



## A STUDY OF EQUALITY STATUS OF SOCIAL INCLUSION IN THE ELEMENTARY SCHOOLS OF MYSORE DIVISION

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### **ABSTRACT :**

*In recent decades the concepts of Social Exclusion and Social Inclusion have acquired sociological importance not only in developing and under developed countries but even in developed countries. These concepts are being discussed by economic planners, policy makers, educationalists and sociologists with the purpose of identifying gaps in societies with reference to distribution of socio-economic and social resources and benefits. Sociologists have done research about various aspects of social exclusion and social inclusion.*

**KEYWORDS :** *economic planners, policy makers, educationalists and sociologists.*

### **1. INTRODUCTION**

Even in Indian developmental context these concepts have been discussed. The concept of social Inclusion has acquired very much importance in the context of Universalisation Elementary Education(UEE) in India. Achieving social inclusion in schools and classes has also become an aim of educational planners. In this we were analysed the equality status of social inclusion in the elementary schools of Mysore division.

### **2. SIGNIFICANCE OF THE STUDY:**

Historically in Indian Society certain groups like SC/STs, some backward communities were marginalized on the basis of caste, women were neglected to a great extent. As there was no sufficient awareness in people about disabled children (now called as Challenged Children), such children were also neglected. These groups were deprived of education, housing and other basic requirements of living. It was only after independence and accepting our own Constitution attention and care were bestowed on these groups. Provisions were made in the Constitution for reservation in education and employment for these groups. The Constitution granted social protection for these groups. Gradually the socio-economic conditions of these groups started improving in society. The children of these group started coming to schools for study. In the



beginning decades they were not socially included in schools. Hence there was urgent need to take measures to socially include these children in schools/classes.

### **3. OBJECTIVES OF THE STUDY:**

1) To find out the difference between the status of Social Inclusion of Boys and Girls.

- 2) To find out the difference between the status of Social Inclusion of children in Government schools and children in private (Aided and Unaided) schools.
- 3) To study the difference of the status of Social Inclusion of children under this Study between Urban and Rural schools.

#### 4. HYPOTHESES OF THE STUDY:

- 1) **H<sub>0</sub>1:** There is no significant difference between the mean value of perception of social inclusion of Boys and Girls (GENDER) with reference to Physical Facilities component of Equality
- 2) **H<sub>0</sub>2:** There is no significant difference between the mean value of perception of social inclusion of Boys and Girls (GENDER) with reference to Psycho-Social Factors component of Equality
- 3) **H<sub>0</sub>3:** There is no significant difference between the mean value of perception of social inclusion of Boys and Girls with reference to Teaching Learning component of Equality
- 4) **H<sub>0</sub>4:** There is no significant difference between the mean value of perception of social inclusion of Boys and Girls with reference to Equality”
- 5) **H<sub>0</sub>5:** There is no significant difference between the mean perception score of Government and private school students towards Physical facilities component of social inclusion Equality
- 6) **H<sub>0</sub>6:** There is no significant difference between the mean perception score of Government and private school students towards Psycho-Social Factors component of social inclusion Equality
- 7) **H<sub>0</sub>7:** There is no significant difference between the mean perception score of Government and private school students towards Teaching Learning component of social inclusion Equality.
- 8) **H<sub>0</sub>8:** There is no significant difference between the mean perception score of Government and private school students towards social inclusion equality
- 9) **H<sub>0</sub>9:** There is no significant difference between the mean perception score of Urban and Rural School Students towards Physical facilities component of social inclusion Equality
- 10) **H<sub>0</sub>10:** There is no significant difference between the mean perception score of Urban and Rural School Students towards Psycho-Social Factors component of social inclusion Equality
- 11) **H<sub>0</sub>11:** There is no significant difference between the mean perception score of Urban and Rural School Students towards Teaching Learning component of social inclusion Equality
- 12) **H<sub>0</sub>12:** There is no significant difference between the mean perception score of Urban and Rural School Students towards social inclusion equality.

#### 5. DESIGN OF THE STUDY:

The method used for the Study was survey method. A survey has been carried out by the field investigators in the selected talukas of all the 8 districts. Teachers and students; parents were included in the survey.

##### a. Sample:

The present study covered a wide Geographical area of 8 Districts in the Mysuru Division namely Mysuru, Mandya, Chamarajanagara, Kodagu, Udupi, Dakshina Kannada, Chikkamagaluru and Hassan. There are in all 44 Talukas in the 8 Districts. We selected 2291 elementary schools students from above districts .

##### b. Tools for Data Collection:

Investigator prepared and standardised an Interview schedule to collect perceptions of elementary school Students on Social inclusion equality.

### c. Statistical techniques used:

The mean, Standard deviation and t-test Statistical techniques were used. SPSS package was used for data analysis.

### 6. LIMITATIONS OF THE STUDY

- 1) The present Study was limited to the elementary schools in Mysuru Division only.
- 2) This Study was limited to a sample of only 2291 elementary schools students.

### 7. ANALYSIS OF THE STUDY:

**Table No. 7(a) showing the group statistics of the perception of social inclusion of Boys and Girls (GENDER) with reference to Equality**

Components of Equality	Gender	N	Mean	S.D.	t-value	Significance
Physical Facilities (PF)	Boys	859	10.17	2.441	5.451	Significant at 0.01 and 0.05
	Girls	1432	9.6	2.361		
Psycho-Social Factors Total (PS)	Boys	859	10.29	2.312	7.896	Significant at 0.01 and 0.05
	Girls	1432	9.5	2.34		
Teaching Learning (TL)	Boys	859	16.3	3.709	6.847	Significant at 0.01 and 0.05
	Girls	1432	15.17	3.92		
Equality Total	Boys	859	36.76	6.126	9.216	Significant at 0.01 and 0.05
	Girls	1432	34.27	6.354		

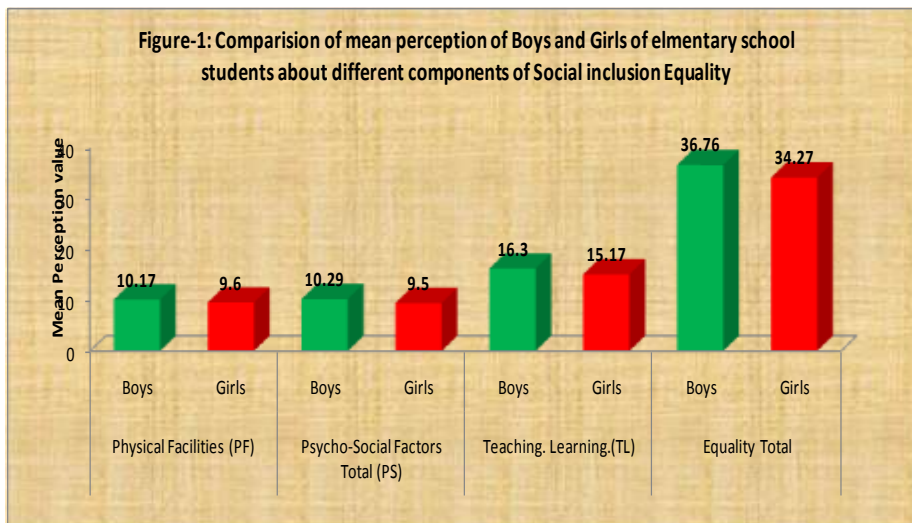
The mean score for Physical Facilities (PF) component of Equity for Boys is 10.17 and for Girls it is 9.60. The level of social perception of Physical Facility is more among Boys than Girls. But among girls it is of average level. This shows that both Boys and Girls have felt that thus have been socially included as far as Physical Facilities in the school was concerned. This implies that marginalized students are allowed to benefit from the physical facilities of the school without any discrimination. The calculated value of t- was 5.451, which was greater than table value hence  $H_01$  was rejected and alternative hypothesis accepted. Hence we came to concluded that "there is significant difference between the mean value of perception of social inclusion of Boys and Girls (GENDER) with reference to Physical Facilities component of Equality.

For the component of Psycho – Social factors (PS) the mean score for Boys is 10.29 and 9.50 for Girls it is 9.50. Boys mean is more than the mean score of 10. But for girls is at average level. This shows that both Boys and Girls have felt that they have been socially included with reference to the Psycho – Social aspects in the school and the class. Hence it is concluded that the status of social inclusion of them is at the above average and average levels. The calculated value of t- was 7.896, which was greater than table value hence  $H_02$  was rejected and alternative hypothesis accepted. Hence we came to concluded that "there is significant difference between the mean value of perception of social inclusion of Boys and Girls (GENDER) with reference to Psycho-Social Factors component of Equality.

With reference to the teaching – learning (TL) components the mean scores of Boys and girls an 16.30 and 1517 for Boys and Girls respectively. This shows that the level of social inclusion of

both Boys and Girls is clearly above of the mean of 16 for teaching – learning component of Equity. This shows that the perception of social inclusion for Teaching – Learning component is more than average. Among Boys and it is average among Girls. It can be concluded that both Boys and Girls have opined that they have been socially included in class room teaching – learning activities quite satisfactorily. The calculated value of t- was 7.896, which was greater than table value hence  $H_03$  was rejected and alternative hypothesis accepted. Hence we came to concluded that “there is significant difference between the mean value of perception of social inclusion of Boys and Girls with reference to Teaching Learning component of Equality.

The combined mean scores for the level of perception of social inclusion of the marginalized children for equity (Physical Facilities, Psycho-Social factors and teaching – learning) by Boys and Girls are 36.76 and 34.27 and SD’s are 6.126 and 6.354 respectively which shows greater differences the means. The Boys are having greater than the group mean. It shows that the status of the perception of social inclusion both Boys and Girls is in the higher direction. It can be concluded that both boys and Girls have felt that they have been socially included in the activities of the school with reference to the three components for Equity. The calculated value of t- was 9.216, which was greater than table value hence  $H_04$  was rejected and alternative hypothesis accepted. Hence we came to concluded that “there is no significant difference between the mean value of perception of social inclusion of Boys and Girls with reference to Equality”. The above data can be represented as follows:



**Table No. 2: showing the group statistics of the perception of social inclusion of students by the Government School Students and Private School Students (SCHOOL TYPE) with reference to EQUALITY**

Components of Equality	Gender	N	Mean	S.D.	t-value	Significance
Physical Facilities (PF)	Government School	2028	9.83	2.44	5.451	Significant at 0.01 and 0.05
	Private School	263	9.73	2.253		
Psycho-Social Factors Total (PS)	Government School	2028	9.83	2.371	7.896	Significant at 0.01 and 0.05
	Private School	263	9.55	2.237		

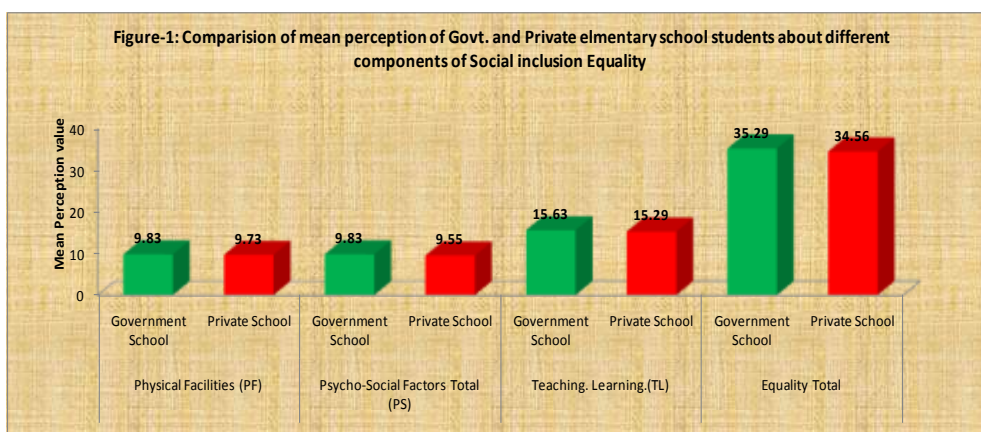
Teaching Learning (TL)	Government School	2028	15.63	3.877	6.847	Significant at 0.01 and 0.05
	Private School	263	15.29	3.902		
Equality Total	Government School	2028	35.29	6.407	9.216	Significant at 0.01 and 0.05
	Private School	263	34.56	6.173		

From above table it is clear that the t- value of perception mean score of Government schools and Private schools students was 5.451 at both level of significance there null hypothesis  $H_05$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Government and private school students towards Physical facilities component of social inclusion Equality. It can also be observed that Government school students are having more perception than that of private School students.

The t- value of perception mean score of Government schools and Private schools students was 7.896 at both level of significance there null hypothesis  $H_06$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Government and private school students towards Psycho-Social Factors component of social inclusion Equality. It can also be observed that Government school students are having more perception than that of private School students.

The t- value of perception mean score of Government schools and Private schools students was 6.847 at both level of significance there null hypothesis  $H_07$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Government and private school students towards Teaching Learning component of social inclusion Equality. It can also be observed that Government school students are having more perception than that of private School students.

The t- value of perception mean score of Government schools and Private schools students was 9.216 at both level of significance there null hypothesis  $H_08$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Government and private school students towards social inclusion equality. It can also be observed that Government school students are having more perception than that of private School students. The above data can be represented as follows:



**Table No. 3 showing the group statistics of the perception of social inclusion of students by the Urban School Students and Rural School Students with reference to EQUALITY**

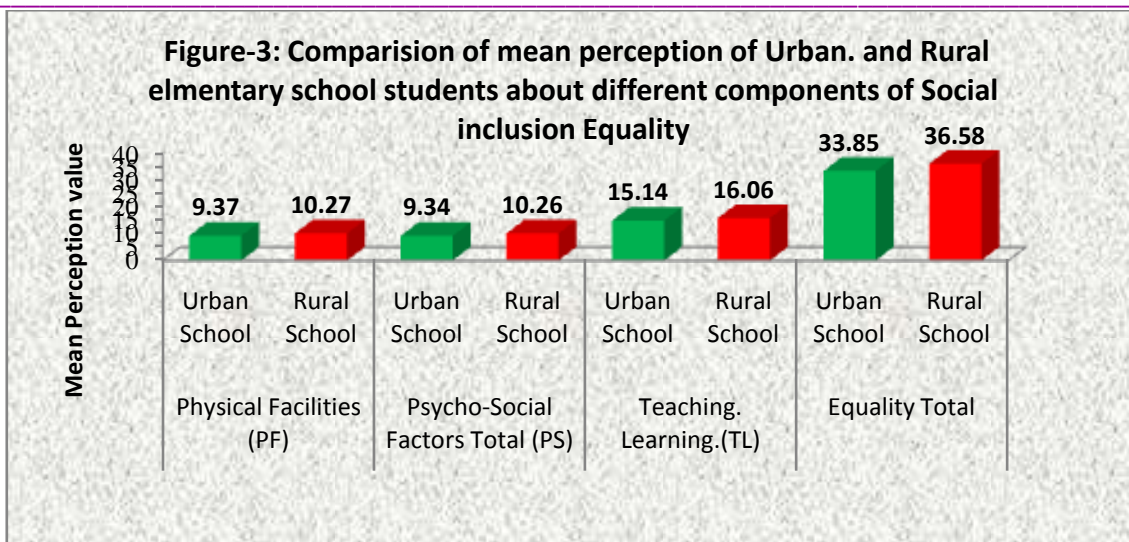
Components of Equality	Gender	N	Mean	S.D.	t-value	Significance
Physical Facilities (PF)	Urban School	1156	9.37	2.44	8.972	Significant at 0.01 and 0.05
	Rural School	1135	10.27	2.313		
Psycho-Social Factors Total (PS)	Urban School	1156	9.34	2.371	9.493	Significant at 0.01 and 0.05
	Rural School	1135	10.26	2.251		
Teaching Learning (TL)	Urban School	1156	15.14	3.947	5.732	Significant at 0.01 and 0.05
	Rural School	1135	16.06	3.758		
Equality Total	Urban School	1156	33.85	6.342	10.483	Significant at 0.01 and 0.05
	Rural School	1135	36.58	6.128		

From above table it is clear that the t- value of perception mean score of Urban and Rural School Students was 8.972 at both level of significance there null hypothesis  $H_09$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Urban and Rural School Students towards Physical facilities component of social inclusion Equality. It can also be observed that rural school students are having more perception than that of private School students.

The t- value of perception mean score of Urban and Rural School Students was 9.493 at both level of significance there null hypothesis  $H_{010}$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Urban and Rural School Students towards Psycho-Social Factors component of social inclusion Equality. It can also be observed that Urban and Rural School Students are having more perception than that of private School students.

The t- value of total perception mean score of Urban and Rural School Students was 5.732 at both level of significance there null hypothesis  $H_{011}$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Urban and Rural School Students towards Teaching Learning component of social inclusion Equality. It can also be observed that Urban and Rural School Students were having more perception than that of private School students.

The t- value of total perception mean score of Government schools and Private schools students was 10.483 at both level of significance there null hypothesis  $H_{012}$  was rejected and alternative hypothesis accepted i.e. there is significant difference between the mean perception score of Urban and Rural School Students towards social inclusion equality. It can also be observed that Urban and Rural School Students were having more perception than that of private School students. The above data can be represented as follows:



**8. FINDINGS:**

- 1) There is significant difference between the mean value of perception of social inclusion of Boys and Girls (GENDER) with reference to Physical Facilities component of Equality
- 2) There is significant difference between the mean value of perception of social inclusion of Boys and Girls (GENDER) with reference to Psycho-Social Factors component of Equality
- 3) There is significant difference between the mean value of perception of social inclusion of Boys and Girls with reference to Teaching Learning component of Equality
- 4) There is significant difference between the mean value of perception of social inclusion of Boys and Girls with reference to Equality”
- 5) There is significant difference between the mean perception score of Government and private school students towards Physical facilities component of social inclusion Equality
- 6) There is significant difference between the mean perception score of Government and private school students towards Psycho-Social Factors component of social inclusion Equality
- 7) There is significant difference between the mean perception score of Government and private school students towards Teaching Learning component of social inclusion Equality.
- 8) There is significant difference between the mean perception score of Government and private school students towards social inclusion equality
- 9) There is significant difference between the mean perception score of Urban and Rural School Students towards Physical facilities component of social inclusion Equality
- 10) There is significant difference between the mean perception score of Urban and Rural School Students towards Psycho-Social Factors component of social inclusion Equality
- 11) There is significant difference between the mean perception score of Urban and Rural School Students towards Teaching Learning component of social inclusion Equality
- 12) There is significant difference between the mean perception score of Urban and Rural School Students towards social inclusion equality.

**9. IMPLICATIONS OF THE STUDY**

The Study had multiple implications for different stake holders of education namely teachers, other school personnel, school administrators, educational managers, educational administrators, policy makers and also parents.

1. It would show the actual scenario of the status Social Inclusion in terms of Equity and Equality.

2. The Educational Administrators would enhance the awareness of teachers parents and school personnel about the importance and need of Social Inclusion in schools/classes.
3. The outcomes of the Study would help to suggest measures for policy makers to formulate necessary policies to achieve the goal of Social Inclusion.
4. The policy makers could focus on 'Significant issues' implied by this Study about Social Inclusion and advise further procedural strategies to improve the status of Social Inclusion of children.

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