

## **A STUDY ON DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS ATTITUDE TOWARDS UNIVERSALISATION OF ELEMENTARY EDUCATION OF CHINNARA ANGALA PROGRAMME**

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### **Abstract:-**

The purpose of the study was to “A STUDY ON DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS ATTITUDE TOWARDS UNIVERSALISATION OF ELEMENTARY EDUCATION OF CHINNARA ANGALA PROGRAMME”. In this present study, the investigator has used stratified random sampling method. 400 Govt. Primary School teachers where Chinnara Angala Centers were attached and situated in rural and urban areas of one educational district of Mandya & seven revenue districts of Kolar, Mysore, Ramanagar, Madikeri, Chamarajnagar, Dakshina Kannada and Bangalore of South-East Karnataka region were selected and it is revealed that; i) Policies of chinnara angala programme and finance and support are not helpful in increasing the attitude of male teachers towards universalisation of elementary education, ii) Positive opinion towards devices, methods of teaching and motivation, parental awareness and community participation, finance and support, family structure, their socio-economic status and problems of chinnara angala programme and Infrastructure and special provisions for chinnara angala programme are increasing the female teachers’ attitude towards universalisation of elementary education.

**Keywords:-** Chinnarangala Programmes, Attitude, Teaching Experience

### **Introduction:-**

#### **Concept of Chinnar Angala**

Bringing the children who have remained outside the school in to the fold of school system.

Those children who have dropped and are out of the school, will have forgotten what they have learnt earlier. It may be difficult for these children to adjust with the school environment and teaching methods, if enrolled into formal system of schooling. In such situation the school may become unattractive to these children and once again there is chance of these children leaving the school. Therefore instead of admitting these children directly to the formal schooling, it is better to admit them to a bridge-course. By identifying abilities of the children activity oriented and joyful learning may be provided which would develop interest in schooling and thereby encourage the children to continuously attend the school programme itself is known as chinnara angala programme. The children who have joined and dropped out of the school are made to meet at a definite place happily singing and enjoying together for a limited time with minimum Level of Learning to continue in this kind of education it is desired to establish the centres of chinnara angala wherever necessary.

### **Objectives of the chinnara angala**

- 1) To identify the drop-outs children between the age group of 7-14 years and make them to enroll into chinnara angala centres.
- 2) Increasing interest in learning among them, attracting children through non-traditional methods such as games, songs, stories or creative activities.
- 3) To develop the competencies according to the age group of the children.
- 4) To admit children to formal school, who have joined chinnara angala during summer or other periods based on competencies they have gained.
- 5) To see that the children will continue in the school where they have been admitted.

### **Chinnara Angala:**

Designed as a school readiness programme, chinnara angala intends to enable eligible dropouts and non-enrolled children in the age group of 6-14 years to enroll into regular schools. chinnara angala is a course conducted during summer holidays to mainstream of who were bring them into out-of-school children. Volunteers appointed from the village youth, teaches the children. An intensive, condensed form of the curriculum (bridge course) is taught, at the end of the children are enrolled in appropriate classes. The duration of the intervention was initially 60 days. Later, it was decided to continue till all children were entered into formal school.

The government provides mid-day meals and financial assistance for buying learning materials for these children. Along with the teachers one local volunteer, who is educated will be appointed for the purpose. In many places local communities adopt the schools and provide school bag, books, writing materials etc. In some places some provisions and programmes from the ministry of backward class are implemented and through these programmes the students are provided with hostel facilities and food.

### **North-East Karnataka State**

North -East Karnataka is a region of the Karnataka State which of eight districts viz: Dakshina Kannada, Kolar, Chamaraj Nagar, Bangalore, Ramanagar, Mandya, Mysore, Madikeri.

### **Need and Significance of the Study**

In order to improve the literacy rate, the Govt. of India and the Government of Karnataka have implemented various alternate schemes such as Chinnara Angala, Ba Marali shalege, cooliyinda shalege, Akshara and other programmes.

When a survey about the Accelerated Learning Programme as launched by Azim Premji Foundation was undertaken, the investigator came across with many children who were not going to schools and who had not enrolled their names under the compulsory scheme of Elementary Education.

Among various schemes of alternative education chinnara angala programme was found to be attractive since the said programme which was launched in the year 2000 April / May under DPEP continued even under Sarva Shikshana Abhiyana scheme. While other schemes were stopped at the level of DPEP itself. This particular aspect motivated the investigator to take up a study on chinnara angala programme.

Therefore, a study on the effective implementation of chinnara angala programme is thought of with variables like socio-economic conditions of parents of drop-outs and causes for drop-outs, parental attitude and teachers' attitude.

### **Objectives of the Study**

1. There is no significant difference between male teachers belonging to different districts of South - East Karnataka state with respect to attitude towards dimension of universalization of elementary education.

2. There is no significant difference between female teachers belonging to different districts of South - East Karnataka state with respect to attitude towards dimension universalization of elementary education.

### **Hypotheses**

1. There is no significant difference between male teachers belonging to different districts of South - East Karnataka state with respect to attitude towards dimension of universalization of elementary education.
2. There is no significant difference between female teachers belonging to different districts of South - East Karnataka state with respect to attitude towards dimension universalization of elementary education.

### **Methodology**

The investigator has used descriptive and normative survey method for the present study.

### **Sample**

To study the parental attitudes towards chinnara angala programe totally 800 parents, 400 each from rural and urban areas were selected based on stratified random sampling technique. These parents represent from Dakshina Kannada, Kolar, Chamaraj Nagar, Bangalore, Ramanagar, Mandya, Mysore, Madikeri district of South-Eastern Karnataka region both from rural and urban area. These are the parents of drop-out children of the schools who have enrolled in chinnara angala centres presently. In this present study, the investigator has used stratified random sampling method.

### **Tools**

Teacher Attitude scale towards Chinnara Angala Programme developed by the Researcher

### **Statistical Techniques**

Karl Pearson's co-relation co-efficient technique

### **Analysis and Interpretation**

**Hypothesis-** : There is no significant difference between male teachers belonging to different districts of South - East Karnataka state with respect to male teachers attitude towards dimension of universalization of elementary education.

To achieve this hypothesis, Karl Pearson's co-relation co-efficient technique and the results are presented in the following table:

**Table-1: Results of co-relation co-efficient between the attitudes of teachers towards different dimensions of Chinnara angala programme of South - East Karnataka State.**

dimensions of chinnara angala programme	Male Teachers' attitude towards universalisation of Elementary Education.			
	co-relation coefficient (r)	t-value	p-value	Signi.
policies of chinnara angala programme	-0.2265	- 3.3866	<0.05	S
role of teachers and volunteers in chinnara angala programme	-0.0490	- 0.7148	>0.05	NS
devices, methods of teaching and motivation	0.0129	0.1874	>0.05	NS
parental awareness and community participation.	-0.1105	- 1.6188	>0.05	NS
finance and support	-0.2269	- 3.3924	<0.05	S
family structure, their socio-economic status and problems of chinnara angala programme	0.0705	1.0294	>0.05	NS
infrastructure and special provisions for chinnara angala programme	-0.0164	- 0.2381	>0.05	NS
universalisation of elementary education	-0.0675	- 0.9852	>0.05	NS

The results of the table4-27: reveal that,

- A significant and negative association was observed between policies of chinnara angala programme and attitude towards universalisation of elementary education ( $r=-3.3866$ ,  $p<0.05$ ), Finance and Support and attitude of male teachers towards universalisation of elementary education ( $r=-3.3924$ ,  $p<0.05$ ) at 0.05% level of significance in reference to their attitude. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that policies of chinnara angala programme and finance and support are not helpful in increasing the attitude of male teachers towards universalisation of elementary education.
- But the remaining programmes are not significantly associated with attitude towards universalisation of elementary education towards attitudes of male teachers at 0.05% level of significance in reference to their attitude. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

**Hypothesis:** There is no significant difference between female teachers belonging to different districts of South - East Karnataka state with respect to attitude towards dimension universalization of elementary education.

To achieve this hypothesis, Karl Pearson's co-relation co-efficient technique and the results are presented in the following table:

**Table-2: Results of co-relation co-efficient between the attitudes of female teachers towards dimensions of effectiveness of Chinnara angala programme and universalisation of elementary education of South - East Karnataka State.**

dimensions of chinnara angala programmes	Female teachers' Attitude towards universalisation of Elementary Education.			
	co-relation co-efficient (r)	t-value	p-value	Signi.
policies of chinnara angala programme	-0.0991	-1.3504	>0.05	NS
role of teachers and volunteers in chinnara angala programme	-0.0748	-1.0180	>0.05	NS
devices, methods of teaching and motivation	0.2889	4.0931	<0.05	S
parental awareness and community participation.	0.1156	1.5791	<0.05	S
finance and support	0.2029	2.8101	<0.05	S
family structure, their socio-economic status and problems of chinnara angala programme	0.1955	2.7038	<0.05	S
infrastructure and special provisions for chinnara angala programme	0.2249	3.1312	<0.05	S
universalisation of elementary education	-0.1766	-2.4341	<0.05	S

The result of the table-4.28 reveals that,

- A significant and positive association was observed between dimensions of devices, methods of teaching and universalisation of elementary education ( $r=0.2889$ ,  $p<0.05$ ), parental awareness and community participation and universalisation of elementary education ( $r=0.1156$ ,  $p<0.05$ ), finance and support universalisation of elementary education ( $r=0.2029$ ,  $p<0.05$ ), family structure, their socio-economic status and problems of chinnara angala programme and universalisation of elementary education ( $r=0.1955$ ,  $p<0.05$ ), infrastructure and Special provisions for chinnara angala programme and universalisation of elementary education ( $r=0.2249$ ,  $p<0.05$ ) at 0.05% level of significance. In reference to female teachers' attitude. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that these dimensions show positive opinion towards devices, methods of teaching and motivation, parental awareness and community participation, finance and support, family structure, their socio-economic status and problems of chinnara angala programme and Infrastructure and special provisions for chinnara angala programme are increasing the female teachers' attitude towards universalisation of elementary education.
- A significant and negative association was observed between Effectiveness of Chinnara angala programme and attitude towards universalisation of elementary education ( $r=-0.1766$ ,  $p<0.05$ ) of female teachers at 0.05% level of significance. In reference to their attitude. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that effectiveness of chinnara angala programme contrinrary decreases the attitude of female teachers' attitude towards universalisation of Elementary Education.

But the remaining programmes are not significantly associated with attitude towards universalisation of elementary education of female teachers 0.05% level of significance. In reference to their attitude. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

### Discussion and Conclusion

In this study, the researcher aimed to **A Study On Difference Between Male And Female Teachers Attitude Towards Universalisation Of Elementary Education Of Chinnara Angala Programme**. From the analysis report, it is concluded that; i) Policies of chinnara angala programme and finance and support are not helpful in increasing the attitude of male teachers towards universalisation of elementary education, ii) Positive opinion towards devices, methods of teaching and motivation, parental awareness and community participation, finance and support, family structure, their socio-economic

status and problems of chinnara angala programme and Infrastructure and special provisions for chinnara angala programme are increasing the female teachers' attitude towards universalisation of elementary education.

### **Educational Implications**

1. Enhanced Community Participation :Chinnara Angala encourages greater participation from parents and the wider community in school-related activities. This increased involvement helps create a supportive ecosystem for the children, further promoting their retention and overall educational progress. Community engagement also helps in mobilizing resources and support for the program and the schools.
2. Addressing Specific Learning Needs: The program is designed to cater to the specific learning needs of children who are struggling in the regular classroom setting. It provides a mechanism to track each child's progress and ensure they master the required competencies. This targeted approach helps address learning gaps and ensures that children are not left behind.
3. Positive Impact on Enrolment: By addressing the root causes of dropping out and providing a supportive learning environment, the program contributes to increased enrolment in schools. It helps create a positive perception of education within the community, encouraging more children to enroll and attend school regularly.
4. In conclusion, the Chinnara Angala program in Karnataka has significant positive implications for education by effectively reintegrating dropouts, improving learning levels, fostering community involvement, and ultimately contributing to a more inclusive and equitable education system.

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