

Disparity in Teachers' Discernment of Malbazar & Matiali Blocks of Dooars Region of West Bengal towards Universalization of Elementary Education

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Abstract

Teachers are regarded as one of the most important group of professionals for Nation building. As the teachers are directly involved in the academic, mental, physical, moral, spiritual, and psycho-social improvement of the children, hence it will ultimately cultivate educational system. This study conducted in Jalpaiguri, a Sarva Shiksha Mission (SSM) district of West Bengal since 2002 to estimate and review the level of achievement earned by the Elementary Teachers from the SSM – its objective and purposes methods and approaches. This study had concentrated to identify the differences of the level of perception about dropout of elementary school level among the school teachers, in term of 18 variables viz. Age (X_1), Education of teachers (X_2), Training Experience (X_3), Year of Experience (X_4), Engagement in other activity (X_5), Family Income (X_6), Social Participation (X_7), Interaction with Head Teacher (X_8), Interaction with School Inspectors (X_9), Interaction with SSM Personnel (X_{10}), Organizational Interfacing (X_{11}), Involvement in SSM actions (X_{12}), Value Judgement (X_{13}), Response about SSM activities (X_{14}), Use of TL Materials (X_{15}), Exposures to Media (X_{16}), Opinion about present education system (X_{17}), and Challenges to SSM (X_{18}). The statistical analysis illustrated that while the variables: like (1) Education of teachers (X_2), Social Participation (X_7), Interaction with Head Teacher (X_8), Use of TL Materials (X_{15}) had wielded a substantive effect on the determining level of Effectiveness of SSM (Y) and (2) variables: like Age (X_1), Education of teachers (X_2), Year of Experience (X_4), Engagement in other activity (X_5), Family Income (X_6), Social Participation (X_7), and Interaction with Head Teacher (X_8) were found to bear mentionable impact on the high and low level of Effectiveness of SSM (Y) of the school teachers of West Bengal

Keywords: Sarva Shiksha Mission, Social Participation, Organizational Interfacing, Value Judgment and Opinion Matrix, level of perception etc.

I. Introduction

Teachers play a great role not only in development and promoting positive attitude towards the value of education among the students and parents but also promote the human resource development among these sections. Keeping in view of the above, an attempt has been made to analyses the background characteristics of the teachers, their opinion towards the education of the scheduled castes (SC) and scheduled tribes (ST) children of the schools located in the SC, ST habitations or nearby habitations. The major problems encountered by the education system is enrolment of the children belonging to lower socio-economic status and retaining and enrolled children for a substantial period of time, keeping this is view, the teacher were enquired about difficulties experienced by them in enrolling and retaining the SC and ST children.

Lessard A. et al (2010) conducted a study on —Student-teacher relationship: A protective factor against school dropouts? This study analysed the relationship between the student's commitment satisfaction, perceived achievement level, attitudes towards teachers, the perceived support and structure provided by teachers and the dropout risk. Result indicated that for boys, satisfaction and achievement contributed to explaining 18% of the variance whereas for girls, commitment, satisfaction and achievement explained 23%

of the variance. Achievement represented a determinant factor while relationships did not contribute to the dropout risk for this sample.⁽¹⁾

A study on “The investigation of school-dropout at secondary level of forMalbazar education: the stated reasons by the school administrators and school counselors: a preliminary study” was conducted by Kirazoglu C. (2009). It was a qualitative study. Semi-structured interviews were done with the administrators and counselors of 19 schools in Istanbul. The identified factors were academic failure, absenteeism, problems related with the elementary school system, adaptation problem, and the rules and regulations on academic success criteria.⁽²⁾

Lessard A. et al (2008) conducted another study on —Shades of discommitment: high school dropouts speak out. They found in a qualitative study conducted using a sample of 32 dropouts, showing more specifically how certain factors such a conflicts with teachers affected both their achievement and decision to drop out.⁽³⁾

Sharma R. et al (2007) found that school factors were responsible for girls dropout such as discriminating behavior of teachers (27.33%), insecure school environment (24.33%), unsuitable school curriculum (24.0%), rude behaviour of teachers (22.0%), absence of female teachers (6.6%) in their study on —Extent of female school drop outs in kangra district of Himachal Pradesh.⁽⁴⁾

In another study —School characteristics related to high school dropout rates done by Christle C. A. et al (2007) in Kentucky, USA. They compared the schools with higher dropout rates to schools with lower dropout rates in terms of the school characteristics. Academic difficulty, absenteeism, sense of belongingness to school and undesirable student behavior were some of the themes related with school dropouts.⁽⁵⁾

From the study of Das and Deb (2016) on Differences in perception among Teachers about Rashtriya Madhyamik Shiksha Abhiyan in West Bengal, variables like age of respondent presents 4.72 per cent, number of family members contributes 1.04 per cent, reasons behind the private tuition adds 35.27 per cent, additional boost up given by RMSA donates 7.32 per cent, shortfall of present secondary education system puts 26.69 per cent, remediable steps of present secondary education system gives 5.84 per cent, involvement in social activity presents 4.05 per cent, improvement of UEE adds 2.97 per cent, and functions of Mid Day Meal contributes 10.79 per cent to the total discrimination among the teachers of Kolkata and Uttar Dinajpur District of West Bengal.⁽⁶⁾

II. Research Method

2.1 Method

The present study is based on intensive School survey conducted during January – June 2014, in one block of the district of Jalpaiguri of the State of West Bengal. The block, namely Malbazar was selected at random, out of 13 blocks in the district (Now 07 Block in Jalpaiguri and another 06 Block in newly setup Alipurduar District). With the help of random sampling method 100 school teachers were selected from 6 Gram Panchayat (GP) viz. Rungamuttee, Oodlabari, Damdim, Kumlai, Tesimla, Bagracote of the Malbazar (North Circle) Block. Similar study is based on intensive individual survey in another blocks namely Matiali was selected at random, out of 07 blocks in the district. With the help of random sampling method 100 school teachers were selected from 5 Gram Panchayat (GP) viz. Bidhan Nagar, Indong Matiali, Matiali Hat, Matiali Batabari-I, Matiali Batabari-II of the Matiali Block. During selection of school teachers those schools were given preferences where dropout rate was below 50%. A structured schedule containing of 22 questions/ statement/ views/ opinions/ options were placed before each teacher individually to measure the level of Efficiency of SSM. Above 22 questions were again arranged in seventeen (17) causal variables X_1 to X_{17} .

Here, in order to identity the problems, various statistical analyses like correlation, mean, and Mahalanabis D-square analysis method are used to understand the cause of discrimination in their perception level.

2.2 Objective of the study

Objectives of the study are as follows:

1. To study the level of effectiveness of Sarva Shiksha Mission (Y) on the school teachers.

2. To assess the nature and extend of causal factors viz. Age (X_1), Education of teachers (X_2), Training Experience (X_3), Year of Experience (X_4), Engagement in other activity (X_5), Family Income (X_6), Social Participation (X_7), Interaction with Head Teacher (X_8), Interaction with School Inspectors (X_9), Interaction with SSM Personnel (X_{10}), Organizational Interfacing (X_{11}), Involvement in SSM actions (X_{12}), Value Judgement (X_{13}), Response about SSM activities (X_{14}), Use of TL Materials (X_{15}), Exposures to Media (X_{16}) and Opinion about present education system (X_{17})
3. To study the nature of interdependency between and among the causal and consequent variables as assumed the above segment.
4. To screen out the causal variables and its substantial effect on the level of effectiveness of SSM (Y) out of this 18 causal variables for formulating a strategy of intervening elementary education towards its Universalization.
5. To assess the level of perception among teachers of Malbazar Block of West Bengal from some socio-economic, socio-cultural, and other factors associated with primary school education system.
6. To assess the level of perception among Teachers of Matiali Block of West Bengal from some socio-economic, socio-cultural, and other factors associated with primary school education system;
7. To evaluate the difference of their level of perception among Teachers of two Block; and
8. To identify the factors responsible for the high and low level of perception.

III. Result Analysis and Discussion

Table1: Values of linear discriminate coefficient against 18 causal variables

Variables	Linear Discriminant Coefficient (D^2)
Age of teacher (X_1)	0.5314408
Education of teachers (X_2)	4.8069812
Training Experience (X_3)	0.6600923
Year of Experience (X_4)	0.3380051
Engagement in other activities (X_5)	1.0597845
Family Income (X_6)	0.0006710
Social Participation (X_7)	0.9895618
Interactions with Head Teacher (X_8)	4.6658923
Interaction with School Inspectors (X_9)	3.3867947
Interactions with SSM Personnel (X_{10})	2.8829273
Organizational Interfacing (X_{11})	0.8562947
Involvement in SSM actions (X_{12})	0.6874878
Value Judgement (X_{13})	1.2543777
Response about SSM activities (X_{14})	4.4292179
Use of TL Materials (X_{15})	0.4803652
Exposures to Media (X_{16})	0.4539560
Opinion about present education system (X_{17})	29.9475175

The table 1 shows the discriminant analysis value on the seventeen variables. These values of discriminate analysis present the difference of teacher's perceptions of two blocks (Malbazarbazar & Matiali) in the light of Sarva Shiksha Mission (SSM) of two blocks of Jalpaiguri in West Bengal. The success of Sarva Shiksha Mission (SSM) depends on the fulfillment, aim and objectives towards fulfillment of Universalization of Primary education in these two blocks. The difference of these seventeen variables in level of perception among school teachers of two blocks explains the importance.

Table2: Mean differences and ‘r’ values of variables with respect to level of perception

Variables Value	High Level N ₁ =100 Mean Value	Low Level N ₂ =100 Mean Value	Mean Difference (MD)	‘r’
Age of teacher (X ₁)	37.09	35.99	1.1	-.0905
Education of teachers (X ₂)	3.75	3.34	0.41	-.0251
Training Experience (X ₃)	0.62	0.55	0.07	0.1184
Year of Experience (X ₄)	9.5	7.17	2.33	-.2002
Engagement in other activities (X₅)	1.12	0.42	0.7	-.1840*
Family Income (X₆)	21264.5	16084.41	5180.89	-.2853**
Social Participation (X ₇)	1.17	1.4	0.32	0.0673
Interactions with Head Teacher (X ₈)	2.36	2.85	0.49	0.1177
Interaction with School Inspectors (X₉)	2.17	2.26	0.09	0.2435**
Interactions with SSM Personnel (X ₁₀)	1.91	1.89	0.02	0.1354
Organizational Interfacing (X ₁₁)	1.62	1.56	0.06	0.0063
Involvement in SSM actions (X ₁₂)	18.27	19.05	0.78	0.0098
Value Judgement (X ₁₃)	10.82	10.04	0.78	-.1225
Response about SSM activities (X₁₄)	12.48	13.08	0.6	0.2477**
Use of TL Materials (X₁₅)	6.39	6.53	0.14	0.2389**
Exposures to Media (X ₁₆)	9.91	10.5	0.59	-.0884
Opinion about present education system (X₁₇)	0.6777	0.60956	0.068	0.1701*

Critical Value (One Tail, 0.05) = +or - 0.149 (*)

Critical Value (Two Tail, 0.01) = +or -0.195 ()**

*** significant at 5%**

**** significant at 1%**

The table 2 shows the mean values of 17 variables classifying teachers’ perception of Malbazar and Matiali Block to be identified as high and low level. High level means higher level of understanding on that point of view. Low mean value means low level of understanding and perception on that point of view in respect of effectiveness of Sarva Shiksha Mission (SSM). In this table high level and low level of mean values are not always indicate the high level of perception and low level of perception.

The table shows that the age level of teachers of Malbazar block where the mean value is high that is, 37.09 years than mean value of teachers of Matiali block 35.99 years. This difference can not indicate directly the high level and low level of effectiveness of Sarva Shiksha Mission (SSM).

From these seventeen variables, only six(06) variables like Engagement in other activities (X₅), Family Income (X₆), Interaction with School Inspectors (X₉), Response about SSM activities (X₁₄), Use of TL Materials (X₁₅), Opinion about present education system (X₁₇) show their noticeable level of significance in determining the high and low level of perception among teachers of Malbazar and Matiali block.

The table 2 shows that in many respect the mean values of variables of Matiali block are low than the mean of the same variables of Malbazar block. Here low mean values of teachers’ engagement in other activities of Matiali block is insufficient that there is not much activities and engagements other than academic activities what is essential for primary schools and primary education of the block like Malbazar. Variables like **Engagement in other activities** create hope among teachers of Matiali Block about the growth and development of the poor conditions of primary education in the block. So the mean value of Matiali block shows low than mean value of Malbazar block. It means that among primary teachers of Malbazar block also takes part in some other activities and from each activity; he/she can achieve knowledge which

ultimately helps him/her a lot while imparting education. Now-a-days, co-curricular activities introduce in course curricula of different school level. Thus, Engagement in other activities has some implication on the level of Efficacy of Sarva Shiksha Mission.

Analysis of variables like **Family Income** shows significant result in this point of view and the mean value for Malbazar block is high 21264.5 than mean value of teachers of Matiali block 16084.41. This mean value shows the teachers of Malbazar block is more income than the teachers of Matiali block. So the higher family income makes the mind of a teacher to think independently for the cause elementary education.

The table 2 also shows the variable like **Interaction with School Inspectors** is significant; the mean value for Matiali is high than mean value of Malbazar block. This indicates that **interaction of teacher with Inspector** of Matiali block is very positive. The school Inspector plays an important role in their circle. Inspectors are generally busy with their inspection. So Inspectors are the persons who are in contact most of the times with different school and other educational administrators of the district. Hence, the **interaction of teacher with Inspector** makes it easier for better implementation of SSM programmes.

Similarly, the low mean value (12.48) of **Response about Sarva Shiksha Abhiyan and Sarva Shiksha Mission activities** of teachers of Malbazar block corresponds the low consensus about these educational schemes, than the mean value (13.08) of teacher of block of Matiali, due to better school facility. These schemes are more effective in those blocks, where so many lacks school facility at primary and upper primary education level. That means teacher of Mal block not face these physical problems of school. Therefore, the coefficient of correlation of the variable (X14) has strong positive impact on the level of perception which eventually determines in discrimination of the high and low level of perception about effectiveness of SSA/SSM. Here, also the low mean value means the high level of perception.

The variables like **Use of TL Materials** shows significant result in this point of view and the mean value for Matiali block is high 6.53 than mean value of teachers of Malbazar block 6.39. This mean value shows the teachers of Matiali block is more use of TL Materials than the teachers of Malbazar block. So the teacher of Matiali block who ultimately invented and use of TL Materials during class room teaching which ultimately influenced learning effectiveness index and impart quality of education.

The mean value for the **Opinion about present education system** of teacher of Malbazar block is high (0.6777) than the mean value of teacher of Matiali block (0.60956). That means teacher of Malbazar block were well known about the present education system, they were consume the present education system in schools, due to lack of other better option so that the mean value is high. Whereas teachers of Matiali Block are less consensus about the present education system.

Analysis of variables like lack of present primary education system shows significant result in this point of view and the mean value for Malbazar block is high than mean value of teachers of Matiali block. This mean value shows the teachers of Malbazar block more aware than the teachers of Matiali block on the point of shortfall of present primary education system like lacks in curriculum, discipline, promotion system of students without restriction. Whereas teachers of Matiali block were busy to maintain the basic amenities for their students.

Table 3: Percentage contributions of individual character to the total distance measurement.

Variable No Rank	Variable Coefficient	Mean Difference	Coefficient X Mean Difference	Coefficient X Percentage Contribution	
(X ₁)	0.5314408	1.1	0.584584	3.40	IX
(X ₂)	4.8069812	0.41	1.970862	11.47	V
(X ₃)	0.6600923	0.07	0,046206461	0.26	
(X ₄)	0.3380051	2.33	0.787551883	4.58	VII
(X ₅)	1.0597845	0.7	0.74184915	4.32	VIII
(X ₆)	0.0006710	5180.89	3.47637719	20.24	I
(X ₇)	0.9895618	0.32	0.316659776	1.84	
(X ₈)	4.6658923	0.49	2.286287227	13.31	III
(X ₉)	3.3867947	0.09	0.304811523	1.77	
(X ₁₀)	2.8829273	0.02	0.057658546	0.33	
(X ₁₁)	0.8562947	0.06	0.051377682	0.29	
(X ₁₂)	0.6874878	0.78	0.536240484	3.12	X
(X ₁₃)	1.2543777	0.78	0.978414606	5.69	VI
(X ₁₄)	4.4292179	0.6	2.65753074	15.47	II
(X ₁₅)	0.4803652	0.14	0.067251128	0.39	
(X ₁₆)	0.4539560	0.59	0.26783404	1.56	
(X ₁₇)	29.9475175	0.068	2.03643119	11.86	IV

Table 3 shows the contribution of all variables in percentage form through discriminate analysis. From the entire seventeen variables, variables like Age of teacher (3.40 per cent), Education of teachers (11.47 per cent), Year of Experience (4.58 per cent), Engagement in other activities (4.32 per cent), Family Income (20.24 per cent), Interactions with Head Teacher (13.31 per cent), Involvement in SSM actions (3.12 per cent), Value Judgement (5.69 per cent), Response about SSM activities (15.47 per cent), and Opinion about present education system (11.86 per cent) to the total discrimination.

IV. Conclusion

In order to recognize the personal, social, cultural, economic, geographic positional element affecting the level of perception among teachers related with Elementary education system of Doars Region of West Bengal at the time of Sarva Siksha Mission, the study is unique. In the way of search the different aspects are affecting the level of perception about SSM among teachers. Others few eminent variables such as Age of respondent (X₁), Education of teachers (X₂), Training Experience (X₃), Year of Experience (X₄), Engagement in other activity (X₅), Family Income (X₆), Social Participation (X₇), Interaction with Head Teacher (X₈), Interaction with School Inspectors (X₉), Interaction with SSM Personnel (X₁₀), Organizational Interfacing (X₁₁), Involvement in SSM actions (X₁₂), Value Judgement (X₁₃), Response about SSM activities (X₁₄), Use of TL Materials (X₁₅), Exposures to Media (X₁₆) and Opinion about present education system (X₁₇) have been described to discriminate the level of perception among Elementary School Teachers of Doars Region of West Bengal.

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