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FACTORs AFFECTING THE PARTICIPATION OF WOMEN IN SPORT - A SYSTEMATIC REVIEW

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ABSTRACT

Females carry on to be feebly represented in sport as participants, coaches, advisers and as team administrators and are seldom seen in the capacity as managers of different sporting codes. This systematic review sets out to determine the factors affecting the participation of women in sport. After review available article and abstract on the subject; several factors were identified as influential determinants of whether girls decide to participate or not to participate in sport. The following factors were identified: financial benefits; family support; career opportunities; stereotypes about female sport participation; physiological nature of females; self-esteem; ability; motivation; competitions; need for recognition; coaching preferences and how well females get the recognition over their male counterparts; lack of motivation; pressure and the competitive nature of the world of sport. Educational Institutions should maintain the spirit of sport participation and by so doing generate sport participation by women as a lifelong skill.

Keywords: Women in Sport

INTRODUCTION

Sport and physical activities are parts of every national culture. Since women and girls make more than half if a country’s population, unfortunately, in the beginning of the millennium, the percentage of women sport activities is different between countries and in all countries women don’t have accessibility to sport activities (half of women); it is interesting that the present difference is considered as cultural rules. The publication of required sports of human beings as enjoyable activities during the life time has been strongly emphasized; also, the sport of championship plays a key role in the growth of public sport but unfortunately due to the attractions of championship sport and its financial, economical issues, public sport has not been paid attention in different country.

Along this, women challenge with sport and moral obstacles to enter into sport fields. In other words, they face either with problems in a stadium, championship and other non-athlete position to keep their health raising their agility through sport activities. Basically all stadiums belong to everyone but it is mono sexual; thus, women lack of any sport participation; they even do not have accessibility to any sport events to drain their excitements and energy as well. Along with the collect of information about women sport in a society, there exist many researches and the recent research is one of them. Women’s and girls’ access to and participation in sport is not a privilege. It is a right. The right to participate in sport and physical activity is enshrined in Article 1 of the UNESCO International Charter of Physical Education and Sport, for example, which states that “The practice of physical education and sport is a fundamental right for all”. Similarly Articles 10 (g) and 13 (c) of the Convention on the Elimination of All Forms of Discrimination against women (CEDAW) call for States Parties to ensure the same opportunities for women and men to participate actively in sports, physical education and recreational activities. The Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities also recognize access to and participation in sport as human rights. It is widely
acknowledged that women’s and girls’ inability to participate in sport is linked to the persistent gender inequalities. The United Nations General Assembly, the Economic and Social Council (ECOSOC) and the Commission on the Status of Women have called for the creation of opportunities at the national, regional and international levels that would facilitate the participation of women and girls in sport and physical activity. This call was encapsulated in the Beijing Platform for Action at the Fourth World Conference on Women in Beijing in 1995. The 2005 United Nations International Year for Sport and Physical Education highlighted the power of sport to enable individuals to experience equality, freedom and empowerment, noting that “the control over one’s body experienced while practicing sport is particularly valuable for girls and women…” The quadrennial international conferences, organized by the International Working Group on Women and Sport, have galvanized the global community to confront the prevailing unequal situation of women and girls in sport. The Brighton Declaration outlines eloquently the areas requiring action, including facilities, school and junior sport, developing participation, high performance sport, leadership in sport, education, training and development, sport information and research, resources and domestic and international cooperation. Therefore this systematic review aimed at identifying the factors affecting the participation of women in sport.

**OBJECTIVE**

To identify the factors affecting participation of women in sport

**RESEARCH METHOD**

The researcher was downloading the different articles and abstracts which were related to the title in the first step. Then try to see each of in detail. Lastly based on the information or results that have gained by scholars the research put his discussion and conclusion as reviewer.

**DISCUSSION**

Motivation to participate in sport is dependent on internal and external factors which are combined with a variety of drives and successful negotiation of leisure / time constraints (Recours et al, 2004; Yan & Mc Cullagh, 2004; Frederick-Recascino & Schuster-Smith, 2003; Alexandris et al, 2002; Vlachopoulos et al, 2000). Two dominant themes have been identified from the literature - and sports participation for self reward such as social interaction or fun, and sports participation for competitive outcomes. People also participate in sport for the ‘love of the game’ and want their chosen sport to be fun and entertaining. Having fun, being physically fit, making friends and achievement are all important motives for participation but these motives also change or are dependent on age, gender, ability and skill level (Kilpatick, et al, 2005; McDonough & Crocker, 2005; McGee et al, 2005; Salguero, 2004; Ryska, 2003; Barber et al, 1999; DeVoe & Carroll, 1994). Sport participation has also been shown to have positive effects on physical health, psychological enhancement, stress reactivity, mental well-being as well as having a positive impact on body image, self concept and to enhance self esteem (Kilpatick, et al, 2005; Ryska, 2003; Koivula, 1999;).Recours et al (2004) examined the motivational differences between male and female participants within their motivational scale which consisted of the four factors of competition, exhibition, sociability and playing to the limit. Men and women participate in different types of sports because they have different motives for their participation. It is argued that male participation was based on hypercompetitiveness while female participation was for personal development, competitiveness and enhancements of personal and social development. (Recours et al, 2004; Kelinkske et al, 2001; Koivula, 1999). However, whilst gender based competitiveness is recognized, equestrian sport is predominantly female orientated and as such, represents a sport where the influence of competitiveness of female participants can be more easily examined.

Studies of women’s and girls’ experiences of sport suggest that positive experiences can contribute to a sense of empowerment for participants and the development of a sense of ownership of their bodies. As self-esteem and self-direction are improved, participants begin to function more openly and equally in community life. In doing so, women’s and girls’ participation in sport challenges and changes social
norms with regards to their roles and capabilities within society (WorldHealthOrganization, 2005).

Sport and physical activity organizations should target awareness and recruitment initiatives at women and girls of all ages. Reengagement can take many forms including as a physical activity participant, athlete, official, coach, instructor, educator, board member, advocate/champion, volunteer or professional leader. There are many other gateways to becoming engaged, such as through one’s professional or volunteer work including as members of the media covering sport; professionals in sport medicine, sport science, and health promotion; major games mission staff; academia; business and facility ownership and management; equipment suppliers; etc. More consideration should also be given to the development of effective off ramps, conveying an appreciation for one’s prior involvement (in whatever form it was), acceptance and support for current circumstances, and options for being re-engaged in the future (e.g., invitation to reconnect or offer to follow up after a certain period of time, sharing of information regarding other opportunities, active recruitment for other roles, assistance with issues related to one’s transition). For example, as an athlete, there are opportunities to participate at a variety of levels, from Masters Games to community sport and recreational activities; although typically there are more options for men than there are for women. As a coach, official, administrator or volunteer, options include special events and opportunities with community, provincial/territorial, national and international programs, clubs, associations and organizations, as well as mission staff/games assignments and countless other roles in the sport and physical activity system. Furthering one’s education through training, certification and professional development may be required for some roles and should be part of transition planning. Another key element needed to achieve system alignment and integration for women and girls is enhanced support for diversity.

A diverse representation of women and girls must be included in research in conjunction with appropriate research methods and tools. In particular, age/lifecycle, race/ethnicity, disability/ability, sexual orientation, and socioeconomic status are diversity domains that need to be better understood and more strongly reflected in research (British Columbia Centre for Excellence in Women’s Health, 2000). Research findings and best practices from the field need to disseminate throughout the Canadian sport and physical activity system to enhance practice, and inform future research. Improvements such as these will contribute to more success, whether measured by more active, healthy and engaged girls and women or more podium-caliber performances by female athletes.

A gender analysis study conducted by the World Health Organization (as cited in VanDeventer, 1998), showed that learners placed a higher priority on participation in school sport compared to club sport and leisure activities. The study also showed that girls regularly participate in non-active leisure activities like partying, dancing and listening to music. Boys regularly party, dance and listen to music but then also participate in school sport. Culture is when a group of people have similar beliefs, which form part of their tradition and custom. According to Hargreaves (1997), culture is seen to be a lived norm with regard

*A women's place is in the kitchen* " is still a common saying and many cultures still firmly believe it. Participation in sport masculinises females and is therefore viewed negatively (Fasting, 1987). Hargreaves (1997), went on to indicate that women were excluded from convenient venues and they often had to travel long distances for them to be able to play and this was one of the factors causing females to be side lined. Despite many negative factors, females who continue to participate in sport are challenging the culture-bound beliefs and are going against deep-seated traditional beliefs. "If sports is a cultural space where gender relations are produced, preserved and publicly celebrated, then women's involvement in sports can be seen as a form of resistance that disturb the apparently already existing logic of male supremacy" argued Birrel and The berg (as cited in Kane 1998, p. 342).There are however, many factors that make it impossible for certain females to take part in sport. Cratty (as
cited in Higginson, 1984), argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of the child's development.

CONCLUSION

Based on the information which is gathered, the reviewers conclude the following main points.

- Stereotypical attitudes need to be concretely addressed, through for example, the adoption of legislation specifically mandating the equal access to and participation in sport in all public programmes. Some female athletes have already challenged the stereotypes by moving into predominantly male sports such as basketball and boxing. These courageous women need support.

- An enabling environment in which women and girls can play without fear of violence and harassment must be created. Governments, international organizations, sporting organizations, women’s organizations and networks need to work together to ensure that women’s and girls’ participation in sport is safe and without discrimination and harassment.

- Information gathered by different networks and organizations, should be shared to facilitate its dissemination and reporting in order that good practice as examples might be replicated.

- Availability of resources is critical to quality sport facilities, equipment, trainers, and programmes. Inability to pay should not be a justification for exclusion of any girls or women from exercising their right to sport and physical activity. Governments, the donor community and private sector should consider expanding investment in sport as a contribution to overall development to provide urgently needed resources.

- The coverage by the media of women’s sport and physical activity must not be done selectively but rather given equal attention as that accorded to men’s sport.

- Finally, the visibility of women at decision-making tables is an indivisible aspect of women’s access to and participation in sport. More efforts need to be made to increase the numbers of women in leadership and decision-making.

REFERENCES


ABSTRACT
Talent identifications programs are developed for several sports in different countries around the world to improve the chance to excel during important sports events like the Olympics or World Championships. This systematic review aimed at on the role of talent identification in sport for the success of an athlete shows that, talent identification is the key issue in the life of any sport, it can be acquiring genetically and with less occasions through training, affected by internal and external environment and it is complex in nature, not well developed in the world scientifically, it is more complex in team than individual, and important to minimized drop out of an athlete as well economical crises in sport. Totally talent identification is crucial and mandatory in any sport for the successiveness of an athlete.

Keywords: Talent Identification; Sport; Athlete

INTRODUCTION
A highly valued component within the field of sports science is the role of talent identification (TID) and the development of future elite performance (Williams & Reilly, 2000). The discovery of potential athletes not currently involved in the particular sport is referred to as “talent detection”, whereas “talent identification” refers to the recognition of current participants observed to posses the potential to become elite athletes. Once identified, “talent development” implies the subsequent provision of an optimal learning environment to enhance the realization of potential, with the final element, “talent selection” involving the ongoing inclusion of such talented athletes into squads and/or teams (Williams & Reilly, 2000). Talent identification in sports plays a very important role in eliminating the frustrations of participating in a sport that one is not suited to (Ghita, 1994). Through exposure of different individuals, particular sports talent identification system acts as a filter to remove people who have relatively few perceived important characteristics, leaving people who should have a relatively strong chance of success in that sport (Nigam, 2010). According to Howe et al, talent is relatively domain-specific and several properties have been assigned to their definition of talent. For example, they summaries that; (1) Talent has a genetic component and therefore not all individuals possess talent. (2) Individuals may possess talent in some but not all domains. (3) Early identification of talent provides a basis from which to predict who will most likely develop into exceptional individuals. (4) Although talent may not be expressed at a young age, an experienced coach should be able to identify whether a young individual has talent or not .Due to the professionalism of sport, the implementation of talent identification program has become increasingly important to numerous sporting bodies and organizations. Talent development is a process rather than an event and therefore cannot be based on specific outcomes such as selection to a junior representative team or obtaining specific scores on tests. Many individuals may reach the same end point in terms of performance, but their path to that end point does not have to be generic. Within the field of talent identification and development, there is an ongoing debate about the contribution of nature and nurture to the manifestation of talent. However, there is no clear scientific evidence that nature is more important than nurture or the other
way around for that matter. A recent review by Collins and Tucker concludes that elite sporting performance is determined by an interaction between genetic and training factors. It is suggested that elite sporting performance occurs as a result of the exposure of an inherently talented individual to the appropriate combination of extrinsic factors. Sports talent may be identified from the schoolchildren 10-16 yrs age group when they show interest in different sports. Identification and selection of talented children for sports are not straightforward operations. In developed countries like USA and Australia identification of sports talent is performed scientifically. However, lack of scientific knowledge and infrastructural facilities for identification of sports talent, result into poor performance of athletes. Anthropometric, physical and cardio respiratory fitness profiles contribute to selection procedures in different sports events. Besides success in track and field discipline is based on the synthesis of anthropometric characteristics and motor abilities as well as optimal technique. But overall characteristics are also influenced by genetic inheritance, morphology, personal interest and habitual activity. In sport science, the study of the factors that influence an athlete’s development from the initial stages to expertise is very important. These studies have contributed to the detection, identification, selection, and development of sports talent. They also allow for the identification of factors that determine the progression and development of an athlete in several sport disciplines, which depends on many aspects, such as genetics, psychological factors, socio-economic situation, or the training process. In team sports, studies of talented players focus on aspects such as: anthropometric factors and physiological capabilities of the athlete, motor control and biomechanics, perceptual and visual skills, tactical intelligence, and psychological factors, among others Wolff et al. There are many external factors that influence the development of an athlete from a youth with talent to an expert player, such as the family’s socio-economic resources, the familial dynamics with regard to the talented youth, coaches and sport clubs, and the role of the parents. The development of a talented athlete must be considered a long-term continuous process with clear objectives. The success of an athlete obviously has genetic influences, but without an adequate formative program the evolution of this talent may be halted. Therefore Talent identification programs are used to identify talented athletes in time and to succeed at world class level. Besides the benefits for elite sports, talent identification in sports can be a helpful tool to increase sport participation in an open population and to reduce drop-outs by providing an optimal connection between sports, talents and personal preferences also on an amateur level. Therefore this systematic review is aim at identify the role of talent identification, selection, detection and detection in sport for the success of an athlete.

OBJECTIVE
To identify the role of talent identification, selection, detection and detection in sport for the success of an athlete

RESEARCH METHODOLOGY
The assessor was used systematical way of come within reach of to gather related articles to the designation and try to see each detailed. In addition the reviewer was Use systematic review of relevant literature and abstracts specially were focused on talent identification. Finally inter related the facts which were healthy to the concern and give analysis and termination based on this in sequence.

DISCUSSION
Sport science has been shown to provide an objective contribution to the TID pathway in identifying an individual’s strengths and weaknesses, complementing any subjective observational assessment (Williams & Reilly, 2000). Talent identification refer to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities, either in isolation or in combination (Regnier et al., 1993; Williams & Reilly, 2000). Similarly, other studies support this definition by defining talent identification in sport as a process in which individuals who are more likely to prosper in a given sport are identified according to the test of specific factors (Hadavi, 2000) . Burns (as cited in Nigam A. K. 2010) define talent identification as a means of
harnessing sporting talent to bring about future success in international arena. Some studies support the use of natural methods while others recommend application of scientific methods for talent identification (Ziemainz & Gulbin 2002; Lyle 1997). According to Balyi and Hamilton (as cited in Nigam, 2010), application of scientific methods in talent identification involves application of a series of tests that are thought to measure key factors for success in a specific sport. Talent has several properties which are genetically transmitted and partly innate (Howe, Davidson & Sloboda, 1998). These properties include players’ anthropometric characteristics (e.g., stature, mass, body composition, bone diameter, limb girth) are related to performance in important and sometimes complex ways (Borns, 1996). These properties serve as basis for predicting those individuals who are more or less likely to succeed at some later stage (William & Reilly, 2000). Other studies suggest that talent identification should be done by experienced coaches (Abbott & Collins, 2004; Helen et al., 2000). This is supported by a study carried out by Hadavi et al. (2009) whose purpose was to design a model for talent identification and development in Iranian athletes that found out that coaches apply the coach-made methods which are based on their personal experience as well as the standard criteria. Another study carried out by Harati et al. (2011) to determine the important indices in talent identification for swimming was a survey among elite women swimming coaches. Regarding the method for identification and selection of talented individuals, the study found out that coaches advocated the use of experimental method, observation method, and scientific method as their priority. Various studies recommend that effective identification of athletes requires a combination of the coaches’ experience and the use of sport science testing (Moreno as cited by Rivas, 2009). A study by Fernandez-Rio and Mendez-Gimenez (2012) found out that despite the enormous amount of youngsters that are enrolled in physical activity classes from an early age, many talented athletes are being ignored due to a deficient structure for talent identification. The process of talent identification requires coaches’ sufficient knowledge that will not only enable them define more relevant talent indicators (Vaeyens et al., 2008), but also enable them to apply both objective and subjective assessment in identification of athletes with potential to become elite. Omitting any of these components might lead to wrong assessments and interpretations of athletes’ potential (Trninić et. al. 2008). Talent development in sports is the most important stage in the process of achieving sporting success (Ebrahim & Halaji, 2007). It is aimed at providing the most optimal learning environment to help promising youth athletes realize their potential (Williams & Reilly, 2000). Optimum environment involves provision of adequate number of competent coaches, experts and managers, adequate and availability of quality facilities and equipment for training and testing as well as time for training, actual training and practice that are directed towards enhancing athletes’ development (Williams & Reilly, 2000; Martin et al., 2004). Availability of these essential resources can significantly influence the ability to engage in the required amount of high quality training (David & Baker, 2007). It is recommended that these resources be allocated to help identify and develop talent to enable athletes to reach the top in their sport (Abbott & Collins, 2004; Reilly et al., 2000). TID aims to recognize and foster individuals with the greatest potential to excel in sport (Vaeyens, Lenoir, Williams, & Philippaerts, 2008). Seeking a competitive advantage through TID has stimulated considerable government and organizational investment in sport science research and application. Effective TID can minimize costly mistakes through dropout or failure.

CONCLUSION

In conclusion, talent therefore appears to depend on genetics, environment, opportunity, encouragement, and the effect of these variables on physical and psychological traits. The question is no longer whether genetic or environmental factors determine behavior, but how they interact. Psychological factors are affected by an individual's genetic makeup, albeit not in a stable rigid manner. Genetic factors will affect an individual's response to training and tuition, as genetics appear to underpin exposure to nurturing social and physical experiences. However, without the 'correct' environment, namely one in which the individual is encouraged and supported, and has opportunity to learn and practice, optimum performance will never be obtained. Consequently, talent detection and identification programmes not only need to be able to identify relevant psychological, physical and
physiological characteristics, but need to be capable of identifying potential and developed talent. Underpinning such programmes with science can enable objectivity and aid in recognizing individuals who have not yet received training in a certain domain. Lastly, it is difficult and possibly immoral to separate the processes of talent detection and development. Talent detection should be a continuous process, and should not be dependent on an individual’s performance during any single audition, competitive event or performance test. Therefore identification of talent is complex, with many factors that must be catered for if the process is to be optimally effective and considering both the characteristics of effective talent detection and identification processes and the efficacy of current procedures.

REFERENCES


EMPIRICAL ANALYSIS OF NEED OF VALUE EDUCATION PRESERVATION AND DIRECTIONS TO IMPROVE TEACHER MORAL

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ABSTRACT

The top quality matter with tutor education comes out by a lot of locations in which the ethical values of the coaching faculty is indeed leading that it's impossible to achieve the goal with no that. Values must be installed along with great patience and setting examples but simply framing this signal associated with integrity is not enough. It should reflect in every single a higher level tutor education, whether or not admin management or maybe training. File corruption error will be the key reason for running involving poor standards of establishments. An issue going through trainer education programme in The India may be the difference in of the theoretical discourses with the training institutes as well as college class facts associated with schools. Educator education organizations provide theoretical, unrelated and fragmented understanding to help educators. That ceases to develop a more deeply being familiar with student-teachers about the students, the socio-cultural atmosphere, in addition to development in their developing, bodily and psychological modifications they're undergoing. With this document article author presents an examination regarding value education about Kolhapur Center within India.

Keywords: Values of Education; Teaching Transformation; School Prayer; Education System

INTRODUCTION

New improvements will need time to incubate and volume to accept true problems committed by mistake. There is a resistance and also hardness toward new suggestions. Teacher educators usually do not comply with practices involving conversation or maybe activity-based techniques [1]. Regular frontal coaching will be the predominant procedure. Educator teachers do not often visualize anything further than completing your syllabus. The teaching is very examination driven, solely along with the intention of credit rating excessive represents. This simply leaves a bit range about more deeply being familiar with which usually if discerning, could trigger improvements [2].

The particular teaching occupation provides lengthy endured the disjunction concerning study and training. Exploration in education can be a repeat as well as repeating without requiring quality often of issue or even regarding taste regarding approach or perhaps method. It has to be modern as well as works with the local troubles. We will discover mismatches among movements along with difficulties. Frequently most of us check out towards worldwide circumstance intended for alternatives which usually seldom fit while using the nearby circumstance. Contextualizing solution to problem needs further understanding of education which in turn needs analysis help.

There is certainly the requirement for a thorough plan for tutor education, after mutual communication with stakeholders and formation of definite structure associated with tutor value education. We must
focus through their regulating perform to respond to the standard problems along with norms for monitoring delinquent organizations need to be stricter and even more on a regular basis forced.

RELATED WORK

The orientation teacher trainer planning towards the development of expertise is progressively more being proposed as being a rewarding course regarding transform in teacher education. Instructor profiles must reflect a simple array of knowledge and provide some composition to guide and understand primary instructor education, educator accreditation, teacher induction as well as continuous skilled development [3].

Using the implementation connected with correct education packages individuals must be able to produce the abilities just like participating in the effective discussion, supply feedback, clarify and share findings out along with good results criterions [4]. The revolutionary methods have to help make pupils their learning and turn a correct reference to each some other. Modern teaching approaches ought to encourage expert findings, merged learning and understanding by way of discourse as well as finding out by analysis associated with learning.

A teacher’s attitude for research-based education could be designed to his/her pre-service coaching environment. Teacher education institutions using making an effort to joining the investigation as well as help research partners having schools will probably succeed in developing your preference with a research-based tactic inside their students. That is an important relation to a teacher’s own analytical or reflective exercise [5].

Teachers in the modern society required in-depth professionals & entirely built with both, elevated school standards, pedagogical and also sensible skills, in addition to honorable and meaningful values [6]. Professionalism for a worldwide community demands teachers to be progressive, in their mindset, accommodating within their method as well as curious along with reflective in their thoughts usually refreshing themselves using the new knowledge. Professionalism and reliability should be installed within just about every step involving teacher preparing starting from conceptualization to help evaluation and evaluation to develop authorities and increase the grade of education.

OBJECTIVES

We intended following objectives for present research work:

1. To identify need of value education
2. To identify key factors to improve teacher moral
3. To identify student support due to teacher moral support to student

RESEARCH PROCESS

Indian is a multinational, multi-lingual along with the multi-religious country. This particular reality ended up being to some extent realized from the founding base of the composition if they were being designated the task regarding drafting. The difficulties that crop up over and over again concerning the language issue possess their root in the non-recognition from the preceding actuality. The particular requirement of the identification associated with particular 'languages' (this research take into account ‘Marathi’ language intended for an std 11th as well as 12th ) along with dialects to be lifted from various points of their time is just the indication of the emotions with the student. Due to the fact language is the most important ingredient with the nation, the majority of people wants to reside using national identity and do not want to eliminate at any cost.

The particular techniques associated with language educating are usually, to comprehend the students ‘beliefs along with behaviors, to meet the envisioned targets, and keep the syllabus precise and also appealing, to point the benefits as well as achievable cons, to keep the language easy for compliance. The learning needs to be the aim regarding coaching but is not the looking mirror image involving training. The training requirements are depend on real-life requirements & supply opportunities about
skill-practice. Training ought to promote the individuals to evaluate on own. Some language teacher would need to take the time to train each of the classes effectively.

The actual sample population is usually a subset of the overall population, along with probable stats is usually to generalize in the sample towards the population. A new sample dimension associated with 400 respondents had been useful for the case study. The particular sample dimensions ended up being determined using Yamane’s made easier formula adjusted for proportion to identify sample dimensions with the review. The item is defined as; According to data recorded, the total number of student, teacher population of Kolhapur District is 45,000, and so the sample size was 400.

\[ n = \frac{N}{1 + (N \times e \times e)} \]

n= Sample size for N population
N= Population
e=Variance of sample (0.05)

\[ n = \frac{45000}{1 + (45000 \times 0.05 \times 0.05)} \]

n=400

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, teachers, educational professionals of Kolhapur District, India</td>
<td>45,000</td>
<td>400</td>
</tr>
</tbody>
</table>

Table 1. Sample size drawn from both non-academic and academic

DATA COLLECTION

The data of students, teacher’s members has been accumulated through the colleges under Kolhapur District. Questionnaire copies are distributed to respondents with their views about value education. The data collection is followed by open discussion forum of teachers. We gathered feedbacks and suggestions of respondents for further consideration. As our goal is to promote value enhancement among students with focus over ‘Marathi’ regional language, we approached student respondents to analyze their views about ‘Marathi’ language.

RESULT AND ANALYSIS

To know which programmes are run for inculcation of values. Question no. 17 was planned in teacher’s questionnaire. The response given to that question is recorded in the Table-1 as following.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programmes / Activities</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>School Prayer</td>
<td>30</td>
<td>72.00</td>
</tr>
<tr>
<td>2)</td>
<td>National Anthem</td>
<td>31</td>
<td>77.50</td>
</tr>
<tr>
<td>3)</td>
<td>Aahonee Hymn</td>
<td>18</td>
<td>32.50</td>
</tr>
<tr>
<td>4)</td>
<td>Songs</td>
<td>18</td>
<td>32.50</td>
</tr>
<tr>
<td>5)</td>
<td>Ballads</td>
<td>15</td>
<td>33.50</td>
</tr>
<tr>
<td>6)</td>
<td>Moral Stories</td>
<td>30</td>
<td>75.00</td>
</tr>
<tr>
<td>7)</td>
<td>Today’s Special</td>
<td>24</td>
<td>60.00</td>
</tr>
<tr>
<td>8)</td>
<td>Introduction of Scientists</td>
<td>24</td>
<td>60.00</td>
</tr>
<tr>
<td>9)</td>
<td>Contemplation / Meditation</td>
<td>19</td>
<td>47.50</td>
</tr>
<tr>
<td>10)</td>
<td>Interview</td>
<td>17</td>
<td>43.50</td>
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<tr>
<td>11)</td>
<td>Lectures</td>
<td>33</td>
<td>82.50</td>
</tr>
<tr>
<td>12)</td>
<td>Dramatization</td>
<td>13</td>
<td>32.50</td>
</tr>
</tbody>
</table>

Table 1. Programmes conducted for inculcation of values
To know teachers are using which teaching aids for the teaching of value education, question no. 19 in teacher’s questionnaire was formed. This question’s response is recorded in the following Table -2.

### Table 2. Use of teaching aids for Teaching of Value Education

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teaching Aids</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Abhayas Pustika</td>
<td>30</td>
<td>66.67</td>
</tr>
<tr>
<td>2)</td>
<td>Vyavasyamala / Practice Series</td>
<td>09</td>
<td>20.00</td>
</tr>
<tr>
<td>3)</td>
<td>Reference Books</td>
<td>34</td>
<td>75.56</td>
</tr>
<tr>
<td>4)</td>
<td>Collection of Volumes / Books</td>
<td>27</td>
<td>60.00</td>
</tr>
<tr>
<td>5)</td>
<td>Handbook</td>
<td>24</td>
<td>53.33</td>
</tr>
<tr>
<td>6)</td>
<td>Collection of Cuttings</td>
<td>27</td>
<td>60.00</td>
</tr>
<tr>
<td>7)</td>
<td>Use of Charts</td>
<td>28</td>
<td>62.22</td>
</tr>
</tbody>
</table>

To know which values are inculcated through the teaching of textbook the question no. 16 was planned in Teachers questionnaire. The response given to that question is recorded in the following Table-3.

### Table 3. Values Inculcation from Textbook Teaching

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Values</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Individual</td>
<td>32</td>
<td>71.11</td>
</tr>
<tr>
<td>2)</td>
<td>Social</td>
<td>32</td>
<td>71.11</td>
</tr>
<tr>
<td>3)</td>
<td>Social</td>
<td>31</td>
<td>68.89</td>
</tr>
<tr>
<td>4)</td>
<td>Social</td>
<td>33</td>
<td>73.33</td>
</tr>
<tr>
<td>5)</td>
<td>Social</td>
<td>22</td>
<td>48.89</td>
</tr>
</tbody>
</table>

Figure-1 below implies that, respectively 29 and 28 Headmasters responded to the values 'gender equality' and 'punctuality' which has 72.50 and 70.00 percentage respectively.

It indicates that near about 70 percent Head Masters are looking positive about the gender equality and punctuality are transformed through teaching learning.

![Figure 1. Transforming values through teaching-learning](image-url)
Their percentage is more than compared to other values. The values patriotism, courtesy, sensitivity and scientific attitude have been responded by 25 Headmasters. They have 62.50 percent. 'National Integration' and 'Labour Dignity' these values are responded by 24 and 23 Headmasters. They have 62.50 percent. It shows that above 60 percent Head Masters agreed with the transformation of values like 'Patriotism', Courtesy, Sensitivity and Scientific attitude. National integration and Labor dignity is possible through teaching learning process. The value 'neatness' is responded by 20 Headmasters which has 50 percent. By this opinion of Headmasters it proved that transformation of values can be possible effectively through teacher’s effective teaching.

RECOMMENDATIONS

- Each state ought to prepare a collection of guidelines about rendering with the directly to education, with the taking part in the community along with stakeholders.
- The authorities need to ensure that most authority’s schools tend to be well-equipped to take college students so that they aren't left with all the single choice about schools.
- School supervision committees ought to be furnished the essential economic as well as another service from the state to visit about their particular tasks.
- Teachers will need to have programs of assist at several amounts regional, district, as well as the school concerning adding technologies in addition to overcoming solitude when they grapple having entirely new and unfamiliar ways of educating in addition to tools concerning studying. Additionally, they need real-time tech support team inside getting rid of complications related to computer hardware, software package, etc. problems that can often hinder or perhaps absolutely derail the learning regarding each teacher and also students.
- Teachers should be capable of produce proper, powerful curricula which allow students to create this means, integrate other expertise in full world sights, in addition to converse knowing.
- Activities that provide knowledge in making use of distinct applications, for example, have demonstrated little impact on students’ class finding out. Finally, students ‘success depends on teachers employing technological know-how to aid sophisticated, hands-on/minds-on, moral values multidisciplinary studying tasks. These kinds of tasks should be firmly connected to overall proper objectives also to content standards.

CONCLUSION

The key quality of such connection strongly suggested that associated mutual respect along with magnificent rapport. In the dialogue involving classroom natural as well as value care, it’ll be evident that true teacher - student relationship lay at the heart connected with powerful coaching. Students need to be inspired to mention their opinions. Nevertheless thoughts and ideas should be stored through truth whenever feasible. The teacher should be extreme caution against saying students viewpoints since they change from his/her, individual. The teacher ought to nevertheless, present students the positive view whenever possible. Students ought to be inspired to look at the several items involving view on a single issue.

REFERENCES


ABSTRACT

The present study aimed at examining the relationship of teachers’ morale with principals’ leadership styles of aided and unaided secondary schools. A sample of 240 teachers was selected from 24 secondary schools by using stratified random sampling technique. Teacher Morale Inventory developed by Pandey (1983) and Principal’s Leadership Style Scale adapted by the investigator from Sinha (1980) and Ansari (1990) were used to collect relevant data from the sampled teachers. The obtained data were analyzed by using Pearson’s product moment correlation method so as to examine the relationship between teacher morale and principals’ leadership styles of the selected secondary schools. The study revealed a positive and highly significant correlation between teacher morale and principals’ participative leadership style as well as nurturing-task leadership style, while a negative but highly significant correlation between teacher morale and authoritarian leadership style of principals of aided as well as unaided secondary schools.

Keywords: Leadership Style; Teacher Morale

INTRODUCTION

An educational organization’s success depends largely on how willing its teachers are to help it succeed. Positive morale is the driving force behind every productive teacher. While, poor morale can be obstructive and idling. Morale is the spirit of teachers. It is the emotional force that impacts how they behave and what they accomplish in the workplace. Teachers with high morale are eager to accomplish goals and do a top-notch job in the workplace. Low morale causes teachers to lose motivation, which leads to a reduction in productivity. Low morale causes teachers to be disengaged from their work, and that results in higher rates of absenteeism. When teachers are disengaged, they are more inclined to take sick days or use up their paid time off. Morale impacts the health of an organization. Low morale is contagious and can spread across the workforce. When morale is high, it keeps teachers positive and motivated. No matter how smart, talented and experienced teachers are, if they are not happy with their jobs, their work will suffer. Keeping teachers’ morale high is important because it will abet the institution’s success.

Teacher morale is the spirit, or tone, of an organization. Morale is an effect, or end result of work place conditions, relationships, changes or other elements. Good teacher morale means teachers are generally happy with their jobs. Low morale, on the other hand, is an indicator that something is awry. Good morale breeds a more productive and efficient workforce. Low morale leads to absenteeism, unproductive workers, indifference, decreased motivation and poor work and performance quality. Good morale means the staff has faith in the organization and their mission. Many factors impact a teacher’s morale, such as external influences (economy, home life) and internal work-related variables. When teachers are satisfied with their jobs, morale is higher.
Teacher morale is important not only for the educational organization, but for the students and the teachers themselves. The areas in which teacher morale is important are: student learning, student achievement, teacher productivity, and teacher health. Miller (1981) notes that teacher morale “can have a positive effect on people attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning”.

Building teacher morale can add to the success of the educational organization. Teacher morale is the spirit of an institution's workforce, and influences how successful an organization becomes. Educational managers should be concerned with keeping morale high so that the organization is always moving forward.

When teachers are satisfied with their jobs, morale is higher. Morale is something that can be contagious in the workplace. Poor morale can spread, obliterating teachers’ sense of commitment and loyalty to their organization. This leads to decreased productivity and increased absenteeism. Positive morale can drive an organization towards success. When teachers are happy, they are more willing to give their all and work productively toward the organization's success.

It is important for educational managers to pay attention to staff morale and identify the signs of poor morale before the mood shifts and the institution pays the price.

Among the various factors affecting teacher morale some researchers have identified leadership of the school principals to be most important factor.

Aquino (1985) observed leadership as the relationship between an individual and a group built around some common interest wherein the group behaves in a manner directed or determined by the leader. The leader thus becomes the interpreter of the interests and objectives of the group, as the group in turn recognizes and accepts the interpreter as its spokesperson.

Leadership in a school setting is the result of the way principals use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought (Ubben & Hughes, 1987). Consequently, the principal's qualities and behavior determine to a large degree how the subordinates feel about their organization (Ebben, 1987). A particular leadership style may either foster or hinder teacher commitment.

The success or failure of the school depends much on the ability and skill of the principal as a sound and effective leader. The interaction with his staff not only creates a unique atmosphere in the school but also influences the morale of teachers and academic achievements of students. The principal is considered as the kingpin of the institution. His behaviour is reflected by the chain of instructions given to the teachers, which affects the climate of the school, morale of teachers as well as the achievements and motivations of students.

On going through the literature it was found that a great deal of research has been carried out in this field in India and abroad, but the present problem has not been deeply explored. So this study was attempted to concentrate on the untouched aspects or dimensions of the related field. Taking an overview of the literature and theory it was concluded that teacher morale has its bearing upon the principals’ leadership styles. Researches have been carried out on exploring the relationship of teacher morale with principals’ leadership styles different from the styles taken in the present study and these leadership styles are authoritarian, nurturant-task oriented, and participative. Which of the three leadership styles correlates most strongly with teacher morale was to be explored.

NEED AND SIGNIFICANCE OF THE STUDY

The need of the present day educational system requires a thoughtful and planned investigation of teacher morale in relation to principals’ leadership styles so that a clear cut picture may be drawn to understand the factors influencing the teachers’ morale. Principal’s leadership styles seem to be the important factors of teacher morale. The knowledge of the factors of teacher morale will help the
educational administrators, educational planners and supervisors to develop healthy academic environment to induce the teaching-learning process for the harmonious development of students. The results of this study will provide some useful, creative and concrete directions for the well-functioning of secondary schools.

A large number of studies on the morale of workers in the industrial sectors have been conducted and it has been found that there was positive correlation between workers’ morale and the output of organization. Study of teachers’ morale and teacher effectiveness and institutional output in relation to principal’s leadership styles is a new trend and as yet no systematic corpus of knowledge about teacher morale has been built. Therefore, there is a need to study it.

This study will emphasize the need for teachers to preserve their professional satisfaction and morale. Teachers may be nurtured, supported and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the schools and the classrooms, the students, the teachers as well as the schools will be beneficiaries.

The study will be useful by treating teachers in ways that empowers them, such as involving them in decision-making and acknowledging their expertise in administration which can help to sustain teacher morale.

OBJECTIVES OF THE STUDY

The study was conducted keeping in view the following objectives:

Main Objectives

1. To examine the relationship of teachers’ morale with leadership styles of principals of aided secondary schools.
2. To examine the relationship of teachers’ morale with leadership styles of principals of unaided secondary schools.

Secondary Objectives

1. To examine the relationship of teachers’ morale with principals’ leadership style of aided boys’ and girls’ secondary schools.
2. To examine the relationship of teachers’ morale with principals’ leadership style of unaided boys’ and girls’ secondary schools.
3. To examine the relationship of teachers’ morale with principals’ leadership style of urban aided and unaided secondary schools.
4. To examine the relationship of teachers’ morale with principals’ leadership style of rural aided and unaided secondary schools.
5. To examine the relationship of teachers’ morale with principals’ leadership style of urban aided boys’ and girls’ secondary schools.
6. To examine the relationship of teachers’ morale with principals’ leadership style of rural aided boys’ and girls’ secondary schools.
7. To examine the relationship of teachers’ morale with principals’ leadership style of urban unaided boys’ and girls’ secondary schools.
8. To examine the relationship of teachers’ morale with principals’ leadership style of rural unaided boys’ and girls’ secondary schools.

HYPOTHESES OF THE STUDY

The present study was forwarded on the basis of the following hypotheses:
1. There will be no significant relationship between teachers’ morale and leadership styles of principals of aided and unaided secondary schools.

2. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban and rural aided secondary schools.

3. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban and rural unaided secondary schools.

4. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban aided boys’ and girls’ secondary schools.

5. There will be no significant relationship between teachers’ morale and leadership styles of principals of rural aided boys’ and girls’ secondary schools.

6. There will be no significant relationship between teachers’ morale and leadership styles of principals of urban unaided boys’ and girls’ secondary schools.

7. There will be no significant relationship between teachers’ morale and leadership styles of principals of rural unaided boys’ and girls’ secondary schools.

**METHOD OF THE STUDY**

The present study was conducted by using descriptive survey method of research. The researcher made a survey of secondary schools located in Lucknow district and collected required information from the participant teachers with the help of the tools selected for determining relationship of teacher morale with principal’s leadership styles since the nature of the study was co-relational.

**Population**

The population of the present study was teachers working in aided and unaided secondary schools located in urban and rural areas of Lucknow district.

**Sample and Sampling Technique**

A sample of 24 secondary schools (12 from aided boys’ and girls' schools and 12 from unaided aided boys’ and girls' schools), affiliated to UP Board, C.B.S.E. and I.C.S.E. (Hindi as well as English medium) was selected by using disproportionate stratified random sampling technique and a sample of 240 teachers (10 from each school) was selected by using the same sampling technique.

**TOOLS AND DATA COLLECTION**

Following tools were used to collect data for the present study:

1. Teacher Morale Inventory prepared by Pandey (1983).

2. Principal’s Leadership Style Scale adapted by the investigator from Sinha (1980) and Ansari (1990).

Data were collected by the investigator herself using the above mentioned two tools on the participant secondary school teachers from each selected school one by one with the permission and cooperation of the principal of each school.

**Statistical Analysis**

Data relating to teacher morale, principal’s leadership styles gathered from the teachers of selected secondary schools were analyzed by using Pearson’s product moment correlation method which is presented in the table given below.
RESULTS

Table 1. Correlation between Teacher Morale and Principals’ Leadership Styles of Aided and Unaided Secondary Schools

<table>
<thead>
<tr>
<th>SN</th>
<th>Types of Schools</th>
<th>N</th>
<th>Authoritarian Leadership Style</th>
<th>Nurturant-task Leadership Style</th>
<th>Participative Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aided Schools</td>
<td>120</td>
<td>- .526**</td>
<td>.479**</td>
<td>.570**</td>
</tr>
<tr>
<td>2</td>
<td>Unaided Schools</td>
<td>120</td>
<td>- .404**</td>
<td>.425**</td>
<td>.459**</td>
</tr>
<tr>
<td>3</td>
<td>Aided (Boys)</td>
<td>60</td>
<td>- .701**</td>
<td>.379**</td>
<td>.442**</td>
</tr>
<tr>
<td>4</td>
<td>Aided (Girls)</td>
<td>60</td>
<td>- .568**</td>
<td>.258*</td>
<td>.493**</td>
</tr>
<tr>
<td>5</td>
<td>Urban Aided Schools</td>
<td>60</td>
<td>- .509**</td>
<td>.509**</td>
<td>.664**</td>
</tr>
<tr>
<td>6</td>
<td>Urban Aided (Boys)</td>
<td>30</td>
<td>- .634**</td>
<td>.338</td>
<td>.426*</td>
</tr>
<tr>
<td>7</td>
<td>Urban Aided (Girls)</td>
<td>30</td>
<td>- .196</td>
<td>.102</td>
<td>.553**</td>
</tr>
<tr>
<td>8</td>
<td>Rural Aided Schools</td>
<td>60</td>
<td>- .557**</td>
<td>.447**</td>
<td>.419**</td>
</tr>
<tr>
<td>9</td>
<td>Rural Aided (Boys)</td>
<td>30</td>
<td>- .769**</td>
<td>.525**</td>
<td>.464**</td>
</tr>
<tr>
<td>10</td>
<td>Rural Aided (Girls)</td>
<td>30</td>
<td>- .734**</td>
<td>.357</td>
<td>.394*</td>
</tr>
<tr>
<td>11</td>
<td>Unaided (Boys)</td>
<td>60</td>
<td>- .279*</td>
<td>.325*</td>
<td>.396**</td>
</tr>
<tr>
<td>12</td>
<td>Unaided (Girls)</td>
<td>60</td>
<td>- .379**</td>
<td>.320*</td>
<td>.371**</td>
</tr>
<tr>
<td>13</td>
<td>Urban Unaided Schools</td>
<td>60</td>
<td>- .441**</td>
<td>.533**</td>
<td>.585**</td>
</tr>
<tr>
<td>14</td>
<td>Urban Unaided (Boys)</td>
<td>30</td>
<td>- .279</td>
<td>.471**</td>
<td>.513**</td>
</tr>
<tr>
<td>15</td>
<td>Urban Unaided (Girls)</td>
<td>30</td>
<td>- .520**</td>
<td>.549*</td>
<td>.649**</td>
</tr>
<tr>
<td>16</td>
<td>Rural Unaided Schools</td>
<td>60</td>
<td>- .376**</td>
<td>.332**</td>
<td>.354**</td>
</tr>
<tr>
<td>17</td>
<td>Rural Unaided (Boys)</td>
<td>30</td>
<td>- .331</td>
<td>.116</td>
<td>.217</td>
</tr>
<tr>
<td>18</td>
<td>Rural Unaided (Girls)</td>
<td>30</td>
<td>- .282</td>
<td>.093</td>
<td>.065</td>
</tr>
</tbody>
</table>

Note: ** Significant at .01 level, * Significant at .05 level

The results with regard to the relationship between teacher morale and principals’ leadership styles as revealed by the table were:

1. There was positive and highly significant correlation between teacher morale and participative leadership style as well as nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of aided secondary schools (boys’ & girls combined).

2. There was positive and highly significant correlation between teacher morale and participative leadership style as well as nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of unaided secondary schools (boys’ & girls’ combined).

3. There was positive and highly significant correlation between teacher morale and participative leadership style as well as nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of principals of aided boys’ secondary schools.

4. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive and moderate significant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of aided girls’ secondary schools.

5. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation...
between teacher morale and authoritarian leadership style of the principals of both urban as well as rural aided secondary schools.

6. There was positive and moderate significant correlation between teacher morale and participative leadership style and a positive but insignificant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of urban aided boys’ secondary schools.

7. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of rural aided boys’ secondary schools.

8. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive but insignificant correlation between teacher morale and nurturant-task leadership style, while a negative insignificant correlation between teacher morale and authoritarian leadership style of the principals of urban aided girls’ secondary schools.

9. There was positive and moderate significant correlation between teacher morale and participative leadership style and a positive but insignificant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of rural aided girls’ secondary schools.

10. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive and moderate significant correlation between teacher morale and nurturant-task leadership style, while a negative and moderate significant correlation between teacher morale and authoritarian leadership style of the principals of unaided boys’ secondary schools.

11. There was positive and highly significant correlation between teacher morale and participative leadership style and a positive and moderate significant correlation between teacher morale and nurturant-task leadership style, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of unaided girls’ secondary schools.

12. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of both urban as well as rural unaided secondary schools.

13. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and insignificant correlation between teacher morale and authoritarian leadership style of the principals of urban unaided boys’ secondary schools.

14. There was positive but insignificant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and insignificant correlation between teacher morale and authoritarian leadership style of the principals of rural unaided boys’ as well as girls’ secondary schools.

15. There was positive and highly significant correlation between teacher morale and participative as well as nurturant-task leadership styles, while a negative and highly significant correlation between teacher morale and authoritarian leadership style of the principals of urban unaided girls’ secondary schools.
DISCUSSION

The present study revealed a positive significant correlation between teacher morale and participative leadership style of the principals of aided and unaided schools in their total sample as well as in their boys’ and girls’ schools. The result was not fully confirmed by the result of the study of Sharma (2010) who reported positive significant correlation between teacher morale and participative leadership style of unaided secondary schools in total sample but a positive insignificant correlation between two variables in total sample of aided schools and in aided boys’ as well as girls’ schools.

The present study reported a positive and strongly significant correlation between teacher morale and nurturant-task leadership style of principals in aided and unaided schools in total sample as well as in their boys’ and girls’ schools. These results of the present study were not supported by the results of the study of Sharma (2010) who reported that teacher morale did not have significant relationship with nurturant-task leadership style of the principals either in total sampled aided as well as unaided secondary schools or in their boys’ and girls’ schools.

The present study revealed a strongly significant negative correlation between teacher morale and authoritarian leadership style of the principals in total sample of aided as well as unaided schools and also in their boys’ and girls schools. These results of the present study were not consistent with the results of Sharma (2010) who found a negative but insignificant correlation between teacher morale and authoritarian leadership style of principals of these schools. But the results of the study were confirmed by Aafaqi (1993), and Sharma (2009) who reported that authoritarian leadership style of the principals negative significant association with the school teachers’ levels of satisfaction. Here satisfaction is one of the aspects of teacher morale used in the present study. Similar was the observation of Rajeevalochana (1981) who found negative relationship between the dogmatism of the school principals and the teachers’ morale. Dogmatism is very closely related to authoritarian leadership used in the present study. These results were fully substantiated by the observation of Rowland (2008) also.

CONCLUSIONS OF THE STUDY

In the sampled aided and unaided secondary schools, the leadership style of the principals favoured most was participative, as it had positive and highly significant relationship with teacher morale in most the schools. Next to it was nurturant-task leadership style. It also had positive and significant relationship with teacher morale but this relationship was moderate in most of the schools. The authoritarian leadership style was on the third and last place which had negative relationship with teacher morale in aided as well as unaided secondary schools. In conclusion, teacher morale was positively related to participative and nurturant-task leadership styles, where as it was negatively related to authoritarian leadership style of the principals of aided and unaided secondary schools.

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ENTRY OF FOREIGN EDUCATION PROVIDERS INTO THE INDIAN ENVIRONMENT – AN ANALYSIS

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ABSTRACT

The establishment of the WTO and the subsequent signing of the GATS Accord on 1st January 1995, has led to internationalization of higher education, the emergence of private players and entry of foreign education providers. Multinational/Transnational Education generally refers to the service of education on the global scale or on cross border level, involving educational institutions, students and academicians of more than one nation. These foreign education providers operate through four different Modes namely: Cross Border Supply; Movement of Consumers; Commercial Presence; and Presence of Natural Presence. Foreign Transnational Providers have both their merits and demerits. As of now, there is no law regarding, governing of the entry of foreign institutions into the Indian education market. For India to be a global knowledge leader, she needs a sound regulatory policy that will govern foreign education players. The point to be remembered is that Foreign Educational Providers play an important part in creation of institutional excellence and in providing opportunities to the different sections of society. The entire issue revolves around how challenges are converted into opportunities, keeping in mind the rapidity of their adaption to the changing environment.

Keywords: Transnational Education; Indian Higher Education; Regulatory Measures

INTRODUCTION

World Trade Organization, which has replaced GATT, an international organization for monitoring and regulating international trade, came into existence on 1st January 1995. The Uruguay Round of Trade negotiations which took place between 1986 and 1994 broadened the scope of world trade rules to include services for the first time in the history of trade negotiations. This led to the setting up of the General Agreement on Trade in Services, popularly known as GATS, on the same day as WTO.

The introduction of the process of liberalization in 1991 and the subsequent signing of the GATS Accord in 1994, has given a new flavor to education in general and higher education in particular. There has resulted in commodification of higher education on one hand, and has laid the platform for emergence of private providers and the entry of both foreign education providers and foreign investment, having profit maximization as their main objective.

The entire issue has given rise to a number of issues. While India has witnessed a sizeable growth in education, it has not however been accompanied by improvement in quality. In view of the gravity of the situation this Paper attempts to look into the concept of foreign education/transnational providers, examine the current status of higher education in India, and discuss the need for foreign education providers along with the merits and demerits and to look into the regulatory measures adopted by the government.
OBJECTIVES OF THE STUDY
The study has the following objectives:

1. To understand the concept of Foreign education Providers;
2. To discuss the advantages and disadvantages of these education providers; and
3. To examine the regulatory measures existing in India and see how best to make use of these services

Concept Of Foreign Education Transnational Providers Of Education
Multinational/Transnational Education generally refers to the service of education on the global scale or on cross border level, involving educational institutions, students and academicians of more than one nation. It covers cross border mobility of students, academicians, programmes of study and institutions.

Cross-Border Higher Education can emerge from various sources. Apart from conventional or open universities it can also emerge from media companies, finance companies, corporate universities, network of universities, professional qualifications and IT companies.

Modes of Operation
There are Modes of operation which have been enlisted in Article 1:2. They are:

Mode 1 – Cross Border Supply
This comprises all the services provided through distance or through telecommunication or mail and through services embodied in exports.

Thus from the point of view of education, this Mode would include: Distance education offered by universities; National Open Universities; education software; and corporate training through Information and Communication Technology.

Examples of this Mode are Manipal Institute of Technology and AHLA, USA; and Dr. DY Patil Institute of Hotel Management and Catering Technology and AHLA, USA.

Mode 2 – Consumption Abroad – (Movement of Consumers)
In this case the service is delivered outside the territory of the member making the Commitment. With reference to education it could imply education of foreign students in the institutions of the host country – that is joint study programs which involves mutual recognition and credit transfers.

An example of this Mode is Joint Degree and Twinning arrangement between ITM and University of London. The general feeling is that this Mode favorably affects the developed countries that possess competitive environment, at the cost of developing countries like India who ranks as the top supplier of students.

Mode 3 – Commercial Presence
This implies the actual presence of private investors in the host country, and is inclusive of inter alia corporations, joint ventures, partnerships, respective offices and branches.

This Mode can take forms such as opening up of an institution be made operational through opening of an institution or branch campus abroad; opening of an institution or branch abroad; courses by domestic private providers resulting in Degrees of foreign universities; twinning and franchise arrangements etc.

Examples of twinning are SIES College of Management Studies and University of London; and UKTVB School of Habitat Studies and University of London. Wigan and Leigh have been operating through the Franchise Mode since a long time.
Mode 4 – Presence Of Natural Persons

This is inclusive of natural persons who themselves are both service suppliers as well as employees of service suppliers.

In the context of education, a classic example would be the movement of a teacher to a foreign country to teach, popularly called Faculty Exchange Program.

Student exchange programs are conducted by institutions like IIM Ahmedabad and Fuqua School of Business Duke University and IIM Bangalore and Stanford University.

SP Jain Institute of Management has set up branches in Dubai and Singapore. Central Institute of English and Foreign Languages has launched an English language teaching Program in Kyrgyzstan.

Current State of Higher Education In India

Higher education refers to a range of advanced courses and qualifications available for those interested in pursuing further studies. Basically Indian Universities can be classified as

1) Unitary Universities who offer Graduation and Post – Graduation instructions and are confined to a single campus. And

2) Affiliating Universities, having a central campus which covers departments/schools imparting both Post – Graduation instructions and research. A number of colleges come under its purview.

In addition there are two other types of University Institutions:

1) Deemed-to-be Universities, which have been given this status by the UGC (University Grants Commission) with the approval of the Department of Education, Ministry of Manpower and Human Resource Development, Government of India on the basis of their teaching experience and specialization and experience in a particular field; and

2) Institutions of National Importance.

They are given this status by an Act of Parliament and play an important part in developing skilled personnel. They have the privilege of granting degrees, which generally is the prerogative of universities.

Colleges in turn can be classified as: Government colleges, privately managed colleges, university colleges and Professional colleges.

Private higher educational institutions can be classified into two categories:

1) Self-financing institutions; and

2) Institutions supported by a few corporate bodies.

Growth of Higher Educational In India

Gross enrolment index is a measure of the total number of students enrolled and is always expressed as a percentage of the eligible population.

Table 1. Gross Enrolment Ratio In India – (Ger)

<table>
<thead>
<tr>
<th>Year</th>
<th>GER in Higher Education (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>8.1</td>
</tr>
<tr>
<td>2005-06</td>
<td>11.6</td>
</tr>
<tr>
<td>2008-09</td>
<td>13.7</td>
</tr>
<tr>
<td>2010-11</td>
<td>19.4</td>
</tr>
<tr>
<td>2012-13</td>
<td>21</td>
</tr>
</tbody>
</table>
The Graph clearly shows an upward trend, showing that the Gross Enrolment Ratio is increasing in India, but is low as compared to other countries.

**Table 2. Tertiary Level Enrolment Growth 2006-2012**

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>41.4</td>
</tr>
<tr>
<td>a) Central</td>
<td>81.6</td>
</tr>
<tr>
<td>b) State</td>
<td>39.3</td>
</tr>
<tr>
<td>2 Private</td>
<td>70.7</td>
</tr>
<tr>
<td>3) Distance</td>
<td>53.2</td>
</tr>
<tr>
<td>4) Overall</td>
<td>56.6</td>
</tr>
</tbody>
</table>

In this Graph the contribution to the tertiary level enrolment is maximum from central universities, followed by private institutions.

**Need For Foreign Education Providers in India**

Countries like India which are classified as developing require quality institutions, qualified faculty and quality inputs of different kinds. The focal point is to give a thrust to India as a hub of innovations, business and education which is driven by policies aiming at economic development. Attracting foreign students will become a net foreign exchange earner. This is a difficult but not important task. What is required is a balance between rich Indian heritage and culture, with modern and scientific education.

A sense of realization is dawning in India that human resources form the basis of any strong economy and should therefore be nurtured through investment in education and vocational training. Indian
universities have to learn to balance teaching and research and convert fundamental research into applied research.

One can cite three reasons why foreign institutions would be attracted to India:

a) India offers a huge education market and boasts of the youngest population in the world;

b) She has comparatively lower recruitment and research costs; and

c) The country provides an opportunity to offer executive education and consulting services to Indian firms.

Foreign education is required for the following purposes:

I. To supplement the inadequate current amount being spent by the resource starved government on higher education;

II. Best Foreign players would not come in adequate numbers if they are not accorded the same status as private public institutions in India;

III. India’s priority today is not so much being an exporter of service, as much as ensuring good quality higher education.

Merits and Demerits of Foreign Education Providers

The signing of the GATS Accord, globalization and subsequent internationalization of higher education has been the centre of controversy. The entry of foreign education providers has both merits and demerits. Let us examine them.

Merits

One, the tag of a Foreign Degree carries a lot of weightage in India. By providing foreign education within the country we can check the menace of Brain Drain;

Two, foreign entry will encourage research. Most Indian universities focus on teaching and hardly provide the students’ with research experience or skills, to prepare them for research careers. On the basis of available data it is estimated that only 12% of students are Postgraduates and 1% are doctorates.

Three, there would be saving of foreign exchange and increased revenue from these transnational providers of education.

Four, foreign entry would be accompanied by better infrastructural facilities. The resulting education would no doubt be a costly affair, but it would definitely be cheaper than going abroad for higher studies.

Five, there would be enhancement of quality in the new as well in the existing institutions. This would guarantee acquisition of skills and qualifications, which could be transferred across the globe.

Finally, high quality education would be imparted in unchanged cultural ethos. Foreign education would be imparted on the home soil.

Demerits

Firstly, these transnational providers of education are profit making entities. The result would be commercialization of Indian higher education, further leading to the problem of repatriation of profits.

Secondly, having foreign providers in the home country would deprive the students of the much needed international exposure got from actual physical presence.

Thirdly, there is growing concern about the absence of adequate regulatory bodies. Today when the already existing bodies are not able to properly regulate Indian institutions, the question of them regulating foreign bodies may only become a distant dream.
Fourthly, economic benefits may be denied to the deserving students. An educational loan is available to an Indian student wishing to go abroad for further studies. However, there is no provision for such facility in case foreign education providers operating in India. This deprives the students of economic benefits.

Finally, there is no guarantee of quality and job security in the absence of adequate regulatory measures. Some of the transnational providers may be ‘fly by night’ operators. In the absence of proper regulatory policy there is a possibility of poor quality institutions entering Indian system of higher education.

**Regulatory Framework For Foreign Education Providers**

As of now, there is no law regarding, governing of the entry of foreign institutions into the Indian education market. The Foreign Education Bill was introduced by the then Human Resource Development Union Minister Hon Mr. Kapil Sibal in Parliament in early 2010, after being cleared by the Cabinet on 15th March 2010. The Bill aimed at allowing foreign education providers to establish campuses in India and grant Degrees, while simultaneously laying down rules and regulations governing the operation of the institutions.

The major provisions are:

1) Creation of a minimum 11 million dollar Corpus Fund by institutions to gain entry in India for operation purpose.

2) Each institute will have to register with the UGC or any other regulatory body in place at the time of registration. Institutions cannot remove surplus generated in India, but rather will have to reinvest it to further the expansion of its institutions in India.

3) These providers should not be involved in any activity such as consultancy projects.

4) The government has the freedom to reject an application of a university if it feels that the latter would have an adverse impact on national security.

5) An eight month bound format for granting approval to foreign educational providers to set up campuses.

6) It is mandatory for institutions to go through different levels of a registration process before being finally registered with the UGC or any other concerned regulatory body.

The Bill is an important initiative and landmark by the government as part of the reforms. To date however, it has not been passed in Parliament. As of now, there is no law regarding, governing the entry of foreign institutions into the Indian education market. At present Foreign Direct Investment is already allowed in India, under the Automatic Route, without any sectoral capital since February 2000. A Foreign Education Provider is required to maintain a corpus fund of a minimum of Rs. 10 Crores and certificate of validation from the Embassy or High Commission of India.

Foreign educational providers have been granted permission to enter our country. No prior approval of either the Government or Reserve Bank of India is required. The investors are only required to notify, to the concerned Regional Office of RBI, within 30 days of receipt of inward remittances and file the required documents with that office within 30 days of issue of shares of foreign investors. These procedures are laid down for registration as per AICTE and are notified by the regulations for entry and operations of foreign universities/institutions that are willing to impart higher education in India.

The UGC Ordinance on Foreign Education Regulatory Bill has instilled a ray of hope. According to the Ordinance foreign universities will be allowed to operate independently, set up campuses and offer degrees without any Indian partnership with any Indian institution.
The big question is whether foreign educational institutions will be allowed to operate. While, some believe that this will lead to healthy competition, others feel that it will only lead to commercialization and thereby provide limited access, depriving majority of the masses of this opportunity.

Experts like Philip Altbach feel, that India must develop a transparent policy together with effective regulatory framework. India needs a regulatory model that encourages cross border provision of quality education and yet prevents exploitation.

The thinking behind the Foreign Entry Bill which advocates regulated ‘open door policy’ is the entry of established foreign institutions, who while improving the quality of our institutions by infusing new ideas and practices would provide assistance for setting up world class institutions and bringing in finance.

The point to be noted is by and large foreign universities have their branches in specialized disciplines, do not promote academic innovations and do not spend substantial amounts of money overseas.

Experts group universities who are willing to come to India into three categories:

1) Prestige enhancing universities who do not look at India as a source of revenue but are rather interested in enlarging their global presence and prestige;

2) Prestige seeking universities who want to internationalize their brand as also increase revenue; and

3) Revenue maximizing universities who seek entry into India to generate income.

India should welcome the first category, and should lay emphasis on encouraging international student mobility and develop academic partnerships.

CONCLUSION

Service sector has emerged strongly as a prominent sector in terms of its contribution to National income, trade flows and Foreign Direct Investment inflows. Higher education services rank very high in this sector. Over the past two decades, higher education has been playing an important role in creating jobs, human resources and skill development.

There has been a significant quantitative expansion in Indian higher education. Her Brain Power is internationally acclaimed. India offers a lucrative market for the profit driven domestic institutions and Foreign Education Providers as also Trans-national Corporations.

Post economic reforms and subsequent liberalization, privatization and globalization, India has witnessed the entry of foreign providers. As discussed earlier, these education providers can be both beneficial as well as harmful. This is so because apart from upgrading our institutional capacity they can help in improving the qualitative aspects. However, based as they are on profit motive they can be detrimental to the country, leading to commodification of education far beyond the means of majority of the masses.

For India to be a global knowledge leader, she needs a sound regulatory policy that will govern foreign education players. The point to be remembered is that Foreign Educational Providers play an important part in creation of institutional excellence and in providing opportunities to the different sections of society. The entire issue revolves around how challenges are converted into opportunities, keeping in mind the rapidity of their adaption to the changing environment. This should be accompanied by attracting quality faculty. The essential ingredients would include ensuring competitive salaries, creating conducive environment and enabling flexibility.

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<th>Pages</th>
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<td>A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS</td>
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<td>PERCEPTIONS OF THE ASSIGNMENT MARKING EXAMINERS ON THE ASSIGNMENT MARKING MECHANISM OF THE POST GRADUATE DIPLOMA IN EDUCATION PROGRAM</td>
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ABSTRACT

All over the world education is one of the most significant means for the empowering any individual or community. In a democratic welfare state like India, education is not only a means to an end but an end in itself. Among all levels and dimensions of education - elementary, secondary, higher, technical, vocational, professional, the elementary level of education happens to be the first step of education, the foundation stone or the real base of all attainments of a society. However, even after more than six decades of economic planning and the end of eleven Five Year Plans, the elementary education sector in India is still besieged with many issues of serious concern. Quality which is one of the most deserted issues since long. Time is to focus on quality instead of quantity only as it has already been pointed out that quality indirectly helps in making the quantity. If there is a quality education in the schools, there is no need of other support systems. Many issues are there which are directly or indirectly related to quality issue. In order to overcome the serious challenges before elementary education in India, the need of the hour is to apply determined and sustained effort for a wide and equitable network of elementary education so that most educational issues should be eradicated relating to elementary education in general and quality education in particular without any further delay.

Keywords: Quality Education, Elementary Education, Quantitative Education

INTRODUCTION

In a democratic welfare state like India, education is not only a means to an end but an end in itself. It is one of the most important determinants or constituent components of economic development and social welfare. On the one hand it endows the country with a strong base of human capital for economic development and on the other it enables people to ensure all round development of their individual selves leading to fuller and more meaning full lives. “Education not only brings about a change in an individual’s and even community’s collective perceptions, aspirations and goals but also enhances capabilities to achieve them. Not only this, even it is a powerful tool for reducing poverty, unemployment and inequality, improving health and nutrition and promoting sustained human development led growth” (World Bank 2004). Educated people play a crucial role in effecting a development oriented demographic, social and political transition of the economies of their countries. There is a strong correlation between lack of literacy (education) and poverty, both in economic sense and in the broader sense of deprivation of capabilities (UNESCO, 2006). Education has an impact on all types of human development outcomes (Mehrotra and Delmonica, 2007) which is accompanied by the increase in the well-being of the individuals and economic growth of the country. This has been proved by the inferences drawn from different survey studies.

Importance of Elementary Education for Individual and Social Development

In India's literacy rate stood at 74% and it was well behind those of other developing counties in the region such as that of China and of Sri Lanka which stood at 95% and 91.2% respectively in the same year (Wikipedia, 2013). The Human Development Index (HDI) which is presented and used by the
United Nations Development Programme (UNDP) to measure the overall state of human and social development in a country in its annual Human Development Report, is based on three crucial indicators (i) purchasing power parity adjusted per capita income (ii) life expectancy at birth and (iii) adult literacy rate. According to the Human Development Report 2012, India secured a low rank of 136 on HDI while many other developing countries like Cuba, Mexico, Malaysia, Brazil, China and Sri Lanka which are almost at a similar or even lower level of economic development as compared to India occupied much higher HDI ranks of 59, 61, 65, 85, 101 and 92 respectively. India’s low literacy rate, as compared to other comparable economies, is also a major factor behind India’s low HDI rank (UNDP, 2013).

India’s education system is the world’s largest education system. Expansion of elementary educational facilities may be deemed to be one of the first positive steps, first essential prerequisites towards providing a durable base for a participative process of socio-economic transformation to ensure social equity in a country. However, eminent sociologist Andre Beteille feels quite certain that ‘even after elementary education has become universal, inequalities will remain in the quality of what is available to children from the different strata of society. Even at the level of elementary education, universality does not mean equality’’ (Beteille, A. 2001).

Micro-evidence on the returns to education consistently finds positive returns to primary education in developing countries ranging from 7 to 10% per extra year of schooling (Duflo 2001; Duraisamy 2002). Elementary education or basic education (Class I-VIII), of which primary education (Class I-V) is the initial part, forms the foundation on which the entire edifice of education is erected. Therefore, in the Indian context the term elementary education, generally means the first eight years of schooling which corresponds to the constitutional goal of free and compulsory universal elementary education until the age of 14, and is divided in most of the States into two parts i.e. primary stage (Class I-V) and upper primary stage (Class VI-VIII).

Constitutional Provisions

Realising the importance of elementary education for the overall socio-economic development of the country, the founding fathers of Indian nation, initially included the objective of free and compulsory elementary education for the children as one of the Directive Principles of the State Policy in Indian Constitution, in Part IV under Article 45. The purpose was to provide the right to free and compulsory education as the non-justifiable, socio-economic right of individuals, the progressive fulfilment of which depended upon the gradual accumulation of the economic capacity and resources at the command of the state. However the watershed came in the form of the strengthening this right further by a historical judgement of Hon’ble Supreme Court of India in 2009. The judgement pronounced right of child to free and compulsory education as a part of the Fundamental Right to Life under Article 21A of Indian Constitution and as a consequence of this judgement the Parliament of India enacted the Right to Education Act (RTE Act), 2009 which guarantees the right to free and compulsory education as the justifiable, Fundamental Right of every child aged 6-14 years in India.

Issues of Quality Concern for Elementary Education

The National Knowledge Commission (2007) has been emphasizing on ‘quality primary education’ for making India as a knowledge society in the world. The quality of education mainly depends upon physical infrastructure, qualified and competent teachers, curriculum and instructional materials, support materials and equipments, teaching learning strategies, comprehensive and continuous evaluation and effective management. Quality in education includes a concern for quality of life in all its dimensions. In general terms quality education means, “improving the quality of education invariably” means raising the levels of academic performance usually measured in the test scores in the various subjects which form the part of school curriculum. With reference to education quality is a relative term and hard to define and even more difficult to measure. Even after more than six decades of economic planning and the end of eleven Five Year Plans, the elementary education sector in India
is still besieged with many issues of serious concern. However, one need to look into the serious issues which are directly or indirectly related to quality education in elementary schools.

**Quality Issue**

Quality issue is the most burning problem now a day in schools in India. The elementary education system in India is infamous for very poor levels of learning outcomes among Indian students. Nationally, the proportion of all children in Std. V who can read a Std. II level text remains virtually the same since 2012 at 47%. This proportion decreased each year from 2009 to 2012, dropping from 52.8% in 2009 to 46.9% in 2012. Among Class V children enrolled in government schools, the percentage of children able to read Class II level text decreased from 50.3% (2009) to 43.8% (2011) to 41.1% (ASER, 2013). In terms of Mathematical abilities, 46.5 per cent of Class V children could not solve simple two digit subtraction problem with borrowing in 2012. In a recent organisation for Economic Co-operation and Development- Programme for International Student Assessment (OECD-PISA) study, India has been placed at the tail end in international comparisons rating (PISA-2009+). ASER data suggest that not only are the levels of learning low, but that the trends in learning levels are in fact negative. Since basic reading and arithmetic are foundational skills, the low levels of learning suggested by the ASER data are especially alarming since they suggest that the Indian education system is doing well at enrolling children in school, but failing when it comes to teaching them even basic skills (Pratham, 2012).

**High Dropout Rate**

Many more problems are there which are either interrelated or interconnected. The fact of less-than-full enrolment of children in the age group of 6-14 years in elementary schools is proven by a very high prevalence of out-of-school (OoS) children in 6-14 years age group in India. Their number was estimated to be 8.1 million in 2009. A recent study estimated a total of 3.5 per cent rural children to be out of school in 2011. However, in a few States like Rajasthan and UP, the percentage of OoS girls in the age group of 11–14 years is as high as 8.9 per cent and 9.7 per cent, respectively. More than the issue of less-than-full enrolment and the prevalence of Out-of-School children, it is problem of high dropout rate and low school retention rate at elementary education level, which requires greater attention. The dropout rate at elementary education level in India is abnormally high. The percentage of students who stay in school till Class 5 is 61.2% which is way below the global average of 83.3% and on an average 42.39 per cent children drop out of education stream before completing Class VIII in 2011. In addition to this, SC and ST children are less likely to access their right to 8 years of schooling and their dropout rates are much higher than the national average. The dropout rate for SC children is as high as 51.25 per cent and that for ST children is as high as 57.58 per cent in 2011.

![Dropout Rate at National Level in Elementary Classes (2011)](image)

**Source:** Twelfth Five Year Plan: 2012-17, Volume III

**Demand of Private Schools**

Another issue which is interrelated to quality is demand of private schools. As it is rising day-by-day not only in urban areas but also in rural areas. Despite gradual improvement in the school infrastructure facilities, teacher-pupil ratio, provision of free education, scholarship and other
incentives like mid-day meals, school dress, school books in government schools, the demand for government school education at elementary level is not increasing as intended. Private school enrolments at elementary level have been rising year after year since from 18.7 per cent in 2006, 25.6 percent in 2011, 29% in 2013 and 30% in 2014.

![Private School Enrollment](chart)

Source: ASER, 2014

It is a very serious issue that more than 45 percent of children in rural India are enrolling themselves in private schools (ASER, 2013). Quality is the basic issue regarding this shift. Irony of the system is the students of private schools are coming for private tuitions to those teachers who are employed in government schools and even they teach them more seriously and feel accountable towards their parents. Close to 25 per cent of students in Std. I-VIII in rural India pay to tuition classes (ASER, 2013).

**Daily School Attendance Rate**

Not only this, the daily school attendance rate among students of elementary schools is also less than desirable and a large number of students who are already enrolled, do not attend the school on regular basis. Some of them attend the classes only when it is a time for distribution of any government incentive. Despite the enhancement of government incentives and gradual improvement in school infrastructure in recent years, children’s school attendance rate has not shown any marked improvement and has largely remained stable at 73.4 per cent in 2007, 70.9 per cent in 2011, 73.1 per cent in 2012 and 71.8 per cent in 2013, in rural primary schools in India (ASER, various years). In India, all studies on measurement of school attendance rate, including ASER, 2013 have noted huge variations in school attendance across Indian States; ranging from 90 per cent on a random day in schools in south India to close to 50 per cent in schools in some northern States. (ASER, 2013).

**Problem of Infrastructure**

The problem of infrastructure also needs immediate attention. There are many schools where facilities such as boundary wall, building, toilets, drinking water, electricity and teaching-learning equipments are lacking. The Eleventh Five Year Plan underlined that backlog of additional classrooms was about 6.87 lakh and opening of about 20 thousand new schools was required. The retention of girls in school remains difficult as over 63 per cent of rural schools have no usable toilet facilities for them. Lack of adequate classroom facilities compels the children from different age groups to sit in same classroom and taught by the same teacher at a time i.e. teaching the students of classes I, II and III together in the same room which leads teaching boredom, disinteresting and monotonous for them. According to the data of Twelfth Five Year Plan during the year 2010-01, a significant percentage of schools suffered from the lack of basic infrastructure facilities, as is described below:
Table 1. Primary Schools without Basic Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Schools without facilities (2010-2011)</th>
<th>Schools without facilities (2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilets(girls)</td>
<td>19.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Drinking Water</td>
<td>15.2%</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

Source: Twelfth Five Year Plan: 2012-17, Volume III

Paucity of Required Number of Teachers

The problem of paucity of required number of teachers is another problem of primary/elementary education. Teachers are the most important resource for elementary education, especially in rural areas where access to other type of teaching learning materials is limited. Teacher’s role is very important in imparting quality education and brings about a qualitative change in the learning environment. One can say that shortage of teachers is giving the way to quality issue. The proportion of schools that comply with RTE pupil-teacher ratio (PTR) norms are only 45.3% in 2013 (ASER, 2013). Although there has been improvement in this direction due to the appointment of additional teachers as Para teachers in ShikshaKarmi Project launched in 1987, yet there are many schools that are being run by a single teacher and large numbers of teacher’s vacancies are yet to be filled in many schools in many states. 38.9 per cent schools still facing the problem of pupil-teacher ratio at all India level (ASER, 2011).

CONCLUSION

Elementary education acquires immense significance for its role in social reconstruction since it is a prominent means for a child to start learning the skill of evaluating social traditions and values, adopt the healthy ones and discard those known as social evils. Thus elementary education preserves a nation’s cultural traditions and hands them over to the next generation. It imbibes the spirit of patriotism, builds national characters, upholds democratic traditions, attempts to mitigate social inequalities of caste, class and gender and shapes a child’s personality by offering opportunities to develop his capabilities. Therefore, elementary education has a great empowerment value. In order to overcome the serious challenges before elementary education in India, the need of the hour is a determined and sustained effort for a wide and equitable network of elementary education so that educational deprivation is eradicated without any more delay. However, parental aspirations for education are belied by endemic poverty and unequal social relations, and by lack of adequate provision of schooling of equitable quality. It is time that the nation pays heed to the quality dimension. As it has already been pointed out, quality indirectly helps in making the quantity. As a result, quality improvement programmes need to be devised for all levels—national, state and district.

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A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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ABSTRACT
The main objective of the study was to compare job satisfaction of secondary school teachers on the basis of sex and location. A purposive sample of 200 male and female teachers was selected equally from 20 secondary schools of Pratapgarh district of UP state situated in urban and rural areas. Data were collected using Teacher Job Satisfaction Scale developed by Singh and Sharma (1986). The data collected were analyzed using percentage, Mean, SD and t test. The study revealed that (i) there was no significant difference in the job satisfaction of male and female teachers. (ii) There was significant difference in the job satisfaction of urban and rural teachers where rural teachers were higher in job satisfaction. (iii) Teachers of government schools were more satisfied than the teachers of private schools. (iv) Teachers of aided private schools were more satisfied than the teachers of unaided private schools.

Keywords: Teacher; Job Satisfaction; Secondary School; Rural; Urban

INTRODUCTION
No system of education can rise higher without teachers. The success of the educational process depends to a great extent on the ability and competence of the teachers. From the time immemorial the teacher has been termed as the torch bearer of civilization. It is the teacher who by the light of his knowledge removes the darkness of ignorance. There is no profession so rewarding and so rich in potentialities as the profession of teaching. Teaching may not yield power, it may not yield much wealth, it may not bring fame and glamour, yet it will surely give one the satisfaction of doing a noble job. The unity and integrity of the nation demands disciplined and well trained citizens which in turn depends upon the quality of education imported by our teachers. A teacher through an interactive process shapes the personality of the students and attempts to make citizens. Thus he shares the responsibility of shaping the destiny of our country. It is important that the teacher be an effective person to mould the minds of the children. The responsibility of maintaining and raising the quality of education lies on the shoulders of teachers. The performance of teachers to a great extent depends on his professional satisfaction in the school.

In order that a person may harness the best of his ability and derive pleasure from his work, it is necessary that the job must give him satisfaction. Satisfaction of teacher playa a vital role in his life from which the educational institution, the society and the nation at large are benefitted. If the efficiency, zeal for work and morale of the teacher are enhanced the teacher as well as his profession progress steadily.

Satisfaction is primarily derived from striving for and subsequently attaining an individually gratifying and socially beneficial end. It is an emotional response.
It is general observation that when there is an atmosphere of unhappiness in the school, when unrest, suspicion and insecurity have infiltrated the whole school system, when principal wreaks vengeance because of petty grievances, the educational development suffers and the satisfaction of teachers becomes low. Teachers, when their satisfaction is low, do not work to the maximum efficiency. Teachers, when their satisfaction is high, do their best to promote effective learning among the students.

Job satisfaction implies security and comfortable living, pleasant working conditions, a sense of belongingness, fair treatment, a sense of achievement and growth, recognition of contribution, participation in deciding school policy, and opportunity to maintain self-respect.

Teachers want security and comfortable living. They want to be able to provide food, clothing and shelter for their families and to be free from financial worry. When the principals do not take interest or an active part in the teachers’ fight for better salaries, teachers’ associations are formed and principals are excluded and a division is made between the staff and the heads of schools. Cooperation then cannot be enlisted from the staff when such situations arise. Teachers want pleasant working conditions, for example, attractive working environment, up-to-date equipment, comfortable rest room, and a feeling that the principal will back them, where these are wanting, there is low morale and lack of rapport between the principal and the staff. Teachers want to feel that they belong to a group with which they work. New staff members must be welcomed and for the old ones, the number of social occasions for a get-together may be increased. They may be required to plan together and assume joint responsibilities. Teachers want fair treatment from the principal. They resent discrimination and when they find the principal playing favoritism they decrease their output. Teachers want to have a sense of achievement. When the principal criticizes them for not making real contribution they lose effectiveness. They get frustrated when they do not see the result of their efforts. The principal can help them in having sense of progress in their work by a proper system of evaluation.

Teachers want recognition from the principal, from the fellow teachers and from the community which they serve. The principal should recognize good work when he sees it and should keep other teachers informed of the work of the particular teacher. He should offer praise whole-heartedly to one who deserves it.

Teachers have job satisfaction when they are given opportunities to take part in the policies that govern the school activities. The principal can give teachers more satisfaction by encouraging them to participate in policy forming committees.

Teachers, who feel empowered, tend to have higher morale and job satisfaction. As Maehr, Midgley, and Urdan (1993) state, “People are more personally invested in their work with an organization when (i) they have a voice in what happens to them; and (ii) their work has meaning and significance in contributing to a higher purpose or goal.” In this context it is suggested that every possible effort should be made by the school authority and the educational administrators to empower the teachers.

When teachers’ sense of self-determination and purpose are supported, teachers relate to student in a qualitatively different manner (Maehr, Midgley, and Urdan 1993). If it is not done, teachers do not relate to the students in the way they are desired. So teachers’ sense of self-determination and purpose should be supported and respected in the interest of the students, school and the broader society. Boosting of morale and satisfaction is the responsibility of the school authority and the community.

It is essential that teachers should be highly satisfied and involved with their job so that they may contribute to the academic progress of the pupils, therefore, every possible effort should be made to raise the morale and job satisfaction of the teachers.

**NEED AND SIGNIFICANCE OF THE STUDY**

These days the teaching profession is facing many challenges. In our country teachers at all levels of education are working in different situations and in different systems. Some teachers are working on regular basis having all the benefits of the post, while, there are many teachers who are working in the institutions on ad hoc or contract basis getting consolidated salary or remuneration. Some are working...
in the institutions situated in rural areas and some are working in the institutions situated in urban areas. The working conditions of these institutions are different. Those teachers have better working and workplace conditions along with prescribed salary are seen satisfied with their job. Contrary to it, those who are working in poor working and workplace conditions are seen dissatisfied with their job. What can be expected from a dissatisfied teacher is not unknown to anybody. So it is necessary to make investigation for knowing the factors influencing teacher job satisfaction in all types of educational institutions so that clear cut policy be prepared and implemented for enhancing the job satisfaction of teachers without any delay. The present investigation is a simple attempt in this direction where teachers working in government, aided and unaided private higher secondary schools situated in urban as well as rural areas were taken into consideration for examining their job satisfaction on comparative basis.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To compare job satisfaction of male and female secondary school teachers.
2. To compare job satisfaction of urban and rural secondary school teachers.
3. To compare job satisfaction of government and aided private secondary school teachers.
4. To compare job satisfaction of government and unaided private secondary school teachers.
5. To compare job satisfaction of aided and unaided private secondary school teachers.

HYPOTHESES OF THE STUDY

The study was forwarded on the basis of the following hypotheses:

1. There is no significant difference in the job satisfaction of male and female secondary school teachers.
2. There is no significant difference in the job satisfaction of urban and rural secondary school teachers.
3. There is no significant difference in the job satisfaction of government and aided private secondary school teachers.
4. There is no significant difference in the job satisfaction of government and unaided private secondary school teachers.
5. There is no significant difference in the job satisfaction of aided and unaided private secondary school teachers.

Population and sample

The present study was conducted on the population of teachers teaching in the secondary schools of Pratapgarh district of UP state located in urban as well as rural areas. For the study a purposive sample of 200 teachers (100 male and 100 female) was selected from 20 secondary schools on random basis.

Tools of Data Collection

Data were collected using Teacher Job Satisfaction Scale developed by Singh and Sharma (1986). This tool contains 30 items comprising 24 positive and 06 negative items to be responded on 5 point scale having 4 to 0 score for positive items and 0 to 4 score for negative items. The maximum score on the scale will be 120.

Statistical Analysis of Data

The data collected through Teacher Job Satisfaction Scale were analyzed using Mean, SD and t test which were found suitable for making comparison in the job satisfaction of two groups of teachers.
RESULTS AND DISCUSSION

Table 1. Comparison of Job Satisfaction of Male and Female Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>100</td>
<td>85.12</td>
<td>7.34</td>
<td>2.08*</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>100</td>
<td>83.08</td>
<td>6.47</td>
<td></td>
</tr>
</tbody>
</table>

Note: *Significant at .05 level

Table 1 reveals that there is no significant difference in the job satisfaction of male and female secondary school teachers, because the t value is not statistically significant. It means both groups of teachers were almost similar in their job satisfaction.

Table 2. Comparison of Job Satisfaction of Urban and Rural Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban School Teachers</td>
<td>100</td>
<td>84.43</td>
<td>6.52</td>
<td>5.73**</td>
</tr>
<tr>
<td>Rural School Teachers</td>
<td>100</td>
<td>79.67</td>
<td>5.09</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Significant at .01 level

Table 2 shows that there is significant difference in the job satisfaction of urban and rural secondary school teachers, because the t value is significant at .01 level. Since the mean value of urban school teachers were higher, so it becomes clear that urban school teachers had more job satisfaction than the teachers of rural schools.

Table 3. Comparison of Job Satisfaction of Govt. and Aided Private School Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>60</td>
<td>90.12</td>
<td>6.75</td>
<td>0.71</td>
</tr>
<tr>
<td>Aided Private School Teachers</td>
<td>70</td>
<td>88.10</td>
<td>7.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals that there is no significant difference in the job satisfaction of government and aided private secondary school teachers, because the t value is not statistically significant. It means both teachers of government and aided private schools were almost similar in their job satisfaction.

Table 4. Comparison of Job Satisfaction of Govt. and Unaided Private School Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>60</td>
<td>90.12</td>
<td>6.75</td>
<td>4.38**</td>
</tr>
<tr>
<td>Unaided Private School Teachers</td>
<td>70</td>
<td>78.37</td>
<td>6.68</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Significant at .01 level

Table 4 shows that there is significant difference in the job satisfaction of government and unaided private secondary school teachers, because the t value is significant at .01 level. Since the mean value of government school teachers were higher than the teachers of unaided private school teachers, so it becomes clear that government school teachers had more job satisfaction than the teachers of unaided private secondary schools.

Table 5. Comparison of Job Satisfaction of Aided Private and Unaided Private School Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided Private School Teachers</td>
<td>70</td>
<td>88.10</td>
<td>7.00</td>
<td>4.04**</td>
</tr>
</tbody>
</table>

Note: **Significant at .01 level

Table 5 shows that there is significant difference in the job satisfaction of aided and unaided private secondary school teachers, because the t value is significant at .01 level. Since the mean value of aided
private school teachers were higher than the teachers of unaided private school teachers, so it becomes clear that aided private school teachers had more job satisfaction than the teachers of unaided private secondary schools.

RESULTS OF THE STUDY

The results as revealed by the study were the following:

1. There was no significant difference in the job satisfaction of male and female teachers.
2. There was significant difference in the job satisfaction of urban and rural teachers where urban teachers had more job satisfaction.
3. There was no significant difference in the job satisfaction of government and aided private secondary school teachers.
4. There was significant difference in the job satisfaction of government and unaided private secondary school teachers where government school teachers had more job satisfaction than unaided private school teachers.
5. There was significant difference in the job satisfaction of aided and unaided private secondary school teachers where aided private school teachers had more job satisfaction than unaided private school teachers.

CONCLUSIONS OF THE STUDY

On the basis of the results of the study it can be concluded that teachers of government and aided private secondary schools had more job satisfaction as compared to unaided private secondary schools. Similarly, teachers of urban schools had more job satisfaction in comparison to the teachers of rural schools. But there was no significant difference in the job satisfaction of the teachers of government and aided private secondary schools as well as male and female teachers as a whole.

REFERENCES


IMPACT OF MID-DAY MEAL SCHEME ON ENROLLMENT OF STUDENTS IN GOVERNMENT SCHOOLS

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ABSTRACT
The present study deals with the impact of Mid Day Meal Scheme on the enrollment of students in govt. rural schools of Punjab. The study focused on enrollment of total students before and after the implementation of scheme. The data was taken from the office record of schools. Analysis was done with help of percentage and graphical representation of data. The results showed that total strength of students increased after implementation of Mid Day Meal Scheme.

Keywords: Mid-Day Meal Scheme; Enrollment

INTRODUCTION
The elementary education system of India is one of the largest in the world. There are about 150 million children officially enrolled in nearly 800 thousand schools throughout the country (Department of Education, Government of India, 2002-03). almost 40 million children in the age group of 6-14 years are out of school (Department of Education, Government of India,2002-03). According to 2011 census report, India male (literacy rate) is 82.14% and female (literacy rate) is 65.46%, in particular Punjab male (literacy rate) according to census 2011 is 81.5% and female (literacy rate) is 71.3%. Furthermore, those who join primary schools, only one third continue beyond the primary level. The dropout rate is quite high in primary schools. To overcome this problem and to increase the literacy rate, reduce drop-out rate, the government has introduced several schemes since independence for promoting education among school going children such as Integrated Child Development Scheme, Balwadi Nutritional Program, NGO supported schools, Asharam Schools etc. But when these schemes failed to achieve the desired goal, the union Government launched new educational promotion scheme under the name of Mid-day Meals Scheme (MDM Scheme) to universalize primary education. Under MDM scheme the students are given cooked food for lunch at school premises by the govt. The MDM scheme was actually implemented in the schools in session 2007-2008 as per the information from schools.

The MDMS was started with varied objectives like:

- To increase the nutritional level of the school going children.
- To enhance the educational attainment of the children.
- To retain the children in the school for a long period of time.
JUSTIFICATION OF THE PROBLEM

Education is necessary for over all development of a citizen. Although central and state govt. are putting their efforts to attract more and more children and parents to school, still they are to cover a long journey. The central govt. has started the Mid-Day Meal scheme on 15th Aug, 1995. One of the objectives of Mid-Day Meal is to encourage the poor children to attend school more regularly and help them to concentrate on class room activities. Through present research investigators want to study how far the objectives of increasing enrollment through MDM are successful.

Secondly, MDM has been one of the earliest supplementary programme in our country. For providing feed back to the govt. regarding the impact of Mid-Day Meal scheme on enrollment of students in Govt. schools, the investigators have gone through this research.

OBJECTIVE OF THE STUDY

To study the impact of the Mid-Day Meal programme on enrollment of students studying in primary classes.

HYPOTHESIS OF THE STUDY

There is a positive impact of Mid-Day Meal programme on the enrollment of students in primary classes.

DELIMITATIONS OF THE STUDY

1. Only Ludhiana and Moga Districts of Punjab were taken for study.
2. Only 20 rural govt. schools were taken up for the study.

METHODOLOGY

Design

Descriptive survey Method was used in the present study. Data was collected by qualitative means.

Sample

Randomly 20 schools from Ludhiana and Moga district of Punjab were taken for collecting data.

Tools

Enrollment data was taken from the school office record.

DATA COLLECTION

The data collected was on nominal scale as the number of students enrolled every year were taken.

Statistical Technique

The data was on nominal scale. Percentage technique was used to analyze data. The graph was also prepared to show the trend.

ANALYSIS OF DATA

Table 1. Showing total strength of students in rural schools and percentage gain or loss in every session

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Year/session</th>
<th>Total strength in all schools taken</th>
<th>Gain/loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2003-2004</td>
<td>3895</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2004-2005</td>
<td>3532</td>
<td>-9.31</td>
</tr>
<tr>
<td>3.</td>
<td>2005-2006</td>
<td>3424</td>
<td>-3.05</td>
</tr>
<tr>
<td>4.</td>
<td>2006-2007</td>
<td>3663</td>
<td>6.98</td>
</tr>
<tr>
<td>5.</td>
<td>2007-2008</td>
<td>3500</td>
<td>-4.44</td>
</tr>
<tr>
<td>6.</td>
<td>2008-2009</td>
<td>3230</td>
<td>-7.71</td>
</tr>
</tbody>
</table>
Table 1. Showing total strength of students in rural schools and percentage gain or loss in every session (Contd….)

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Year/session</th>
<th>Total strength in all schools taken</th>
<th>Gain/loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>2009-2010</td>
<td>3265</td>
<td>1.17</td>
</tr>
<tr>
<td>8.</td>
<td>2010-2011</td>
<td>3316</td>
<td>1.46</td>
</tr>
<tr>
<td>9.</td>
<td>2011-2012</td>
<td>3377</td>
<td>1.83</td>
</tr>
<tr>
<td>10.</td>
<td>2012-2013</td>
<td>3653</td>
<td>8.17</td>
</tr>
<tr>
<td>11.</td>
<td>2013-2014</td>
<td>3740</td>
<td>2.38</td>
</tr>
</tbody>
</table>

Note: -ve sign shows a loss in total strength or +ve sign shows growth in total strength.

Fig 1. Graph showing the trend before the onset of MDM scheme and after actually implementing MDM scheme in 2007-08

The table 1 and figure 1 show that in session 2003-2004 the total strength of the schools under study was 3895. If we observe session 2004-2005 then 2005-2006 the strength is decreasing, the percentage loss can be seen in table 1.1. In session 2004-2005 are loss of 9.31% can be seen and in session 2005-2006 further a loss of 3.05% can be observed in the strength of students in govt. schools. In session 2006-2007 a growth of 6.98% can be seen. Again in session 2007-2008 and 2008-2009 a loss of 4.44% and 7.71% can be observed respectively. After that in all the sessions the strength is increasing and it is noticeably high in session 2012-2013 where a growth of 8.17% can be seen. The MDM scheme was actually implemented in the schools in session 2007-2008. In the year 2008-2009 it gained the popularity and people came to know about this facility in the govt. schools which was up to middle classes.

The growth in enrollment in the govt. schools after the session 2008-2009 can be easily related and understood as impact of MDM scheme as with the onset of MDM scheme a positive strength can be seen. This means that the enrollment is increasing in govt. schools after implementing of the MDM scheme.

CONCLUSION

On the basis of analysis and interpretation of data it is found that:

After implementing the mid-day meal scheme the enrollment of total students in govt. schools has been increased.

EDUCATIONAL IMPLICATIONS

1. The result of the study gives the feed back to educational planners about the success of scheme.
It helps the planners to start other new schemes to increase enrollment of students.

REFERENCES

Books


Journals


ABSTRACT
A variety of assessment methods are used at the Open University of Sri Lanka to provide feedback to students and to assess their performance. Students who follow the Post Graduate Diploma in Education Program in The Open university Of Sri Lanka have to complete 16 take home assignments. The aim of this study was to find out the perceptions of the assignment marking examiners on the assignment marking mechanism. There are 158 Sinhala medium assignment marking examiners and 109 Tamil medium assignment marking examiners from all regional and study centers of the Open University of Sri Lanka for the Post Graduate Diploma program. The random sampling method was used in the selection of a sample representing 50% each Sinhala and Tamil medium marking examiners. The sample consisted of 135 examiners, 80 Sinhala medium and 55 Tamil medium assignments marking examiners in all regional and Study centers of the Open University. The survey method used to analyze data. It was revealed that 63% teachers indicated that the role of assignment marking is to help them to improve their career. Only 37% teachers stated that their critical thinking any analyzing skills were improved because of their involvement in making Post Graduate level assignments. However, 71% of assignment marking examiners mentioned that the grade given by them for each and every assignment matched their comments. Nearly 74% of assignment marking examiners mentioned that the workshop conducted by the department is useful for them to update their knowledge of the subject. Nevertheless, 80% of them stated that their assignment marking mechanism improved after the assignment marking examiners’ workshop.

Keywords: Marking Mechanism; Education

INTRODUCTION
A variety of assessment methods are used at the Open University of Sri Lanka to provide feedback to students and to assess their performance. In open and distance learning, assessment has many dimensions; it can be formal or informal carried out by the learners themselves or by lecturers. In the faculty of Education the main types of formative assessments that are being carried out are: home assignments and activity – based assignments. Depending on the credit rating of the courses, student teachers have to complete either three (6 credits) or two (3 credits) assignments satisfactorily for eligibility to sit the final examination. Thus the total number of assignments handled annually in this programme amounts to 40000. A large number of visiting academics attached to different regional and study centres mark those assignments using the marking schemes prepared by themselves at the training workshops conducted by the central faculty. Students who follow the Post Graduate Diploma in Education Program have to complete 16 take home assignments. Students have to submit the assignments before due date of each assignment. After the submission date of each assignment
relevant marking examiners will be provided written assignments and marking schemes. Marking examiners, apart from marking the assignments are expected to critically review the content so as to stimulate the students concerned to pursue the subject with greater relevance. Therefore, there is need to study the perception of these marking examiners as a result of their continued commitment to this procedure through a number of years in order to accommodate any changes if necessary as suggested by them in order to ensure improvement in the quality of the both assignment mechanism and the marking scheme.

OBJECTIVES OF THE STUDY

There are five objectives in this study. They are:

1. To examine assignment marking examiners’ perception of improving their skills,
2. To assess assignment marking examiners’, perception on marking scheme,
3. To identify assignment marking examiners’ perception on writing comments and duration they were given for marking an assignment,
4. To examine assignment marking examiners’ perception on assignment workshop conducted by Faculty and problems related to assignment marking.

LITERATURE REVIEW

“Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor” (Boud, 1988). Further many studies stress the educational value of students learning together (e.g. Barnett 1994; Boud, Cohen & Sampson 1999; Jacques 1991; Johnson & Johnson 1999) such as improved analytical abilities, development of higher order cognitive skills, fostering deeper learning as a result of pooling of labor and peer teaching. Some studies refer to more pragmatic reasons such as increased staff workloads, fewer resources available for academics structuring their units, subjects and courses around group projects (James, McInnis & Devlin 2002; Morris & Hayes 1997).

According to Slater (1992) the benefit of assignments for student teachers can be listed as follows. First of all, they force student teachers to think professionally because in order to do assignments, student teachers have to gather data and then think about this data and process it. Also, they have to draw conclusions from the data gathered. This means that they have to work to meet high academic standards. In other words, they have to demonstrate that they are thinking professionally in answering the assignments, which is important for a teacher because thinking professionally and expressing ideas professionally is a crucial feature of an effective educator.

Assessment plays a vital role in the teaching learning process. According to Granados-García et al (2011), continuous assessments assess students throughout the course with periodic testing and they would ease their assimilation of contents and progressive development of skills. Further, Granados-García et al, (2011) pointed out several advantages and drawbacks of a continuous assessment mechanism in Open Distance Learning.

Jayathilake (1997) had studied the Continuous Assessment System of the PGDE programme of the Open University of Sri Lanka with a view to identify strengths and weaknesses of the system, problems faced by students and tutors and to propose possible solutions for the existing problems. The study revealed the need for redefining the objectives of using CA as a method of evaluating student achievement, restructuring the format of assignments and establishing a supervision system to reduce turnaround time of assignments.

According to Lekamge, Karunanayake, Nawaratne, Kugamoorthy, Hewapathirana and Weerakoon (2015) marking examiners were fully satisfied with the introduction given on their roles and explanation given on how to make comments on the assignments though they expressed less
satisfaction about the relevance and usefulness of activities, the time allocated for the activities and the strategies used at the training workshop.

**METHODOLOGY**

The study followed Quantitative and Qualitative research techniques including questionnaires and interviews. Quantitative techniques such as percentages, tables and charts were used to analyze data. Qualitative techniques were also used for data analysis. The survey design has been the basic research method used in this study. There are 158 Sinhala assignment marking examiners and 109 Tamil assignment marking examiners from all regional and study centers of the Open University of Sri Lanka for the Post Graduate Diploma program. The random sampling method was used to select a sample representing 50% each Sinhala and Tamil medium marking examiners. The sample consisted of 135 examiners, 80 Sinhala medium and 55 Tamil medium assignments marking examiners from all Open University regional and Study centers.

**RESULTS AND DISCUSSIONS**

A majority (59%) of marking examiners stated that their knowledge was getting updated in certain subject areas through their involvement in marking assignments. 63% teachers indicated that the role of assignment marking helped them to improve their career and win recognition from society for being involved in a high level academically intellectual activity. Only 37% teachers stated that their critical thinking and analyzing skills were improved through making Post Graduate level assignments while 31% of examiners were neutral regarding this statement and others held positive views in this regard.

All the marking examiners stated that they received assignments written by students on time without any delay. At the interview a majority of the examiners mentioned that they went to regional and study centers to obtain written assignments from assignments coordinators appointed for certain centers. However, a small minority of examiners mentioned that assignment coordinators directly came to their places and handed over written assignment to them. However it is indicated there is no any issue with regard to handing over assignments to marking examiners. All the marking examiners stated that they received marking scheme prepared by the department. When they questioned with regard to comprehensiveness of marking scheme 69% assignments marking examiners expressed satisfaction while only 31% of examiners responded negatively. A considerable percentage of assignment marking examiners (55%) expressed that the marking scheme prepared by the department included all the guidelines and appropriate content materials while only 30% were neutral and the others responded negatively.

At the interview one of the marking examiner noted. “We could receive very comprehensive marking schemes with all guidelines, if the marking scheme included more updated content it would be easy for us to gain more knowledge and mark assignments accordingly”

Another examiner mentioned:

“The marking scheme prepared by the department helped us to gain more knowledge in certain subject areas”

Nearly, 81% examiners have agreed that writing comments in each assignment was of benefit to students. They mentioned at the interview that writing comments for each and every component was a very risky task and a time-consuming factor.

When a marking examiner marks an assignment one has to write two types of comments: they have to write for each and every paragraph of assignment and overall comments after the marking has been completed. A majority of the assignment marking examiners mentioned that they had to spend a lot of time in marking assignments. As such, 61% of them noted that writing comments was a difficult task.
However, 71% of assignment marking examiners mentioned that the grade given by them for each and every assignment matches with the comments. The reason being that if the examiner puts high grade once has to write comments accordingly, but if a lower grade is given one has to justify once decision.

Under problems related to take home assignments most of the marking examiners have mentioned that the handwriting of the student was difficulty to read. 61% of marking examiners mentioned that bad handwriting had an impact when they gave marks. However, they mentioned at the interview, that there some students who had typed their assignments. But assignment marking examiners have been instructed not to consider students’ handwriting when they gave marks. Nevertheless, the marking examiners mentioned that they had read through the assignment whatever conditioned of the handwriting of the student was.

An average number of marking examiners (52%) mentioned that the duration given them for marking was adequate while 48% of examiners mentioned that the duration allocated to mark assignments was not sufficient and they mentioned that the duration for marking assignments should be increased.

A one day work shop for the assignment marking examiners is conduct by the department every academic year. The workshops are conduct by professors and academics of department. The main objectives of this workshop are to explain the purpose of assessment component, preparing making schemes and how to allocate marks accordingly. There are 3100 students all around the nation who follow post graduate diploma in education program from 24 regional and study centers with over 150 assignment marking examiners involved. Therefore, to main quality and reduce deficiencies when giving marks to each and every assignment, marking examiners are instructed regarding this function at the workshop conduct by the department.

Nearly 74% of assignment marking examiners mentioned that the workshop conducted by department was useful to them to update their knowledge of the subject. 80% of them stated that their assignment marking mechanism improved after the assignment marking examiners' workshop. 76% of marking examiners mentioned that the inauguration session of assignment marking examiner workshop was helpful to them to understand the aim of the assignment marking mechanism. 85% of examiners mentioned that the skills of marking assignment improved after the workshop. All the marking examiners were divided into 12 groups based on their subject discipline and were asked to discuss and present the themes given by the department. Almost all the participants at the workshop mentioned that the group activity helped them to improve their knowledge and skills of assignment making effectively.

CONCLUSION AND RECOMMENDATION

It can be summarized that assignment marking examiners benefitted through marking assignments and designing appropriate comments. There were also positive factors of their reinforcing the knowledge they already processed and perceiving student expressions through novel angles. However, a majority of the marking examiners mentioned that writing comments for each and every component was very onerous task and a time consuming factor. A majority of assignment marking examiners mentioned that the workshop conducted by department is useful them to update their knowledge on the subject area. It was recommended to reduce the number of Take Home Assignments and to introduce Continuous Assessment Test (CAT).

REFERENCES


APRIL 2016
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Dr. Amandeep Kaur, Harjit Kaur

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STUDY OF WOMEN'S RIGHTS AWARENESS AMONG WOMEN IN RELATION TO THEIR EDUCATIONAL LEVEL

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ABSTRACT

The present study focuses on studying the awareness of women about their own rights given to them by constitution of India. Randomly a sample of 250 women from Ludhiana district of Punjab was taken. A questionnaire having questions related to women's special rights was prepared by the investigators including Right under international law, Rights of wife, Women’s Rights to minor children, Women’s Protectional Rights under Criminal law, Women’s Rights under Labour Laws, Women’s Personal Rights and Right to Marry. This questionnaire was used as a tool for data collection. The data was analyzed with help of percentage and t–ratio technique. The results showed that 24.4% women are highly aware about the women rights, 64.4% women are moderately aware and 11.2% women are very less aware. Highly educated women are better aware about women rights than less educated women.

Keywords: Women; Women Rights

INTRODUCTION

Women constitute half of the world's population, work two third of the world's working hours, earn one tenth of the world's income and own less than one tenth of the world's property.

Women play an important role in the development of human society. Education, especially the education of women is of paramount importance empowerment of women with knowledge, skill and self-confidence is necessary to participate fully in the development process. Literacy reduced gender inequality and women become conscious of their conjugal rights and privileges. They can resist their exploitation in case of matters of marriage maternity, childcare and family planning. In our country most of the citizens are not well aware about laws and rights especially the rights of a woman. It is sad that our education is not equipping the women well aware about her rights, this type of ignorance make their life hell. They can't raise their voice as they don't know their rights and law.

Fundamental Rights of Citizen

Our constitution gives us some other rights which are known as fundamental rights. These are Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Right to education and culture, Right to constitutional remedies and Right to Education.

Women's Special Rights

In our constitution women have some special rights also. These are Right to Marry Right of Wife to
Property, Married Woman’s Right to her self-earnings and properties, Women’s Right to make a Will, Right of Divorce/Dissolution or Annulment of Marriage, Right to Remarry After Divorce, Right to Custody of Minor Child, Woman's Right to Guardianship, Protection of women in search by a Police Officer, Restoration of abducted females, Prohibition of advertisements containing indecent representation of women, Women's Protectional Rights Under the Immoral Traffic Prevention, Women's Protectional Rights Under the Pre-Natal Diagnostic Techniques, Women's Protectional Rights Under the Dowry Prohibition, Right to Conceive or Not or of Abortion, Right to abortion, Right to Remain Vergin or Unmarried, Right to Privacy , To Make Complaint or Representation to the National Commission for Women.

JUSTIFICATION OF THE PROBLEM

Women play a great role in overall development and progress of the nation. But their participation in different fields either directly or indirectly is still behind in many aspects. In most cases, women are considered inferior to men, and their life is restricted within the four walls of the house. Education of women is the most powerful tool for change of position in society and family. Education enables the women to take decision concerning them. The economic role of women is realized. A modern Indian woman is striding forward, matching her skills and abilities with men, but this is true of very small percentage of Indian women. The plight of women has not improved everywhere in spite of their education. They don’t enjoy the right to take decisions regarding various items like men. The women of our country are not well aware about their rights as a citizen and special rights as a woman. For being independent and responsible citizens, women must exercise their special rights.

The researchers were curious to know the difference in awareness level of women about their own rights when they are highly educated and when less educated.

OBJECTIVES

1. To study the awareness level of women about their own rights.
2. To study awareness level of women about their own rights with respect to varying level of education.

HYPOTHESIS

There is no significant difference in the awareness level of women about their own rights with respect to varying level of education.

METHODOLOGY

Design- Descriptive survey method was adopted in the present study. Data was collected from rural and urban women with different level of educational qualification.

Sample- Randomly 250 women from Ludhiana district were taken for the study. Women with low education level (Matric or 10+2) and high education level (Post Graduates) were taken proportionately.

Tool used - Questionnaire of Awareness of Women’s Rights was prepared for data collection. The items of the questions belonged to the following domains:-

- Right under international law
- Rights of wife
- Women’s Rights to minor children
- Women’s Protectional Rights under criminal law.
- Women’s Rights under Labour Laws
- Women’s Personal Rights
Right to Marry

Statistical technique
Percentage and t ratio was used as statistical technique to analyze the data.

ANALYSIS OF DATA AND RESULTS

Table 1. Showing frequency of scores of awareness level of women about their own rights

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Class Interval</th>
<th>Mid Point</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4-7</td>
<td>5.5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>7-10</td>
<td>8.5</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>10-13</td>
<td>11.5</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>13-16</td>
<td>14.5</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>16-19</td>
<td>17.5</td>
<td>59</td>
</tr>
<tr>
<td>6</td>
<td>19-22</td>
<td>20.5</td>
<td>41</td>
</tr>
<tr>
<td>7</td>
<td>22-25</td>
<td>23.5</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>250</td>
</tr>
</tbody>
</table>

Figure 1. Normal probability curve of score of women's rights awareness of whole sample

The probability curve of women's rights awareness is nearly normal. The mean lies at 15.91, and SD is 3.92. The women with score 11.99 and below have low level of awareness about women's rights. The women with score 12 to 19.99 have moderate level of awareness about women's rights and the women with score above 20 are highly aware about women's rights.

In the whole sample following results are found

<table>
<thead>
<tr>
<th>Level of awareness</th>
<th>%age of women lying in this category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>11.2%</td>
<td>Below 11.9</td>
</tr>
<tr>
<td>Moderate</td>
<td>64.4%</td>
<td>12-19.99</td>
</tr>
<tr>
<td>High</td>
<td>24.4%</td>
<td>20 and above</td>
</tr>
</tbody>
</table>

This shows that 64.4% women are moderately aware about the women's rights. 24.4% women are highly aware and 11.2% women are very less aware.
Table 2. SD, SE₀ and t ratio on the variable of awareness of women's rights among highly educated women and less educated women groups

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE₀</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highly educated women (Post Graduates)</td>
<td>149</td>
<td>17.53</td>
<td>0.204</td>
<td>1.75</td>
<td>2.15</td>
<td>0.05</td>
</tr>
<tr>
<td>2.</td>
<td>Less educated women (Matric and 10+2)</td>
<td>101</td>
<td>13.76</td>
<td>1.759</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 revealed that for highly educated women the mean score of awareness about women’s rights is 17.53. For less educated women group the mean score of awareness about women’s rights is 13.76. The t-ratio was calculated as 2.15 which is significant at 0.05 level of confidence. This shows that more educated women are better aware about their own rights than less educated women.

The reason for the above result may be that the educated women have better exposure and understanding than less educated women. More educated women are in habit of reading newspaper, other literature and attending seminars and discussions related to women and become aware of their rights. More educated women are more concerned above the programmes on TV and information at internet which is related to women and women’s rights. Less educated women who are generally not in job has less exposure to different programmes, discussions and literature. Generally they do not participate in the programmes concerned with women's rights.

CONCLUSIONS

On the basis of analysis and interpretation of data it is found that

1. 24.4% women are highly aware about their own rights, 64.4% women are moderately aware and 11.2% women are very less aware.
2. Highly educated women are better aware about women rights than less educated women.

EDUCATIONAL IMPLICATIONS

1. The study shows that only 24.4% women in the population are highly aware about their rights, whereas every woman should be well aware about her special rights as woman, so our curriculum should be designed in such a way that all women can become aware about their rights.
2. We can also say that the awareness about these rights should be started from school stage, so that if a woman is less educated even then she should know her rights.
3. Workshops and training camps should be arranged to develop required skills.

REFERENCES