



Achievement of the objectives of Primary education as viewed by Primary School Teacher

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Abstract

The present study was carried out to find the achievement of the objectives of Primary Education as viewed by primary school teachers. A sample of 77 primary school teachers was selected from 23 primary schools situated in Jammu District of J&K. The results of the present study indicate that in primary school teacher's opinion - the objectives of primary education have not been satisfactorily achieved in either of the two domain i.e. cognitive and non- cognitive. One of the objectives in the cognitive domains could be achieved to a satisfactorily level as viewed by primary school teachers.

Key Words : Education , Primary Education and Universalization of primary education

Introduction:

Education means fulfilling primary needs of the man and necessary for life education for children in the young years with mastery in three R's i.e. reading writing and arithmetic's, Education is also desirable for perfect citizenship, preparation of worthy citizens, and further in terms of reading and writing of the mother tongue, people's rule, popular control of administration and abiding by norms of social order.

Primary education means the education which is given to children who fall in age group of 6-11 years. In terms of general concept primary education means developing body,

mind and heart, learning adjustment with the environment; and developing all aspects of life etc.

It has been mentioned in the UNESCO document (1971): For several reasons the primary level can be seen as the most sensitive area of education planning and development, Firstly because pupils who enter at the age of 5 to 6 “scheduled” to leave at 12 or 14 acquire at those impressionable ages thought, patterns and habits that will affect them throughout bears the brunt of today’s education explosion, thirdly, because many young people especially in rural area, will never receive any further school experience, fourthly, because any egalitarian educational frame must provide minimum learning skills to all.

Universalization of primary education in our country is a constitutional obligation for government and hence the first and foremost educational priority before the nation. Primary education is the foundation which the child needs at the formative stage the primary school and community provides the child with firsthand experience of group life outside the family. In fact primary education lays the very basis of child future growth and personality. Primary education plays a vital role in the socio- economic development of the country.

Keeping in view the key import are of education for the tasks of national reconstruction and strengthening of democracy the Article 45 of the Indian constitution laid down that the state shall endeavor to provide within ten years of the commencement of the constitution free and compulsory education to all children from the age 6-14 years. This gigantic task remained unfulfilled as felt in national policy on education (1986).

Educational objectives have been stated time and again by different writers in different ways. Sometimes those have been stated in general terms and sometimes in broad terms and these are not understood by a primary school teacher and the teaching is not meaningful. As far as primary school teacher is concerned, it is felt that if the objectives are stated in developmental terms and are so arranged and categorized as to be of real help to the teacher in seeing through his major tasks of helping the child to develop as a good ‘learner’ a good person a good ‘citizen’ and a good worker, perhaps things would be more within his grasp, and the teaching- learning process would become more meaningful both for the teacher and the pupil.

The NCERT has made an attempt to state the objectives in developmental terms. Their number in each case has also been limited to the most essential aspects of child development. The main idea behind stating the objectives in developmental terms is that the attention of the teacher is that the attention of the teacher is directed to the important point that education is essentially meant to enable the child to live an individually satisfying and socially useful life. The developmental skills are:

- LS-1 Is able to develop good reading and listed skills.
- LS-2 Is able to express himself in an effective manner.
- LS-3 Is able to find out, memorize and retain useful information.
- LS-4 Is able to organize, classify and relate the acquired information.
- LS-5 Is able to make generalizations and or data.
- LS-6 Is able to observe accurately.
- LS-7 Is able to experiment with things in order to find out solutions for himself.
- LS-8 Develops effective study habits.
- LA-1 Is eager to understand the various physical and social phenomenon and events around him.
- LA-2 Is eager to ask questions about things he does not know or understand.
- LA-3 Is eager to know more about things which he has learnt.
- LA-4 Has an of respect for knowledge
- LA-5 Is eager to develop suitable reading interests.
- PB – 1 Is punctual, regular and consistent.
- PB – 2 Behave politely and effectively.
- PB – 3 Care properly about the health.

PB – 4 has the competence of expressing his emotions and feelings in an.

PB – 5 is able to formulate his goals and is motivated to achieve them.

PA – 1 has respect for life in its various forms.

PA – 2 is eager to help the weak and the need.

PA – 3 Lovers what is good and has a averse for what is bad.

PA – 4 appreciates what is beautiful.

PA – 5 has self – confidence and courage.

CK – 1 recognizes the National Flag of his country and is averse of its import once.

CK – 2 know that each country has a flat which gives the country its identity.

CK – 3 is averse that we live in a democracy which believes in secularism.

The above discussion reveals that though there have been great and consistent efforts by the Govt. to realize the objectives of primary education, however, the result do not appear to be satisfactory. In view of this, it seems worthwhile to find our extent to which the objectives of primary education laid down by various scholars, thinkers, committees and commissions have been chosen for investigation.

Achievement of the objectives of Primary Education as viewed by Primary School Teachers.

Objectives of the Study

The following objectives were laid down for the present study:

To secure the views of primary school teachers of J&K with respect to extend of achievement of objectives of primary education.

Hypothesis of the Study

The following hypothesis was formulated and tested in the present study.

The objectives of primary education have not-been achieved satisfactorily in J&K.

Sample: In the present investigation, the sample was drawn by using the convenience non-probability sampling technique and incidental sampling. A sample of 77 primary school teachers was selected from 23 primary schools situated in Jammu District of J&K.

Tool: Keeping in view the nature of the present study a tool was developed by the investigator in order to collect the relevant information from the saluted sample. The details of the procedure adopted in developing the tool are given below:

The relevant literature conceiving the objectives of primary education as given in various Education Commissions, reports and Committee was collected and analyzed. On the basis of this analysis, a total no. of 18 significant objectives of primary education was identified. After this, the identified objectives were grouped into two categories. In first category the objective related to the cognitive aspect were placed and in the second category the objectives related to non-cognitive aspect were arranged. Table 2.1 presents the copy of the total containing the list of identified objectives under two categories.

Name: _____ Sex: _____

Teaching Experience _____ School _____

Objectives of Primary Education

Dear Teacher,

Following is the list of objectives drawn for primary edu. You are requested to evaluate each objectives very carefully on the basis of your experience and judge how far the present curriculum has been successful in achieving it. Gire the following rating for each objective separately in the given spare:

For highly satisfactorily Achieved – 5

For satisfactorily achieved – 4

For below Average Achieved – 3

For poorly Achieved	–	2
For very poorly Achieved	–	1

Objectives

1. To provide adequate mastery over three R'S. With a view to develop the ability to read, write and do the simple arithmetic fluently and accurately.
2. To develop the ability to read the appropriate material with understanding.
3. To cultivate the habit of critical thinking.
4. To prepare children for life through the provision of worthwhile concrete activities and experiences including work experience.
5. To help the child to discover and develop his/her own desirable individual aptitudes.
6. To develop desired basic skills, independence and initiative for successfully solving the problems.
7. To strive for the discovery and full development of all the humane and talents and potentialities of each individual.
8. To develop the creativity among children by encouraging to use their indemnity in discovering new and better ways of doing or making or using things.
9. To acquaint the child with the democratic processes and institution of the country.

Non – Cognitive Aspects

1. To develop the sense of cleanliness and care of body.
2. To develop healthy habits like courtesy, good manners, cooperation's, respecting and appreciating other's feeling, patience, leadership, honesty, kindness etc.
3. To prepare for good citizenship by imparting adequate knowledge, understanding, skills, abilities and interests, so as to help the child to understand and practice desirable child to understand and practice desirable social relationships and civic responsibility.
4. To develop scientific attitude.
5. To Inculcate a sense of dignity of labour.
6. To develop a love for the country, its flag, national anthem, traditions and culture, and to inspire a sense of service and loyalty.

7. To bring about harmonious development of the child's personality by providing for his/her physical, intellectual, social emotional aesthetic, moral, manual and spiritual needs.
8. To develop an understanding of the surrounding environment and the sense of preserving the same.
9. To develop an understanding in the child regarding social and moral implications of life.

Procedure:

The relevant data concerning the intent of the achievement of objectives of primary education was collected from the sample of primary school teachers personally by presenting the list of objectives to the, the teachers were made aware of the purpose of the study and were requested to provide their free and frame views on the issue. The data thus collected was tabulated in terms of frequencies for each objective political will be on the one hand and the active role of volunteer agencies on the other.

Analysis and Interpretation of Data

The data obtained in the form of frequencies for each ration given to each objective by the respondents. The data was further analyzed and interpreted in the manner given as under:

Objectives in the cognitive domain In order to get clear picture regarding the extent of achievement of the each objective in the cognitive domain as viewed by primary school teacher's average weighted rating for each objective was calculated using the following formula:

$$\text{Average Weighted Rating} = \frac{\text{Rating 1} \times 5 + \text{Rating 2} \times 4 + \text{Rating 3} \times 3 + \text{Rating 4} \times 2 + \text{Rating 5} \times 1}{\text{Number of Respondents i.e.77}}$$

Table-1

The rating given by 77 primary school teachers to each objective in the cognitive domain in terms of frequency of responses along with respective average weighted score and rank

Item	Rating					Average Weighted Ranking	Rank
	1	2	3	4	5		
1	0	1	8	49	19	1.88	9
2	0	7	33	29	8	2.51	7
3	10	17	30	14	6	3.14	1
4	3	20	32	18	4	3.00	2
5	2	13	33	25	4	2.79	5
6	3	16	30	25	3	2.88	3.5
7	4	15	31	22	5	2.88	3.5
8	0	8	21	37	11	2.34	8
9	2	15	27	20	13	2.65	6

From the table two types of inferences can be drawn:

- (1) The maximum possible average weighted score for an objective in the cognitive domain could be 5.00, had the objective been perceived as fully achieved by the primary school teachers. However, the actual maximum average weight for one objective came out to be 3.14. This shows that none of the objectives in the cognitive domain could be achieved to a satisfactorily level as viewed by primary school teachers.
- (2) The objectives in the **cognitive domain** viewed by teachers from most to least achieved may be listed in the following order:
 - (i) To cultivate the habit of critical thinking.
 - (ii) To prepare children for life through the provision of worthwhile concrete activities and experience including work experiences.

- (iii) To develop desired basic skills, independence and initiative for successfully solving the problems.
- (iv) To strive for the discovery and full development.
- (v) To 9 (as stated in cognitive aspect).

Objectives in the Non-Cognitive Domain

In order to get a clear picture regarding the extent of achievement of each objectives in the non-cognitive domain as viewed by primary school teachers average weighted rating for each objective was calculated using the following formula:

$$\text{Average Weighted Rating} = \frac{\text{Rating 1} \times 5 + \text{Rating 2} \times 4 + \text{Rating 3} \times 3 + \text{Rating 4} \times 2 + \text{Rating 5} \times 1}{\text{Number of Respondents: i.e. 77}}$$

On the basis of average weighted rating, the objectives were given ranks in the descending order of weights. Table 2 presents the rating given by 77 primary school teachers to each objective in the non-cognitive domain in terms of frequency of response along with respective average weighted score and rank.

Table-2
The rating given by 77 primary school teachers to each objective in the cognitive domain in terms of frequency of responses along with respective average weighted score and rank

Item	Rating					Average Weighted Ranking	Rank
	1	2	3	4	5		
1	0	1	8	18	50	1.48	8
2	0	3	8	40	26	1.84	7
3	1	7	23	32	14	2.34	4
4	0	1	3	21	46	1.47	9
5	6	2	28	34	17	2.56	2

6	2	13	23	29	10	2.58	1
7	0	9	15	40	13	2.26	5
8	1	5	14	32	25	2.03	6
9	3	3	26	38	7	2.44	3

From the table two types of inferences can be drawn:

1. The maximum possible average weighted score for an objective in the non-cognitive domain could be 5.00, had the objective been perceived as fully achieved by the primary school teachers. However, the actual maximum average weighted for one objective came out to be 2.58. This shows that none of the objectives in the non-cognitive domain could be achieved to a satisfactorily level as viewed by primary school teachers.

2. The objectives in the **non-cognitive domain** viewed by teachers from most to least achieved may be listed in the following order:

- (i) To inculcate or sense
- (ii) To develop scientific attitude
- (iii) To develop an understanding in the child
- (iv) To prepare for good citizenship by imparting
- (v) To bring about harmonious
- (vi) To develop an understanding of the surrounding
- (vii) To develop healthy habits like courtesy.
- (viii) To develop the sense of cleanliness and care of body.
- (ix) To develop a love for

Conclusions

On the basis of analysis and interpretation of data following conclusions were be drawn:

1. The maximum possible average weighted score for an objectives in the cognitive domain be 5.0; had the objective been perceived as fully enlivened by the primary school teachers. However, the actual maximum average weighted for one objective

came out to be 3:14. This shows that one of the objectives in the cognitive domains could be achieved to a satisfactory level as viewed by primary school teachers.

2. The objectives in the cognitive domains viewed by teachers from most to least achieved may be listed in the following order.
 - (a) To cultivate the habit of critical thinking.
 - (b) To preface the children for life through the provision of worthwhile concrete activities and experience including work experiences.
 - (c) To develop desired basic skills, independence and initiative for successfully solving the problem.
 - (d) To strive for the discovery and full development (cognitive aspects all points)
3. The maximum possible average weighted score for an objective in the non- cognitive domain could be 5.00 had the objectives been perceived as fully achieved by the primary school teachers.
4. The objectives in the non- cognitive domain viewed by teachers from most to least achieved may be listed in the following order:-
 - (a) To inculcate a sense of dignity of labor c all points of non- cognitive educational implication: The results of the present study indicate that in primary school teacher's opinion the objectives of primary education have not been satisfactorily achieved in either of the two domain i.e. cognitive and non- cognitive. In view of this it seems worthwhile to suggest that more concrete efforts are needed towards the realization of objectives of primary education. Though efforts have been made both by the Govt. other volunteer agencies, yet there remains a lot to be done.

In case of primary education till date the stress has been only on quantitative aspect i.e. universalization of education. Underlying primary education could not be achieved satisfactorily in cognitive and non- cognitive domains. Now it is derived that the qualitative aspect of primary education should be given due consideration. All this needs.

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