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PERCEPTION OF EQUITABLE STANDARD EDUCATION (PESE) OF HIGH SCHOOL TEACHERS

R.Sivannatham[1]

[1]Guest Teacher Educator,
Department of Mathematical Education
Government College of Education,
Orathanad, Thanjavur – 614625.
Tamilnadu, India.

R.Kannika Parmeshwari[2]

[2]Assistant Professor,
Department of Biological Science Education,
Government College of Education,
Orathanad, Thanjavur – 614625.
Tamilnadu, India.

K.Suresh[3]

[3]Guest Teacher Educator,
Department of Physical Science Education,
Government College of Education,
Orathanad, Thanjavur – 614625.
Tamilnadu, India.

ABSTRACT

The study aimed to find the perception of teachers about Equitable Standard Education (ESE). The sample of 1527 secondary school teachers of Thajavur District has taken for study by using simple random sampling technique. The dependent variable Perception of Equitable Standard Education (ESE) has analyzed with the independent variables Gender, Locality of Schools, Management Type and Affiliation of educational Boards. Data were collected through Normative Survey Method and they are subjected to Descriptive analysis. The results indicated that the Perception of teachers about Equitable Standard Education (ESE) is positive and it levels are varied with the independent variables such as Gender, Locality of Schools, Management Type and Affiliation of Educational Boards.

KEYWORDS: *Equitable, Standard, Normative, Perception, Education*

1.1 INTRODUCTION

In the present Indian education system having segregation in providing school education. If we are focusing our Education system, we have two type of curricula for providing school education is Central Board of Secondary Education (CBSE) and State Board (SB). These two have two separate curriculums. The school may wish to adopt any one of the curriculum but the government schools of any one of the state of India should follow the state board curriculum. This produces segregation of obtaining education even the student studying in the same standard of class. Equality and quality education is not confined with not only the curriculum but also the infrastructure facilities number of teachers, their talents, text book, examination pattern and school administration. There is a part and parcel of school education. Fulfilling all these fulfillments with a big plan of action is called "Equity in education" well

trained teachers, curriculum, infrastructure facilities and teachers student ratio are the contributing factors. Rectifying the inequality of education, Tamilnadu government announces the Equitable Standard Education (ESE) and suddenly implemented it on 2010. The success of the Equitable Standard Education is depends on the acceptance of the secondary teacher because it implemented in secondary schools only especially I to VI. With this point, the investigators took a step forward to conduct a study about "Equitable Standard Education".

1.2 EQUITABLE STANDARD EDUCATION

Traditionally the schools of Tamilnadu has two types of boards are run –schools. One is State board and the other is CBSE. The government schools are follows the state board and the private schools are followed the CBSE. This makes diversification of curriculum even the students are

studied in same standard. Rectification of this, Tamilnadu government introduced a new educational policy "Equitable Standard Education System" (Samacheerkalvi in Tamil) in the year of 2010. This system is comes under the school education and it was followed by the by Tamilnadu Uniform System of School Education Act 2010. Consequently, the classes have been started from I to VI. This education system fosters the students studying in different type of schools having same curriculum. The success of this education policy will lead to implementation of this in VII to XII.

1.3 RATIONAL OF THE STUDY

Our state having different types of schools which leads different curricula in their structures. The matriculation schools having Central Board of Secondary Education (CBSE) syllabus and the government schools follows the State Board (TNSB) syllabuses. Some other private schools could be followed the state board syllabuses. This segregation of curriculum produces difficulties to attend an interview as unbalanced of knowledge of students. Curriculum high covered students may possible to get success in interviewer than the curriculum low covered students. This provides imbalanced education through the students who are studied government and matriculation schools. This highly implies segregation of students in their Education level even studied in same standard of class. For removing this segregation, the Tamilnadu government introduced an Excellent scheme is "Equitable Standard Education (ESE)" in School Education. This scheme stresses the schools of Tamilnadu must follow one curriculum but it may be in either Tamil or English which should be prescribed by the Tamilnadu Government. Now the schools are follows the Equitable Standard Education curriculum. The success of the ESE is depends of acceptance of ESE curriculum of schools and it is judged by the teachers of the school. The investigators of this study have interested to know the success of the ESE through the teachers perception on it. From the point view, the study has evolved to measure perception of teachers about Equitable Standard Education.

1.4 HYPOTHESES OF THE STUDY

Hypothesis is a scientific guess or tentative conclusion of the research. Hypothesis assist to guide the researcher to collect, analyze and interpret of data. According to Lokesh Koul (1984) "Hypothesis is made up of two words, "hypo" (less than) and "thesis" which means less than or less certain than a thesis". The following hypotheses have been formulated by the Investigators.

- ✓ The perception of teachers about Equitable Standard Education is either Positive or Negative.
- ✓ There is no difference if any in the perception level of teachers about Equitable Standard Education based on the independent variables such as,
  - ✓ Gender
  - ✓ Locality of Schools
  - ✓ Management Type
  - ✓ AffiliatingEducation Board

1.5 METHODOLOGY OF THE STUDY

Methodology is a broader term which includes a lot of process such as method of data collection, Sample and sampling techniques, description of tools, data collection, statistics and interpretation. According to New Webster dictionary of English language, the methodology is described as "The system of methods or of classification as it is applied by a science or art, while a method is "Systematic or clearly defined way of accomplish on end" (as cited in Babu, 2008). The description of Methodology is below,

1.5.1 Variables

In this research, the investigators have used two types of variables such as independent variables.

1.5.1.1 Independent Variable:-

The independent variables of the study are
- Gender
- Locality of Schools
- Management Type
- Affiliating Educational Board

1.5.1.2 Dependent variables:-

The dependent variable of the study is
- Perception of Equitable Standard Education (PESE)

1.5.2 Method:-

The data were collected through Normative Survey Method.

1.5.3 Sample:-

A proposition of a population or a universe which is used for data collection is called as sample. Sample comprised of 1527 secondary teachers from high schools of Thanjavur district, Tamilnadu, India. The Simple Random Sampling technique was used to select the sample.

1.5.4 Tool:-

Tool is nothing but an instrument used to measure the variable precisely. It may be a questionnaire, Rating Scales, Checklist, Inventories, and Schedules etc. Here the investigators have used

the scale of "Perception of Equitable Standard Education Scale" and it was constructed and standardized by the investigators.

1.5.4.1 Validity of the tool:-

It is a quality of the tool about its measuring characteristics. Validity means that the tool is ready for what it is intended to measure. From this sense, the investigators send the questionnaire to three subject experts and two secondary school teachers who have completed Ph.D in education. With the guidelines of the experts and the teachers the suggested activities have been implementing in the process of moulding questionnaire. So the tool has face and content validity.

1.5.4.2 Reliability:-

The reliability of the tool was found to be 0.72 by using Cronbach Alpha method.

1.5.6 Statistical analysis:-

The descriptive analysis like Mean was used to identify the status of perception of teachers about Equitable Standard Education and its levels has identified with respect to independent variables.

1.6 RESEARCH FINDINGS

Findings are results that are obtained from the statistical verification of hypothesis and it directs to conclusion. The followings are the research findings of the study.

❖ The perception of teachers about Equitable Standard Education is quite *positive* and it is evident from their mean score 152.88 out of the total score 200.

❖ The male teachers have a less positive perception about Equitable Standard Education than female school teachers and it is evident from their mean scores i.e., 152.39 for male school teachers and 153.23 for female school teachers.

❖ The rural school teachers have a less positive perception about Equitable Standard Education than urban school teachers and it is evident from their mean scores i.e., 152.55 for rural school teachers and 153.22 for urban school teachers.

❖ The Aided school teachers have a less positive perception about Equitable Standard Education than Government school teachers and it is evident from their

mean scores i.e., 153.50 for Aided school teachers and 154.53 for Government school teachers.

❖ The Private school teachers have a less positive Perception about Equitable Standard Education than Aided school teachers and it is evident from their mean scores i.e., 151.20 for Private school teachers and 153.50 for Aided school teachers.

❖ The Private school teachers have a less positive Perception about Equitable Standard Education than Government school teachers and it is evident from their mean scores i.e., 151.20 for Private school teachers and 154.53 for Government school teachers.

❖ The Matriculation Board school teachers have a less positive perception about Equitable Standard Education than State Board school teachers and it is evident from their mean scores i.e., 151.60 for Matriculation Board school teachers and 154.09 for State Board school teachers.

1.7 CONCLUSION

Conclusion is an ending statement giving inference against the research findings by the researcher. It is proves that the teachers have different positive perceptions of Equitable Standard Education due to its segregation like Gender, Locality of School, Management Type and their State boards. But in real, all the teachers have positive perceptions about Equitable Standard Education. It is evident that the teachers having high value and making support to the Equitable Standard Education. From this word, the investigators conclude that Equitable Standard Education achieving it goals in Tamilnadu high schools and it becomes a futuristic education model for High Schools of India. Now the scope of Equitable Standard Education is being expanded incorporating new curricula and newer methods of teaching and learning process. In this context, it is the responsibility of policy makers' curriculum designer, teacher educators, teachers, parents, and others to perceived Equitable Standard Education with a positive attitude and contributes sufficiently to its successful implementation.

Table 1.1 Descriptive Analysis of Perception of Teachers about Equitable Standard Education (PESE)

Variable	Mean Value ($\bar{X}$)
Perception of Equitable Standard Education (PESE)	152.88 (200)

Note: The value in the parenthesis indicates maximum score

Table 1.2 Descriptive Analysis of Perception of Teachers about Equitable Standard Education
(PESE) with respect to Independent Variables

Independent Variable	Sub- variables	Dependent variable (PESE) Mean Value ($\bar{X}$)
Gender	Male	152.39
	Female	153.23
Locality of Schools	Rural	152.55
	Urban	153.22
Type of Management	Government	154.53
	Aided	153.50
	Private	151.20
Affiliating Educational Board	State Board	154.09
	Matriculation Board (CBSE)	151.60

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