5.1.0. INTRODUCTION

To achieve universal Elementary education the government of TamilNadu is taking various measures, in co-ordination with government of India and voluntary organisations. To achieve universal elementary education recently government of India have introduced a new scheme by name Sarva Shiksha Abhiyan (SSA-Education for all-people movement). The government of TamilNadu have implemented this scheme in two phases.

Sarva Shiksha Abhiyan is an effort to universalise elementary Educations by community ownership of the school system. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poor children through provision of community owned quality of education in mission mode.

5.2.0. 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 in aimed at evaluating the successful implementation of the SSA programme.

Hence the investigator has chosen the topic “A Study of Sarva Shiksha Abhiyan Programme at Primary level with Special reference to Attitude of Students, Teachers and Parents”

5.3.0. NEED AND SIGNIFICANCE OF THE STUDY

A large number of children continue to dropout from the system before completion of an education cycle, which severely affects the efficiency of the education system. However, dropout rate between upper primary grades is not very high. Children are taking more years to become primary graduates than
ideally required. The unfinished task in terms of out of school children is challenging one. Rigours efforts are needed to bring and retain all of them under the umbrella of education system.

The role of the teachers in SSA who are the field workers without whom the success of SSA is not possible and hence the investigation of their feelings and opinions on the various features of SSA become significant. Having motivated on this line the investigator has chosen the present Investigation “A Study of Sarva Shiksha Abhiyan Programme at Primary level with Special reference to Attitude of Students, Teachers and Parents”

5.4.0. 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.

5.5.0. VARIABLES IN 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.

5.6.0. 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 attitude of parents and the 
attitude of the students towards SSA programme at primary level.

5.7.0. METHODOLOGY

Normative survey method was adopted in the study.

5.7.1. Sample

A Sample of 400 students studying in primary and upper primary 
schools, 400 teachers working in primary and upper primary schools and 400 
parents in Nagapattinam district were selected using cluster-sampling 
technique.

5.7.2. 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.

5.7.3. DATA ANALYSIS

Descriptive statistics were used to describe the sample with reference 
to the variables taken for the study. In the differential analysis, the significance 
of difference between the groups was studied using t-test and F-test. Chi-square 
test was used for association studies. The co-efficient of correlation was 
determined by using Pearson’s product moment method.
5.8.0. FINDINGS

The following are the findings of the investigation.

1. There is a significant difference between the attitude of students towards SSA programme with respect to their – Age

   Significant difference is found between the students belonging to the Age groups Below and Above 10 years in all the components, namely, Teaching method, Basic facilities, Drop-outs, Library facilities, and Government Aid.

   Both groups of students express favourable attitude towards SSA programme.

2. Significant difference is noticed in the attitude of the boys and girls towards SSA programme as a whole.

   Significant difference is found only in the component – Library facilities. Significant difference is not found in the components such as Teaching method, Basic facilities, Drop-outs, and Government Aid.

   Both groups of students express favourable attitude towards SSA programme.

3. Significant difference is found between the students of Rural and Urban Schools with regard to their attitude towards SSA programme as a whole.

   Significant difference is noticed in all the components, namely, Teaching method, Basic facilities, Drop-outs, Library facilities and Government Aid.

   The students of both Rural and Urban Schools show favourable attitude towards SSA programme.

4. Significant difference is found between the students of Government and Private Aided schools towards SSA programme as a whole.
Significant difference is found in the attitude of students of Government and Private Aided schools in respect of the components – Basic facilities and Library facilities.

Significant difference is not found in the components – Teaching method, Drop-outs and Government Aid.

Students of both Government and Private Aided schools express more favourable attitude to SSA programme.

5. No significant difference is found in the attitude of students of Primary and Upper Primary towards SSA programme as a whole with reference to the variable – Type of school.

Significant difference is noticed in the component – Library facilities.

No significant difference is found in the components – Teaching Method, Basic facilities, Drop-outs and Government Aid.

The students of both Primary and Upper Primary schools have favourable attitude towards the SSA programme.

6. No significant difference is found in the attitude of teachers towards SSA programme with reference to their Age group (Above and Below 40 years of age) as a whole.

Significant difference is not found in all the ten components chosen for the study

i. Preparation of Teaching Aids
ii. Use of Teaching Aids
iii. Activity Based Learning
iv. Students’ Enrolment
v. Drop-outs
vi. Students’ Participation
vii. Students’ Achievement
viii. Community Participation
ix. In-service Training
x. Supervision

Teachers of both Age groups express favourable attitude towards SSA programme.

7. No significant difference is found in the attitude of teachers towards SSA programme in respect of their gender as a whole.

Significance of difference is not found in all the ten components selected for the study.

Both men and women teachers express favourable attitude towards the SSA programme.

8. No significant difference is found in the attitude of teachers towards SSA programme with reference to their educational qualification.

The variable, educational qualification of teachers has no impact on any of the components selected for the study.

Teachers with both Degree and Higher educational qualification evince favourable attitude towards SSA programme.

9. Significant difference is found in the attitude of teachers towards SSA programme with reference to their experience (Below and Above 20 years) as a whole.

Significant difference is noticed in all the components of the SSA programme except in students’ Enrolment.

Both teachers with more and less years of experience evince favourable attitude towards the SSA programme.

10. There is a significant difference between the Rural and Urban teachers in their attitude towards SSA programme as a whole.

Significant difference is found in the following components – Preparation of Teaching Aids, Drop-outs, Community Participation, In-service Training and Supervision.
No significant difference is noticed in the components, Use of Teaching Aids, Activity Based Learning, Students’ Enrolment, Students’ Participation and Students’ Achievement.

Both Rural and Urban teachers express favourable attitude towards SSA programme.

11. There is a significant difference between the teachers serving in the Primary and Upper Primary schools in their attitude towards SSA programme as a whole.

Significant difference is not found in all the components except in the use of Teaching Aids, where significant difference is noticed.

Teachers serving in Primary as well as Upper Primary show favourable attitude towards the SSA programme.

12. Significant difference is found between the teachers serving in Government and Private Aided schools in their attitude towards SSA programme as a whole.

No significant difference is noticed in the components – Use of Teaching Aids, Activity Based Learning, Students’ Enrolment, Drop-outs, Students’ Participation, Students’ Achievement and In-service Training.

Significant difference is observed in the components – Preparation of Teaching Aids, Community Participation and Supervision.

Teachers of both Government and Private Aided schools are favourably disposed to the SSA programme.

13. There is a significant difference in the attitude of the parents towards the SSA programme with reference to their age (Below and Above 40 years) only in the component – Quality of education.

No significant difference is found in their attitude towards the SSA programme with reference to their age in the under mentioned components.

i) Literacy

ii) Basic Facilities
iii) Education of the girls
iv) Village Education Committee

Both the age groups of parents show more favourable attitude towards the programme.

14. Significant difference is not found in any one of components selected for the study in relation to the attitude of the Parents towards the SSA programme pertaining to their gender.

Both men and women parents are more favourably disposed towards the SSA scheme.

15. No significant difference is found in the attitude of parents towards the SSA programme with reference to their Educational Qualification (up to School Education and Above School Education) in any of the components selected for the study.

Parents express more favourable attitude towards SSA programme irrespective of their educational qualifications, namely, upto and above school education.

16. Significant difference is found in the attitude of parents towards SSA programme with reference to their occupation in all the variables selected for the study, namely,

i. Attitude of parents towards SSA
ii. Literacy of parents
iii. Basic facilities
iv. Quality of education
v. Education of girls
vi. Village Education Committee.

17. Significant association is found in the attitude of students towards SSA programme and their age in the following components.
a) Total attitude of students towards SSA
b) Teaching method
c) Basic facilities
d) Drop-outs
e) Library facilities
f) Government Aid

18. Significant association is not found in the attitude of students towards SSA programme in respect of their gender in the undermentioned components.
   a) Total attitude of students towards SSA programme
   b) Teaching method
c) Basic facilities
d) Drop-outs
e) Library facilities
f) Government Aid

19) Significant association is found in the attitude of students in the following components towards SSA programme in relation to the location of school.
   a. Total attitude of students towards SSA programme
   b. Teaching method
c. Basic facilities
d. Drop-outs
e. Library facilities
f. Government Aid

20) Significant association is found in the attitude of students towards SSA programme with regard to the type of management in the following components.
   a. Total attitude of students towards SSA programme
   b. Basic facilities
c. Library facilities
Significant association is not found in the attitude of students towards SSA programme in respect of management in the components mentioned below.

a) Teaching method
b) Drop-outs
c) Government Aid

21) Significant association is found in the attitude of students towards SSA programme pertaining to the variable – type of school in the following components.

a. Total attitude of students towards SSA programme
b. Basic facilities
c. Drop-outs
d. Library facilities
e. Government Aid

Significant association is not found in the attitude of students towards SSA programme with reference to the type of school in the following component only – teaching method.

22. Significant association is found in the attitude of teachers towards SSA programme in respect of their age in the component – Students’ achievement alone.

No significant association is noticed in their attitude towards SSA programme relating to their age in the following components of the programme.

i) Preparation of Teaching Aids
ii) Use of Teaching Aids
iii) Activity Based Learning
iv) Students’ Enrolment
v) Drop-outs
vi) Students’ Participation
vii) Community Participation  

viii) In-service Training  

ix) Supervision  

23. Significant association is found in the attitude of teachers towards SSA programme with reference to their gender in the component – Students’ Participation.  

Significant association is not found in their attitude towards the programme with reference to their gender in the components mentioned hereunder.  

i) Preparation of Teaching Aids  

ii) Use of Teaching Aids  

iii) Activity Based Learning  

iv) Students’ Enrolment  

v) Drop-outs  

vi) Students’ Achievement  

vii) Community Participation  

viii) In-service Training  

ix) Supervision  

24. Significant association is found in the attitude of teachers in the Degree and their counterparts, teachers with higher education only in their total attitude towards SSA programme.  

Significant association is not found in their attitude towards the programme in all the components mentioned herewith  

i) Preparation of Teaching Aids  

ii) Use of Teaching Aids  

iii) Activity Based Learning  

iv) Students’ Enrolment  

v) Drop-outs  

vi) Students’ Participation
vii) Students’ Achievement  
viii) Community Participation  
ix) In-service Training  
x) Supervision  

25. Significant association is found in the attitude of teachers with experience of up to 20 years and above 20 years, in their attitude towards SSA programme as a whole.

Significant association is found in their attitude towards the programme in the following components.
i) Preparation of Teaching Aids  
ii) Use of Teaching Aids  
iii) Activity Based Learning  
iv) Drop-outs  
v) Students’ Participation  
vi) Students’ Achievement  
vii) In-service Training  
viii) Supervision  

Significant difference is not found in their attitude towards the programme in the under mentioned components.
i) Students’ Enrolment  
ii) Community Participation  

26. Significant association is found in the attitude of both Rural and Urban teachers in their attitude towards the SSA programme as a whole.

Significant association is not found between the Rural and Urban teachers in all the ten components selected for the study.
27. Significant association is found in the attitude of teachers of both Primary and Upper Primary schools with regard to their attitude towards SSA programme in general.

Significant association is not found in all the components, except in – Students' Achievement in which significant association is noticed.

28. Significant association is found in the attitude of both Government and Private Aided teachers in their attitude towards SSA programme in general.

Significant association is found in the following components of the programme between teachers of Government and Private Aided schools.

i) Preparation of Teaching Aids

ii) Use of Teaching Aids

iii) Students' Enrolment

iv) Drop-outs

v) Students' Participation

vi) Supervision

Significant association is not found in the following components of the programme between the teachers serving in Government and their counterparts in Private Aided schools.

i) Activity Based Learning

ii) Students' Achievement

iii) Community Participation

iv) In-service Training

29. Significant association is found in the attitude of parents towards SSA programme with reference to their age in the following components of the scheme.

i) Literacy

ii) Basic facilities

Significant association is not found in the following components.

i) Quality of education
ii) Education of girls
iii) Village Education Committee

30. Significant association is found in the attitude of parents towards SSA programme pertaining to their gender only in their attitude towards the SSA programme as a whole.

   Significant association is not found in the components listed hereunder.

   i) Literacy
   ii) Basic facilities
   iii) Quality of education
   iv) Education of girls
   v) Village Education Committee

31. Significant association is not found in the attitude of parents towards SSA programme in respect of their qualification in all the components chosen for the study, namely,

   i) Literacy
   ii) Basic facilities
   iii) Quality of Education
   iv) Education of girls
   v) Village Education Committee, except in the attitude of parents towards SSA as a whole.

32. Significant association is found in the attitude of parents towards SSA programme in respect of their occupation in all the components selected for the present study, namely,

   i. Attitude of parents towards SSA
   ii. Literacy of parents
   iii. Basic facilities
   iv. Quality of education
   v. Education of Girls
33. There is a slightly positive correlation between the students and the teachers with reference to their attitude towards SSA programme.

34. There is a slightly positive correlation between the teachers and the parents with regard to their attitude towards SSA programme.

35. There is a slightly positive correlation between parents and students with reference to their attitude towards SSA programme.

5.9.0. DISCUSSION: COMPARISON OF FINDINGS WITH OTHER STUDIES

Aggarwal, Yash (1998) in his research “A National Trend Analysis” found out that after the introduction of DPEP programme, the enrolment of students, especially girls has increased from year to year in the States where the programme was implemented. The New Curriculum constructed under DPEP proved a success and some states have decided to introduce the New curriculum in their primary schools. His investigation has also brought to light that successful community awareness and mobilization campaigns under DPEP have continued to significant accelerated increase in enrolment. The present investigation has also revealed that enrolment, especially that of girls has been increasing from year to year in the schools where SSA programme is implemented. Further, the findings of research also concur in to the findings of Aggarwal (1998) with reference to the success of community awareness and involvement.

Sundar (2000) in his study on “The Socio-Economic Analysis of school drop-outs and Enrolment with special reference to Primary education in Cuddalore District in Tamil Nadu” found that due to the effective implementation of SSA scheme for girls, there has been a significant decrease in the drop-out rate of girl students. It is interesting to note that the findings of
the present research concur with the finding as far as the enrolment of girls is concerned.

Malathi Duraiswamy, (2006) in her investigation “Enrolment and Retention of Girls in Elementary Education in Tamil Nadu” found that there has been a very significant increase in the enrolment of girls during the period 2006—2007 and that is the result of the increase in education of mothers. This again is in concurrence with the findings of the present investigation.

The present study reveals that the men and women parents do not differ in their attitude towards SSA programme. This concur with the result of Mohanasundaram and Kannan (2001) reported that men and women parents do not differ in their attitude towards women's education. Both the men and women parents have favourable attitude towards women's education.

The present study reveals that the teachers of rural and urban schools do not differ in their attitude towards SSA programme. This concur with the result of Ramana (2000) who reported that the teachers working both in urban and rural schools had the similar opinion towards teachers centres.

The present study reports that men and women teachers do not differ in their attitude towards SSA programme. This is in disagreement with the result of Ramana (2000) who reported that female teachers had a positive attitude towards teacher centres.

The finding of the present study reveals that the teachers do not differ significantly in their attitude towards SSA programme in respect of their educational qualification. This is in agreement with finding of Ramana (2000) who reported that TTC and B.Ed. qualified teachers have similar opinion towards teacher centres.

The present study shows that significant difference is found in the attitude of teachers towards SSA programme with reference to their experience. This concur with the result of Ramana (2000) who reported that teachers with more teaching experience had positive opinion on the teacher centres.
5.10.0. CONCLUSIONS AND EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study reveals that the students, teachers and the parents express favourable attitude towards the implementation of the Sarva Shiksha Abhiyan programme at primary level. They expressed that the basic facilities like class rooms, free text-book, teaching learning materials, in-service training programme for teachers, training of community leaders were provided through SSA programme. There is a significant correlation between the attitude of students and teachers towards SSA programme at primary level. There is a significant correlation between the attitude of teachers and the attitude of parents towards SSA programme at primary level. There is a significant correlation between the attitude of parents and the attitude of the students towards SSA at primary level.

EDUCATIONAL IMPLICATIONS

The study reveals that the schools were benefited in the following ways through SSA programme implementation.

1. The Primary schools in the study area in which SSA programme was implemented received basic infra-structure facilities. This enabled the teachers to provide quality education to students.

2. The schools were provided with necessary free text-books, reference books, supplementary books and other learning materials which enhanced the teaching-learning process.

3. The schools were provided with necessary and adequate teaching-learning materials through SSA programme which helped the teachers in their teaching and the students in their learning.

4. The teachers working in the schools where SSA programme was implemented were provided with opportunities to undergo In-service training programme which helped the teachers to up-date their knowledge and improve
their teaching skills. This process has enhanced the learning attainment of the student.

5. Awareness programme were organized through SSA programme to the Community leaders and this process has helped to a great extent to solve the problems, like illiteracy, drop-outs, stagnation and girls’ education.

Thus the study reveals that the SSA programme implemented at primary level helped to enhance the product and quality of primary education by providing the basic facilities and creating a conducing climate in the schools. The intervention of SSA has improved the enrolment rate and completion rate of the students in the primary level. It helped to achieve 100% required level of learning attainments at the primary level. No doubt the SSA programme helped to achieve the aim of education for all at the primary level.

5. 11.0. RECOMMENDATIONS

On the basis of the findings of the present study, the investigator puts forth the following recommendations for consideration to revitalize the Sarva Shiksha Abhiyan programme. To make the programme still more effective, systematic efforts should be taken at different levels.

I. GOVERNMENT OF INDIA (NCERT AND NCTE)

The government of India, Ministry of Human Resources and Development which initiated the programme in 2000 may organize a decennial review in 2010 to evaluate the effectiveness of the programme and for revitalizing it. An effective follow up is essential for proper feedback.

II. GOVERNMENT OF TAMILNADU (SCERT)

Necessary steps may be taken to popularize the programme by creating public opinion. Awareness programmes may be organized to make the public, especially young parents to know more about the programme, its importance and necessity.
Workshops, orientation programmes, seminars and In-service programmes may be organized for teachers who are handling the first five classes in Primary schools.

The principles and practice of the SSA programme should be included in the syllabus of Diploma in Teacher Education Course.

DIETs
Awareness programs may be organized to create awareness among the public regarding the new methodology which is being implemented through SSA at the primary education level, namely, Activity Based Learning (ABL method).
Periodical and systematic supervision of the schools should be made where the programme is implemented in order to encourage the teachers and to provide them proper feedback.

PRIMARY SCHOOLS
The heads and teachers of Primary and Upper Primary schools in cooperation with the members of the concerned communities strive hard for the development of Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs).

COMMUNITY
The staff of the Primary schools should establish a rapport with the members of the Village Education Committees and work along with them in motivating the parents to realize their role in making “Education for All” scheme a success.

PARENTS
Parents must be encouraged to participate regularly in the Parent-Teacher Association meetings, and offer their suggestions for the effective functioning of the scheme.
5.12.0 SUGGESTIONS FOR FURTHER STUDY

The present investigation is an attempt to explore a new field and there is ample scope for an immense amount of pioneering work. Though the study has helped us to understand in a better perspective certain problems connected with the programme, it has raised several thought provoking questions which require further research.

The following are some of the topics suggested for further research.

1. The tools developed and standardized in this research may be used for studying the attitude of students, teachers and parents in other districts in Tamil Nadu for the purpose of a comparative study.

2. The method which has been recently developed and used in the Primary schools, namely “Activity Based Learning” (ABL) may be taken up for investigation to find out its relative superiority over the old and traditional methods of teaching at Primary school level.

3. The effectiveness of the In-service training programmes organized for the Primary school teachers in Tamilnadu by the SCERT and DIETs may be investigated with special reference to SSA programme.

4. A research may be undertaken to study the participation of the community in the education of their children at the Primary school stage with special reference to the SSA programme.

5.13.0 CONCLUSION

A brief summary and conclusions of the study was given in this chapter. The finding of the study, educational implications and recommendation was given in this chapter.