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An investigation on Implementation of Equitable Equitable Education at primary level

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ABSTRACT

The study enlightens the implementing Equitable Education in primary schools in Dindigul District, Tamilnadu. The researcher had enthusiastic to develop the Primary School Education. Chief Objective: Find out the merits and demerits of system of Equitable Education in the selected district. Methodology: Survey method was adopted in the study. Sample: Two hundred Headmasters of primary schools from Dindigul District, TamilNadu were selected for the study. Sampling Method: Random sampling method was adopted in the study. Selection of sample: Two hundred Headmasters from two hundred schools were selected s samples for the study. Tool: Researcher's self-made Equitable Education scale for Headmaster was used after establishing validity and reliability. Five point scale was used fpr the study. Procedures: Identifying the pros and cons of Equitable Education through the Equitable Education scale for Headmasters. Finding: Methods of Teaching and Teaching Learning Material can be modified for suitability to the young learners. Educational Implications: In service training is needed related to the Equitable Education in primary schools.

KEYWORDS : Equitable Education

Introduction

Primary Education is the basis of Higher Education which paves way to stand on the platform of globalization. Healthy democratic set up can be ensured through the quality primary Education. Development of our country is deepened upon the system of Education which should be elevated to reach the high potentiality in the growth of economic and intellectual ability. Indian Education system is revamped through innovative system of education and tried to attain Education for all and Equal quality of Education. In this juncture, Government of Tamilnadu introduced Equitable Education at primary and upper primary level. The researcher tried to find out the pros and cons of Equitable Education implementing at primary level through collecting data from Headmasters and it can support to eliminate the existing Problems in the system.

Objectives

To find out whether there is any significant difference in mean scores of Headmasters between Government schools and Aided schools with respect to (a)Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f) Parent's cooperation.

To find out whether there is any significant difference in mean scores of Headmasters between Government schools and Self-finance Schools with respect to (a)Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation.

Hypothesis

- There is no significant difference in mean scores of Headmasters between Government schools and Aided schools with respect to (a)Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f) Parent's cooperation.
- There is no significant difference in mean scores of Headmasters between Government schools and Self-finance Schools with respect to (a)Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation.

Variables

The independent variables are Governments Schools, Aided Schools and Self – finance schools. The dependent variable namely mean scores Equitable Education scale for Headmasters were used in this study.

Methodology

Survey method was adopted in the study

Sample

Two hundred Headmasters from primary schools of Dindigul District were selected for the study.

Sampling Method

Random sampling method was adopted in the study

Selection of sample

Two hundred headmasters from two hundred primary schools were selected for the study

Tool

Researcher's self-made Equitable Education scale for headmasters was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the split-half method.

Construction of tool:

The investigator's self made Equitable Education scale for headmasters was used to measure the implementation of Equitable Education at primary level. The tool was tested the following six dimensions (a) Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d) Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation. The tool consisted of 70 items to test the above six dimensions. The Headmasters were requested to put the tick given tool as follows who were asked to respond properly in the given scale.

- Agree
- Partially Agree
- Neutral
- Disagree
- Partially Disagree

Reliability of the tool

Reliability had been computed using split-half method and the calculated value is 0.68. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

Validity of the tool

subject experts and experienced teachers were requested to analyze the tool. Their opinions indicated that the tool had content validity.

Procedure of the study

1. Discussion with Teachers and Headmasters about Equitable Education
2. Construction of Tool with help of Headmasters.
3. Getting permission from CEO,DEEO and AEEOs.

4. Administering tool towards Headmasters.

Procuring Data

The researcher got permission from the authorities and administered the Equitable Education scale to Headmasters. The tool was given to the individual Headmaster and explained the necessity of the research on Equitable Education. They were asked to put tick in the given scale and it was collected.

Statistical Technique

t test was computed for the study.

Result

Hypothesis 1:

There is no significant difference in mean scores of Headmasters between Government schools and Aided schools with respect to (a) Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d) Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation.

Dimensions	Headmasters						df	t value	sig
	Govt Schools			Aided Schools					
	N1	M1	S1	N2	M2	S2			
Methods of Teaching	149	44.15	1.430	7	42.86	2.968	154	2.196	sig
Classroom transaction	149	54.38	1.063	7	53.71	3.402	154	1.394	NS
syllabus/ content	149	61.75	5.291	7	56.71	9.322	154	2.367	sig
Evaluational Activities	149	84.77	0.425	7	84.57	.535	154	1.164	NS
Administration	149	49.37	2.135	7	48.43	3.735	154	1.096	NS
Parent's co operation	149	47.52	3.420	7	45.29	7.017	154	1.595	NS

The calculated t value for methods of teaching and syllabus/content are respectively 2.19 and 2.36 greater than the table value 1.96. Null hypothesis is rejected at 0.05 level. Hence there is significant difference in mean scores of Headmasters between Government schools and Aided Schools with respect to Methods of Teaching and syllabus/content in implementing Equitable Education in primary schools. The calculated t value for classroom transaction, Evaluation activities, administration and parents cooperation are respectively 1.39, 1.16, 1.09, and 1.59 less than table value 1.96. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference in mean scores of Headmasters between Government Schools and Aided schools with respect to classroom transactions, Evaluation Activities, Teaching Learning Materials, Parent's cooperation.

Hypothesis 2:

There is no significant difference in mean scores of Headmasters between Government schools and Self-finance Schools with respect to (a)Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation.

Dimensions	Headmasters						df	t value	sig
	Govt Schools			Aided Schools					
	N1	M1	S1	N2	M2	S2			
Methods of Teaching	149	44.15	1.430	37	44.08	1.722	184	0.243	NS
Classroom transaction	149	54.38	1.063	37	54.59	1.040	184	1.091	NS
syllabus/ content	149	61.75	5.291	37	62.32	4.397	184	0.608	NS
Evaluational Activities	149	84.77	0.425	37	84.14	1.251	184	5.103	sig
Administration	149	49.37	2.135	37	49.22	2.869	184	0.362	NS
Parent's co operation	149	47.52	3.420	37	46.05	5.349	184	3.471	sig

The calculated t value for evaluation activities and parents' cooperation are respectively 5.10 and 3.47 greater than the table value 1.96. Null hypothesis is rejected at 0.05 level. Hence there is significant difference in mean scores of Headmasters between Government schools and self finance schools with respect to evaluation activities and parents' cooperation in implementing Equitable Education in Primary schools. The calculated t value for methods of teaching, classroom transaction, syllabus/content and administration are respectively 2.43,1.09,0.60 and 0.36 less than table value 1.96. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference in mean scores of Headmasters between Government schools and Self-finance Schools with respect to (a)Methods of Teaching(b)Classroom transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation.

Findings

- There is significant difference in mean scores of Headmasters between Government schools and Aided schools with respect to Methods of Teaching and Syllabus/ content in implementing Equitable Education in Primary Schools
- There is no significant difference in mean scores of Headmasters between Government schools and Aided schools with respect to classroom transactions, Evaluation Activities, Administration and parents' cooperation.
- There is significant difference in mean scores of Headmasters between Government schools and Self finance schools with respect to Evaluation activities and parents cooperation in implementing Equitable Education in Primary Schools
- There is no significant difference in mean scores of Headmasters between Government schools and Aided schools with respect to Methods of Teaching , classroom transactions Syllabus/ content and Administration

EDUCATIONAL IMPLICATIONS

- Special In service training is needed to headmasters in primary schools.
- New methods of teaching may be implemented in the system of Equitable Education.
- It may be activated in teachers education colleges.
- Computer Mediated Teaching may be extended in the system of Equitable Education.

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