

# A study on the attitude of secondary school students towards secondary education and its problems in the state of Arunachal Pradesh, India

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**Abstract** - The present study is an outcome of a major project sponsored by ICSSR which partially aims at studying the attitude of secondary school students towards secondary education and its problems in Arunachal Pradesh. The study is based on a normative survey method in which 15 government education officers and 2083 10<sup>th</sup> grade students were included as a sample. Based on the results of the computed t-test, it can be declared that there exists no significant difference in the attitude of Government and Private secondary school students of Arunachal Pradesh towards Secondary Education. Regarding problems of secondary schools, it came to light that programmes like Vocational Education, Science inspired Award MANAV, Girls' incentives and IEDSS are not functioning well in the schools. Besides, there are various problems relating to teacher posting such as political involvement, minister's interference, absence of proper rule regarding teacher posting, terrain, criss- cross road or topography of the posting place etc. and for selecting quality/skilled teachers there are problems such as political pressure, corruption, age bar, untrained teachers, language problem, money power, restriction on the selection of non-APST teachers particularly in Science and Mathematics subjects and so on. Again, most of the authorities face hindrance/political pressure at the time of teacher recruitment. In addition, some of the most common problems of secondary education includes- lack of proper learning space, irregular PTA meetings, no quality education and irregular classes, insufficient funds, no laboratory and its equipments, no library and textbooks, absence of Headmaster, insufficient teachers and absence of subject teachers, overcrowded students, lack of teacher quarters, computers, school boundary wall, no internet connectivity, Indiscipline students, no regular conduction of Co-curricular activities and so on.

**Index Terms** - Attitude; Secondary School Students; Secondary Education; Problems; Arunachal Pradesh.

The level of growth and development of a nation are gauged by the examination of the moral, intellectual and professional status of its younger generation. Every nation place a path before the young generation by believing that the future of the country depends on its youth and for their development, it depends on the system of education. In turn, the competence of such a system and all the institutions that may be found therein may further be ascertained from taking a look at problems that may hinders its efficiency in various areas and to varying extents. Taking into consideration the Secondary Education, it is considered a very crucial stage in the educational ladder as it prepares the students for higher education and also for the world of work for those students who discontinue after reaching secondary stage and end up in job market. The way education is increasingly linked to knowledge, skills and employment at each stage has its relative value in the development of human capital. Of late, state policies have rightly prioritized elementary education as a thrust area and have demarcated higher education for research and development. Ironically, in principle, great policies have been laid for the development of secondary education but in term of practical application, the various tenets associated with it, have by and large neglected. Secondary education, that is the main link between elementary and higher education, has remained neglected not only at policy level but also in research and analysis. However, the quality of secondary education determines the progress, development and quality of higher education. Therefore, it is important to connect secondary education with skill development and essential to strengthen this stage by providing greater access and also by improving quality education in a significant way.

## INTRODUCTION

## REVIEW OF RELATED LITERATURE

Pal (2010) contributed a study on “Public infrastructure, location of private schools and primary school attainment in an emerging economy.” It concluded by examining the effect of private school presence on year 5 pass rates: while all school pass rates are significantly higher in villages with private schools, private school presence fails to have significant effect on local state school pass rates (1). Chudgar & Quin (2012) studied on “Relationship between private schooling and achievement: Results from rural and urban India.” The results explained that private school students perform better on tests controlling for covariates for both rural and urban India. The private schools benefits largely, statistically, insignificant after conducting multivariate analysis on data balanced using the propensity score matching technique (2). Singh, T.T. (2016) found that the private un-aided schools do not get any financial grant from the government. They had to ensure revenue collection and use of these resources properly. The school authorities of the private un-aided schools had to face many problems and one among them was related to the lack of untrained subject teachers as it was observed that professionally trained teachers were not available. Sundin & Carlsson (2016) laid a study on “Outsourcing trust to the information infrastructure in schools: Low search engines order knowledge in education practices.” The study revealed that the role of Google was the dominant part of information infrastructure and a co-constructor of what was lacking (3). Another study conducted by Suham (2017) resulted that mostly in government and private schools; the head along with its teachers takes decisions regarding the admission of the students. Mostly the head of institution are responsible for scheduling the work for the teachers in all the institution. All the government, private and government aided schools revealed that the head along with the teachers were mostly involved in deciding the examination schedule of the schools. In addition, the private school teachers were mostly dominated in deciding the goals of the school which is followed by government and government aided schools (4).

## OBJECTIVES OF THE STUDY

- 1) To study the significant difference in the Attitude of Government and Private Secondary School Students in Arunachal Pradesh towards Secondary Education.
- 2) To find out the Problems of Secondary Education from the State Government Officials of Arunachal Pradesh.

## HYPOTHESES OF THE STUDY

H0 1: There exists no significant difference in the Attitude between the Government and the Private Secondary School Students towards Secondary Education.

## METHODOLOGY OF THE STUDY

- Method: Normative Survey method of educational research.
- Population: All the Government Education Officers of Arunachal Pradesh and all the Secondary School Students of Arunachal Pradesh.
- Sample: The sample included (i) 15 Government Education Officers and (ii) 2083 10<sup>th</sup> grade students taken from 50 schools in the 20 selected districts of Arunachal Pradesh.

## TOOLS USED

The researchers used primary data collected from the Government Education Officers and from the Secondary School Students of Arunachal Pradesh such as:

- Interview Schedule for the Government Education Officers.
- Attitude Scale for Secondary School Students towards Secondary Education (2018). (Self - developed).

## STATISTICAL TECHNIQUES USED

In accordance with the objectives framed for the present study, the researchers used Percentage and t-test.

FINDINGS of Objective 1 and Hypothesis 1:

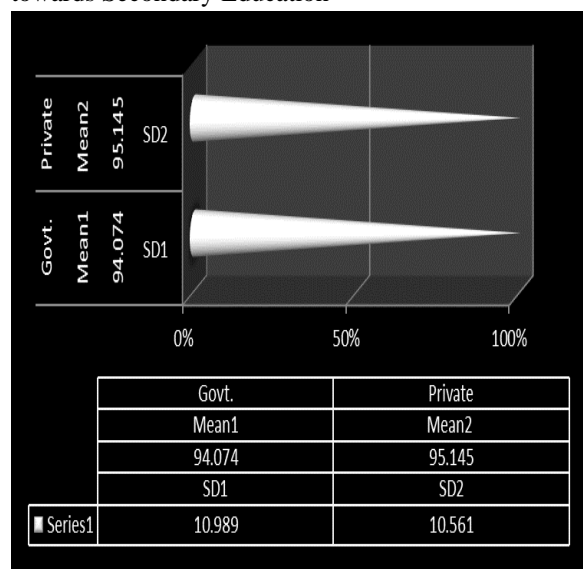
Table-1 Summary of the computed scores for the attitude of Government and Private Secondary School Students towards Secondary Education

Attitude of Secondary School Students of Arunachal Pradesh towards Secondary Education with respect to Management Variable							
Management	N	Mean	S.D.	Df	Calculated t – Value	Table Value	Remarks
Govt.	1213	94.07	10.98	2081	0.935	1.96 (0.05 level) & 2.58 (0.01 level)	Not Significant at 0.05 & 0.01 levels of Confidence
Private	870	95.14	10.56				

**Interpretation:**

With the above computed scores it came to light that the calculated t - value 0.935 is less than the table values 1.96 at 0.05 level and 2.58 at 0.01 level of confidence. Therefore the null hypothesis is accepted. Therefore, it can be concluded that there exists no significant difference in the attitude of Government and Private secondary school students of Arunachal Pradesh towards Secondary Education. The difference in the mean scores between the two is not significant but the attitude of students in private secondary schools are little higher than the attitude of government secondary school students of Arunachal Pradesh.

Figure- 1: Mean and S.D. values for the Attitude of Government and Private Secondary School Students towards Secondary Education



**FINDINGS of Objective- 2:**

Table -2: Response made by the Government Education Officers of Arunachal Pradesh on the Problems of Secondary Education

Interpretation: Some of the programs such as Vocational Education, Science inspired Award MANAV, Girls’ incentives and IEDSS are not functioning as per secondary education policy in Arunachal Pradesh. There are various problems relating to teacher posting such as political

involvement, minister’s interference, medical problems, having no proper rule regarding teacher posting, terrain, criss- cross road or topography of the posting place etc. Regarding posting duration, there exists no proper rule and 66.66% of the authorities face hindrance/political pressure at the time of teacher recruitment. In addition to this, there are some problems while selecting quality/skilled teachers such as political pressure, corruption, age bar, untrained teachers, language problem, money power, restriction on the selection of non-APST teachers particularly in Science and Mathematics subjects etc. however, there was a variation in understanding of the ratio for secondary schools as some indicated it to be 1:40 some-1:30 and some 91:35.

The state authority takes action against absentee teachers in various ways which includes issuing of show cause notice to all absentee teachers, suspend and termination in case of contractual teachers, hold up of the pay and allowance, issuing of warning letter, reduction of salary and sometimes these teachers are simply scolded by Head of the school. In order to stop backdoor entry during teacher recruitment process, some of the suggestions made by the education officers were recorded which included- total number of vacant posts should be recorded every month by investigating retired teachers and required number of teachers. Then the matter should be intimidated to the state authority and interview to be conducted accordingly, recruitment responsibility should be shifted to Arunachal Pradesh Public Service Commission, Star Selection Board (SSB) should function well, Mass Media should have involvement in the recruitment process, mass recruitment for whole state to be conducted once in a year, some strict norms to be created, only candidate with APTET/CTET should be allowed, there should be 5 member board interview so and so forth.

For the provision to stop school boundary land encroachment, they have suggested that, serving eviction order should be given to illegal encroachers, FIR to be lodged, assistance should be taken from public and administration team, Gam Panchayat, local people, CO, SMDC etc, fund should be made available

to construct boundary wall before establishment of the school, Media, public, elite, youths and social thinkers should come together in common platform to raise voice against this and District authority under DC should conduct survey in existing secondary schools to perceive status of school campus and check campus encroachment. Besides, regarding defunct schools in Arunachal Pradesh which were observed after the declaration of CBSE results, the officers suggested that, defunct schools may shut down and teachers of these schools to be shifted to schools where teachers are required, degraded to Upper primary school, proper care and assistance to be given to such schools for up gradation, up graded to residential schools with posting of regular Headmaster and reasons for the defunct should be found out and take important steps for functioning of the particular school.

Some of the most important and common problems of secondary education were indicated by these officers which included lack of proper learning space, irregular PTA meeting, no use of teaching aids by the teachers. no quality education and irregular classes, insufficient funds, no laboratory and its equipments, no library and textbooks, textbooks are not given on time, many schools are functioning without Headmaster, insufficient teachers and absence of subject teachers especially Mathematics and Science, overcrowded students/ student-teacher ratio is not maintained, lack of teacher quarters, electricity, computers, school boundary wall, no internet connectivity, proper TLMs, equipment for games and sports etc., irregularity among teachers as well as students and no punishment for absenteeism among them, no respect and defaming the name of the Head of institution by teachers, indiscipline students due to overuse of mobile phones and no regular conduction of co-curricular activities.

#### DISCUSSION AND CONCLUSION

The state of Arunachal Pradesh as being the late starter in the field of education (1918 at Pasighat) remained backward as compared to other parts of the country. The medium of instruction was Assamese and there was no much educational development before and even after the independence. The state faced various educational problems since then. In connection to this, certain doubts arise as to whether the students of the state are skeptical about the educational system of the country and particularly of the state. Whether there exists a significant difference in the attitude of

government and private secondary school students towards secondary education.

The findings of the study revealed that the state face various problems which includes lack of proper learning space, irregular PTA meeting, no use of teaching aids by the teachers, no quality education and irregular classes, insufficient funds, no laboratory and its equipments, no library and textbooks, textbooks are not given on time, many schools are functioning without Headmaster, insufficient teachers and absence of subject teachers especially Mathematics and Science, overcrowded students/ student-teacher ratio is not maintained, lack of teacher quarters, electricity, computers, school boundary wall, no internet connectivity, proper TLMs, equipment for games and sports etc., irregularity among teachers as well as students and no punishment for absenteeism among them, indiscipline students, no regular conduction of co-curricular activities and so on Besides, there exists no significant difference in the attitude of Government and Private secondary school students of Arunachal Pradesh towards Secondary Education.

The secondary education is the link between elementary and higher secondary education. It is a crucial stage in the educational ladder as it assists the students in the change of behavior for future contributions and the world of work. Therefore, it should be reorganized as it is surrounded by several problems. Both Government and private sector should work together including all the stakeholders in order to solve various educational problems such as lack of infrastructure facility, teacher related problems, administration, management, financial, student's related problems and so on. Once all these problems are solved and the educational system is reshaped, every student will be proud to be students of the country and will never have a place for skepticism.

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