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3.1.0 INTRODUCTION

The main aim of the present study is to investigate the attitude of students, teachers and parents towards Sarva Shiksha Abhiyan programme introduced by the Ministry of Human Resources Development of Government of India in 2000 and implemented in Tamil Nadu during the academic year 2002-2003.

This chapter on methodology explains in detail the sample selected for the study, tools constructed and standardized, procedure adopted for collection of data and the different techniques of statistical measures used for analysis of data and for drawing conclusions.

3.1.1 RE-STATEMENT OF THE PROBLEM

The central government implements many more schemes to enhance the quality of primary education. Education for all-programme was launched in all over India as SSA. This scheme is implemented with effect from 2002. Many new schools have been opened in each district in all states and basic facilities were provided. Classrooms, toilet, drinking water, starting residential schools and alternative schools are some of the provisions available as per the SSA scheme. So this study is aimed at evaluating the successful implementation of the SSA programme.

The problem selected for the present study is entitled “A Study of Sarva Shiksha Abhiyan Programme at Primary level with special reference to Attitude of Students, Teachers and Parents.”
3.1.2 OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

1. To construct a tool to assess the attitude of students towards SSA programme at primary level.
2. To construct a tool to assess the attitude of teachers towards SSA programme at primary level.
3. To construct a tool to assess the attitude of parents towards SSA programme at primary level.
4. To study the attitude of students towards SSA programme at primary level.
5. To study the attitude of teachers towards SSA programme at primary level.
6. To study the attitude of parents towards SSA programme at primary level.

3.1.3 VARIABLES OF THE STUDY

The criterion variables in this study are

1. The attitude of students
2. The attitude of teachers and
3. The attitude of parents towards SSA programme at primary level

The study attempts to investigate these variables with respect to age, gender, location, management, type of school of the students; age, genders, qualification, experience, location, management and type of school of teachers and age, Gender, qualification and occupation of parents.
3.1.4 HYPOTHESES OF THE STUDY

The following hypotheses were formulated based on the objectives of the study.

1. There is no significant difference between the students in their attitude towards SSA programme at primary level with respect to their age.

2. There is no significant difference between the boys and girls in their attitude towards SSA programme at primary level.

3. There is no significant difference between the students studying in rural and urban schools in their attitude towards SSA programme at primary level.

4. There is no significant difference between the students studying in the Govt and Aided schools in their attitude towards SSA programme at primary level.

5. There is no significant difference between the students studying in primary and upper primary schools in their attitude towards SSA programme at primary level.

6. There is no significant difference between the teachers towards SSA programme at primary level with respect to their age.

7. There is no significant difference between the men and women teachers in their attitude towards SSA programme at primary level.

8. There is no significant difference between the teachers in their attitude towards SSA programme at primary level with respect to their educational qualification.

9. There is no significant difference between the teachers in their attitude towards SSA programme at primary level with respect to their teaching experiences.

10. There is no significant difference between the teachers working in rural and urban schools in their attitude towards SSA programme at primary level.
11. There is no significant difference between the teachers working in the primary and upper primary schools in their attitude towards SSA programme at primary level.
12. There is no significant difference between the teachers working in Govt and Aided schools in their attitude towards SSA programme at primary level.
13. There is no significant difference between the parents in their attitude towards SSA programme at primary level with respect to their age.
14. There is no significant difference between the men and women parents in their attitude towards SSA programme at primary level.
15. There is no significant difference between the parents in their attitude towards SSA programme at primary level with respect to their educational qualification.
16. There is no significant difference between the parents in their attitude towards SSA programme at primary level with respect to their occupation.
17. There is no significant association between the age of the students and their attitude towards SSA programme at primary level.
18. There is no significant association between the gender of students and their attitude towards SSA programme at primary level.
19. There is no significant association between the locality of the schools and the attitude of the students towards SSA programme at primary level.
20. There is no significant association between the management of the school and the attitude of the students towards SSA programme at primary level.
21. There is no significant association between the type of school and the attitude of students towards SSA programme at primary level.
22. There is no significant association between the age of the teachers and their attitude towards SSA programme at primary level.
23. There is no significant association between the gender of the teachers and their attitude towards SSA programme at primary level.

24. There is no significant association between the educational qualification of teachers and their attitude towards SSA programme at primary level.

25. There is no significant association between the teaching experience of teachers and their attitude towards SSA programme at primary level.

26. There is no significant association between the locality of the school and the attitude of teachers towards SSA programme at primary level.

27. There is no significant association between the type of school and attitude of the teachers towards SSA programme at primary level.

28. There is no significant association between the management of school and the attitude of the teachers towards SSA programme at primary level.

29. There is no significant association between the age of the parents and their attitude towards SSA programme at primary level.

30. There is no significant association between the gender of parents and their attitude towards SSA programme at primary level.

31. There is no significant association between the educational qualification of parents and their attitude towards SSA programme at primary level.

32. There is no significant association between the occupation of parents and their attitude towards SSA programme at primary level.

33. There is no significant correlation between the attitude of students and the attitude of the teachers towards SSA programme at primary level.

34. There is no significant correlation between the attitude of teachers and the attitude of the parents towards SSA programme at primary level.

35. There is no significant correlation between the attitude of parents and the attitude of students towards SSA programme at primary level.
3.2.0 METHOD

Evolving a suitable methodology for a research project based on scientific procedure with a view to arriving at a successful solution to the problem chosen is indeed a tremendous task. Hence careful thought has to be bestowed on the plan and procedure to be adopted in conducting this research on the attitude of students, teachers and parents towards SSA Scheme. This investigation was conducted following a systematic procedure as prescribed for educational research. This is an in depth study of normative descriptive type which discloses the attitude of these three important categories of persons vitally connected with the implementation of SSA programme.

3.3.0 SAMPLE OF THE STUDY

The sample of the study consisted of the students, studying in standard V in primary schools, teachers, handling standard I to V in primary schools and parents of the concerned students. For the selection of the respondents in the sample, the Random Sampling procedure was followed. This enabled the investigator to have the required number of respondents under each independent variable selected for the investigation.

The sample of the study comprised 400 students, 400 teachers and 400 parents.

3.4.0 Tools

The following tools are used in the study:

Tool – 1 scale of attitude of students towards SSA programme constructed and validated by the investigator.

Tool – 2 scale of attitude of teachers towards SSA programme constructed and validated by the investigator.

Tool – 3 scale of attitude of parents towards SSA programme constructed and validated by the investigator.
3.4.1. CONSTRUCTION AND STANDARDISATION OF THE TOOLS

Three tools have been constructed and standardised by the investigator under the guidance of the supervisor to investigate the attitudes of students of standard V, the teachers handling the first five standards and the parents whose children are studying standard V in some of the primary and upper primary schools in Nagapattinam, about the Sarva Shiksha Abhiyan programme, introduced by the Government of India and implemented in Tamil Nadu.

The steps involved in the present study for construction and standardisation of the tools, are,

1. A large number of items related to the area of investigation were constructed.
2. The items were edited; some were eliminated for want of clarity and for ambiguity.
3. The tools (Attitudinaires) were administered to a sample of population for which it was to be standardised.
4. Scoring of each item was calculated.
5. The tools were again administered to a second group.
6. The validity and reliability were found out.
7. The final form of the Attitude scales were administered to a fairly large sample of population—students, teachers and parents of the concerned students.

The object of the Attitude scales is to find out the attitude of the students, teachers and parents with regard to SSA programme.

Several methods have been applied for the measurement of attitudes and beliefs, but the most commonly used type of measurement is the attitude or opinion scale. The scale is designed in such a way that enables the respondent to select a set of items or propositions, so that the acceptance or rejection of an
item will indicate a favourable or unfavourable attitude. In this investigation a Four-Point Attitude scale construction is made use of on account of its greater simplicity and reliability besides the greater amount of information this approach could provide.

The first step in this method of attitude scale construction is the collection of a large number of items, referring directly or indirectly to the subject matter of the investigation. Accordingly, keeping the objectives of the investigation in view, items or statements referring to the various aspects and issues connected with the introduction of Sarva Shiksha Abhiyan programme, were framed under certain broad categories.

The construction of the items is based in three sources, namely, (a) the existing inventories (b) the description of these areas in the concerned educational literature, and (c) the discussion with persons who are closely connected with this area of research.

SeleCtion of the Components of Sarva Shiksha Abhiyan Programme

An Attitude scale in its preliminary stage requires a large number of statements regarding the problem on hand. After studying the various literature available on Sarva Shiksha Abhiyan programme, the investigator selected the following components of the programme for students, teachers and parents of the students concerned.

For Students

1. Method of teaching
2. Basic facilities
3. Dropouts
4. Library facilities
5. Government Aid
FOR TEACHERS

1. Preparation of teaching Aids
2. Use of the teaching Aids
3. Activity Based Learning (ABL)
4. Students enrolment
5. Dropouts
6. Students’ participation
7. Students’ achievement
8. Community participation
9. In-Service training
10. Supervision

FOR PARENTS

1. Literacy
2. Basic facilities
3. Quality of education
4. Education of girls
5. Village Education Committee

Keeping in view all these components for the three categories of respondents, the investigator prepared a list of large number of items for the purpose of this study. These items varied in their degree of favourableness. Some items showed a very high degree of favourableness, whereas some other items showed very low degree of favourableness. In other words, the items were homogenous in respect of the degree of the opinion of the students, teachers and parents on SSA programme.
The preparing of the items involved reading extensively literatures on SSA programme, especially about universalising elementary education, equalising educational opportunities, educational and utilitarian value of the programme. Educationists, Educational Administrators, Principals of DIETs, Inspecting officers, Principals and Professors in Colleges of Education, Senior teachers in Primary schools, Members of village Education Committee and Parents who have considerable knowledge and experience were all consulted and their views obtained.

A scale was then designed in a way which would enable the respondent to select a set of items or prepositions, so that the acceptance or rejection of an item would indicate a favourable or unfavourable attitude or opinion. The overall 'attitude' would be measured in a four-point scale by score by a which use the sum total of the weights given to each of the responses in an arbitrarily decided weighting system 4-3-2-1 for the responses, “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree” respectively, marked against each statement.

All the items were prepared in Tamil language. The items were short and easy and simple words alone were used. Double barrel, ambiguity, difficult and lengthy items were suitably modified. In short, the items were edited, scrutinised again and again with the help of the guide.

After constructing the items for the Attitude Scale, the investigator sought the cooperation of language experts and experienced persons in the field of education. All the items were checked separately by the experts and their suggestions were carried out so that the students, teachers and parents may not find it difficult in understanding the language of the items. Thus the items were made more practical.
Before finalising the tools, the collection of items were given to a panel of judges. 16 Judges were selected for this purpose.

The following table shows the composition of the judges for validating the Attitude Scale.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Profession</th>
<th>No. of the Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educationists</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Principals of DIETS</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Principals and Professors of Colleges of Education</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Senior Headmasters and teachers of Primary Schools</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Parents of students</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Members of Village Education Committee</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
The ensuing table presents the tools with components, their numbers with reference to the positive and negative items.

<table>
<thead>
<tr>
<th>Sr No</th>
<th>COMPONENTS</th>
<th>No. of the total Items</th>
<th>No. of Positive Items</th>
<th>No. of the Negative Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>SCALE OF ATTITUDE OF STUDENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Method of Teaching</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Basic Facilities</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3. Dropouts</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4. Library Facilities</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5. Government Aid</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>SCALE OF ATTITUDE OF TEACHERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Training in preparation of teaching Aids</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2. Use of the teaching Aids</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3. Activity Based Learning</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4. Students’ Enrolment</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5. Dropouts</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6. Students’ Participation</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7. Students’ Achievement</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8. Community Participation</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9. In-Service Training</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10. Supervision</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>SCALE OF ATTITUDE OF PARENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Literacy</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Basic Facilities</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3. Quality of Education</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4. Education of Girls</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5. Village Education Committee</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
3.4.2 PILOT STUDY

The tools constructed and standardised were put to test in pilot study. For this purpose four primary schools, two panchayat and two private aided were selected. 80 students were randomly selected from these schools, 20 from each and the Attitude Scale was administered to them. No time limit was fixed. Oral instructions regarding the mode of making was given before administration of the tool.

Likewise, 60 teachers were selected randomly from 12 primary schools, six panchayat union and six private aided for this purpose.

60 parents of the children studying in standard V were contacted in person by the investigator himself to obtain their responses to the tool. They willingly cooperated in responding to the request of the investigator.

RELIABILITY:

The correlation co-efficient of the tool was calculated by the use of both Split-Half and Test-Re-test method.

The following table shows the results of the Pilot study regarding correlation co-efficient of the tools.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>TOOL</th>
<th>Correlation Co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Split-Half Method</td>
</tr>
<tr>
<td>1</td>
<td>For Students</td>
<td>0.79</td>
</tr>
<tr>
<td>2</td>
<td>For Teachers</td>
<td>0.81</td>
</tr>
<tr>
<td>3</td>
<td>For Parents</td>
<td>0.82</td>
</tr>
</tbody>
</table>
The analysis of the data of the pilot study revealed that the tool was reliable and quite suitable for the use of the final study.

**VALIDITY**

The tools are constructed by identifying the dimensions which are closely related to the variables to be measured. The items generated are subject to Jure's opinion. The items are modified based on the pilot study and included in the Final Form of the tool. It ensures that the tools are valid and suitable for the final use of the study.

### 3.4.3. COLLECTION OF DATA

The area of investigation is Nagapattinam Revenue District in Tamil Nadu State. The copies of the tools were administered by the investigator to 400 students, 400 teachers and 400 parents. The students and parents were given oral instructions before they started filling in the tools.

### 3.5.0 SCORING

Each statement in all the tools has four responses. If it is a positive statement. The scores will be

- Strongly agree 4
- Agree 3
- Disagree 2
- Strongly disagree 1

If it is negative statement the scores will be

- Strongly agree 1
- Agree 2
- Disagree 3
- Strongly disagree 4
3.6.0 STATISTICAL MEASURES USED IN THE STUDY

The data collected were subjected to suitable statistical treatment to measure the attitude of students, teachers and parents towards Sarva Shiksha Abhiyan programme.

The following statistical measures were applied in analysing the data for drawing conclusions.

1. Measures of Central Tendency
2. Measures of Variability
3. Measures of Divergence from Normality
4. Level of significance of difference – ‘t’ value
5. Level of significance of difference – ‘F’ value
6. Chi-square Test
7. Correlation.

3.7.0 CONCLUSION

The chapter on Plan and Procedure of the study presents a descriptive procedure of the methodology adopted for a systematic study of the Sarva Shiksha Abhiyan programme and its relation to the biographical variables as well as the components of the programme.

Further, the type of research decided upon, the tools developed, the data collected, the hypotheses formulated, the variables and the components selected for the analysis and interpretation have all helped much in conducting this investigation with clear conceptualization to a successful completion.