

ATTITUDE OF HIGH SCHOOL TEACHERS TOWARDS SAMACHEER KALVI

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Abstract

The focus of present study was to ascertain the influence of Attitude of Samacheer Kalvi of high school teachers. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school teachers acquired from twenty-nine higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of attitude towards Samacheer Kalvi of high school teachers is moderate in Virudhunagar district. The findings reveal that there is significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.

Keywords: *Samacheer Kalvi, High School Teachers, Descriptive, Survey Method.*

Introduction

Learning is the true imperishable riches; all other things are not riches. A man without education is like a marble in a quarry which does not shows its inherent beauty till the skill of a polisher fetches out all its beauty. (Naik 1968). The teacher is a social engineer. He should be a good leader; a democratic leader. He should have a positive attitude towards his profession. So, he should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a “maker of man” (P.60). The teacher must be a lover of his pupils. The sense of prestige is very important and impressive to young minds. ‘True light enlightens’ is a saying indebted to its Sanskrit Origin ‘Paramorphic deepa pradeepa yethe’. It is knowledge that enlightens man. True knowledge brings enlightenment and self-realisation. The light of knowledge has been carried by Teachers, ever since the beginning of man’s attempt to conquer the realm of knowledge. Teaching has been an enlightening process. Teaching was not identified to be a separate job in the advent of history and there were no ‘Teachers’ as we address now. Teaching and preaching were concomitant processes; carried by the same person – the priest. The old ‘Gurukula system’ in India and emerged thus. The early gurus were religious authorities. They were glorified Teachers too. The nobility which we attribute to education now, owes much to them. In the guru tradition, the teacher was a person dedicated to high calling and well revered for it. He was honoured and loved for his wisdom and his teaching. He was a privileged person. Many had passed along the path paved by those gurns. Education has put on the halo of its modernity starting from Rousseau who launched a revolution in education and afterwards from Pestalzzi, Herbert, Froebel, Tagore etc. Teaching has become an endowment blended with scientific approach and artistic

manifestation by their effort. Thus, teaching gained the glory of being a noble profession descended from great.

Significance of the Study

In the context of emerging global competitiveness, there is an immediate need for improvement in samacheer of education, both of the Teachers and the students. Samacheer is all the more necessary at the elementary stage of education as it involves the initial period of a child's education, small steps which sets up the tone for his/her long journey to educate him/herself. It is the success at this stage that determines the distance that an individual will travel on the road to educate self. Teacher education has been identified as the single 24 most important factor in bring improvement in samacheer of education and same is true for elementary education but the alarming state of Teacher Education in the country is reflected in the fact that, in recent years, the majority of graduates that have appeared for the central Teacher Eligibility Test (TET) have failed to demonstrate even the most basic knowledge base expected from a teacher (Unicef, 2015). Therefore, it would be safe to say that although the number of teacher education institutes has phenomenally increased in the past few years, the same cannot be said of the samacheer of these institutes. Of late, the samacheer of these institutes them self is being questioned, with many experts stressing the need for immediate samacheer improvement of these institutes. However, the prerequisite to samacheer improvement and management is samacheer assessment. 48 The samacheer of education is often assessed in terms of examination results. This method is not a true measure of samacheer as the examination system in India is limited in scope and coverage. One of the useful approach is to assess the samacheer kalvi of the institutes of teacher education, covering various facets of samacheer in teacher education, not only in terms of outcomes but also in terms of inputs and the processes, giving due importance to the views of the major stakeholder

Objectives of the Study

1. To find out the level of Attitude towards Samacheer Kalvi of high school teachers.
2. To find out the level of Attitude towards Samacheer Kalvi of high school teachers with reference to gender

Hypothesis

1. There is no significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.
2. There is no significant difference between rural and urban high school teachers in their attitude towards Samacheer Kalvi.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the high secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 high school teachers from twenty-nine high and higher secondary high school teachers Virudhunagar district of Tamilnadu.

Tool

Attitude towards Samacheer Kalvi Scale prepared and validated by investigator and the guide

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective 1

To find out the level of Attitude towards Samacheer Kalvi of high school teachers.

Table 1 Level of Attitude towards Samacheer Kalvi of High School Teachers

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Attitude towards Samacheer Kalvi	105	35	112	37.3	83	27.7

It is inferred from the above table that 35.0% of the high school teachers have low, 37.3% of them have moderate and 27.7% of them have high level of attitude towards Samacheer Kalvi.

Objective: 2

To find out the level of Attitude towards Samacheer Kalvi of high school teachers with reference to gender.

Table 2 Level of Attitude towards Samacheer Kalvi Management of High School Teachers with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	44	38.9	36	31.9	33	29.2
Female	61	32.5	76	40.6	50	26.7

It is inferred from the above table that, 38.9% of the male high school teachers have low, 31.9% of them have moderate and 29.2% of them have high level of Attitude towards

Samacheer Kalvi. 32.5 % of the female high school teachers have low, 40.6% of them have moderate and 26.7% of them have high level of Attitude towards Samacheer Kalvi.

Hypothesis No. 1

There is no significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.

Table 3 Difference between Male and Female High School Teachers in their Attitude towards Samacheer Kalvi

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	113	79.88	10.714	2.258	S
Female	187	82.28	7.596		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.258) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi.

Null Hypothesis: 2

There is no significant difference between below 25 and above 25 high school teachers in their attitude towards Samacheer Kalvi.

Table 4 Difference between Below 25 and Above 25 High School Teachers in their Attitude towards Samacheer Kalvi

Age	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Below 25	78	79.17	10.506	2.556	S
Above 25	222	82.15	8.232		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.556) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between below 25 and above 25 high school teachers in their attitude towards Samacheer Kalvi.

Major Findings

1. The majority of the high school teachers belong to the moderate level of attitude towards Samacheer Kalvi.
2. The majority of the male and female belong to the moderate level of Samacheer Kalvi of high school teachers.
3. There is significant difference between rural and urban high school teachers in their attitude towards Samacheer Kalvi

Interpretation

1. The finding of present study shows that there is significant difference between male and female high school teachers in their attitude towards Samacheer Kalvi. Female high school teachers (82.28) are better than male high school teachers (79.88) in their attitude towards samacheer kalvi.
2. The finding of current study concludes that there is significant difference between rural and urban high school teachers in their attitude towards Samacheer Kalvi. Rural high school teachers are better than high school teachers in their attitude towards Samacheer Kalvi

Suggestions of the Study

The present study gives a clear-cut view about the present position of attitude towards Samacheer Kalvi of high school teachers. Based on the important findings stated earlier, the following recommendations are suggested:

- A comparative study on samacheer kalvi of management and leadership traits of high school teachers
- A study on relationship between emotional intelligence and leadership style among the higher secondary teacher.
- A study on relationship between emotional intelligence and samacheer kalvi of management of the tamil nadu.
- Relationship between samacheer kalvi of management and spiritual leadership among the higher secondary teachers.

Recommendations

1. Group activities and team work which help teacher to develop control over their emotions and handle relationships should be encouraged.
2. It is important for teachers the importance of Samacheer Kalvi by being emotionally expressive towards them.
3. There is a need to infiltrate lessons of Samacheer Kalvi into the fabric of school life, in order to help counter violence and other pitfalls that prevent children from growing into productive satisfied adults.
4. It is important for teachers to be Samacheer Kalvi themselves, possess higher emotional intelligence and help to maintain a sound emotional tone in the school.

Conclusion

One of the most famous examples of Samacheer Kalvi is implemented system to make its assembly line more efficient. the company decided to keep just enough inventories to fulfill customer orders as they were generated. the importance of samacheer has been in the past and this will march into the future and remain as key strategic importance to the librarianship. but the ultimate goal in obtaining highest samacheer products and services remain as an integral part of high school teachers ethos and no matter what modern management tools do we apply in search of 'samacheer'.

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