



ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 8 | MAY - 2019



A STUDY ON THE ATTITUDE OF MIDDLE SCHOOL TEACHERS TOWARDS SAMACHEER EDUCATION

Dr. M. Senthilkumar¹ and R. Dhamotharan²

¹Assistant Professor, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

² Ph.D. Research Scholar, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

ABSTRACT

Learning is a continuous process until death. Every student has the right to have education. The student has the right to have equal education, equal educational opportunity and also employment. So, the government decided to have equal education to all the students in the state. Thus, the government decided to have Samacheer education throughout the state. Government schools, govt. aided schools and private

schools have to work hard to achieve this laudable attainment. Different emphases laid in the four systems of school education need to be unified to lay a firm foundation for further education, successful careers and multi-faceted life.

KEYWORDS : Samacheer Education, Middle School Teachers.

INTRODUCTION

The Samacheer education was implemented in Tamil Nadu (2010) by the Government of Tamil Nadu. The Samacheer education merging the four systems of school education (government, govt. aided, matriculation and Angelo Indian) in our state to adopt a unified system of school education, there is a need to consider the aspirations of parents and their children for achieving high in the field of education. The different purposes of the existence of the four systems have come to be unified with a single system

newer needs. New generations of learners, modern facilities for acquiring further knowledge and latest skills and the competitive world market for Indian achievers drive us to have a continually updated curriculum at the school level. More than the quantum and nature of content, which is said to be the criterion for setting the standard of education, there is a vital need to trigger the embedded skills of learning appropriate to different subjects of studies. Essential to all new academic disciplines, mostly inter-disciplinary in nature are the fundamental traditional subjects like Languages, Mathematics, Sciences, Social Sciences and studies. These five basic subjects with their relevant disciplinary

learning strategies for equipping the learners with potentials for kinetically facing myriad changes occurring in day-to-day life.

OBJECTIVES OF THE STUDY

- To find out whether there exist significant difference in the attitude of samacheer education among school teachers with respect to gender, locality of the school, and management of the school.

METHODOLOGY

The investigator, after choosing the problem, decided to perform survey research. Since the survey research of study has a more common type. So, the investigator adopted this method. The investigator took a

within the state to cater to the | structures require different | simple random sampling technique for the present study. The data were analyzed using t-test and ANOVA.

ANALYSIS OF DATA

Hypothesis 1: There is no significant difference between the attitude of male and female middle school teachers towards samacheer education.

Table-1

Gender	N	Mean	SD	t-value	Level of Significance
Male	102	173.07	22.74	1.909	Not Significant
Female	102	179.17	22.88		

Table-1 reveals that the calculated t-value 1.909 is less than that of the table value (1.96) at 0.05 level of significance. So the hypothesis-1 is accepted.

Hypothesis 2: There is no significant difference among the attitude of rural, urban and semi-urban middle school teachers towards samacheer education.

Table-2

Source of Variance	Sum of Square	df	Mean Square	F	Level of Significance
Between Groups	12209.03	2	6104.51	12.94	Significant at 0.05 level
Within Groups	94821.66	201	471.75		
Total	107030.71				

Table-2 shows that the calculated F-value 12.94 is significant at 0.05 level. So the hypothesis-2 is rejected. Hence it is inferred that rural, urban and semi-urban teachers have different attitude towards samacheer education.

Table-2.1

Groups	N	Mean	SD	t-value	Level of Significance
Rural	93	184.258	21.506	4.998	Significant at 0.01 level
Urban	59	166.627	20.991		

Table-2.1 indicates that the calculated t-value 4.998 is higher than that of the table value (2.58) at 0.01 level of significance. Thus there is a significant difference between rural and urban school teachers in their attitude towards samacheer education. Hence it is inferred that the rural school teachers have a higher attitude than urban school teachers towards samacheer education.

Table-2.2

Groups	N	Mean	SD	t-value	Level of Significance
Rural	93	184.258	21.506	3.064	Significant at 0.01 level
Semi-Urban	52	172.365	22.885		

Table-2.2 depicts that the calculated t-value 3.064 is higher than that of the table value (2.58) at 0.01 level of significance. Thus there is a significant difference between rural and semi-urban school teachers in their attitude towards samacheer education. Hence it is inferred that the rural school teachers have a higher attitude than semi-urban school teachers towards samacheer education.

Table-2.3

Groups	N	Mean	SD	t-value	Level of Significance
Urban	59	166.627	20.991	1.419	Not Significant
Semi-Urban	52	172.365	22.885		

Table-2.3 shows that the calculated t-value 1.419 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference between urban and semi-urban school teachers in their attitude towards samacheer education. Hence it is inferred that both the urban and semi-urban school teachers have an equal attitude towards samacheer education.

Hypothesis 3: There is no significant difference among the attitude of government, govt. aided and matriculation middle school teachers towards samacheer education.

Table-3

Source of Variance	Sum of Square	df	Mean Square	F	Level of Significance
Between Groups	13587.97	2	6793.98	14.614	Significant at 0.05 level
Within Groups	93442.72	201	464.88		
Total	107030.71				

Table-3 indicates that the calculated F-value 14.614 is significant at 0.05 level. So the hypothesis-3 is rejected. Hence it is inferred that the government, govt. aided and matriculation school teachers have an equal attitude towards Samacheer education.

Table-3.1

Groups	N	Mean	SD	t-value	Level of Significance
Government	104	169.38	22.59	1.490	Not Significant
Govt. Aided	42	175.76	23.74		

From Table-3.1, the calculated t-value 1.490 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference between the government and aided school teachers in their attitude towards samacheer education. Hence it is inferred that both the government and govt. aided teachers have an equal attitude towards samacheer education.

Table-3.2

Groups	N	Mean	SD	t-value	Level of Significance
Govt. Aided	42	175.76	23.74	5.959	Significant at 0.01 level
Matriculation	58	188.48	17.64		

From Table-3.2, the calculated t-value 5.959 is higher than that of the table value (2.58) at 0.01 level of significance. Thus there is a significant difference between govt. aided and matriculation school teachers in their attitude towards samacheer education. Hence it is inferred that govt. aided school teachers have less attitude than matriculation teachers towards Samacheer education.

Table-3.3

Groups	N	Mean	SD	t-value	Level of Significance
Government	104	169.38	22.59	6.293	Significant at 0.01 level
Matriculation	58	188.48	17.64		

From Table-3.3, the calculated t-value 6.293 is higher than that of the table value (2.58) at 0.01 level of significance. Thus there is a significant difference between government and matriculation school teachers in their attitude towards Samacheer education. Hence it is inferred that the government school teachers have less attitude than matriculation teachers towards samacheer education.

CONCLUSION

The common school curriculum was essential for society. The attitude of teachers towards samacheer education is necessary for implementing samacheer education. This study indicates that middle school teachers have an equal attitude towards samacheer education. The present study reveals that the attitude of school teachers towards samacheer education has a significant difference to the management of the school and locality of the school. The study also reveals that there is no significant difference in attitude towards samacheer education for gender.

REFERENCES

1. Barak, M. & Shakhman, L. (2008). Reform-Based Science Teaching: Teachers' Instructional Practices and Conceptions. *Eurasia Journal of Mathematics, Science & Technology Education*, 4(1), 11-20.
2. João Pedro Ponte & João Filipe Matos et al. (2010). Teachers' and students' views and attitudes towards a new mathematics curriculum: a case study.
3. Paterson, Denise. (2010). Assessing the Effects of Teacher Attitudes towards the Design and Implementation Processes of New Curricula. *Conceptualising Music Education Research: Proceedings of the XVIII Annual Conference*.
4. Rao, V. K. (2004). *Teacher Education*. New Delhi: APH Publishing Corporation.