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Study on Enrolment and Attitudes of Parents towards Private Schools


Soibam Sheela Devi

Research Scholar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India

 <https://orcid.org/0009-0009-0691-8828>

Tayum Saroh

Assistant Professor, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India

 <https://orcid.org/0000-0002-4302-0170>

Abstract

The degree to which parents support their children's education affects the child's academic performance and attendance at school. Presently it has been observed that many private schools are mushrooming in the capital complex of Arunachal Pradesh which reflects that its demand is increasing. Many parents also believed that private schools have more facilities, better teaching staff and infrastructure. In the light of these, this study attempts to understand the attitude of the parents towards private schools and the reasons why parents chose to send their children in private schools rather than in government schools. Results revealed that the parents whose ward is attending private school possessed a highly positive attitude towards the private school and there was growth in enrolment of private school over the years. Therefore, school attendance and academic achievement of the children are significantly influenced by the parents' supportive attitude towards their education.

Keywords: Attitude, Academic Achievement, Education, Private Schools, Teachers.

Introduction

Education is considered as fundamental human rights by international standard-setting instruments. Providing education is the primary responsibility of the state. However, with the increasing demand of education by the entire citizens of the nation for their children it becomes a great challenge for the government to maintain qualitative and quantitative development of education. So many parents are looking for a better education for their children in the form of private schools. Private organizations, such as non-governmental organizations (NGOs), religious institutions, groups representing particular interests, foundations, and enterprises, control and manage private institutions instead of the government, whether they are doing so for profit or not. Their various funding sources serve as the distinguishing contrast between public and private schools. Public schools rely primarily on funding from local, state, and federal governments, while private schools often receive funding from tuition fees and sporadically from other non-public sources such as grants, endowments, and charitable gifts.

Parental involvement in the education of children is, of course, not a recent phenomenon. The child's academic success and attendance at school are significantly influenced by the parents' supportive attitude towards their education. Parents are more likely to be involved in their children's current and future academic endeavours when they have a positive attitude towards education and schooling. A youngster that is raised in the least restrictive setting possible, with love and care, will be better prepared to adapt to the world of sight. ([Macmillan and Turnbull](#)) distinguished between four

fundamental parental responsibilities: being a parent, being a teacher, being a parent and being an advocate. The relationship between the home and school must be strong because of how crucial the attitude of the parent is, especially for kids with impairments. The ([Warnock Report](#)) places a strong emphasis on the value of parents participating actively in their children's education. According to ([Tait](#)), the psychological health of the parents and the ease or difficulty with which they interpret the cues that help the socialisation process have an impact on the child's personal and social development.

The child's academic success and attendance at school are significantly influenced by the parents' supportive attitude towards their education. Parents are more likely to be involved in their children's current and future academic endeavours when they have a positive attitude towards education and schooling. Even so, as kids move from elementary school to middle and high school, family participation in their education tends to decrease. According to research, schools can stop the fall in parental participation by creating extensive programmes for cooperation.

Low socioeconomic position has a negative impact on how parents feel about their kids' education, thus it is predicted that parents will feel positively about education and schooling. The current study, however, seeks to determine whether parents nowadays demonstrate a positive and favourable attitude towards their children's education as a result of rising knowledge of educational principles due to government endeavours and efforts. Children from households with larger socioeconomic advantages are more likely to be enrolled in school, both in developed and developing countries. For families with more money, direct educational costs like tuition, books, and uniforms are less likely to be a barrier. They also give less weight to the lost opportunities brought about by kids' incapacity to help out around the house, on the family farm, or by earning additional cash through child labour. Parents' educational level and employment status are projected to be significant variables in addition to household wealth. Numerous studies have demonstrated that children with highly educated parents are more likely to attend school regularly and are less likely to drop out ([Sabates](#)).

Even though India has a long and rich history of education dating back to both the pre- and post-independence periods, schooling of the minority communities remains a contentious topic. Education was essentially accessible to everyone who desired it throughout the Buddhist era. Muslims built primary and secondary schools, as well as Madras as, which are similar to colleges and universities, around the 11th century. English language dominance and India's educational system continued to thrive after the arrival of the British. The Act of India in 1835 and the Woods Dispatch established a foundation for a fully coordinated system of English instruction in 1854.

Private and Government School

Private schools, which are not run by municipal, state, or federal governments, are also frequently referred to as independent schools, non-governmental privately funded schools, or non-state schools. Instead of depending on compulsory taxation through public funding, private schools are funded entirely or in part by the tuition fees their students pay. They also retain the choice to pick the pupils they enroll. State schools are typically elementary or secondary institutions that must be attended by all children and are provided free of charge, with all funding coming from taxes. In terms of how it treats students and how broadly people can participate in the governance of public education, state education is inclusive. State education is generally available to all.

There is vase difference in the functioning as well as outlook of these two types of schools. Children from the lowest income families are more likely than those from families with higher incomes to attend a government school. The teachers at government schools are, nevertheless, highly qualified; in order to work in a government school, a teacher must complete all state-mandated requirements and be an expert in their field. According to a number of surveys, in public schools teacher absenteeism is a major issue while school administration and management in private schools observed a very strict code. ([Goldring et al.](#)) look into how parents select schools and the dynamics of the process with an emphasis on public schools. The author

continues by stating that parental involvement, social networks, educational priorities, demographics, and contentment with previous schools are the five main variables that have the most impact on parents' participation in school choice. Additionally, parents who choose their children's schools are more likely to be involved in that education. The attributes of a school, such as its student body, geographic location, culture, and academic standing, might affect how good it is. (Aslam) found that kids in private schools in Pakistan have higher and upper examination scores by using primary data on these pupils. In comparison to public schools in Pakistan, the study finds proofs and evidence of higher maths and language triumphs at private schools. Children in public schools have better reading and math skills than those in public schools, according to (Desai et al.).

Education in India

Post-Independence period, Regional, gender, caste, and structural inequities characterised the Indian educational system. With the goal of ensuring social, political, and economic fairness to all people, regardless of caste, creed, or religion, the Indian constitution was drafted in 1950. It was clearly understood that advancements in education and other related fields would be crucial in bringing about the reforms the nation needed. It was intended that the Scheduled Castes, Scheduled Tribes, and other disadvantaged classes in India would be given the chance to pursue an education in order to foster independent thought and self-determination and advance the nation. These pledges served as the cornerstone for India's attempt to make primary education universal. In 1950, the goal was to provide primary education to every child who qualified within the age range of 6 to 14 years of age within a ten-year period. There was a significant expansion of educational facilities during that time. There have been many developments in the sphere of education, and in April 2010 it was declared that universal, free, and required education is the eighth fundamental right. It stated that all children in the country between the ages of 6 and 14 would get free and required education. India is regarded as the 135th country to provide free and compulsory education for children aged six to fourteen year.

Educational Development in Arunachal Pradesh

In comparison to other states in India and other north eastern states, the official system of education began extremely late in the state. The formal system of education started with western concept only after Independence. The development of education was gradual and steady due to several unfavourable factors like inaccessibility, lack of communication, lack of interest of administration, illiteracy. The actual era of education came in Arunachal Pradesh after India became independent in 1947.

In Arunachal Pradesh, prior to independence, the system of formal education was totally absent. The informal education system was almost non-existent in Arunachal Pradesh except the text of Buddhist who had their own script among the Monpas of West Kameng and Tawang district. The American Baptist Mission were the first who took the first efforts to extend education among tribal people in mid nineteenth century, with the establishment of an education centre at Sadiya. Initially, tribal boys and girls were accepted to the mission to receive the light of education. There were no efforts made by the British to introduce formal education in Arunachal Pradesh, the then North-East Frontier Agency.

In 1947 the formal education system began where two lower elementary schools were established at Sadiya and Pasighat with 100 students each including boys and girls. Following that, another primary school was established in Riga, in the heart of Minyong's land. After this there has been considerable advancement in the field of education. Until Independence, there was less than 1% literacy rate in Arunachal Pradesh. In September 1947, the Department of education was founded under the command of an Education officer, with its headquarter in Sadiya as a milestone moment in the history of education in Arunachal Pradesh. Mrs Indira Miri was named as the school's first education officer. She began pioneering efforts in the field of formal education. A significant shift in approach to tribal education was first indicated by the inclusion of directive principle of state policy enshrined in Article 46 of Indian Constitution. 'The state shall encourage with special care the educational and economic of interiors of the poorer parts of the people, particularly the scheduled castes and scheduled tribes and shall

safeguard them from social injustice and all types of exploitation,” it states. As a result, formal schooling has been in place since that time. After achieving statehood, educational advancement increased rapidly, and certain changes were introduced in the administrative structure to keep up with this passive progress.

Education System in Arunachal Pradesh

One of the states in India’s north-eastern region, Arunachal Pradesh, has a standardised educational system. As of March 31st 2011, Arunachal Pradesh had a 66.95% literacy rate. Since the 2001 Census, when it was 54.74%, the literacy rate has significantly increased. The following are the many educational levels that make up Arunachal Pradesh’s educational system:

- Classes I through V pupils are considered to be in the primary level of education students.
- Classes VI through VIII pupils are considered to be in the upper primary level of education students.
- Classes IX and X pupils are considered to be in the secondary level of education students.
- Class XI and Class XII students are considered for higher secondary level students.

In the state, there are 329 middle schools, 103 high schools, 137 pre-primary schools, 1280 elementary schools, and 68 higher secondary schools. Additionally, there are numerous professional educational institutions in the state that provide students with a variety of academic programmes to choose from. Up until the age of 14, education is free for all students. To “universalize” education in the state, this action has been taken.

Presently it has been observed that many private schools are mushrooming in the capital complex of Arunachal Pradesh which reflects that its demand is increasing. Many parents also believed Private schools have better facilities, teaching staff, equipment, and buildings, but they also have a heavy student load, and the teaching staff is overworked with additional tasks. The infrastructure, equipment, and other amenities that are offered in government schools do not meet the needs of the current parents. In light of this, this study makes an effort to comprehend parents’ attitudes about private schools and the factors that led them to opt for private

schools over public ones for their kids. Although other researches have already been conducted in this field, such as (Abbi) study about the expansion of private schools and its favourable impact on enrollment. These phenomena of huge increment in private schools have been seen in Arunachal Pradesh as well as India as a whole. (Desai et al.) have also found that there is mushrooming of private schools. According to (Kingdon), private schools frequently deliver better results for a portion of the expense per student of public schools. (Muralidharan and Kremer) contrasted private education in rural India’s state and private schools. It demonstrated that compared to public schools, private schools have higher levels of instructional activity and lower levels of teacher absence. Compared to public schools, private schools had a greater rate of student attendance. Although many researches have been conducted on numerous aspects of private schools; however, the attitude of parents towards private schools has been a rarely approached area specially in context of Arunachal Pradesh. Hence, the present study focuses of exploring the attitude of parents towards private schools in capital complex of Arunachal Pradesh.

Objectives of the Study

The objectives of the present study are as follows

1. To study the growth of enrolment in Private schools of Capital Complex in Arunachal Pradesh.
2. To study the attitude of parents of the children attending and non-attending private schools.

Hypothesis

There is no significant difference between the attitude of parents whose child is attending and whose child is not attending, private schools towards private schools in capital complex of Arunachal Pradesh.

Methodology

Sample -The samples of present study consist of 80 parents of school going children from the capital complex of Arunachal Pradesh.

Tools used - For the present study investigator use the following tools.

Data capturing format for studying the growth enrolment of private schools for the period of 2013-2018.

An attitude scale consisting of 16 statements for parents. Attitude scale started with labeled blanks for Name, sex, locality. These attitude scale for parents include items on the feelings of sending their children to private schools or government schools. The attitude scale included general statements about the facilities that are available in private school. Each statement has five alternative responses (1- Strongly agree, 2 – Agree, 3 - Undecided, 4 – Disagree, 5 - Strongly disagree)

Statistical analyses - The raw data of the number of enrolment of students have been calculated separately for each year and compared for tribal, non-tribal, boys and girls. Further t-test has been employed on the scores of the attitude scale.

Results and Discussion

Table 1 Table Showing the Growth of the Student Enrolment in Private Schools of Capital Complex of Arunachal Pradesh

Year	Total boy Student	Total Girl Student	Total
2013-14	1336	872	2222
2014-15	1444	975	2419
2015-16	1363	1049	2412
2016-17	1411	1057	2468
2017-18	1499	1108	2521

Source: computed from field survey

Table 1 clearly indicated that the growth of enrolment of students of private schools in Capital Complex of Arunachal Pradesh for a period of 2013-2018. Then there was a substantial increase in the enrolment of students in the year 2015-16. There was a continuous increase in the enrolment of students from 2015 to 2018. A plausible reason of higher enrolment might be similar as the earlier study by According to (Bosetti), private school parents look for a school that caters to the unique requirements of their child, coupled with class size, similar values and beliefs, and teaching style. She also discovered that parents of children attending public schools placed more emphasis on their moral growth, strong work habits, and self-discipline. A similar conclusion was drawn from a study carried out in the United States in 2008 by Goldring and Phillips, which found that 88% of parents preferred

private schools because they were satisfied with the level of communication between the school and the home, including the ability for parents to participate in activities and make decisions for their children and talk to them about school frequently. They write that “Parents who feel that the level of collaboration between teachers and parents was not adequate, were also more likely to consider private schools; parents who communicate with their children about school very frequently, and parents who are more involved in school.”

Table 2 Table Showing the Year Wise Growth of the Number of Tribal and Non-Tribal Student

Year	Total Tribal Student	Total Non-Tribal Student
2013-14	1774	454
2014-15	1988	430
2015-16	1969	443
2016-17	1989	478
2017-18	2035	507

Source: field survey

Table 2 indicated a vast difference in the enrolment of tribal students as compared to non-tribal students’ enrolment. There is also a fluctuation in the growth of enrolment of tribal student. A substantial fluctuation in the enrolment of non-tribal student for the period 2013-2018 was also observed.

It was found that there is difference in the enrolment of total tribal boy and tribal girl student from the period of 2013-2018. There is a substantial growth in the enrolment of tribal boy student in the year 2014-15 however it decreases in the year 2015-16 and shows no change in the year 2016-17. It again shows substantial increase in the enrolment in the year 2017-18. There is a continuous growth in the enrolment of girl student from the year 2013 to 2016 however it remains the same in the year 2016-17. It again decreases in the year 2017-18. From this study it was seen that there is a decrease in the enrolment of non-tribal boy student in the year 2014-15 as compared to 2013-14 and remains the same in the year 2015-16. It then shows continuous increase in enrolment up to 2017-18. There is a substantial decrease in the enrolment of non-tribal girl student in the year 2014-15 and shows substantial increase

from the period 2016 to 2018. It showed increase in enrolment of tribal boy student in the year 2014 and decreases in the year 2016. It remains the same in the year 2017 and shows substantial increase in the year 2017-18. There was a decrease in the enrolment of non-tribal student in the year 2014-15 as compared to 2013-14. It remains the same in the year 2015-16 and shows continuous increase up to the year 2017-18. The finding also indicated a vast difference in the enrolment of total tribal girl student and non-tribal girl student. There is substantial increase in the enrolment of girl student from the year 2013-14 to 2015-16 and shows no change in the year 2016-17. However, it decreases in the year 2017-18. The enrolment of non-tribal girl student remains constant from the period 2013-14 to 2017-18.

Table 3 Table Showing the Year-Wise Growth of Tribal and Non-Tribal Boy Student as Well as Tribal and Non-Tribal Girl Student

Year	Total tribal boy student	Total non-tribal boy student	Total tribal girl students	Total non-tribal girl students
2013-14	1087	279	636	205
2014-15	1216	228	772	202
2015-16	1134	229	835	214
2016-17	1146	265	844	213
2017-18	1249	296	799	213

Source: field survey

In the study, it was found that “There is no significant difference between the attitudes of parents whose child is attending and whose child is not attending private schools towards the capital complex if Arunachal Pradesh.” The computed ‘t’ value came out to be to be 3.93 which is greater than the criteria t- value 1.99 at 0.05 level of confidence for df 78. Therefore, the mean difference is significant at 0.05 level of confidence. Again the table value of ‘t’ for df 78 at 0.01 level of confidence is 2.64. Since the calculated ‘t’ value is greater than criteria t-value 2.64 at 0.01 level of confidence. Therefore, the mean difference is significant at 0.01 and 0.05 levels of confidence. Hence, it is understood that there is a significant difference in the attitude of parents whose

child is attending and whose child is not attending private schools towards the capital complex of Arunachal Pradesh.

Table 5 Summary of Comparison between Attending and Non-Attending Parents whose Children are Attending Private Schools in the Capital Complex of Arunachal Pradesh

Groups	N	Mean score	SD	SED	t-value
Attending	40	47.25	3.27	0.89	3.93
Non-attending	40	43.75	4.69		

In relation with the analysis, some pertinent educational implications in reference to the attitude of the parents towards private school are – the school authority must adopt a mechanism to study the attitude of parents of the students keeping in mind the importance of parental involvement in the education of their children. According to the study, the commitment of parents in the capital complex to their children’s education is a good indicator of how well the government is doing with its efforts to provide universal education. People from all cultures and socioeconomic classes have been influenced by the revolution in mass media and information technology. Better employment prospects and income production strategies would also go a long way towards strengthening the financial situation of the poor and, as a result, their favourable attitude towards planning higher education for their children. The study has its implications for the authority of education. The educational authorities should not allow the teacher to take private tuitions. Any teacher who takes tuition is illegal and should be fined by the authorities. The study would help to guide that private school is not the solution for our national education problems and the fact that private school is better than the current public school should not be taken as a reason for discarding public school, rather it should be seen as a challenge for the public sector. The study would help the parents to understand that family size, educational level of parents, income of parents, school performance and staff qualifications are considered as the major factors that affect parent’s choice in choosing private school. The present study would help in giving importance to the physical

environment and the educational settings of public schools so as to develop positive attitude towards the learning as well as towards the parents in educating their children. The present study would help to guide that government should focus to equalize required facilities in all government schools. Managers in government schools should focus to improve their policies.

Conclusion

The present study has revealed the attitude of parents towards the private school in capital complex of Arunachal Pradesh. The study revealed that the parents whose ward is attending private school possessed a highly positive attitude towards the private school. The study indicates in the growth of private school from the year 2013 to 2018. The study also indicates the enrolment of students in private schools from the year 2013 to 2018. Therefore, a child's attendance at school and academic success are greatly influenced by the attitude of the parents towards their child's education. Parents are more likely to be involved in their children's current and future academic endeavours when they have a positive attitude towards education and schooling. A gauge or metric of parental participation is the attitude of the parents. A youngster that is raised in the least restrictive setting possible, with love and care, will be better prepared to adapt to the world of sight. The child's academic success and attendance at school are significantly influenced by the parents' supportive attitude towards their education. Children's education is impacted in different ways by a number of issues at school, in society, and in families. Since international bodies that establish standards recognise education as a fundamental human right. The main duty of the state is to provide education. But with the increasing demand of education by the entire citizens of the nation for their children it becomes a great challenge for the government to maintain qualitative and quantitative development of education. Therefore, parents should look for a better education for their children.

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Author Details

Soibam Sheela Devi, Research Scholar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India

Tayum Saroh, Assistant Professor, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India,
Email ID: yumsaroh@gmail.com