83	0.86
2	Teachers come regularly in schools and take their job	0.68	0.74	0.68	0.67	0.69	0.81	0.82	0.82
3	Teachers teach for stipulated hours/periods	0.69	0.73	0.68	0.67	0.69	0.82	0.80	0.81
4	Teachers give homework in the classroom and examine the same	0.63	0.70	0.67	0.67	0.67	0.85	0.85	0.85
5	Teachers make continuous assessment of the student's perform	0.62	0.58	0.47	0.53	0.55	0.58	0.67	0.63
6	School consults you regularly about the development of child	0.46	0.58	0.53	0.55	0.53	0.63	0.57	0.60
7	Teachers maintain discipline in class and make students attentive	0.64	0.65	0.66	0.64	0.65	0.77	0.79	0.78
8	Teachers pay personalized attention to the individual problem	0.43	0.29	0.35	0.35	0.36	0.44	0.52	0.48
9	Teachers conduct remedial classes for failures or weak students	0.29	0.10	0.14	0.14	0.17	0.23	0.25	0.24
10	Teachers are engaged in teaching work when you visit school	0.65	0.67	0.67	0.66	0.66	0.79	0.81	0.80
11	Teachers are present in school during the entire working day	0.75	0.72	0.75	0.75	0.74	0.83	0.84	0.84
12	Teachers make use of blackboard and encourage the students for the same	0.69	0.69	0.71	0.71	0.70	0.72	0.73	0.73
13	Teachers use innovative teaching method like, charts, maps or smart board	0.48	0.51	0.61	0.57	0.54	0.58	0.53	0.56
14	Teachers take combined class of different grades	0.77	0.83	0.80	0.80	0.80	0.90	0.90	0.90
15	Teachers not give importance to term end examination only	0.31	0.16	0.23	0.21	0.23	0.29	0.25	0.27
16	% Class Teachers who have cooperative behaviour	0.63	0.16	0.16	0.00	0.24	0.94	1.00	0.97
17	% Teachers punish children	0.32	0.64	0.77	0.00	0.43	1.00	0.27	0.64
18	% Children who get occasional punishment	0.00	0.00	0.70	0.17	0.22	1.00	0.32	0.66
19	% Teachers absent on personal leave	1.00	0.54	0.08	0.08	0.43	0.00	0.08	0.04
Acceptability Index		0.56	0.52	0.54	0.47	0.52	0.68	0.62	0.65
Rank		5	6	6	0	7	1	3	5
		3	5	4	6				

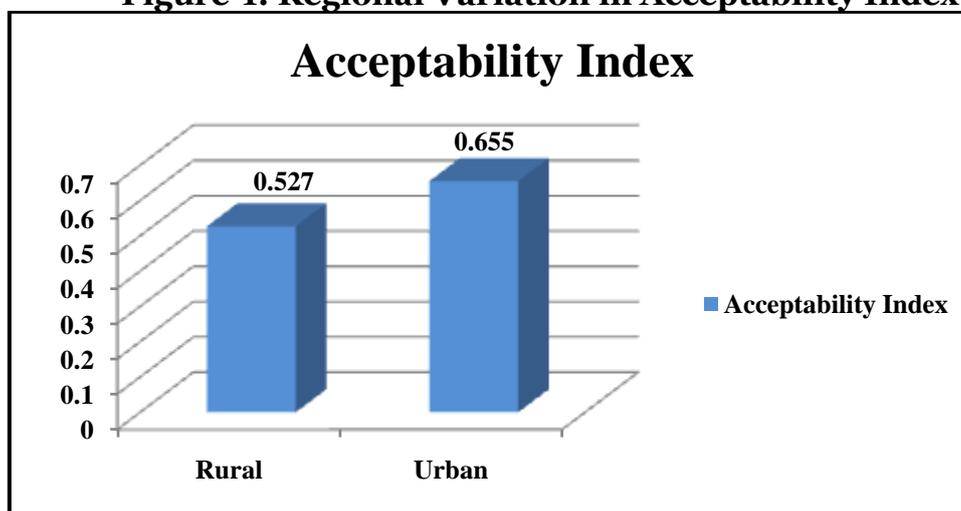
*G= Ghamahapur, M= Milkichak, S= Singhpur, P= Paterwan, L=Luxa, SH= Shivpur

Source: Computed by the Researcher from Primary Survey

As it is apparent from table- 4, acceptability index is quite high in urban area (0.655) while it is lower in rural area (0.527). It is found that ward areas i.e., Luxa (0.687) and Shivpur (0.623), thus showing that teacher's attitude is positive towards all sections of children studying in schools. Teachers by and large do not use force and resorts to fear

tactics to get the work done from the student rather they behave in a cooperative manner. Avoiding the stick is a good sign. This is helpful in providing good quality education to the children. Besides this, teachers are found to be more regular towards their job in private schools as in absence of any job security, they are always scared of losing their job. This makes them more committed towards their job. All this tends to raise the acceptability index in urban area. On the contrary, the situation is comparatively poor in rural areas. As majority of children were found to be studying in government schools, parents were of the view that teachers never come to school on time, they do not have responsibility towards their occupation. Parents revealed that instead of focusing on teaching, teachers including headmaster are more interested to take their share in funds received on the heads like, MDM, books, scholarships, bags, etc. Due to this, the basic facilities remain out of reach to the grass-root level. Besides this, the teachers do not pay any personalised attention towards the activity of children, so the children become indisciplined and behave in their own way. All this tends to lower down the acceptability index in rural areas. This can also be seen in following figure-1 given below:

Figure-1: Regional Variation in Acceptability Index



Based on the above analysis, the study investigates following important findings-

▪ **Teacher's Attitude is Positive in Urban Area than Rural Area**

The commitment level and responsibility of teachers are not positive in rural area as compared to the urban areas. That is why rural area lags behind on acceptability front. This is mainly because-

- (1) Class teachers rarely have cooperative behaviour towards students,
- (2) They punish children,
- (3) They remain absent on personal leave/ unauthorised absence and,
- (4) They rarely conduct remedial classes for failures or weak students.

Section III: Policy Interventions

To achieve the end of universalisation of primary education, the right attitude of teachers needs to be generated. Fostering attitude means convincing teachers to accept their roles for ensuring all-round inclusive development. This could be done by following-

- Teacher's accountability should be judged on the basis of student's learning competencies. Their grading should be done on the basis of their qualification,

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International Journal of Economic Perspectives,15(09) 59-74

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behaviour and involvement with students, classroom activity and student's performance both in terms of oral and written examination of student. Vocational education should be made an integral part of primary education so as to increase its productivity. In addition to providing deprived section students the normal education, they should be provided with some skill development training.

- Private teaching/tuition should be strictly prohibited for government school teachers since it makes teachers interested in money making rather than focussing on their job.
- Teachers should be provided with special training related to teaching skill and also handling weaker section students. They should be trained to be cooperative, helpful, encouraging and soft-spoken towards the weaker children. Instead of providing only bookish knowledge, they should interact with children so that children could feel free to ask anything from teacher. If the government system of education is to be reformed, then teacher would have to revive the feeling of social service.

We can thus conclude by saying that it is high time that the government understands the importance of inculcating right attitude among teachers so as to ensure a competent and committed brand of teachers who inherently love teaching profession as a service to the nation.

Dr. Rosy Sulochana (September 2021). Acceptability Paradigm of Access to Primary Education: Evidences from Primary Data

International Journal of Economic Perspectives,15(09) 59-74

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Appendix

Item Analysis from SPSS Output for Acceptability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.799	0.808	16

Source: Computed by the Researcher from Primary Survey

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
55.95	63.655	7.978	16

Source: Computed by the Researcher from Primary Survey

Item-Total Statistics						
S N	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1	Children have a separate class teacher for their class	51.86	56.474	0.491	0.338	0.782
2	Teachers come regularly in schools and take their job	52.02	55.196	0.656	0.666	0.773
3	Teachers teach for stipulated hours/periods	52.02	55.621	0.619	0.649	0.776
4	Teachers are present in school during the entire working day	51.86	58.626	0.441	0.356	0.787
5	Teachers give homework in the classroom and examine the same	52.04	53.656	0.603	0.507	0.773
6	Teachers are engaged in teaching work when you visit school	52.12	54.137	0.697	0.555	0.769
7	School consults you regularly about the development of child	52.74	52.006	0.488	0.415	0.781
8	Teachers maintain discipline in class and make students attentive	52.19	53.132	0.663	0.482	0.769
9	Teachers pay personalized attention to the individual problem	53.36	53.061	0.452	0.410	0.785
10	Teachers conduct remedial classes for failures or weak students	54.18	60.436	0.117	0.304	0.797
11	Teachers make continuous assessment of the student's performance	52.65	52.834	0.577	0.438	0.773
12	Teacher's attitude show impartiality towards weaker or minor	51.72	62.851	-0.005	0.406	0.814
13	Combined classes of different grades are not organized by teachers	51.62	57.946	0.276	0.206	0.797
14	Teachers not give importance to term end examination only	53.99	65.802	-0.203	0.389	0.795
15	Teachers make use of blackboard and encourage the students for the same	52.12	58.561	0.351	0.373	0.791

Dr. Rosy Sulochana (September 2021). Acceptability Paradigm of Access to Primary Education: Evidences from Primary Data

International Journal of Economic Perspectives,15(09) 59-74

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15	Teachers make use of blackboard and encourage the students for the same	52.12	58.561	0.351	0.373	0.791
16	Teachers use innovative teaching method like, charts, maps or globe	52.77	56.824	0.379	0.261	0.789

Source: Computed by the Researcher from Primary Survey

The values in the column labeled *Alpha if Item is Deleted* are the values of the overall alpha if that item isn't included in the calculation. As such, they reflect the change in Cronbach's alpha that would be seen if a particular item were deleted. The overall alpha is 0.799, and so all values in this column should be around that same value. The deletion of item whose value of alpha is greater than the overall alpha (as indicated by the grey portion in table 'Item Total Statistics) shows an increase in Cronbach's alpha. This means that the deletion of this item improve reliability. Collectively, the result suggests that except the items i.e., teacher's attitude towards impartiality, rest all items are the best indicators of acceptability. The value of Alpha at the top is The Cronbach's Alpha: the overall reliability of the scale. Since the value of alpha is 0.799, this indicates good reliability. Based on this analysis, the index of acceptability has been developed with the help of indicators other than the deleted item.

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