



# Attitude of Teachers Towards Special ABL Method in Equitable Education at Upper Primary Level

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ABSTRACT	Equitable education provides equal standard of education for everyone. Equitable education removes all the differences in educational standard of all kinds of students studying in various kinds of schools. So, in Tamil Nadu, Equitable Education has been adopted in the Year 2010. This makes the Rural students to compete with that of Urban students. The main objective of the study is to find the attitude of the teachers towards Special ABL method in Equitable Education at upper primary level. The findings of the study reveals that Teachers are having favorable Attitude towards special ABL method in Equitable Education at upper primary level, There is significant difference between Gender, Locality and Type of Management with respect to Teachers Attitude towards special ABL method in Equitable Education at upper primary level.
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KEYWORDS	Equitable Education, ABL, Attitude
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## INTRODUCTION

Equitable education provides equal standard of education for everyone. In our country there are different kinds of educational systems like Matriculation, State board, Anglo-Indian and Oriental schools. The heterogeneous group of students learning in these heterogeneous kinds of schools gain heterogeneous knowledge, experience and education. This makes lot of differences and inequality in educational standard. So for this there lies the solution and it is equitable education. Equitable education system is a Government of the Tamil Nadu, India programme to integrate the various educational systems within the state.

## NEED AND SIGNIFICANCE OF THE STUDY

Equitable education removes all the differences in educational standard of all kinds of students studying in various kinds of schools. And in future days when equitable education is implemented all students will be found with same educational standard. And this makes them to safe all kinds of competitive exams and the competition lying in his past moving world. Teachers play a vital role in the growth of students both mentally and physically. Therefore, this makes the researcher to undertake a study of the attitude of Teachers towards special ABL method in equitable education at upper primary level.

## STATEMENT OF THE PROBLEM

The investigator has intended to undertake the present study: "Attitude of Teachers towards special ABL method in Equitable Education at Upper Primary level".

## OBJECTIVES OF THE STUDY

The present study has the following objectives:-

1. To find out the Teachers' attitude towards special ABL method in Equitable Education at upper primary level.
2. To find out the significance of the difference between (i) Male and Female (ii) Arts and Science (iii) Rural and Urban School (iv) Government and Aided school Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

## HYPOTHESES OF THE STUDY

1. The teacher attitude towards special ABL method in Equitable Education at upper primary level is unfavorable.
2. There is no significant difference between (i) Gender (ii) Arts and Science (iii) Locality of the School (iv) Type of Management with respect to teachers Attitude towards

special ABL method in Equitable Education at upper primary level.

## METHOD OF STUDY

For the present investigation the investigator adopted normative survey as a method. It involves describing, recording, analysis and interpreting the data which are all directed towards a better understanding of the present.

## SAMPLING

The present study consists of 200 teachers working in Govt and Aided upper primary schools of Coimbatore district, Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due Proportionate weightage was given to various sub-samples.

## VARIABLES USED

### a. Dependent variable

The dependent variables are the conditions or characteristics that appear, disappear, or change as the researcher introduces, removes, or change independent variables. For the present study – Attitude towards special ABL method in Equitable Education is the dependent variable.

### b. Bio-institutional variables

It is used for meaningful interpretation of the dependent and independent variables. For this investigation, they are;

1. Group : Arts/ Science
2. Gender : Male/Female
3. Locality : Rural/Urban
4. Type of Management : Government /Aided

## STATISTICAL TECHNIQUES USED

The means and standard Deviations for the entire sample and its sub-sample were computed for Teachers' Attitude towards special ABL method in Equitable Education at upper primary level. The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the pairs of sub-samples of Teachers' Attitude towards special ABL method in Equitable Education at upper primary level.

TOOL USED

For this study Teachers’ Attitude towards special ABL methods in Equitable Education at upper primary level scale constructed and standardized by the Investigator has been used.

DELIMITATION OF THE STUDY

1. The present investigation is confined to the Government and Aided Upper primary school Teachers.
2. The study is confined only to a sample of 200 Teachers only from Coimbatore district only.

RELIABILITY AND VALIDITY OF THE TOOL

The author of tool has established reliability and validity. The reliability co-efficient by split half method was 0.86 which show the scale is highly reliable.

For validity of the scale, three external criteria were taken one by one, opinion of concerned teachers, Parents and opinion of friends.

STATISTICAL TECHNIQUES USED

The means and standard Deviations for the entire sample and its sub-sample were computed for attitude scores.

The test of significance (‘t’ test) was used in order to find out the significance of the difference between the means of the pairs of sub-samples of teachers in respect of their attitude scores.

DESCRIPTIVE ANALYSIS

It includes comparison of measures of central tendency such as the Mean and the measures of variability such as standard deviation. The calculated values are used to describe the properties of the different sub-samples.

DIFFERENTIAL ANALYSIS

It contains the determinations of the statistical significance of the difference between groups with reference to selected variables. It contains ‘t’ test. A ‘t’ test is a numerical procedure that takes into account the difference between the Means of the two sub-groups the size of the sample in each group and amount of variation of spread present in the scores. Thus the ‘t’ test is a technique to find out whether the difference the Mean performance of the two groups is significant or not.

DIFFERENTIAL ANALYSIS

1. Analysis of Mean scores of Male and Female Teachers’ Attitude towards special ABL method in Equitable Education at upper primary level

Null hypothesis

There is no significant difference between Male and Female Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

Table - 1  
Showing the significance of difference between Male and Female Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Sub Sample		N	Mean	S.D	‘t’ value	Significance at 0.05 level
Gender	Male	98	112.74	8.21	3.95	Significant
	Female	102	107.86	9.22		

From the above table, since the ‘t’ value is significant at 0.05 level, the above Null Hypothesis, is rejected and it is concluded

that there is significant difference between Male and Female Teachers with respect to their Attitude towards Equitable Education.

2. Analysis of Mean scores of Arts and Science Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Null hypothesis

There is no significant difference between Arts and Science Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

In order to test the above Null hypothesis ‘t’ value is calculated.  
Table - 2  
Showing the significance of difference between Arts and Science Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Sub Sample		N	Mean	S.D	‘t’ value	Significance at 0.05 level
Group	Arts	72	111.21	9.64	1.08	Not significant
	Science	128	109.72	8.70		

From the above table, since the ‘t’ value is Not significant at 0.05 level, the Null Hypothesis, is accepted and it is concluded that there is no significant difference between Arts and Science group Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

3. Analysis of Mean scores of rural and urban school Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Null hypothesis

There is no significant difference between rural and urban located Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

Table - 3  
Showing the significance of difference between rural and urban school Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Sub Sample		N	Mean	S.D	‘t’ value	Significance at 0.05 level
Locality	Rural	96	108.72	8.71	2.33	Significant
	Urban	104	111.67	9.18		

From the above table, since the ‘t’ value is significant at 0.05 level, the Hypothesis, is rejected and it is concluded that there is significant difference between rural and urban Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

4. Analysis of Mean scores of Govt. and Private School with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Null Hypothesis

There is no significant difference between Teachers in their Attitude towards special ABL method in Equitable Education at upper primary level with respect to their Govt. and Private School Teachers.

Table - 4  
Showing the significance of difference between Govt. and Private School Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level

Sub Sample		N	Mean	S.D	't' value	Significance at 0.05 level
Type of Management	Govt	148	110.95	9.28	1.96	Significant
	Private	52	108.27	8.14		

From the above table, since the 't' value is significant at 0.05 level, the Null Hypothesis, is rejected and it is concluded that there is significant difference between Govt. and Private School Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

SUMMARY OF FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- Teachers are having favorable Attitude towards special ABL method in Equitable Education at upper primary level.
- There is significant difference between Male and Female Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.
- There is no significant difference between Arts and Science group Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.
- There is significant difference between rural and urban Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.
- There is significant difference between Govt. and Private School Teachers with respect to their Attitude towards special ABL method in Equitable Education at upper primary level.

RECOMMENDATIONS

The present study gives analysis about the teachers' Attitude towards special ABL method in Equitable Education at upper primary level. Based on the important findings stated earlier the following recommendations are suggested for the betterment.

- ✓ Special ABL method in Equitable Education can be modernized by using educational technology.
- ✓ Proper in service training should be given for special ABL method in Equitable Education. So that can get benefit at their doorsteps.
- ✓ The standard of special ABL method in Equitable Education should be maximized updated in an easier manner so that goes often and rural students prosper.

SUGGESTIONS FOR FURTHER RESEARCH

The following are some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

1. Replica of the present study could be undertaken at various levels of school education.
2. A study could be made on the influence of school environment on the Attitude towards special ABL method in Equitable Education at upper primary level among teachers.
3. The present study could be made on primary and secondary school teachers.

CONCLUSION

The present study made on teachers' Attitude towards Equitable Education reveals that the teachers' Attitude towards Equitable Education is favorable. Hence activities are to be included in teacher education curriculum to sustain this attitude to favorable. Only when teachers get a positive attitude, other society members will get it. Hence teachers have to keep this in mind. Whenever new systems are implemented that will get blind positions and acceptance also, hence society and Government should wait and see with care to judge the quality of Equitable education. Though there is any flaw found, teachers can solve the problem and achieve the goal, hence Teachers should be positive always towards these type of changes.

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