

# Attitude Towards Samacheer Kalvi among High School Teacher

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## Abstract

The present study investigates the attitude of teachers towards Samacheer Kalvi with reference to selected demographic variables such as gender, type of school, and type of management. It adopts a normative survey method, and data were collected from a representative sample (300) of high school teachers using a standardized attitude scale.

The analysis of data using descriptive statistics (Mean and Standard Deviation) revealed that the overall attitude of teachers towards Samacheer Kalvi is high. Further analysis indicated that female teachers have a slightly higher mean attitude score than male teachers, although the difference was not statistically significant. Similarly, no significant difference was found in teachers' attitudes based on the type of school.

However, a significant difference was observed with respect to the type of management, indicating that teachers working in government-aided schools possess more favourable attitudes towards Samacheer Kalvi compared to those working in government schools.

**Keywords:** Attitude, Samacheer Kalvi, Normative Survey Method, Gender, Type of School, Type of Management.

## Introduction

India has a long tradition of teaching and learning. In ancient India primary or lower secondary and high school were imparted in Ashrams or Gurukulas. Charanas were by hearted in secondary schools. Experts in Parishads as well as University imparted higher education. Kasi (1000 BC) and Taxila (800 BC to 400 AD) were famous University towns. University education of the modern period starts with the establishment of three Universities namely Calcutta, Bombay and Madras in 1857.

Contribution of Christian Missionaries in the field of education is also noteworthy. They paid attention to

girl's education as early as 1790. Up to 1912 there were only five Universities (all affiliating) and 185 colleges in undivided India. Now there are 300 Universities. In 1947 there were 263 Degree Colleges. Now there are 16885 such Colleges. (*University News – 2006*). Sadler Commission (1902) reported teacher student ratio in private colleges as 1:39 and in Government colleges 1:21. At present there are about 6% Teachers between 18-23 years age group who have access to higher education, although so far as enrolment in higher education is concerned, it has increased tremendously.

## SAMACHEER KALVI

The Indian education scenario is like on bookish knowledge and lecture taken by the concerned subject teacher in the classroom, whether the student understands or not. There is no scope for dull students because there are a minimum of forty students in the classroom, so a single teacher can't manage it. So, the Tamil Nadu government has concentrated and tried to rectify the problems for all kinds of students, so they implemented a new Educational System is called "Uniform System of School Education in 2010 (Samacheer Kalvi)." It has implemented in two phases first from 1<sup>st</sup> standard to 6<sup>th</sup> standard in 2010 – 11 academic year and remaining classes implemented in 2011-12 academic year.

The Tamil Nadu government has implemented "Samacheer Kalvi" (Uniform System of School Educaiton) in 2010. It has abolished the variety of syllabus in tamil nadu state. then, the government instructed to State Board, Matriculation, Anglo-Indian and Oriental Schools should be followed a single kind of syllabus of Samacheer Kalvi in throught Tamil Nadu. In this study conducted by me, the new system of syllabus has introduced card system of learning. Each class is having cards of same border colours for example 3<sup>rd</sup> standard red colour border in all subjects but the objects are different i.e., 3<sup>rd</sup>

standard mathematics is having red colour border with animals as objects and each animals indicates a task that has must be completed by the student and attested by the teacher. For example, we see the 2<sup>nd</sup> standard maths card contains the object is animals and in the order of elephant, rabbit, deer, etc. The student begins with the worksheet of the elephant object and it contains few multiplication problems and it taught by the teacher then the students to solve the problems in the worksheet. The student learns step by step once they elephant object may be completed they get attested from the teacher and goes to the next worksheet of rabbit and continues their progress. From beginning of the learning all the students are not having the same capable of studying at the same phase so the slow learners takes more time to complete the first worksheet of elephant but the hyperactive students may be completed the deer object and the moderate students may be completed the rabbit object. So, the teacher easily found the slow learners and their subject difficulties then, the teacher gives more individual attention to the students and motivate the hyperactive and moderate students for completing the task. Based on the syllabus the students does not move forward without basic concepts of the subjects and this kind of group studies promote analytical thinking, understanding of the subject among the students.

### Significance of the Study

Samacheer Kalvi (Uniform System of School Education) is significant because it has helped democratize and standardize education throughout Tamil Nadu. It was implemented to lessen differences between various school boards and has a number of important implications: Regardless of whether they attend government, private, rural, or urban schools, Samacheer Kalvi makes sure that every student follows the same curriculum and texts. This lessens inequality and encourages equitable access to information. Several boards (State Board, Matriculation, Anglo-Indian, etc.) used various curricula prior to its implementation. Samacheer Kalvi improved learning consistency throughout the state by developing a single, cohesive curriculum. The approach makes education more student-friendly by emphasizing conceptual comprehension, simplified information, and activity-based learning over rote memorization. By providing all students with equal academic opportunity, it contributes to closing socioeconomic gaps in accordance with the principles of inclusive education. Students can transition between schools without experiencing significant academic interruption because the curricula are the same. Because all students have a common academic basis, a standardized syllabus facilitates preparation for state-level competitive tests. The method makes it possible for the state government to check textbook quality, uphold uniform academic standards, and

carry out reforms more successfully. Samacheer Kalvi upholds academic standards while enhancing cultural identity through the integration of Tamil language, culture, and values.

### Statement of the Problem

The Government of Tamil Nadu introduced Samacheer Kalvi syllabus for all kind of schools in Tamil Nadu (Uniform System of School Education Act 2010). So, the researcher has selected the problem for the present investigation that “Attitude Towards Samacheer Kalvi among High School Teachers”.

### Review of the Study

**S.D. Rani (2007)** has conducted an attitude of Teachers towards Samacheer Kalvi in high schools of East Khasi Hills District, Meghalaya. The study found that boys and girls Teachers were homogeneous in their attitude towards Samacheer Kalvi. The Samacheer Kalvi attitude score shows that there is no significant difference between the teachers of different types of schools and location of schools. In the same study found that there is significant difference between tribal and non-tribal teachers in their Samacheer Kalvi attitude scores. **Rajasekar (2017)** studied high school teachers' attitude towards samcheer kalvi as related to certain variables, it is found that 88.92% of the teachers are favourable attitude towards for samacheer kalvi and remaining 11.08% of teachers are unfavourable attitude towards for samacheerkalvi. In the same study found that the boys and girls don't differ in respect of their attitude towards Samacheer Kalvi but the urban and the rural teachers are differ in respect of their attitude towards Samacheer Kalvi. Moreover, the rural Teachers are found to be better than their urban counterparts in showing favorable of attitude towards the study of subject. **Jegannayaglu (2018)**, conducted an attitude of 11<sup>th</sup> standard teachers towards Samacheer Kalvi. The study results showed that the 11<sup>th</sup> standard teachers have positive attitude towards Samacheer Kalvi. **Kataoka, Ko (2019)** had made a study on 'computer for Samacheer Kalvi subject learning in Japanese schools it found that the study used computers can offer more authentic examples of the Samacheer Kalvi subject in use and opportunists for realistic communication. **Ambedkar (2020)** found that the there is significant difference in the achievements of the fourth standard pupil in Samacheer Kalvi grammar among the group and the day scholars and hostellers achievements in Samacheer Kalvi differ significantly in computer knowledge.

### Present Study Research Method

The normative survey method has adopted for the present study. It gathers data from relatively large

number of cases at a particular time. It explores the present conditions of population of the data.

**Tool Used in the Study**

In the present study research tool on Attitude towards Samacheer Kalvi among High School Teachers constructed and standardized by Dr. Lilly Epsy Bhai and S. Magethiran in 2017. It has 80 statements with three kind of options ie., favourable, Neutral and unfavourable in the research tool and the maximum score for this tool is 240 and the minimum score is 0.

**Sample Size**

Simple random sampling techniques used by the researcher for the present research work and 300 samples selected from the school Teachers belonging to Tamil medium of teaching and followed by Samacheer Kalvi syllabus in Thiruvannamalai district.

**Objectives of the Study**

The following are the objectives of the present study.

1. To study the high school teachers attitude towards Samacheer Kalvi in Thiruvannamalai district.
2. To find out the attitude towards Samacheer Kalvi of high school teachers in relation to the following variables:

- Gender
- Type of school
- Type of Management

**Hypotheses of the Study**

There is no significant difference between the attitude towards Samacheer Kalvi of high school Teachers in relation to the following variables.

- Gender
- Type of school
- Type of Management

**Statistical Analysis**

The researcher has collected 300 samples from high school tamil medium teachers in Thiruvannamalai district and prepared master table then, used SPSS software for the statistical analysis of the data.

1. Descriptive analysis
2. Differential analysis and the details regarding the analysis of data are given in following tables:

**Descriptive Analysis**

**Table -1 Shows the Mean and Standard Deviation of the High School Teachers Attitude towards Samacheer Kalvi**

Variable	Groups	N	Mean	Standard Deviation
Entire	Total	300	167.03	23.61
Gender	Male	166	165.23	24.9
	Female	134	168.93	22.25
Type of school	Boys	69	167.07	24.57
	Girls	114	170.55	20.14
	Co- Education	117	163.19	26.12
Type of Management	Government	163	164.09	23.32
	Government Aided	137	170.2	24

The above table shows Mean, SD of Teachers' attitude towards Samacheer Kalvi. The result reveals that, Teachers particular sample have high attitude towards Samacheer Kalvi.

In the case of 0-75 score indicates low attitude towards Samacheer Kalvi and 150 score indicates moderate attitude towards Samacheer Kalvi, above 150 score indicates high attitude towards Samacheer Kalvi. In the case of male and female, female (168.23) scored higher mean value than male (165.23). So, girls' group have high level of attitude towards Samacheer Kalvi than males. In the case of type of school, Girls school (170.55) scored higher mean value than boys and co – education school (167.07 and

163.19). So, girls school Teachers have high level of attitude towards Samacheer Kalvi than other schools.

In the case of Government and Government aided, Government aided school Teachers groups (170.20) scored higher mean value than Government school Teachers groups (164.09). So, Government aided school Teachers groups have high level of attitude towards Samacheer Kalvi than Government school Teachers.

**Hypothesis - 1**

**There is no significance difference between male and female of high school tamil medium teachers attitude towards Samacheer Kalvi.**

**Table – 2 : Shows Gender Mean, SD and t-test Scores**

Gender	N	Mean	SD	t-value	Significant at 0.01 level
Male	166	165.23	24.9	1.35	NS
Female	134	168.93	22.25		

The calculated t-value (1.35), which is not significant at 0.05 level, confirms that there is no significant difference in Teachers attitude towards Samacheer Kalvi on the basis of gender. Hence the stated hypothesis is accepted.

**Hypothesis – 2**

**There is no significant difference among type of school tamil medium teachers attitude towards Samacheer Kalvi.**

**Table – 3: Shows Type of school teachers ANOVA test Score**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3135	2	1567.5	2.804	NS
Within Groups	166059	297	559.12		
Total	169194	299			

NS – Not Significant

The calculated F-value (2.804) is not significant at 0.05 level, confirms that there is no significant difference in Teachers' attitude towards Samacheer Kalvi on the basis of type of school. Hence the stated hypothesis is accepted.

**Hypothesis – 3**

**There is no significant difference between government and government aided high school teachers attitude towards Samacheer Kalvi.**

**Table – 4: Shows Mean, SD and t-test Scores**

Type of Management	N	Mean	SD	t-value	Significant at 0.01 level
Government	163	164.09	23.32	4.99	S
Government Aided	137	170.2	24		

S – Significant

The calculated t-value (4.99) is significant at 0.01 level, confirms that there is a significant difference in Teachers attitude towards Samacheer Kalvi on the basis of type of management. Hence the stated hypothesis is rejected.

**Discussions and Findings**

The present study examined teachers' attitudes towards Samacheer Kalvi with respect to gender, type of school, and type of management. The findings are discussed in relation to earlier research.

With regard to gender, the current study found no significant difference in teachers' attitudes ( $t = 1.35$ ,  $p > 0.05$ ). This result is consistent with the findings of S. D. Rani (2007) and Rajasekar (2017) supported that male and female teachers do not differ significantly in their attitudes towards Samacheer Kalvi. This convergence suggests that gender is not a determining factor influencing teachers' attitudes, indicating a general uniformity across male and female educators.

In terms of type of school, the present study also revealed no significant difference in teachers' attitudes ( $F = 2.804$ ,  $p > 0.05$ ). This aligns with the findings of S. D. Rani (2007), who reported no significant variation based on school type and locale. However, this finding is partially inconsistent with Rajasekar (2017), who observed a significant difference between urban and rural teachers, with rural teachers demonstrating more favourable attitudes. The discrepancy may be attributed to differences in regional context, sample characteristics, or temporal changes in the implementation of Samacheer Kalvi.

Regarding type of management, the present study identified a significant difference in teachers' attitudes ( $t = 4.99$ ,  $p < 0.01$ ). This indicates that institutional factors such as management structure play a crucial role in shaping teachers' perceptions. While earlier studies cited here did not explicitly focus on management type, this finding extends the

existing body of knowledge by highlighting organizational influence as a significant variable.

The overall positive orientation towards Samacheer Kalvi observed in earlier studies such as Jegannayagulu (2018), which reported generally positive attitudes, and Rajasekar (2017), where a large majority of teachers showed favourable attitudes is indirectly supported by the present findings, despite differences across management types. Additionally, studies like Kataoka (2019) and Ambedkar (2020), which emphasize the role of instructional methods and resources (e.g., computer-assisted learning), suggest that contextual and infrastructural factors may further influence attitudes, complementing the present finding on management differences.

### Conclusion

The present study largely corroborates earlier research in demonstrating no gender and school-type differences, while contributing a new insight by identifying management type as a significant factor affecting teachers' attitudes. This indicates that while demographic variables may have limited influence, institutional and administrative contexts play a more decisive role in shaping teacher attitudes towards Samacheer Kalvi.

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