

## **The Causes for the Failure of Programme at Elementary Level A Study on Research Methodology**

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**ABSTRACT:** *This article emphasis the causes for the failure of the Educational Programmes in India particularly in Andhra Pradesh at elementary level.*

*Education plays a vital role in the development of human potentialities every country develops its system of education to meet the challenges of the changing times. In the present scenario, the developing educational system must be built upon the gains of the part for the good society both in present and future.*

*Education is indispensable for the progress and growth of an individual. Education makes a man what he is unfortunately, however, formal education is often restricted only to carrier making and acquisition of working skills for earning a livelihood.*

*According to Indian Tradition, human personality has there dimensions- physical, intellectual and spiritual Education should deal with all the three physical Dimension of man's personality is his body, if is the phys8ical Dimension. It refers to mans physical needs and growth. One should learn how to be physically strong and healthy.*

*Intellectual Dimension growth refers to a person's thinking, logical and memory skills. Reading book sand articles, watching movies, visiting places and interacting with men of intellectual eminence.*

*Unfortunately moral dimension is given least attention in modern society with over emphasis on money-earning and carrier building, moral training of an individual is neglected. Morality is the basis of character building.*

### **I. INTRODUCTION**

The idea of education which expects an effective andfar-reaching influence on the impressionable minds of youth should not be alien to the national genius and culture.

A "True Education" is a big riddle for an analyst and in general, the question "what is education" has flummoxed many a mind of great philosophers from Socrates to Plato down to the modern thinkers viz. Mahatma Gandhi. Different thinkers have conceived the meaning of education differently and each concept proposed by them revealed a particular aspect of educative process. Each has its own merits, yet a holistic appears to be difficult to conceive. The philosophers of one school of though are enthusiastic about "materialistic education" while the philosophers of the other school of thought are of strong opinion that the true education is "spiritual education". Both may be faltering in their stand to the real world problems while sticking to their own dogmas.

While Adi Sankaracharya and Swami Vivekananda, the great Indian philosophers, considered education as the means of salvation, Percy Nunn gave stress to the individual perfection, Russel to moral excellence, Kilpatrick and Dewey to usefulness to society.

The progress of a country depends largely on its education. "Education is a very powerful instrument for social, economic and cultural transformation. Education and school curriculum make it easy to hasten the process of modernization through free and compulsory elementary education". (India Education Commission, 1964-66).

According to Mahatma Gandhi "Education is the process of bringing about the best in individual and human beings must be encouraged to bring out their abilities". The great idealist, educational philosopher H.H. Horne considers education as "The external process of superior adjustment of the individual to God as manifested in the intellectual, emotional and vocational environment of man".

### **II. STUDY DESIGN**

The present paper complies of the probable causes for the failure of implementation of new strategies introduced in the in-service orientation programmes. Aimed at making a probe into the level and extent of attitudes towards orientation programmes and the pit falls in active induction in real class-room teaching and as a result how efficacy cannot be attained in implementing the new in-service orientation programmes in a splendid way in relation to change proneness.

### **III. OBJECTIVES OF THE STUDY**

- To measure the level and extent of attitudes towards orientation programmes among the selected sample of primary school teachers.

- To identify the aspect, which influence the orientation, programmes for more active participation and successful implementation.
- To measure the level and extent of change proneness among the sample.
- To classify the primary school teachers among the sample into change reluctant change prone and high change prone categories.
- To assess the classroom practice adopted by the primary school teachers among the sample.
- To analyse the attitudes of primary school teachers among the sample towards the failure of the implementation of orientation programmes which were organized to make the new strategies.

To study in an analytical manner about these 2 aspects 1) Probable causes for the failure of implementation of new strategies and 2) Change proneness in relation with the interviewing variables like gender, locality, age, experience, academic qualifications, designation type of management of the school.

#### **IV. METHODOLOGY AND HYPOTHESIS OF THE STUDY**

Modern investigators universally agree that whenever possible research comes to light that it should be from a hypothesis only. The investigation of a problem and hypothesis is aimless.

A hypothesis is a tentative conclusion or generalization about a problem, about the value of a variable or the relationship between variables or the difference between groups. A hypothesis is something below, under, before the final thesis. "Hypo", means under, below.

#### **V. HYPOTHESES ARE TENTATIVE STATEMENTS WHOSE TENABILITY IS VERIFIED**

- (i) On the basis of empirical evidences that the researchers collect (or)
- (ii) With reference to their uniformity with established facts (or)
- (iii) Through logical reasoning.

In the words of D. Van Dalen, "A hypothesis serves as powerful beacon that lights the way of the research work". According to Good, Barr, Scates, "The hypothesis serves the important functions of lining together related facts and information and organizing them into meaningful wholes".

Carter, V Good thinks that by guiding the investigator into further investigation the hypotheses acts as the investigator's "eyes" in seeking answers to tentatively adopted generalization. Considering the significance hypothesis, the investigator listed out these following hypotheses in null form.

1. "There is no significant relationship between the attitudes of primary school teachers towards newly implemented orientation programmes and the possession of 'Change Prone' nature among the sample.
2. "There is no significant relationship between the attitudes of primary school teachers towards newly implemented orientation programme and the four dimensions of change proneness discipline questionnaire which enable the sample teachers to possess change prone nature".
3. "There is significant relationship between the attitudes of primary school teachers towards the newly implemented orientation programmes based on the four crucial areas of ES-OPTAS and total change proneness of teachers based on CPDQ.
4. "There is no significant relationship between the different areas of ES-OPTAS with in themselves".
5. "There is no significant relationship between the different areas of ES-OPTAS with the different dimension of Udayagiri's CPDQ.
6. "There is no significant relationship among the four dimensions within the change proneness descriptive questionnaire".

#### **VI. SUBSIDIARY HYPOTHESES**

1. There is no significant difference between male and female teachers among the selected sample in possession of attitudes towards Efficacy of Orientation Programmes.
2. There is no significant difference between male and female teachers among the selected sample in possession of level of change proneness.
3. There is no significant difference between teachers working in different localities of Kurnool and Kadapa districts i.e. Rural and Urban areas among the sample in possession of attitude towards Efficacy of Orientation Programmes.
4. There is no significant difference between teachers working in different localities of Kurnool and Kadapa districts i.e. Rural and Urban areas among the sample in possession of level of change proneness.
5. There is no significant difference between teachers of different age groups (teachers with more than 40 years of age and below 40 years of age) in possession of attitude towards Efficacy of Orientation Programmes.

6. There is no significant difference between teachers of different age groups (teachers with more than 40 years of age and below 40 years of age) in possession of level of change proneness.
7. There is no significant difference between the primary school teachers with under graduation and Graduation and above as academic qualification among the selected sample in possession of the attitudes towards Efficacy of Orientation Programmes.
8. There is no significant difference between the primary school teachers with under graduation and Graduation and above as academic qualification among the selected sample in possession of level of change proneness.
9. There is no significant difference between the primary school teachers with D.Ed. and B.Ed. and above as Professional Qualification among the sample in possession of the attitudes towards Efficacy of new Orientation Programmes.
10. There is no significant difference between the primary school teachers with D.Ed. and B.Ed. and above as Professional Qualification among the sample in possession of level of change proneness.
11. There is no significant difference between the teachers with different spans of teaching experience among the sample in possession of the attitudes towards Efficacy of Orientation Programmes.
12. There is no significant difference between the teachers with different spans of teaching experience among the sample in possession of level of change proneness.
13. There is no significant difference between teachers with different designations among the sample in possession of the attitudes towards Efficacy of Orientation Programmes.
14. There is no significant difference between teachers with different designations among the sample in possession of level of change proneness.
15. There is no significant difference among primary school teachers working in different schools under different managements among the sample in possession of the attitudes towards Efficacy of Orientation Programmes.

There is no significant difference among primary school teachers working in different schools under different managements among the sample in possession of level of change proneness.

## **V. CONCLUSION**

Complete education means harmonious development of all faculties of man – physical, emotional and spiritual. Before 1976, education was the exclusive responsibility of the states. The constitutional Amendment of 1976, which included education in the concurrent list, was a far – reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States.

The Central Government continues to play a leading in the evolution and monitoring of educational policies and programmes. The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State Governments in the field of education, was first established in 1920 and dissolved in 1923 as a measure of economy. It was received in 1935 and had continued to exist still 1994.

The constitution Act 2002, enacted in December 2002 seeks to make free and compulsory education a Fundamental Right for all children in the age group of 6-14 years by inserting a “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by Law, determine”.

Introduction of yoga in schools was launched as a centrally sponsored scheme to provide financial assistance to States. It aimed at giving central assistance for fraining and research, enrichment of library and construction of hostels for teachers trainees. It was being implemented through the concerned Departments of Education of States.

This article emphasis that the education is a long term asset, so any body com join into the schools as a student and to become an administrator of the concerned department.

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