



Attitude Towards ALM Method in Equitable Education Among Administrators in Coimbatore District

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ABSTRACT

In this study the investigator takes Attitude towards ALM method in equitable education among administrators in coimbatore district. He find out level of attitude towards ALM method in Equitable Education among Administrators. And also find out the significance difference between administrators attitude towards ALM method in Equitable Education based on gender and types of schools (government/government aided/self financing). In this present study the investigator selected 50 Administrators in Coimbatore Revenue District of Tamil Nadu.

KEYWORDS

INTRODUCTION

Education inculcates all the essentials of life through teaching methodology. The concentrated need rises to take a critical retrospective scan of the education of children in the country today. Of course, we have innovative methods which engage the children and enable them to achieve mastery over school related competencies and skills can be located here and there, it is a time to acknowledge that the country has failed to provide a satisfactory education to the millions of children, who look to the state with hope and anticipation. Several studies have substantiated the failure of the system on the whole, even while there are some pockets of successful pedagogic efforts. In order to overcome the failure, the learning methodology perhaps appropriate one and it is introduced as Active Learning method (ALM) in Tamil Nadu.

NEED FOR THE STUDY

The present equitable education system is a system which provides uniform education to all students of Tamil Nadu. The education comprises of uniform syllabus, uniform examination pattern and uniform evaluation scheme. Measuring attitude and efforts to improve attitude towards an innovative Active Learning method (ABL) in a new system of education is very much essential to effect any change through it. Attitudes of administrators about an innovative Active Learning method (ABL) in a new educational system persuade the alternative for development. The teaching - learning process depends upon a range of factors such as attitudes, confidence, views of the nature of the learner and perceptions of themselves. Consequently, the study of attitude of administrators towards Active Learning method (ABL) in Equitable Education becomes requisite to the execution of plans.

STATEMENT OF THE PROBLEM

The present research is entitled as, '**ATTITUDE TOWARDS ALM METHOD IN EQUITABLE EDUCATION AMONG ADMINISTRATORS IN COIMBATORE DISTRICT**'

DEFINITION OF THE TERMS USED

ALM method: Active Learning Method" is, in short, anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems.

Equitable education: Providing impartial education to all children irrespective of region such as rural, urban, caste, upper, lower, religion etc. This system comes under the School Education Department of Government of Tamil Nadu. Followed by the Tamil Nadu Uniform System of School Education Act 2010. It is known as 'Samacheer Kalvi' in Tamil and 'Uniform System of School Education' or 'Equitable Education.'

Administrators: The Assistant Elementary Educational Officers and Head Masters are known as Administrators in this study.

OBJECTIVES OF THE STUDY

- To find out the level of attitude towards ALM method in Equitable Education among Administrators.
- To find out significant difference if any in the attitude of Administrators towards ALM method in Equitable Education based on Gender.
- To find out the significant difference in attitude towards ALM method in Equitable Education based on Government and Government Aided School Administrators.
- To find out the significant difference in attitude towards ALM method in Equitable Education based on Government Aided and Self Financing School Administrators.
- To find out the significant difference in attitude towards ALM method in Equitable Education based on Government and Self Financing School Administrators.

HYPOTHESES OF THE STUDY

- The level of attitude towards ALM method in Equitable Education among Administrators is moderate.
- There is no significant difference in the attitude towards ALM with respect to Male and Female Administrators.
- There is no significant difference in the attitude towards ALM with respect to Government and Government Aided School Administrators.
- There is no significant difference in the attitude towards ALM with respect to Government Aided Self Financing School Administrators.
- There is no significant difference in the attitude towards ALM with respect to Government and Self Financing School Administrators.

METHODOLOGY

The researcher employed survey method for the present study. Survey in research is a method of collecting and analysing data from large number of respondents representing a specific population.

POPULATION OF THE STUDY

For the present study the researcher has selected the samples in and around Coimbatore district which comes under Coimbatore Revenue District of Tamil Nadu as study area.

SAMPLE OF THE PRESENT STUDY

The investigator selected 50 Administrators in Government, Government aided and self financing schools for the present study.

SAMPLING METHOD

Simple Random Sampling was adopted for the present study.

TOOL USED FOR THE STUDY

Since there is no separate tool is available to study the attitude towards ALM method, the researcher constructed the tools for the present study. The reliability and validity of the tool were established. The researcher followed the standardization procedure and finalised the tool namely Attitude Scale on ALM Method for Administrators.

STATISTICAL TECHNIQUES USED

The statistical tool used for the analysis of data is student t-test.

INDEPENDENT VARIABLE

The independent variables are those treated by the researcher to ascertain their relationship on observed phenomena. In the present study, independent variables considered as follows:

Gender of the Administrators (Male and Female) Type of schools (Government/Government Aided/Self Financing)

DEPENDENT VARIABLES

The dependent variable is one that change as the researcher introduces, remove or change independent variables. The dependent variable of the present study is attitude towards ALM method in Equitable Education among Administrators.

DELIMITATIONS OF THE STUDY

- The study is undertaken in Coimbatore district of Tamil Nadu to analyse the attitude of the Administrators towards ALM Method in Equitable education only.
- The researcher has selected only Upper Primary Schools for the investigation.
- The study is delimited to the impact of ALM Method in Equitable education at Upper Primary level.
- The researcher studied the attitude of Administrators towards ABL Method in order to know its impact and consequence in Equitable education.

HYPOTHESIS – 1

The level of attitude towards ALM method in Equitable Education among Administrators is moderate.

To verify the above hypothesis quartiles have been calculated to determine three categories. i.e., Low level attitude, Moderate level attitude and High level attitude.

Table – 1

Frequency and percentage of students in each category

Level	Frequency	Percentage %
Low	10	20%
Moderate	15	30%
High	25	50%
Total	50	100 %

Below 80 : Low level Attitude
 81 – 100 : Moderate Attitude
 Above 100: High level Attitude

The maximum number of score lies in the high range indicating that Attitude towards s ALM method in Equitable Education among Administrators is high. Hence the hypothesis stated is **rejected**.

Hypothesis: 2

There is no significant difference in the attitude towards ALM with respect to Male and Female Administrators.

Table - 2

Variable	N	Mean	S.D	t
Male	23	139.70	16.30	2.337
Female	27	127.85	19.08	

From the table it is clear that the calculated't' value is 2.337 which is higher than the tabulated value 1.96 at 0.05 level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude towards ALM with respect to Male and Female Administrators" is rejected.

Hypothesis: 3

There is no significant difference in the attitude towards ALM with respect to Government and Government Aided School Administrators.

Table - 3

Variable	N	Mean	S.D	t
Government	16	135.56	20.22	1.143
Government Aided	12	143.25	13.24	

From the table it is clear that the calculated't' value is 1.143 which is lower than the tabulated value 1.96 at 0.05 level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude towards ALM with respect to Government and Aided School Administrators" is accepted.

Hypothesis: 4

There is no significant difference in the attitude towards ALM with respect to Government Aided and Self Financing School Administrators.

Table - 4

Variable	N	Mean	S.D	t
Government Aided	12	143.25	13.24	2.901
Self Financing	22	126.23	17.76	

From the table it is clear that the calculated't' value is 2.901 which is higher than the tabulated value 1.96 at 0.05 level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude towards ALM with respect to Government Aided Self Financing School Administrators" is rejected.

Hypothesis: 5

There is no significant difference in the attitude towards ALM with respect to Government and Self Financing School Administrators.

Table - 5

Variable	N	Mean	S.D	t
Self Financing	22	126.23	17.76	1.509
Government Aided	16	135.56	20.22	

From the table it is clear that the calculated't' value is 1.509 which is lower than the tabulated value 1.96 at 0.05 level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude towards ALM with respect to Government and Self Financing Administrators" is accepted.

FINDINGS OF THE STUDY

The level of attitude towards ALM method in Equitable Education among Administrators is high.

There is significant difference in the attitude towards ALM with respect to Male and Female Administrators.

There is no significant difference in the attitude towards ALM with respect to Government and Aided School Administrators.

There is significant difference in the attitude towards ALM with respect to Government Aided Self Financing School Administrators.

There is no significant difference in the attitude towards ALM with respect to Government and Self Financing Administrators.

CONCLUSION

The present study made on Administrators' Attitude towards Equitable Education reveals that the Administrators' Attitude towards Equitable Education is favorable. Hence activities are to be included in school curriculum to sustain this attitude to favorable. Only when Administrators get a positive attitude, other society members will get it. Hence Administrators 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, Administrators can solve the problem and achieve the goal, hence Administrators should be positive always towards these types of changes.

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