



FACTORS AFFECTING THE ATTITUDE OF TEACHERS TOWARDS QUALITY IMPROVEMENT IN SCHOOL EDUCATION WITH REFERENCE TO NATIONAL EDUCATION POLICY-2020

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ABSTRACT

Education is an effective means of social reconstruction. It is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. In this context, it is felt that the education system of the country should aim at developing in the young minds the necessary skills such as critical thinking, creative thinking, logical thinking, reasoning and problem-solving. It helps to increase the productivity, achieve national and emotional integration; and accelerate the process of modernization. The National Education Policy (NEP) - 2020 is the initiative of the Government of India to revamp the existing system; and to provide universal access to quality education on the foundational pillars of access, equity, quality, affordability and accountability in education across the nation.

The National Education Policy-2020 envisions an education system rooted in Indian ethos that contributes directly to transform India sustainably into an equitable and vibrant knowledge society by providing high-quality education to all; and thereby making India a global knowledge superpower. The teachers play a very significant role in the implementation of the policy with a view to provide quality education to the children. The teachers should possess positive attitude and right perceptions towards the implementation of the policy. The present study aims at identifying the factors that influence the attitude of teachers towards the implementation of NEP-2020. The researchers used a well prepared and standardized questionnaire for collection of data from a sample of 500 teachers (50 Headmasters and 450 School Assistants) working in 50 secondary schools located in Srikakulam District of Andhra Pradesh using Stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that the demographic variables - 'gender', 'designation', 'teaching experience' and 'school management'

have no influence on the attitude of secondary school teachers towards quality improvement in school education with reference to NEP-2020.

Key words: National Education Policy-2020, Implementation, Secondary school teachers.
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INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society; and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world.

Education system has a tremendous responsibility to transform a child into a fully developed individual. Over the ages, academicians and educationists of the country have been persistently working to develop a system of education which can express and promote its social and cultural identity; and accomplish the requirements of the time. Research studies are being conducted continuously in education field for the improvement of the existing system; and to establish a system wherein students can be equipped with necessary skills to face the challenges of the 21st century learning needs. In this context, it is felt that the education system of the country should aim at developing in the young minds the necessary skills such as critical thinking, creative thinking, logical thinking, reasoning and problem-solving. The Government of India has taken an initiative to revamp the existing system; and to provide universal access to quality education on the foundational pillars of access, equity, quality, affordability and

accountability in education with the introduction of National Education Policy (NEP) -2020 in the country. The policy, which was approved by the Union Cabinet of India on 29th July 2020, outlines the vision of India's new education system. It is a comprehensive framework from elementary education to higher education as well as vocational training in rural and urban India.

NATIONAL EDUCATION POLICY-2020

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the goals of 21st century education, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The document on National Education Policy-2020 clearly says that the rich heritage of ancient and eternal Indian knowledge and thought has been a guiding force for the development of the policy. The pursuit of knowledge (*Gnyan*), wisdom (*Pragnya*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling; but for the complete realization and liberation of the self. The rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced and put to new uses through our education system. These legacies have

been taken care of while drafting the policy. Further, the Government of India had taken the opinion of the educationists, teachers, students, parents and other visionaries from different walks of life in making the policy. The pros and cons of the policy have been discussed thoroughly in various conferences organized at different levels before giving it a concrete shape.

It is the need of the hour to bring about awareness on different aspects of the National Education Policy-2020 among teachers, students, parents, educationists, administrators and all other stake holders associated with the noble cause of education. The policy is in its early stage of implementation in different states of the nation including the state of Andhra Pradesh.

REVIEW OF RELATED LITERATURE

The studies carried out earlier by the other researchers that aim at finding out the attitude of teachers towards the issues and challenges in the implementation of National Education Policy (NEP) - 2020 have been examined; and a brief review of the same is provided in the following paragraphs.

Abhishek Sarta (2022) conducted a study on “National Education Policy (NEP) – 2020: An analytical insight into the reforms it will bring in School and Higher Education in India”. The researcher felt that for anything to survive in this world it is essential to adapt to change. To catch up with this, the Government of India has put an effort to reform the system of education in the country. The present study is purely qualitative in nature, as it relies solely on secondary data sources. These sources include books, journals, research articles, websites, newspaper and different government publications. An effort is made to study the provisions of the policy and how these will contribute towards improving the education at school level and in the higher education. The study also looked into the challenges in implementing those provisions in place

of the existing system of education in India. The researcher viewed that the policy highlights the integration of professional education in HEI for skill development and employment generation. The study concluded that NEP 2020 has laid a concrete roadmap for India; and if implemented properly, then it has got everything to make India a global hub in education by 2030.

Venkateswarlu, B. (2021) conducted a study on the issues, approaches, challenges and opportunities in the implementation of National Educational Policy (NEP)-2020. The researcher felt that the policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions and schools to decide on the implementation of the policy.

Gita Manishi Swami Gyananand Maharaj et al. (2021) conducted a study to trace out the educational implications from Bhagwad Gita with specific reference to 'Pedagogy' aspect in the successful implementation of National Education Policy-2020 of India. This study uses qualitative approach and deploys a mix of desktop and Hermeneutics analysis to trace out the educational implications with specific reference to 'Pedagogy' aspect while seeking perspective from Bhagwad Gita. The study concludes that the philosophy of the Bhagavad Gita has great potential to address some of the crucial aspects of NEP-2020 especially the Pedagogy, which in itself is the most crucial deciding factor in the successful implementation of the NEP-2020. Thus, the success in implementation of NEP-2020 will depend on many factors including the pedagogy

used by teachers who have to actually implement the policy at the grass-root level. The study concludes that the NEP 2020 can be successfully implemented by drawing learning with respect to pedagogy from our ancient treatise Shrimad Bhagwat Gita, which still stands ahead of times. This implies that in order to achieve the objectives of the new education system as laid down by NEP-2020, it is imperative to pay special attention to the pedagogical aspect of teaching, which in turn can be adopted from Bhagwad Gita.

Dr. Rahul Pratap Singh Kaurav et al. (2020) conducted a study on ‘the qualitative analysis and twitter mining’ aspects of National Education Policy-2020. This paper aims to identify the concerns and focus of NEP 2020. The authors have utilized qualitative data analysis techniques to understand critical areas of focus of policy document and computer-assisted qualitative data analysis software to address the issues. The research also uses data from Twitter. The data (policy documents) was downloaded from the Ministry of Human Resource Development (MHRD) website. For an understanding of the collected data, Word Cloud, Tree Map, Project Map, and The Mind Map, along with the graphical representation of sentiments of stakeholders, are presented in the paper. The paper identifies three crucial aspects of the policy—course, language, and students for the higher education sector. This paper also discusses the sentiment analysis related to NEP 2020. It was found that most of people consider the policy as a positive and welcoming step in the field of education.

NEED FOR THE PRESENT INVESTIGATION

The teachers play a very significant role in the teaching-learning process. The successful running of any educational system depends mainly on factors like the teacher, the pupil, the curriculum, the teaching equipment etc. Of these, the teacher is the pivot on whom the entire

educational structure rests. For the successful implementation of any policy in education, the teachers' involvement is highly required. Referring to the importance of a teacher in the educational structure, the Indian Education Commission (1964-66) rightly remarked: "*Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant*" (**Report of the Indian Education Commission, 1964-66, p.84**). The teacher is expected to perform the roles of a planned organizer of curricula, an innovator of educational ideas, practices and systems, a resource person in the propagation of ever expanding knowledge and a motivator to learners in many ways. Hence, the teachers are expected to have a positive attitude and right perceptions towards the implementation of the policy in school education for the benefit of their students. The researchers felt that there is a need to identify the factors that influence the attitude of teachers working in secondary schools towards the implementation of National Education Policy-2020 in school education. The present investigation is an attempt in this direction.

OBJECTIVES OF THE STUDY

The main objective of the present study is to find out the factors that influence the attitude of secondary school teachers towards the implementation of National Education Policy (NEP) - 2020 in the state of Andhra Pradesh.

The study also aims at finding out the influence of certain demographic variables, viz., gender, teaching experience, type of school management and medium of instruction offered by the school on the attitude of teachers towards the implementation of NEP-2020 in secondary schools.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the attitude of male and female teachers working in secondary schools towards quality improvement in school education with reference to NEP-2020.
- (ii) There is no significant difference in the attitude of Headmasters and School Assistants working in secondary schools towards quality improvement in school education with reference to NEP-2020.
- (iii) There is no significant difference in the attitude of teachers with an experience of less than 10 years and those with 10 years and above towards quality improvement in school education with reference to NEP-2020.
- (iv) There is no significant difference in the attitude of teachers working in Government and Private secondary schools towards quality improvement in school education with reference to NEP-2020.

LIMITATIONS OF THE STUDY

The study is limited to find out the influence of four demographic variables, viz., gender, teaching experience, type of school management and the medium of instruction offered by the school on the attitude of teachers working in secondary schools towards quality improvement in school education with reference to NEP-2020. Further, the study is confined to 500 teachers (50 Headmasters and 450 School Assistants) working in 50 secondary schools located in Srikakulam district of Andhra Pradesh.

METHODOLOGY

(a) Method of investigation

Since the present study attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, attitudes, beliefs etc. in collecting data, the investigators preferred to use the Descriptive survey method for the present investigation.

(b) Sample

The sample of the study consisting of 500 teachers (50 Headmasters and 450 School Assistants) has been selected from 50 secondary schools located in Srikakulam district of Andhra Pradesh using Stratified Random Sampling technique.

(c) .Research Tool

A questionnaire is probably the most useful data gathering instrument to elicit information from the respondents on various items relating to the problem of research. In view of the obvious advantages in the use of a questionnaire, the researchers used a well prepared questionnaire consisting of 42 items as the tool of research for the present investigation.

(d) Administration of the Tool

The tool was initially administered to 50 teachers (10 Headmasters and 40 School Assistants) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 42 items selected for the tool, the discriminating power of 40 items has been found positive and is negative in respect of 2 items. The items whose discriminating power is negative have been removed; and the final tool consists of 40

items, which are fool proof in all respects. The final tool has been administered to 500 teachers (50 Headmasters and 450 School Assistants) working in 50 Secondary Schools in Srikakulam district of Andhra Pradesh.

STATISTICAL INTERPRETATION OF DATA

The data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

Table showing t-values of different variables relating to the attitude of Secondary School Teachers towards Quality improvement in School Education with reference to National Policy on Education (NEP)-2020

| S. No. | Variable | | N | Mean | S.D. | t-ratio/ F-value | Result |
|--------|---------------------|---------------------------|-----|--------|-------|---------------------|---|
| 1 | Gender | Male | 210 | 101.64 | 24.96 | 1.004* | *Not Significant at 0.05 and 0.01 levels |
| | | Female | 290 | 99.22 | 28.76 | | |
| 2 | Designation | Headmasters | 50 | 99.30 | 25.43 | 0.43* | *Not Significant at 0.05 and 0.01 levels |
| | | School Assistants | 450 | 100.94 | 26.93 | | |
| 3 | Teaching Experience | Less than 10 yrs. | 320 | 100.37 | 27.84 | 0.14* | * Not Significant at 0.05 and 0.01 levels |
| | | 10 yrs. & above | 180 | 100.72 | 27.16 | | |
| 4 | School Management | Government (Local Bodies) | 350 | 100.44 | 27.19 | 0.18* | * Not Significant at 0.05 and 0.01 levels |
| | | Private | 150 | 99.97 | 26.63 | | |

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the attitude of male and female teachers working in secondary schools towards quality improvement in school education with reference to NEP-2020.
2. There is no significant difference in the attitude of Headmasters and School Assistants working in secondary schools towards quality improvement in school education with reference to NEP-2020.
3. There is no significant difference in the attitude of secondary school teachers with an experience of below 10 years and those with an experience of 10 years and above towards quality improvement in school education with reference to NEP-2020.
4. There is significant difference in the attitude of teachers working in Government and Private secondary schools towards quality improvement in school education with reference to NEP-2020.

CONCLUSIONS

From the findings of the study, it is concluded that gender, designation, teaching experience and type of school management have no influence on the attitude of secondary school teachers towards quality improvement in school education with reference to NEP-2020.

EDUCATIONAL IMPLICATIONS

- (i) The study would bring about awareness among secondary school teachers on different aspects of NEP-2020.
- (ii) The study would help the teachers develop an understanding of the advantages of NEP-2020 to improve quality in school education.

- (iii) The present study helps the teachers take initiative in the effective implementation of NEP-2020 in school education.
- (iv) The study would help the government and policy makers to take necessary steps for developing strategies in the effective implementation of the policy.
- (v) The study would help the Academic Organizations like SCERTs, IASEs and the State Departments of Education work hand-in-hand in the effective implementation of National Education Policy-2020 in school education in the state of Andhra Pradesh.

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