



ATTITUDE OF ELEMENTARY TEACHERS TOWARDS THE SLUM CHILDREN IN RELATION TO RTE ACT, 2009

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Abstract:

Attitude is a major determinant of a person's behaviour which influences the way of a teachers with the education of the students. The present study attempts to find out the attitude of the elementary school teachers towards the children of slum areas. Mixed research method was adopted and purposive sampling technique was employed for the study. The sample of study consisted of 100 teachers from Cuttack Municipal Corporation (CMC) and Bhubaneswar Municipal Corporation (BMC). Likert type attitude scale was used for collection of data. The findings of the study reveals that there is no significant difference in attitude towards the children of slum children between male and female teachers. There is no significant difference in attitude towards the children of slum areas with respect to their position, qualification or experience. It is therefore recommended that in-service training should be provided to the teachers and provision should be made for the teachers to attend the workshops and orientation programmes.

Keywords: Attitude, Elementary Teachers, Slum Children, RTE Act, 2009,

Background of the Study:

Education is not only essential for the pleasant development of one's personality, but also for the growth and progression of the country. It is of utmost significance as it establishes the foundation from which the learning of a person takes place. For the development of any country, education for all is a necessary pre-requisite. To make this into reality, the government has implemented Right to Education Act. Right to Free and Compulsory Education (RTE) Act was enacted in 2009 which has been inserted by the 86th Amendment in December 2002 in the Constitution through which an Article 21(A) was inserted in the constitution and passed by the parliament on 4th August, 2009. The provisions of Act came into force from 1st April 2010. The Right to Education Act is recognised as a Human Right by United Nations and is understood to establish an entitlement to free and compulsory Education for all children.

Quality Elementary Education is the need of today. Unfortunately, not everyone gets the privilege of good education early from their childhood. In Indian context, opportunity of quality elementary education was never equitable and thus there has been an everlasting pattern of huge differences in learning abilities among children of different backgrounds. Many children from slum areas do not have access to schools with adequate facilities and teachers who are tuned for teaching the under-privileged. If the remote and backward areas have natural geographical barrier like hills, mountains, and adverse weather conditions, children of the slum areas have hindrances like busy wad, railway track and temporary obstructions. The school may be available within a reasonable distance, but the child may

need to cross a busy road or railway crossing which becomes an impediment for attending the school. In reality, the side constraints in urban settings cannot be removed by considering the physical distance norms alone. A major administrative problem is the location at the demand points. Therefore, overcrowding in schools has emerged as a major issue in urban settings especially in the schools serving the urban poor.

Literature Review:

Research study undertaken by Anu. (2018) reveals that teacher's attitude that are contributed to the low academic achievement of the students are teacher's regular absence from school and teacher's lateness to school. Grady (1971) in his study found that one fourth of the teachers in Cajon Valley expressed attitudes which are considered not desirable in teachers of disadvantaged children. One-third of the teachers do not expect much from the parent cooperation. Madukwe, etal. (2019) reveals that there is a positive and significant relationship between teacher's attitude and student's academic performance. Soric (2011) showed that surveyed 79% of surveyed of participants believed that the behaviour is a problem in their classroom. 76% of surveyed teachers believe that low-income parents are less likely to send their child to school. Ulug, etal. (2011) found that "the positive attitude of teachers has positive effects on the performance and personality development of students. The negative attitude of the teacher creates positive impact on the performance of the students. However, the negative attitude of the teachers has a negative impact on the personality of the students."

From the above studies, it is evident that even though there are some studies to investigate the attitude of teachers towards the students. However, the attitude of teachers among the slum children and their education has not been studied. Hence, in the present study, the attitude of the teachers for the education of children in slum area was studied. The present study aims to examine whether the elementary teachers exhibit a positive and favourable attitude towards the education of slum children or not.

Rationale of the Study:

The teacher who is the backbone of the educational system, maker of the mankind as well as an architect of the society can improve the education demand the children living in slums through many ways. The Right to Education Act is not enough unless it is implemented properly in reality. The present experience of Odisha with the huge no. of slums in cities is not encouraging. The concept of equity and equality of educational opportunities sometimes remain only in pen and paper due to lack of awareness, or competent teacher. Slum children are not getting resolved, the chances of success of the Act are impossible. This study was an attempt to bring out the attitude of elementary school teachers towards the slum children. Hence, the study will also help the teachers to become aware about the education of these slum children as per their rights and implement this act more effectively and fruitfully for the slum children to have a better-quality education for the students for whom this act is meant.

Operational Definition:

RTE Act,2009: It is an act of the parliament of India enacted on 4th August 2009. It provides a right of the children to free and compulsory education till the completion of elementary education.

Slum: Slum is an over-crowded and a highly populated urban residential area consisting mostly of tightly packed, decrepit housing units in a situation of deteriorated or incomplete infrastructure, inhabited primarily by impoverished persons.

Attitude: Attitude refers to someone's opinions or feelings about something, especially as shown by their behaviour. Here, the term "Attitude" is used to know about the feeling, thinking or opinion of teachers about the slum children.

Objectives of the study:

To study the attitude of the elementary teachers towards the children of slum areas.

Hypothesis:

Ho 1. There is no significant difference in attitude towards the children of slum areas between male and female teachers.

Ho 2. There is no significant difference in attitude towards the children of slum areas with respect to their position.

Ho 3. There is no significant difference in attitude towards the children of slum areas with respect to their qualification.

Ho 4. There exists is no significant difference in attitude towards the children of slum areas with respect to their experience.

Methodology of Study:

In the present study, mixed research method was used. It was designed to explore the attitude of the elementary school teachers for the education of slum children.

Population and Sample:

Population of the study comprises of the elementary school teachers of Cuttack Municipality Corporation (CMC) and Bhubaneswar Municipal Corporation (BMC). The purposive sampling was used for the present study. The sample of study comprised of 100 teachers.

Tools and Techniques Used:

In the present study, the researcher had made self- developed attitude scale for teachers for the data collection.

Procedure of Data Collection:

After preparing the questionnaire form, the researcher visited 30 different elementary schools of Cuttack Municipality Corporation and Bhubaneswar. 40 teachers from CMC and 60 teachers from BMC were allowed to administer the questionnaire. In that approach, total 100 teachers took part to administer the questionnaire. The collected data were analysed through application of required statistical techniques, i.e., mean, standard deviation, and T-test and ANOVA.

The Results:

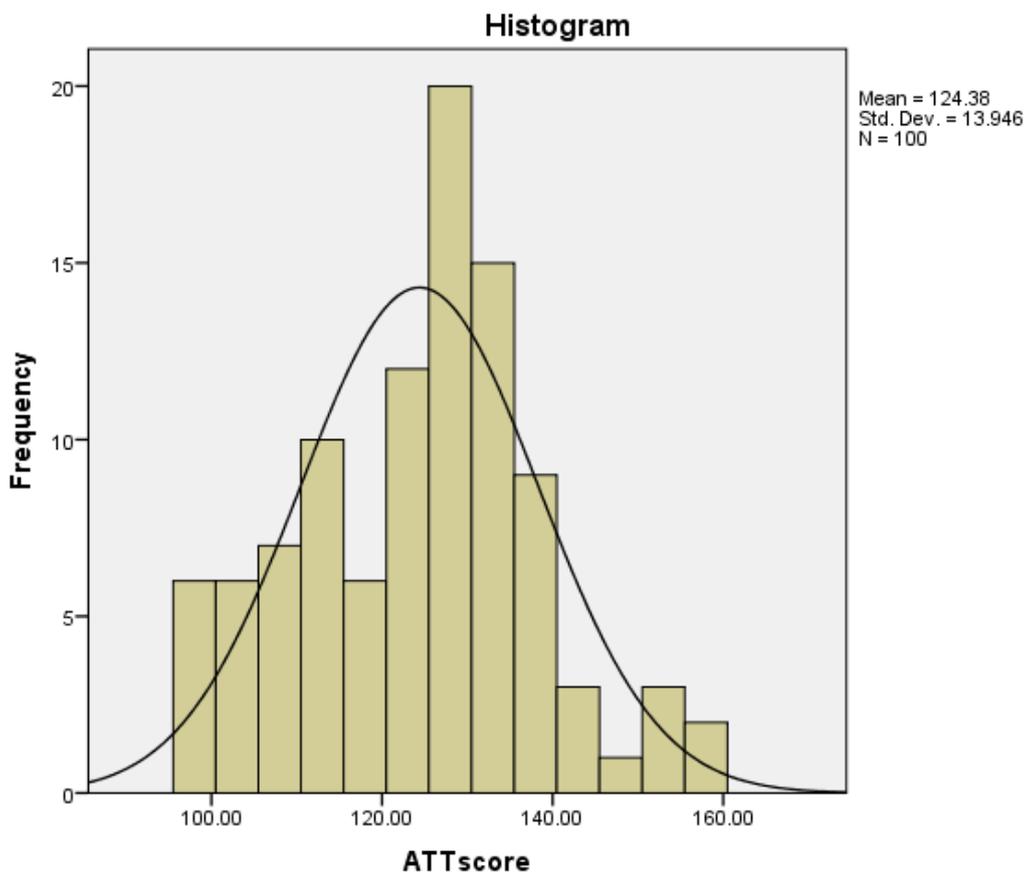
In the present study, to know the attitude of the teachers of slum children, the investigator has used an attitude scale for the teachers. There were four dimensions, namely, (1) Gender, (2) Position, Qualification and (4) Experience. Hence, details are given below.

Table 1: Descriptive Statistics based on the attitude scale of teachers towards the children of slum areas

Item	Attitude of teachers
N	100
mean	124.38
SED	1.394
Median	126.5
Mode	128.00
SD	13.94
Variance	194.501
Skewness	0.034
Kurtosis	-0.278

Table1 shows the mean, standard deviation, standard error of mean, median, mode, SD, variance, skewness and kurtosis of the attitude of teachers towards the education of slum children. The above result revealed that the Mean, SEM, Median, and Mode of the teachers are 124.38, 1.394, 126.5 and 128.00 respectively. Likewise, the SD, variance, skewness, and kurtosis are 13.94, 194.501, 0.034 and -0.278 respectively. The SD is found to be 13.94. It is concluded that the data is not scattered from the mean value. So, the result of the present study shows that the value of skewness is positive.

Figure 1 : Attitude of Elementary Teachers



1. Attitude score of the teachers towards the children of slum areas with respect to their gender

Table 2: Differences in Attitude Scale of male and female teachers towards the Children of Slum Areas

Group	N	Mean	SD	SED	df	f-ratio	Level of significance
M	41	123.048	15.145	02.365	99	1.914	0.170
F	59	125.305	13.102	1.705			

Table 2 reveals that the mean and that of female teachers are 125.305 and 13. 102 respectively. The SED was 02.365 and 1.705 for the male and female teachers respectively. The calculated t-value (1.914) of male and female teachers is found to be not significant at 0.01 level of significance, because the p-value (0.170) is more than 0.01. Hence, the null hypothesis “There is no significant difference in attitude towards the education of slum children between male and female teachers” is accepted. Further we can say that there exists no significant difference in attitude towards children of slum areas between male and female teachers.

2. Attitude scores of the teachers towards the children of slum areas with respect to their position

Table 3: Differences in Attitude Scale of teachers towards the children of slum areas with respect to their position

Difference	Position	N	Mean	S.D.	SEM	Df	f-ratio	Sig. Level
Attitude Score of teachers	Contractual	31	125.15	14.15	2.541	99	0.001	0.972
	Regular	69	123.73	13.91	1.674			

Table 3 reveals that the mean and standard deviation of the contractual teachers are 125.15 and 14.15 and that of regular teachers are 123.73 and 13.91 respectively. The SEM is 2.541 and 1.674 for contractual and regular teachers respectively. The calculated f-ratio is found to be 0.001 which is not significant at 0.01 level of significance, because the p-value (0.972) is more than 0.01. Hence, the null hypothesis, “There is no significant difference in attitude of teachers towards the children of slum areas with respect to their position” is accepted. Further, it can be said that the teachers do not exhibit any difference in attitude towards the children of slum areas with respect to their position. No study is found similar to the findings of the study.

3. Attitude Scores of the teachers towards the children of slum areas with respect to their qualification

Table 4: One Way Analysis of Variance depicting the attitude scores of teachers towards the children of slum areas with respect to their qualification.

Sources of Variance	Sum of Squares	df	Mean Square	f-ratio	Significance level
Between Groups	857.96	2	428.98	2.262	0.110
Within Groups	18397.6	97	189.666		
Total	19255.56	99			

$P \geq 0.02$

Table 4 shows the sum of squares and f-ratio of the teachers of between groups and within groups are 857.96 and 183967.6 respectively. The total sum of squares is found to be 19255.56. The df is 2 and 97 respectively for the same. Similarly, the mean square is 428.98 for between groups and it is 189.666 for within groups. The f-ratio secured is 2.262. The obtained p-value (0.110) is not significant at 0.01 level of significance. Hence, the null hypothesis, “There is no significant difference in attitude towards the children of slum areas with respect to their qualification” is accepted. No study is found similar or dissimilar to the present study.

4. Attitude Scores of the teachers towards the children of slum areas with respect to their experience

Table 5: One Way Analysis of Variance depicting the attitude scores of teachers towards the education of slum children with respect to their experience.

Sources of Variance	Sum of Squares	df	Mean Square	f-ratio	Significance Level
Between Groups	388.281	2	194.14	0.998	0.372
Within Group	18867.279	97	194.508		
Total	19255.56	99			

Table 5 shows the sum of squares and f-ratio of the teachers of between groups and within groups. The result indicates that the sum of squares between groups and within groups are 388.281 and 18867.279 respectively. The total sum of squares is 19255. The df is 2 and 97 respectively for the same. Likewise,

the mean square of between groups is 194.140 and it is 194.508 for within groups. The f-ratio secured is 0.998. The obtained p-value (0.372) is not significant at 0.01 level of significance. Hence, the null hypothesis, "There is no significant difference in attitude of teachers towards the children of slum areas with respect to their experience" is accepted. Further, we can say that the teachers do not exhibit any difference in attitude towards the children of slum areas with respect to their experience. No previous studies have been conducted by taking this variable.

Findings:

- ❖ There is no significant difference in attitude towards the children of slum areas between male and female teachers. This may be because the teachers thought that the slum children are far away from the brighten and hope of life and they have lack of proper interest in study.
- ❖ There is no significant difference in attitude of teachers towards the children of slum areas with respect to their position. It emerged from the present result that whether in contractual or regular position the teachers have, these they have negative attitudes towards the slum children. No study is found similar to the findings of the study.
- ❖ There is no significant difference in attitude towards the children of slum areas with respect to their qualification. Reason for the same may be that whether the teachers possess 10th, +2, +3, or PG or above qualification, the attitude towards the slum children remained same. These teachers thought that neither the slum children give answers in the class nor do homework. No study is found similar or dissimilar to the present study.
- ❖ There is no significant difference in attitude of teachers towards the children of slum areas with respect to their experience. This showed that all the teachers having the professional qualification of CT or B. Ed have the negative attitude towards the education of slum children. The teachers thought that Because of their low class and cast, the slum children are unable to fight with poverty and concentrate in education. No previous studies have been conducted by taking this variable.

Conclusion:

Student's performance plays an important role for the development of the nation. Teacher's attitude can help or hurt the motivation and achievement of the students. Hope for solving the massive social problems associated with urban poverty appears to centre increasingly on improvement in the methods of educating the culturally deprived children of the slums. The slum children who always fight for their livelihood need love, affection and special attention from their teachers. But the present study found that the teachers have the negative attitude towards the slum children and their education. So adequate attention should be given to the slum children and their education. The government should conduct in-service training programmes to improve the awareness among teachers. The government should organize different orientation programmes, workshops and seminars for giving knowledge for the importance of education for the slum children in relation to RTE Act.

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