Chapter - 7

SUMMARY,
MAJOR FINDINGS
AND SUGGESTIONS
7.1 Introduction
7.2 Summary
7.3 Major Findings
7.4 Educational Implications
7.5 Suggestions
7.6 Conclusion
Chapter 7
Summary, Major Findings and Suggestions

7.1 Introduction

In the present chapter investigator present summary of the whole research work and on the basis of data analysis, major findings of the studies are presented. Moreover discussion of the findings, education implications and suggestions for further researches are discussed.

7.2 Summary

The problem under study is A study of perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). Perception means to see the wholeistic way. It is a process which involved sensory stimulation, past experiences, efficiencies, attitude, personality and social factor of the perceiver. In the present study the score on the perception scale which is constructed and standardized by the researcher is perception of the teachers towards S.S.A.M.

The construction means to construct the statement for the scale. Standardization means reliability and validity should be given. Teachers mean the teachers belonging to government primary schools of Gujarat state. Sarva Shiksha Abhiyan Mission (S.S.A.M.) is a programme designed as a cooperative mission of the state and central
governments as response to the demand for quality primary education in all over the country.

Objectives of the studies were as follows.


3. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to gender.

4. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to area.

5. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to age.

6. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to qualification.

7. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to experience.

8. To Study the main and interaction effects of the variables like age, qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

As per above mentioned objectives and independent variables following hypotheses were constructed.

1. There will be no significant difference between the mean score of the perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to gender.
2. There will be no significant difference between the mean score of the perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to area.

3. There will be no significant main effect of the independent variables (age, qualification and experience) on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

4. There will be no significant interaction effect between age and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

5. There will be no significant interaction effect between age and qualification on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

6. There will be no significant interaction effect between qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

7. There will be no significant interaction effect between age, qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

The present study was limited to the government primary schools of urban and rural area of each district of Gujarat State. With respect to different schemes of Sarva Shiksha Abhiyan Mission (S.S.A.M.) the study is limited to the schemes of community participation, alternative schooling (ALS), Integrated Education For Disable Child (IEDC), Early child Care Education Centre (ECCE), Teaching Learning Material (TLM), Training and Civil work.

The present study was confined to government primary school teachers belonging to urban and rural areas’ of Gujarat state. The total numbers of the teachers of the sample was 4000. Out of 4000 teachers, there were 2160 teachers of rural area and 1840 teachers of urban area. There were 1063 male and 1097 female teachers of rural area and 947 male and 893 female teachers of urban area. The stratified random sampling method was applied for the selection of the sample.
The study was mainly on construction and standardization of perception scale for teachers belonging to primary school of urban and rural area of Gujarat state. The other objective was to find out the relationship between the teacher having different group level i.e. gender, age, no. of years of teaching experience and qualification. In order to obtain the data to arrived at proper results of the study, the investigator had decided to adopt survey method which was considered appropriate method for obtaining specific information for study.

The investigator decided to construct the perception scale measuring teachers’ perception towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) mainly consists seven schemes. Each schemes differently deals with enrollment, retention and quality education to achieve the goal of UEE. Each component works differently with different characteristics. The steps for construction and standardization of the perception scale were:

The first step was to prepare perception scale having two parts as part I with 100 statements on the basis of the characteristics of each schemes and part II with five open ended questions. To make the tool more concrete and ideal it was circulated to experts like administrative and educational officers of S.S.A.M., Sr. lecturer and lecturer from GCERT and DIET, professors and readers who works with research project of S.S.A.M.

As per experts’ guidance and suggestions some modifications were made in the perception scale. 15 statements and 1 open ended questions were rejected by the experts. So with 85 statements of various schemes and 4 open ended questions were applied on 125 teachers for pre pilot work.

Out of 85 statements and 4 open ended questions, 72 statements and 3 open ended questions were applied for pilot tryout. Pilot tryout was administered on 400 government primary school teachers of Surendranagar, Sabarkantha, Kheda, Bhavanagar and Gandhinagar districts. Out of 72 statements, 60 statements and 3 open ended questions were selected for the final run. The item analysis was carried out, t-test technique was used for item analysis work. The final run was administered to the representative unbiased sample of 4000 teachers of government primary school who were teaching in academic year 2010-11.
For the standardization of the tool, reliability and validity were estimated. Various methods have been used to study the reliability like Test – Retest, Split – half, Rulon and Flanagan formula. Reliability coefficient of the present scale ranges from 0.89 to 0.94. Thus, the scale has high reliability. To estimate the validity of the scale face validity and construct validity were applied. With respect to construct validity of the scale there was no significant difference between the expected and observed weightage given to the different types of each schemes. With respect to face validity with the help and opinion of the experts selection of the statements were done and validity was decided. So it can be concluded that scale possessed fairly high and good validity.

The classification of individuals in five different categories on the basis of the scores on perception scale was done. There levels were very low, low, middle, high and very high. As the score were less than 191, 192 to 198, 199 to 204, 205 to 211, 212 and above respectively.

The data obtained from the relevant sources has been analyzed by using following statistical techniques. For the measurement of perception of whole group of teachers consisting the sample, mean median and standard deviation has been calculated. Find out the effect of gender and area on perception t-test was calculated and to find out the effect of age, qualification and experience data was analyzed using ANOVA and 3x3x3 factorial design. For the part II of the scale analysis were done by calculating frequency and percentage.

## 7.3 Major Findings

Major findings of the present study were as follows.

1. Perception scale possessed high reliability and validity.

2. There was a difference between male and female primary school teachers’ perception towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). Male primary school teachers possessed very high perception than female primary school teachers.
3. There was a difference between urban and rural area primary school teachers’ perception towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). Teachers of urban area school possessed very high perception than the teachers of rural area schools.

4. The main effect of age was significant on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). Teachers (Above 40 years) possessed very high perception than middle age (29years to 39 years) and younger age (18 years to 29 years) teachers.

5. The main effect of qualification was not significant on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). More qualified teachers possessed very high perception than the teachers having qualification of P.T.C.

6. The main effect of experience was not significant on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). Teachers having experience of less than 5 years, 5 to 10 years and more than 10 years possessed high perception.

7. There was no interaction effect between age and qualification on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

8. There was significant interaction effect between age and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

9. There was no interaction effect between qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

10. There was an interaction effect between age, qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).
Teachers’ opinion on efficiencies, problems and suggestions for community participation scheme of S.S.A.M.

Teachers’ opinion on efficiencies developed through the scheme of community participation of S.S.A.M. were

- Being co-operative and community centered
- Understanding the problems of parents and Dialects
- School developing

Problems faced by the teachers in community participation schemes were

- Lack of parents awareness and co-operation
- Problem of parents low economic condition

To overcome the difficulties of the community participation scheme teachers suggested following remedies as

- Give responsibility to the SMC members
- Regular and supportive monitoring by administrative officers
- Regular arrangements of monthly parents meeting
- Reward to parents for community participation

Teachers’ opinion on efficiencies, problems and suggestions for Alternative schooling scheme of S.S.A.M.

Teachers’ opinion on efficiencies developed through the scheme of ALS of S.S.A.M. were

- Working for enrollment and retention
- Developing efficiency of positive attitude
- Being aware of bridge course and remedial activities

Difficulties faced by the teachers in Alternative Schooling (ALS) scheme were

- Problem of retention
- Lack of proper survey
- Parents co-operation
Teachers suggested remedies to solve the problems of Alternative Schooling (ALS) scheme were

- Organizing more programmes or activities for parents awareness
- Proper survey
- Regular and strict monitoring

**Teachers’ opinion on efficiencies, problems and suggestions for integrated education for disabled child scheme of S.S.A.M.**

Teachers’ opinion on efficiencies developed through the scheme of IEDS of S.S.A.M. were

- Having sympathy, love and co-operation for disabled child
- Being helpful to disabled children.
- Helping them out to overcome inferiority complex
- Being aware with the need and activities of disabled children

Teachers faced the problems regarding Integrated Education for Disabled Child (IEDS) scheme were

- Problem of maladjustment
- Lack of parents awareness and co-operation
- Lack of proper aids and appliances
- Lack of supported itinerant teachers

Teachers Suggested remedies for Integrated Education for Disabled Child (IEDS) scheme were

- Provide proper aids and hostel facilities
- Recommended special monitoring
- Arrangement of workshop for better use of aids and appliances
- Educating the parents

**Teachers’ opinion on efficiencies, problems and suggestions for early child care education scheme of S.S.A.M.**

Teachers’ opinion on efficiencies developed through the scheme of ECCE of S.S.A.M. were
• Understanding child psychology
• Working for enrollment
• Mainstreaming the children
• Being aware with the health and problem of children

Teachers felt the problems regarding Early Child Care Education (ECCE) scheme were

• Lack of community awareness and co-operation
• Lack of sufficient remuneration
• Lack of proper understanding of child psychology among the teachers
• Lack of sufficient arrangements for lunch and TLM

Teachers Suggested the remedies for Early Child Care Education (ECCE) scheme were

• Give responsibility to local person with proper remuneration
• Strict and regular monitoring
• Appoint regular Balmitra
• ECCE center will be in the school itself so it will be useful in enrollment

**Teachers’ opinion on efficiencies, problems and suggestions for teaching learning material scheme of S.S.A.M.**

Teachers’ opinion on efficiencies developed through the scheme of TLM of S.S.A.M. were

• Making teaching learning process qualitative and interesting
• Making teaching learning process constructive and creative
• Making teaching learning process child centered

Problem faced by the teachers with respect to TLM were

• Taking care of TLM
• Usage of readymade TLM

To overcome the difficulties of the TLM scheme, teachers suggested following remedies.

• Raw material should be given to teachers
• More workshop should be conducted on making of TLM
• Some reformation should be needed regarding the grant

**Teachers’ opinion on efficiencies, problems and suggestions for training scheme of S.S.A.M.**

Teachers’ opinion on efficiencies developed through the scheme of training of S.S.A.M. were

• Being constructive
• Updating with the current trends
• Being efficient in their work

Difficulties faced by teachers in Training scheme were

• Each and every teachers cannot get the chance in training programme
• Repetition of training programme and teachers
• Expertise in imparting training
• Lack of use of new techniques and methods

The remedies suggested by the teachers to solve the problem of Training scheme were

• Each and every teacher should get a chance so the repetition of teachers can be avoided
• Training should be given by professional experts
• New techniques and methods should be used in training programme

**Teachers’ opinion on efficiencies, problems and suggestions for civil work scheme of S.S.A.M.**

Teachers’ opinion on efficiencies developed through the scheme of civil work of S.S.A.M. were

• Developing efficiency in developing civil work sense
• Developing efficiency in developing managerial skill for construction work

Teachers faced the difficulties in Civil Work scheme were

• Disturbance in their regular class room teaching
• Incompletion of civil work within time frame
• Lack of required help and facilities for construction work

The remedies suggested by the teachers to solve the problem of Civil Work scheme were

• Construction work should be implemented under the observation of SMC committee
• Strict and regular monitoring
• Civil work should be done during vacation time
• Regarding the arrangement of material and proper management should be done by the administrative officers

7.4 Educational Implications

The present study will be helpful and act as a feedback for the teachers, head teachers, BRCCs, CRCCs, CRGs, DIET and educational administrative officers working in S.S.A.M. Programme. It will also be helpful to know the requirements, efficiencies and problems of the teachers and it will be further helpful for their planning.

Perception Scale will be very helpful to know the wholistic view of the teachers regarding S.S.A.M. This study will also be helpful for researchers who are doing or may conduct the study related to such educational programme working for the quality enhancement of elementary education. The study will also be helpful to the group of educational administrative officers working with S.S.A.M. to see the existing status of a co-operative mission of the state and central governments as a response to the demand for qualitative primary education all over the country.

Through this study teachers’ problems and suggestions regarding various schemes of S.S.A.M. will come to know. Their suggestions will be helpful to increase community participation and larger community participation will lead to increase enrollment and retention of the school children.
7.5 Suggestions

In the present study, suggestions are divided into two parts. It may be useful for community, teachers, principals and administration. Suggestions are as follows.

- **Suggestions for community**
  - The purpose of Sarva Shiksha Abhiyan Mission (S.S.A.M.) can be fulfilled if there is cooperation between the principals, teacher, students and community in educational activities.
  - Regarding awareness of different strategies of Sarva Shiksha Abhiyan Mission (S.S.A.M.), Special workshop should be organized for SMC members.

- **Suggestion for the teachers and principals**
  - It is needed to have regular parent’s meeting with the teachers on clear cut understanding about the objectives of Sarva Shiksha Abhiyan Mission (S.S.A.M.).

- **Suggestion for administration**
  - Special innovative and motivational workshops should be organized for younger and middle aged teachers.
  - Timely monitoring and support should be provided by educational administrative officers.

- **Suggestions for further research**

  The following suggestions may be useful for the further research.

  - A study of perception of community members towards Sarva Shiksha Abhiyan Mission (S.S.A.M.)
  - A study of perception of Head Teachers of Government Primary Schools towards Sarva Shiksha Abhiyan Mission (S.S.A.M.)
  - A study of perception of B RCS and CRCS towards Sarva Shiksha Abhiyan Mission (S.S.A.M.)
A comparative study of the perception of BRCS and CRCS towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to some variables.

A comparative study of the perception of community members towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to area.

A comparative study of the perception of primary school teachers in government and private schools towards Sarva Shiksha Abhiyan Mission (S.S.A.M.)

A study of perception of primary school teachers towards National Programme for Girls at Elementary Level (NPGEL)

A study of perception of primary school teachers towards Kasturba Gandhi Balika Vidyalaya (KGBV)

7.6 Conclusion

This study aims to construct and standardize perception scale and to know the perception of government primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). For that an honest attempt is made by the investigator. The present study is concluded here by achieving decided objectives and hypotheses. The researcher hopes this study will be useful to administrators, teachers and educationalist to achieve the goal of Sarva Shiksha Abhiyan Mission (S.S.A.M.) and to develop and improve enrollment, retention and qualitative education.