INTRODUCTION

1. INTRODUCTION

True Education is not the Transformation of a Head

But

It is the Transformation of the Heart.

Education is essential to everyone. It wipes out ignorance. Education makes good citizens. Good citizens make a good nation. It is a well-known fact that education aims to modify human behavior by making a better citizen. The Kothari Commission Report in respect of the objectives of education has observed, "The most important and urgent reform needed in education is to transform it, to endeavor, to relate it to life needs and aspirations of the people and thereby making it a powerful instrument social, economic and cultural transformation, necessary for the realization of the national goal". For this purpose, the commission has suggested a program for modernizing the right attitudes and values and building up certain essential skills for life.

Children enter the school with their own learning experiences. The school is responsible for building further learning on the child's experiences. A teacher who is a facilitator and mentor of students' learning, needs to be made aware of various pedagogies and also the progress in the child's learning. The RTE Act 2009 emphasizes Continuous and Comprehensive Evaluation to help teachers understand the learning progression of individual children, identify the learning gaps, and bridge them in time to facilitate their growth and development in a stress-free environment. Given the learning continuum, it is challenging to inform the system exactly what children have learned, yet an effort has been made on the part of the NCERT to develop a document that includes learning outcomes in all the curricular

areas at the elementary stage, linking these with the curriculum expectations and the pedagogical processes.

Learning outcome or learning achievement is a part that can be used as a benchmark of students' abilities to achieve the learning objectives. According to the opinion of **Dimyati & Mudjiono (2006),** the learning outcome is the result of the interaction between learning and teaching. The achievement of high scores on each of the subjects can be interpreted as well-achieved learning outcomes. On the contrary, low achievement in the subjects is the result of bad learning. All people have the desire to achieve a good learning outcome because a good learning outcome is one of the indicators of a successful learning process. However, in reality, not all students have a good learning outcome. In general, factors that affect the learning outcomes are divided into two kinds namely internal and external factors **(Sugihartono, 2007).** One of the external factors is the teacher. The teacher is the most important factor in education and learning **(Ulug et al., 2011).** Therefore, teachers indirectly affect the learning outcomes of their students. One of the influences of teachers on students is the attitude of the teacher.

The attitude of teachers who are full of warmth and acceptance is desired by each student. The students will feel comfortable and calm in their learning process when the relationship with the teacher is good, but if the students have a bad relationship with the teacher, usually they will be lazy or even have low motivation to learn. This is in line with the opinion of **Ataunal (2003),** who stated that positive communication between teachers with students will have a positive influence on students in the learning outcomes. The attitude of a good teacher can also improve the spirit and

motivation of students in learning. **Yavuzer (2000)** also stated that the basic principle in teaching is to support students and expect positivity from the students to motivate them. High motivation will give a good learning outcome **(Ulug et al., 2011).** Motivation will show the persistence, desire, and effort of the students to achieve the learning outcomes **(Susandi & Khaerudin, 2015).** The figure of a good teacher both in words and in deeds is every student's desire, including students with learning difficulties. Students with learning difficulties are as smart as other children **(Kemp, Smith, & Segal, 2017; Marlina, 2015).** However, the achievements of students with learning difficulties can be below average if not supported by appropriate learning that supports their barriers.

The teacher as a facilitator needs to understand the barriers of students with learning difficulties. Therefore, the learning process can be formulated according to the needs of these students and expected to achieve the learning goal. Based on the survey results, it can be seen that the teacher had to make an effort to improve the learning outcomes of their students. Some of the teachers even created chants to encourage students to learn and used media that were interesting for their students. Based on the results of the interview with some of the students, it was found that students prefer to learn with teachers who have a fun personality. Therefore, this study aims to find out the attitude of teachers on the learning outcomes of children with learning difficulties from aspects of cognitive, affective, and conative. The results of this research revealed how far teachers understand students with learning difficulties and how to treat these students through their learning outcomes.

Learning outcomes are specific statements that describe what a learner is expected to know, understand, or be able to do after completing a course, program, or educational activity. They serve as a guide for educators in designing curriculum, instruction, and assessments. The introduction of learning outcomes typically provides an overview of what participants can expect to gain from the learning experience.

1.1: INTRODUCTION TO LEARNING OUTCOMES

Learning journey, we have outlined clear and achievable learning outcomes that will guide your educational experience. Learning outcomes are the knowledge, skills, and abilities you will acquire by the end of this course, ensuring a comprehensive and valuable educational experience.

I. **Clarify Expectations:** Understand precisely what is expected of you throughout the course. The learning outcomes provide a roadmap for your educational journey, outlining the key concepts and skills you will master.

II. **Guide Learning Activities:** Each lesson and activity has been carefully crafted to contribute to the achievement of specific learning outcomes. This ensures that your time and effort are focused on the most relevant and impactful content.

III. **Measure Progress:** As you engage with the material and assessments, you can assess your progress against the learning outcomes. This self-assessment helps you identify areas of strength and areas that may require additional attention.

IV. **Facilitate Assessment:** Instructors use learning outcomes to design assessments that accurately measure your understanding and proficiency. This alignment ensures that assessments are fair, relevant, and reflective of

the course objectives. This introduction sets the stage for the importance of learning outcomes, highlighting their role in guiding the learning process, facilitating assessment, and measuring progress. It also emphasizes the collaborative nature of the learning experience between the learner and the instructor.

The achievement of learning outcomes is the successful attainment of the knowledge, skills, and abilities outlined in the educational objectives of a course or program. Achieving learning outcomes is a critical measure of a learner's mastery and understanding of the material. Here are some key aspects of achieving learning outcomes:

1.1.1: DEMONSTRATION OF KNOWLEDGE

Learners should be able to demonstrate a solid understanding of the key concepts, theories, and principles covered in the course.

- **Application of Skills:**

  The application of learned skills is crucial. This involves using acquired knowledge in practical situations or solving problems effectively.

- **Critical Thinking and Analysis:**

  Achieving learning outcomes often requires the ability to think critically, analyze information, and draw well-reasoned conclusions.

- **Effective Communication:**

  Many learning outcomes involve the development of communication skills. This includes the ability to articulate ideas clearly and present information in a coherent manner.

- **Problem Solving:**

  Learners should be able to apply their knowledge and skills to identify, analyse, and solve problems within the scope of the course.

- **Creativity and Innovation:**

  Some learning outcomes may focus on fostering creativity and innovation. Learners may be expected to demonstrate original thinking or propose creative solutions.

- **Adherence to Ethical Standards:**

  Depending on the field of study, achieving learning outcomes may involve demonstrating an understanding of ethical considerations and applying ethical principles in decision-making.

- **Continuous Learning:**

  The achievement of learning outcomes is not just about meeting specific requirements; it often signifies the development of a mindset for continuous learning and adaptability.

- **Self-Assessment:**

  Learners may be encouraged to engage in self-assessment,reflecting on their progress and identifying areas for further improvement.

- **Collaboration and Teamwork:**

  In some cases, learning outcomes may involve the ability to work collaboratively with others, fostering effective teamwork and communication.

- **Real-World Application:**

The ultimate achievement of learning outcomes is often evidenced by the learner's ability to apply acquired knowledge and skills in real-world situations.

The assessment methods used in a course, such as exams, projects, presentations, and practical applications, are designed to measure the achievement of learning outcomes. Feedback from instructors, peers, and self-assessment can also contribute to the understanding of how well learning outcomes have been met. The achievement of learning outcomes is a dynamic process that involves ongoing learning, reflection, and growth.

Learning outcomes can be categorized into different types based on the level of learning and the nature of the skills and knowledge being acquired. Here are some common types of learning outcomes:

1.1.2: COGNITIVE LEARNING OUTCOMES:

Knowledge: This involves the recall of specific information, facts, or concepts.

Comprehension: Understanding and interpreting information, demonstrating comprehension of ideas.

Application: The ability to apply acquired knowledge and principles to solve problems or complete tasks.

Analysis: Breaking down information into parts to examine relationships and identify patterns.

1.1.3: PSYCHOMOTOR LEARNING OUTCOMES:

Skills: The development of physical or technical skills, often associated with hands-on activities.

Coordination: The ability to integrate physical movements effectively.

Manipulation: Precise control and manipulation of tools or instruments.

1.1.4: AFFECTIVE LEARNING OUTCOMES:

Attitudes: The development of attitudes, values, and beliefs.

Appreciation: Developing an appreciation for certain values, concepts, or cultural elements.

Motivation: Fostering enthusiasm and motivation towards learning.

1.1.5: INTERPERSONAL LEARNING OUTCOMES:

Communication: Enhancing verbal and non-verbal communication skills.

Teamwork: The ability to work effectively as part of a team.

Leadership: Developing leadership qualities and skills.

1.1.6: INTRAPERSONAL LEARNING OUTCOMES:

Self-awareness: Developing an understanding of one's strengths, weaknesses, and values.

Self-regulation: The ability to manage one's emotions, behavior, and motivation.

Self-reflection: Engaging in critical self-reflection to assess personal growth and learning.

1.1.7: CREATIVE LEARNING OUTCOMES:

Problem-solving: The ability to identify and solve problems using creativity and critical thinking.

Innovation: Developing innovative ideas and approaches.

Imagination: Cultivating imaginative and creative thinking.

1.1.8: ETHICAL LEARNING OUTCOMES:

Ethical Reasoning: Developing the ability to think ethically and make ethical decisions.

Social Responsibility: Understanding and appreciating one's responsibilities to society.

1.1.9: CULTURAL LEARNING OUTCOMES:

Cultural Competence: Developing an understanding and appreciation for diverse cultures.

Global Awareness: Gaining knowledge about global issues and fostering a global perspective.

1.1.10: LIFELONG LEARNING OUTCOMES:

Adaptability: The ability to adapt to changing circumstances and environments.

Curiosity: Cultivating a curiosity for continuous learning.

Information Literacy: Developing the skills to find, evaluate, and use information effectively.

1.1.11: CAREER-RELATED LEARNING OUTCOMES:

Professionalism: Developing professional attitudes and behaviours.

Career Readiness: Acquiring skills and knowledge relevant to a specific profession or industry.

These categories are not mutually exclusive, and a comprehensive educational program may include learning outcomes from multiple types to ensure a well-rounded and holistic learning experience.

1.2: LEARNING OUTCOMES THAT UTILIZE BLOOM'S TAXONOMY

Bloom's Taxonomy categorizes skills that students are expected to attain as learning progresses. Originally published in 1956, the tool is named after Benjamin Bloom, who was the Associate Director of the Board of Examinations at the University of Chicago. Now a classic arrangement of intellectual skills, the taxonomy, and its revisions can be used to develop effective learning outcomes.

At the end of the course, students will be able to:

- Describe the colonization of the Americas by the British, French, and Spanish
- Analyze the outcomes of the Civil War
- Identify specific stages of language acquisition
- Describe major theories of language development (e.g., nativist, empiricist, interactionist, behaviourist, cognitive)
- Articulate gaps within theories of human language acquisition
- Design a controlled experiment

- Collect and analyse research data
- Disseminate research findings in written form
- Verbally present research findings

The Krathwohl revision includes a table for assessing the effectiveness of a learning outcome against Bloom's revised taxonomy. The tool requires identifying the operative nouns and verbs of a given outcome and locating them with associated marks along an x-axis for conceptual processes and a y-axis for knowledge dimensions. Empty rows and columns can inform gaps in the development of learning outcomes:

1.2.1: THE KNOWLEDGE DIMENSION

Factual Knowledge: terminology, specific details, and elements;

Conceptual Knowledge: classifications and categories, principles and generalizations, theories, models, and structures;

Procedural Knowledge: subject-specific skills and algorithms, subject-specific techniques and methods, criteria for determining when to use appropriate procedures;

Metacognitive Knowledge: strategic knowledge, cognitive tasks, including appropriate contextual and conditional knowledge, and self-knowledge.

1.2.2: THE CONCEPTUAL PROCESS DIMENSION

Remember: recognizing, recalling;

Understand: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining;

Apply: executing, implementing;

Analyse: differentiating, organizing, attributing;

Evaluate: checking, critiquing;

Create: generating, planning, and producing.

Intended Learning Outcomes - Bloom's Taxonomy is a useful tool for writing learning outcomes to help students attain higher-order thinking skills. Using the taxonomy in combination with Backward Design, instructors can design courses that support student learning at multiple levels of cognition.

Design Activities and Assessments - Because alignment is key to attaining intended learning outcomes instructors should be mindful to develop classroom activities and formative and summative assessments that correspond to levels of Bloom's Taxonomy as intended in course learning outcomes. Instructors can also apply Bloom's Taxonomy to existing quizzes and examination questions to assess what levels of cognition they cultivate.

Consider Other Taxonomies - Instructors can also deploy other educational taxonomies besides Bloom's and Krathwohl's. Other tools include Marzano's Taxonomy, referenced below. Marzano's Taxonomy is made up of three systems (Self-System, Metacognitive System, and Cognitive System) and the Knowledge Domain. Fink's Taxonomy of Significant Learning, referenced below expands Bloom's taxonomy to include metacognition and wider human needs (Foundational Knowledge, Application, Integration, Human Dimension, Caring, and Learning How to Learn).

1.2.3: CURRICULAR EXPECTATIONS

- Acquire the skills of listening, speaking, reading, writing, and thinking in an integrated manner.
- Develop interpersonal communication skills.
- Attain basic proficiency like developing the ability to express one's thoughts orally and in writing in a meaningful way in the English language.
- Interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing.
- Develop reference skills in both printed and electronic modes.
- Acquire a varied range of vocabulary; understand the increased complexity of sentence structures both in reading and writing.

1.3: DEFINING LEARNING OUTCOMES

Learning outcomes describe the measurable skills, abilities, knowledge, or values that students should be able to demonstrate as a result of completing a course. They are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach.

Learning outcomes are statements that specify what participants will be able to know, do, or be upon completion of a course. They should answer the following questions:

- What knowledge should participants possess? What should they be able to do with it?
- What skills should they demonstrate?
- What attitudes, values, or behaviors should they have?

1.3.1: Learning outcomes help students by:

- Creating a connection between teaching and learning, between professors and students
- Taking much of the guessing out of the student's attempt to learn
- Enabling them to truly master the content of the course

1.4: LEARNING OUTCOME TYPES AND ASSESSMENT RECOMMENDATIONS

The assessment method one chooses is driven by the thinking skills articulated in the learning outcome to be measured. Depending on whether the assessment is *formative* or *summative,* consider how students will receive feedback on their work and what they respond to or incorporate this feedback. Utilize the learning outcome types and assessment recommendations for recommended learning technologies that could facilitate such assessments. Writing a Specific & Measurable Outcome Possible format:

- As a result of participating in (program/course name), participants will be able to (action verb) (learning statement).

- Examples of learning outcomes:
- Participants will be able to describe the key characteristics of the different classes of planets.
- Participants will be able to explain economic institutions such as the Federal Reserve and stock markets.
- Participants will be able to apply basic pharmacokinetic principles to estimate drug concentration in a patient.
- Participants will be able to collaborate in a multidisciplinary team to solve an environmental problem.

The following table is based on educational psychologist **Benjamin Bloom's taxonomy of educational objectives (1956)** with verbs representing a hierarchy of learning levels from basic knowledge to the highest level of creativity, as well as extending beyond cognitive learning to affective and psychomotor learning. Learning outcomes communicate to students what they will know or be able to do by the end of your module, class, course, or program of study. Many practitioners use the acronym SMART to determine whether or not they have written effective learning outcomes that are **S**pecific, **M**easurable, Aligned, **R**ealistic, and **T**ime-bound. The following questions will help you determine whether you have written an effective learning outcome:

- Is the outcome specific?
- Is the outcome measurable or observable?
- Is the outcome aligned with the broader outcomes of the course/program?
- Is the outcome realistic and achievable for students?

- Is the outcome time-bound--does it identify a clear timeframe for achievement (e.g., by the end of this course, students will be able to…)?

1.4.1: LEARNING OUTCOMES NEED TO BE SMART

- **Specific**: The learning outcome should be well-defined and clear. It states exactly what will be accomplished.
- **Measurable**: The learning outcome should provide a benchmark or target so that the institution can determine when the target has been reached, by how much it has been exceeded, or by how much it has fallen short.
- **Agreed Upon**: Important stakeholders must be in general agreement with the institution's mission, goals, and learning outcomes. Stakeholders may include the university, school administration, faculty, students, alumni, and/or community members.
- **Realistic**: Learning outcomes should be reasonable given the available resources. Learning outcomes should neither be easy nor impossible to attain, but somewhere in between.
- **Time-Framed**: A learning outcome should include a specific date by which it will be completed. It is important to allow enough time to successfully implement the steps needed to achieve the objective, but not so much as to elicit procrastination.

3.2 NEED AND IMPORTANCE OF THE STUDY

The classroom climate which is often set by the teacher is determined by the teacher's attitude. Attitude as a major determinant of a person's behaviour influences the way a teacher relates with the students and thus affects student's academic performance. According to **Keith Harrell (1998),** "attitude is everything". It affects and influences a person's behaviour which in turn affects performance. It often involves feelings, opinions, and

dispositions which affect behaviour. How successful a person is in achieving his or her set goals is a function of the person's attitude. A teacher's attitude to teaching will certainly affect his or her performance in the classroom. Attitude is about emotions and feelings, and effective teachers willingly share emotions and feelings (i.e., enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students.

'Curricular expectations' define what a child should know and be able to do as well as the dispositions that should be acquired over some time. The learning outcomes derived from the curricular expectations and the syllabus are generally treated as assessment standards or benchmarks for assessment. The teachers are expected to provide learning opportunities while transacting different concepts to help children explore and connect with their immediate surroundings.

It's been established that a good classroom strategy requires full interest and support from the teacher. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. Furthermore, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated. So, students find it difficult to ask such a teacher question on the grey areas of the subject he/she teaches. Once this is the case, students begin to lose interest in the subject and learning generally, which ultimately affects their academic performance negatively.

The teacher plays a pivotal role in the learning outcome of his / her students. Hence it becomes necessary to understand the teachers' attitude towards achievement of learning outcomes.

2. REVIEW OF RELATED LITERATURE

The review of the literature describes the selection of the topic, formation of hypothesis, and deductive reasoning leading to the problem. The first focus of the review of literature is the importance of studying selective learning outcomes in teachers. It helps to get a clear idea and supports the findings about the problem under study.

The review of the literature concludes with a summarization of the key points that the researchers considered when designing the study methodology. This includes a discussion of the limitations of previous research and the research question and hypotheses of the study. This chapter is a step to get a full picture of what has been done and said about the problem under study. The review of the literature is given as follows.

2.1 STUDIES ON ABROAD

Linda Darling-Hammond (2017) discussed "Empowered Educators: How High-Performing Systems Shape Teaching Quality around the World" Darling-Hammond's work emphasizes the importance of equitable access to high-quality education and the role of performance assessments in promoting 21st-century skills. Highlights the need for effective teacher preparation and support systems to improve learning outcomes. Providing fair and equal access to top-notch education, as well as the role of performance assessments in fostering modern-day skills. Emphasizes the necessity of well-designed teacher training and support systems to enhance educational results.

John Hattie (2016) studied "Visible Learning Feedback" The study explores research-based strategies for giving feedback that is specific, timely, and actionable, to help students improve their performance and achieve better learning outcomes. Hattie's meta-analyses reveal that factors such as teacher-student relationships, feedback, and formative assessment have significant impacts on learning outcomes. Emphasizes the importance of evidence-based teaching practices for maximizing student achievement. Relationships between teachers and students, providing feedback, and using formative assessment have a strong influence on how well students learn. Stresses the importance of using teaching methods that are supported by evidence to help students achieve their best results.

Michael Fullan (2014) conducted "The Principal: Three Keys to Maximizing Impact" discusses three essential strategies for school principals to effectively lead and make a significant impact on their schools. It likely explores the importance of leadership, communication, and decision-making in maximizing the effectiveness of a principal's role. Research focuses on leadership, organizational change, and the implementation of effective educational practices. Highlights the importance of distributed leadership and collaboration in driving systemic improvements in learning outcomes. Michael Fullan's research primarily centres on leadership, organizational change, and how to effectively implement educational practices. Emphasizes the significance of distributed leadership and collaboration in bringing about systemic improvements in educational outcomes. In other words, believes that shared leadership and working together are key factors in achieving positive changes in learning outcomes across an entire system.

James P. Comer (2012) examined "Beyond the Schoolhouse: The Construction and Development of an African American Education Community" and developed the Comer School Development Program, which focuses on creating a positive and supportive school environment to help children succeed academically and personally. Comer's work has had a significant impact on education and child development practices. Comer's work emphasizes the role of supportive school environments in promoting healthy child development and academic success. He advocates for comprehensive school reform models that address social, emotional, and academic needs to improve learning outcomes. Comer focuses on the importance of creating supportive school environments to help children develop both physically and academically. Believes that schools should address not only academic needs but also social and emotional needs to improve overall learning outcomes. Comer advocates for comprehensive school reform models that take a holistic approach to education, aiming to create a well-rounded and successful learning environment for all students.

Linda Darling-Hammond (2012) wanted the "Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning" This study refers to the idea that traditional standardized tests, often referred to as "bubble tests," are limited in their ability to accurately measure the skills and knowledge needed for success in the 21st century. Performance assessments, on the other hand, provide a more comprehensive and authentic way to evaluate students' abilities by focusing on real-world tasks and problem-solving skills. These assessments support 21st-century learning by promoting critical thinking, creativity, collaboration, and communication

skills. Highlights the need for effective teacher preparation and support systems to improve learning outcomes.

James P. Comer (2010) conducted the "Child by Child: The Comer Process for Change in Education" The Comer Process for Change in Education" is a study that discusses the Comer Process, a comprehensive approach to education developed by **Dr. James Comer**. This process focuses on addressing the social, emotional, and academic needs of students to create a supportive and effective learning environment. The study explores how this process can be implemented in schools to bring about positive change and improve outcomes for students. Emphasizes the role of supportive school environments in promoting healthy child development and academic success. Advocates for comprehensive school reform models that address social, emotional, and academic needs to improve learning outcomes.

Linda Darling-Hammond (2010) investigated "The Flat World and Education: How America's Commitment to Equity Will Determine Our Future" This study discusses the concept of a "flat world" where technology and globalization have levelled the playing field for individuals and nations. The author argues that in this new world, education is key to ensuring equality and success for all individuals. The study emphasizes the importance of America's commitment to providing equal educational opportunities for all its citizens, as this will ultimately determine the country's future success and competitiveness in the global economy. Emphasizes the importance of equitable access to high-quality education and the role of performance assessments in promoting 21st-century skills. She

highlights the need for effective teacher preparation and support systems to improve learning outcomes.

John Hattie (2009) it was found that "Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement" presents a comprehensive overview of research findings from over 800 meta-analyses related to student achievement. The study synthesizes this vast amount of research to identify the most effective teaching and learning strategies that have been shown to positively impact student outcomes. Hattie's meta-analyses reveal that factors such as teacher-student relationships, feedback, and formative assessment have significant impacts on learning outcomes. Emphasizes the importance of evidence-based teaching practices for maximizing student achievement.

Michael Fullan (2009) found that "The New Meaning of Educational Change" refers to a redefined understanding of the process of change in the field of education. This could include changes in teaching methods, curriculum, technology integration, assessment practices, and other aspects of the educational system. The phrase suggests a shift in perspective on how change is approached and implemented in educational settings. Research focuses on leadership, organizational change, and the implementation of effective educational practices. Highlights the importance of distributed leadership and collaboration in driving systemic improvements in learning outcomes.

Robert Marzano (2007) studied "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" a journal published in 2007 that explores the various aspects of teaching and provides a comprehensive framework for effective instruction. The research discusses

the blend of art and science that is required in teaching, emphasizing the importance of both creativity and evidence-based practices. It offers practical strategies and techniques for educators to improve their teaching skills and enhance student learning outcomes. Research identifies instructional strategies such as setting objectives, providing feedback, and reinforcing effort as effective approaches for improving learning outcomes. He emphasizes the importance of teacher expertise and classroom practices in enhancing student achievement.

James P. Comer (2004) found that "Schools That Heal: Designing Schools to Support the Development of Healthy Children" is a journal likely discusses that how the physical environment and design of schools can impact the health and well-being of students. It may explore how aspects such as architecture, layout, amenities, and resources within schools can contribute to creating a supportive and nurturing environment for children's development and overall health.

Robert Marzano (2003) examined "What Works in Schools: Translating Research into Action" The research focuses on how to take educational research and apply it effectively in school settings. It likely discusses strategies and approaches that have been proven to be successful in improving educational outcomes and provides insights on how educators can implement these practices in their schools. This statement explains that research has found that certain instructional strategies, such as setting clear objectives, giving feedback to students, and encouraging effort, are effective in improving learning outcomes. It also highlights the significance of teacher knowledge and classroom methods in helping students succeed academically.

2.2: STUDIES ON INDIA

Abhijit V. Banerjee and Esther Duflo (2019) found that "Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty" challenges traditional approaches to addressing global poverty. The authors argue for a more evidence-based and practical approach to poverty alleviation, drawing on insights from economics and behavioural science. They suggest that small, targeted interventions can often be more effective than large-scale programs, and emphasize the importance of understanding the specific needs and circumstances of the poor to design effective solutions. The research advocates for a more nuanced and informed approach to fighting poverty that takes into account the complexities and realities of the lives of the poor. Explores the complex relationship between poverty, education, and learning outcomes in India. The book presents evidence-based strategies for addressing educational disparities and promoting social mobility. The findings emphasize the need for targeted interventions to improve access to quality education and support disadvantaged learners.

Anjali Menon (2019) investigated "Learning Outcomes in Elementary Education in India: Insights from ASER Centre" This research refers to a study or report conducted by the ASER Centre in India that focuses on the learning outcomes in elementary education in the country. The report provides insights or information on the progress and achievements of students in elementary education in India. Based on data from the Annual Status of Education Report (ASER), highlights significant challenges in learning outcomes among Indian elementary school students.

The study reveals low levels of basic literacy and numeracy skills, particularly in rural areas, indicating a need for targeted interventions to improve educational quality.

Rukmini Banerji (2017) studied that "The Annual Status of Education Report (ASER) 2017" is a comprehensive study conducted in India that assesses the quality of education in the country. The report provides data on various aspects of education, such as literacy rates, learning levels, and school infrastructure. It is used by policymakers, educators, and other stakeholders to understand the current state of education in India and to identify areas for improvement. Banerji's work with the Pratham Education Foundation and the ASER report provides extensive data on learning outcomes across India. The findings underscore the persistence of learning deficits, regional disparities, and the impact of socioeconomic factors on educational achievement. The findings emphasize the importance of foundational skills and early grade learning for improving overall learning outcomes.

Anjali Menon (2015) examined the "Learning Outcomes in Elementary Education in India: Insights from ASER Centre" This phrase refers to the study or analysis of learning outcomes in elementary education in India, specifically based on insights gathered from the ASER Centre. The ASER Centre is an organization that conducts assessments and research on the quality of education in India, particularly focusing on elementary education. This study likely examines the educational achievements and progress of students in elementary schools in India, based on data and findings from the ASER Centre. Based on the data from the Annual Status of Education Report (ASER), highlights significant challenges in learning

outcomes among Indian elementary school students. The study reveals low levels of basic literacy and numeracy skills, particularly in rural areas, indicating a need for targeted interventions to improve educational quality.

Karthik Muralidharan (2014) conducted the "Improving Learning Outcomes through Information Provision: Evidence from Indian Villages" This study means that by providing information, such as educational resources or guidance, the learning outcomes of individuals in Indian villages can be enhanced or improved. The evidence suggests that access to information plays a significant role in improving the educational achievements of people living in rural areas in India. The research impact of information interventions on learning outcomes in rural Indian villages. The study demonstrates that providing parents with information about their children's learning levels leads to improved academic performance. The findings highlight the importance of parental engagement and community involvement in enhancing learning outcomes.

Meera Samson (2013) investigated the "Learning without Burden: A Blueprint for Quality Education" which is a concept that promotes the idea of providing education to students without overwhelming them with excessive workload or pressure. It focuses on creating a balanced and effective learning environment that prioritizes the quality of education and the well-being of students. This blueprint aims to enhance the learning experience and outcomes for students by reducing unnecessary stress and burdens associated with traditional education systems. The research focuses on curriculum reform and pedagogical approaches to enhance learning outcomes in Indian schools. The study advocates for learner-cantered education, active learning strategies, and meaningful assessment practices.

The findings underscore the importance of curriculum alignment with learning objectives and the need for teacher capacity building to support effective instruction.

Rukmini Banerji (2012) found that "The Annual Status of Education Report (ASER)" is a comprehensive survey conducted annually in India to assess the status of education in the country. The report provides valuable insights into the quality of education, learning outcomes, and access to education for children in rural and urban areas. It helps policymakers, educators, and stakeholders in the education sector to identify gaps and challenges in the education system and make informed decisions to improve the overall quality of education in India. Banerji's collaboration with the Pratham Education Foundation and the ASER report offers detailed information on the educational achievements of students throughout India. The results highlight the ongoing presence of learning gaps, differences in performance between regions, and the influence of socioeconomic conditions on academic success. The report stresses the significance of fundamental skills and early education in enhancing overall learning results.

Karthik Muralidharan (2011) studied the "Improving Learning Outcomes through Information Provision: Evidence from Indian Villages" This study means that by providing information, such as educational resources or tools, learning outcomes can be improved in Indian villages. The study suggests that there is evidence to support this idea. The research focuses on how providing information to parents in rural Indian villages about their children's learning levels can lead to better academic performance. The study shows that intervention can improve learning

outcomes and emphasizes the significance of parental involvement and community participation in enhancing educational achievements.

Meera Samson (2007) conducted the "Learning without Burden: A Blueprint for Quality Education" It focuses on reducing the burden of excessive homework, rote memorization, and standardized testing, and instead promotes a more holistic and student-centred approach to learning. The research is cantered on improving the curriculum and teaching methods in Indian schools to help students achieve better learning outcomes. The study promotes education that focuses on the needs and interests of the learners, as well as using interactive teaching methods and meaningful ways to assess student progress. The research highlights the significance of aligning the curriculum with learning goals and the importance of providing teachers with the necessary skills and training to deliver effective instruction.

Abhijit V. Banerjee and Esther Duflo (2003) focused on "Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty" Banerjee and Duflo's important work delves into the intricate connection between poverty, education, and academic achievement in India. The study offers proven methods for addressing educational inequalities and advancing social mobility. The research highlights the necessity of specific measures to enhance access to high-quality education and assist underprivileged students.

The researcher showed an interest in the Attitude of Krishnagiri District teachers towards the achievement of learning outcomes. Learning outcomes are needed for the teachers to analyze the various levels of their feedback level data collection.

The researcher has chosen this topic because there are hundreds of literatures and studies in the same field. Hence the researcher would like to find out the attitude of learning outcomes among the primary teachers. The reviews show that there is a significant positive effect on learning outcomes. The researcher has found very less studies made on learning outcomes. Based on the experience gained the researcher formulated a suitable methodology to be applied in this research which is presented in Chapter III.

3. METHODOLOGY

3.1: INTRODUCTION

The results and findings of any research work depend upon the procedure tools used for collecting the data and appropriate Statistical Techniques used for data analysis. The Learning outcomes are one of the State recommendations of the Government of Tamil Nadu in the Education department. This study may help to know teacher perceptions about learning outcomes. The chapter deals with the design of the study objectives of the study Hypothesis of the study field of research Sample of the study standardization of the tool's items selected for the tool reliability tools Collection of data and delimitation of the Present Study

3.2:DESIGN OF THE STUDY

A research design is highly essential and it is inevitable as a blueprint. Research design facilitates the smooth sailing of the various research operations thereby making research as efficient as possible yielding maximum information with minimum expenditure of effort time and money. **Kerlinger** (1973) pointed out that research design is a plan structure and strategy of investigation conceived

to obtain control variance. In the present investigation, the descriptive survey research method is employed. The research paradigms variables tools sample and statistics used in given below table

TABLE 3.1: SCHEMATIC PRESENTATION OF THE DESIGN TEACHERS

S.NO	TYPE	SOURCES
1	Nature of research	Normative survey
2	Variables	i. Teaching Effectiveness ii. Classroom environment iii. Assessment and feedback iv. Student engagement and participation
3	Tools used	The attitude of Krishnagiri district teachers towards the achievement of learning outcomes (AKTTLO)
4	sampling technique	Random Sampling
5	size of the sample	200
6	sub samples	
	Gender	i. Male -65 ii. Female-135
	Educational Qualification	i.D.El.Ed -48 ii)U.G.with B.Ed -30 iii) P.G.with B.Ed-122
	Age	Below 45years 107 Above 45years-93
	Experience	Below 25years 167 Above 25years-33
	Type of school	I. Primary school -167

		II. Upper primary school-33
	Location of the school	i. Rural -178 ii. Urban-22
7	Statistical technique used	Differential and relational

The study is a normative survey. The variables of the study were Teaching effectiveness Classroom environment Assessment and feedback and student engagement and participation. The investigator used self-developed to name the attitude of Krishnagiri district teachers towards the achievement of Learning outcomes. The tool was used with a 5-point scale to measure the attitude of teachers towards the achievement of learning outcomes. The investigator used purposive sampling in the study. The size of the sample was 150 Primary teachers and 50 Upper primary teachers. Both are handled in classes 4 and 5. Which was selected systematically out of the total sample in Krishnagiri district. The total sample was subdivided for sex, education qualifications, experience, location of the school, and type of the school. The collected data were analysed with the use of different static techniques such as t-test.

3.3: SELECTION OF SUBJECTS

Primary education lays the foundation for a child's intellectual social and emotional development. It equips them with essential skills like reading writing and basic maths. Additionally, it promotes socialization critical thinking, and problem-solving liberties shaping responsible and informed citizens primary education is crucial for breaking the cycle of poverty promoting gender equality, and building a strong educational base for future academic success.

This study May help to know whether equal educational opportunities have been provided or not in primary schools. The chapter deals with the design of the study objectives the study Hypothesis of the study field of the research sample of the study standardization of the tool item selected for the tool's reliability tools Collection of data and the delimitation of the study in the present study.

3.4: SELECTION OF VARIABLES

In this study, the researcher reviewed different relevant literature and consulted with experts on learning outcomes to identify the most suitable variables. In the present study, the following dependent and independent variables were used.

- Teaching effectiveness
- Classroom environment
- Assessment and feedback
- Student engagement and participation

3.5: OBJECTIVES OF THE STUDY

- To survey the attitude of krishnagiri district teachers towards the achievement of learning outcomes.
- To study significant differences in the attitude of teachers towards the achievement of learning outcomes of students of krishnagiri district concerning the variables gender, academic qualification age, and teaching experience.

3.6: HYPOTHESES FOR THE STUDY

The following hypotheses are formulated for this study

Hypothesis 1

There is no significant difference in the attitude of teachers of Mathur Education District towards the achievement of learning outcomes about their gender.

Hypothesis 2

There is no significant difference in the attitude of teachers of Mathur Education District towards the achievement of learning outcomes about their educational qualification.

Hypothesis 3

There is no significant difference in the attitude of teachers of Mathur Education District towards the achievement of learning outcomes about their age.

Hypothesis 4

There is no significant difference in the attitude of teachers of Mathur Education District towards the achievement of learning outcomes about their teaching experience.

3.7: STATEMENT OF THE PROBLEM

The purpose of the study was to find out the **Attitude of krishnagiri district teachers toward the achievement of learning outcomes.**

3.8: FIELD OF THE RESEARCH

Krishnagiri district of Tamilnadu State is the Field of research. It is situated on the border of Karnataka and Andhra Pradesh. The district consists of 2 Educational districts namely Krishnagiri and Hosur. It also has 10 blocks namely Uthangarai, Mathur, Bargur, Kaveripattinam, Krishnagiri, Vepanapalli, Shoolagiri, Hosur, Kelamangalam, and Thally.

The main occupation of the district is cultivation and factories. The People of this district are educationally socially and economically backward. Seasonal migration and frequency of migration make it inconvenient to join and continue the formal School. The Government of Tamilnadu identified it as an educationally Backward district and implemented the District Primary Education Program, Sarva Shiksha Abhiyan, and Samgra Shiksha. In the program infrastructure facilities, the teaching-learning process environment and community awareness are referred to as formal education. The only reason is in the period of the above schemes.

The questionnaire was prepared by the Researcher and Co-Researcher and discussed with the Deputy Director, Principal of a few districts, Administrators, Teachers Headmasters, Samgra Shiksha staff members, Senior lecturers and lecturers, and those who are interested in the field. The finalized questionnaire was used and collected the data from Primary and Upper Primary school teachers.

3.9: LOCATION OF THE STUDY

The present investigation was conducted in the Krishnagiri district. This district consists of two educational districts namely Hosur and Krishnagiri from this educational district 29% of the schools were selected for the final study. The distribution of schools in Krishnagiri district according to the education district to which they belong is given in the table

TABLE 3.2: TOTAL NO OF GOVERNMENT AND AIDED SCHOOLS IN KRISHNAGIRI DISTRICT

S.NO	Name of the Block	Primary School	Middle School	High School	Higher Secondary School	Grand Total
	HOSUR ED DIST	**546**	**151**	**69**	**36**	**802**
1	Hosur	107	27	13	10	157
2	Kelamangalam	121	39	15	8	183
3	Shoolagiri	134	43	20	10	207
4	Thally	184	42	21	8	255
	KRISHNAGIRI ED DIST	**613**	**148**	**97**	**72**	**930**
5	Bargur	141	36	17	20	214
6	Kaveripattinam	115	19	21	13	168
7	Krishnagiri	94	29	22	9	154
8	Mathur	85	13	13	11	122
9	Uthangarai	99	29	17	12	157
10	Veppanapalli	79	22	7	7	115
	Grand Total	**1159**	**299**	**166**	**108**	**1732**

3.10: POPULATION OF THE STUDY

There are 546 primary schools and 151upper primary schools in Hosur educational district and 613 primary schools and 145 upper primary schools in Krishnagiri educational district. Totally 1159 primary schools and 299 upper primary schools in Krishnagiri district. This constitutes the total population of this study. Out of 1458 schools, 200 schools were selected for the present investigation. Both Male and female teachers who are handling 4&5 classes were selected for the study. These primary school and upper primary school teachers constitute the population of 200 teachers who were selected as the sample.

3.11: PURPOSIVE RANDOM SAMPLING

In the purpose, sampling method the researcher includes specifically certain elements and collects the data from those samples which process the particular characteristic feature. Since this type of sampling is very much selective all the relevant information is represented in the sample. The researcher decides on the required information. The method is also called the judgment sampling method. It thinks that by carefully selecting certain elements and obtaining information from them the result may have the same characteristics as the result obtained by some probability sampling method.

The purpose of the random sampling technique has been utilized by the researcher to draw the sample from various types of primary schools and upper primary schools. Keeping this fact in mind as well as the purpose of this study. To involve various sample types of schools, different primary classes, and different teacher educators, the researcher used purposive random sampling techniques. All the 1458 primary and upper primary schools in Krishnagiri district were taken for the area of the study. Having decided to make use of the above-said sub- samples the investigator has randomly selected 200 primary and upper primary schools. Teachers who have handled classes from 4 and 5 in the above-mentioned schools constitute the sample of the study.

3.12: RATIONALE USED IN THE SELECTION OF THE SAMPLE

The investigator has selected 200 (29% of the population) primary school teachers out of the total population of 2823. This sample is considered large enough to be a true representative of the population. It is felt that these 200 schools are sufficient for the sample taking into consideration that time factor economic conditions and the practical difficulties a researcher is likely to face in the

collection of data and in processing them. Such a sample is also considered adequate to draw meaningful conclusions and generalizations. Thus, the investigator has finally selected 200 schools to constitute the sample.

3.13: SELECTION OF SAMPLE

The sample is to be selected very carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such a case, the sample should be adequate and must be a true representative of the population.

By keeping in mind these objectives, the investigator has adopted the following two procedures

i). The sample was selected according to the principle of purposive random sampling technique

ii). 200 teachers were selected as a sample for this study from the total population

3.14:SAMPLE SIZE

The teachers working in primary and upper primary schools Krishnagiri district were the population of the study. There are 2823 primary school teachers working in 1458 schools. Based on the Purposive random sampling techniques the investigator selected 200 Primary and upper primary school teachers from 10 blocks. The teachers who are handling classes 4 and 5 were included in the study. Teachers handling from 1st to 3rd class were not included in the study.

The collected sample from Primary and Upper Primary school teachers was subdivided into sex, qualification, experience, age, and location of the schools.

TABLE 3.3 SAMPLE BASED ON EDUCATIONAL DISTRICT (TEACHERS)

S.NO	Category	Size	Percentage
1	Krishnagiri	120	60%
2	Hosur	80	40%
	Total	**200**	**100%**

Table 3.3 reveals that 60% of Krishnagiri educational district and the remaining 40% of Hosur educational district primary and upper primary school teachers. Further, the sample was classified based on their gender.

TABLE 3.4 SAMPLE BASED ON SEX (TEACHERS)

S.NO	Category	Size	Percentage
1	Male	65	33%
2	Female	135	77%
	Total	**200**	**100%**

Table 3.4 shows that among the total sample, 200,135 (33%) are male teachers sample 135 (77%) are female teachers. Further, the sample was classified based on the qualifications of the teachers.

TABLE 3.5 SAMPLE BASED ON QUALIFICATIONS (TEACHERS)

S.NO	Category	Size	Percentage
1	D.El.Ed	48	24%
2	U.G. WITH B.Ed	30	15%
3	P.G. WITH B.Ed	122	61%
	Total	**200**	**100%**

The table 3.5 reveals that among the total 200,48 (24%) are D.El.Ed, sample 30 (15%) undergraduates with B.Ed degree and sample 122(61%) Post graduate with B.Ed degree. For further analysis, the sample was classified based on the age of the teachers.

TABLE 3.6 SAMPLE BASED ON THEIR AGE (TEACHERS)

S.NO	Category	Size	Percentage
1	BELOW- 45	107	53%
2	ABOVE- 45	93	47%
	Total	**200**	**100%**

Table 3.6 shows that among the total samples, 200,107(53%) are primary school teachers aged below 45, sample 93 (47%) are aged above 45, sample 161 (36%) Further, the response of the sample was classified based on the experience of the teachers.

TABLE 3.7 SAMPLE BASED ON EXPERIENCE (TEACHERS)

S.NO	Category	Size	Percentage
1	BELOW 25 YEARS	167	83%
2	ABOVE 25 YEARS	33	17%
	Total	**200**	**100%**

Table 3.7 shows that among the total samples 200, 167 (83%) have below 25 years' experience of the teacher, sample 33 (17%) the teachers experience above 25 years, for further analysis the sample was classified based on types of schools.

TABLE 3.8 SAMPLE BASED ON TYPES OF SCHOOL (TEACHERS)

S.NO	Category	Size	Percentage
1	PUPS	167	83%
2	PUMS	33	17%
	Total	**200**	**100%**

Table 3.8 reveals that 83% of the primary school teachers and the remaining 17% are teachers belonging to upper primary school teachers.

TABLE 3.9 SAMPLE BASED ON THE LOCATION OF THE SCHOOL

S.NO	Category	Size	Percentage
1	RURAL	178	89%
2	URBAN	22	11%
	Total	**200**	**100%**

Table 3.9 shows that among the total samples 200, 178 (89%) are rural area schools' sample 22 (11%) are urban area schools.

3.15: TOOLS USED IN THE STUDY

The standardized tool was not available to measure the attitude of primary school teachers towards learning outcomes concerning the variables of teaching effectiveness classroom environment assessment and feedback and student engagement and participation. So, the investigator himself developed an attitude scale for the same.

3.16: PURPOSE OF THE SELF-MADE TOOL

The tools available to measure general learning outcomes. As such these tools were not found suitable for the present study. So, the Investigator and Co- investigator was constructed and standardized in different areas of attitude towards learning outcomes in Primary class. Therefore, the need for constructing a simple and ideal tool relevant to approaches to the assessment and suitable to the subjects of the sample was filled very much, and an attempt has been made to construct such a tool.

3.17: CONSTRUCTION OF THE TOOL

The process of constructing a tool is a complex one. The investigator carefully examined the statements of the available tools. Further, the investigator referred to the books and journals available and discussed with the scholar's educationist and psychologist who are experts in the tool construction. Initially, the investigator wrote down 63 statements with their five-point scale and alternatives given where strongly agree, agree, disagree, and strongly disagree

The initial drop containing 63 statements was given to express based on opinions expressed by the express that tool was reduced to 46.

3.17.1: PREPARATION OF PRELIMINARY DRAFT OF AKTTLO

As the investigator was very interested in the attitude of krishnagiri district primary school teachers towards learning outcomes. he went on coining suitable items to measures the attitude of teachers towards the learning outcomes in different variables such as Teaching effectiveness, Classroom environment, Assessment and feedback, and Student engagement and participation.

The investigator selected both positive and negative items. To elicit the reliable response from the subjects strongly agree of the positive items gets 5 and

agree, undecided, disagree and strongly disagree get 4,3,2 and 1 point respectively, likewise the statements strongly agree, undesired, disagree and strongly disagree fetch 1,2,3,4 and 5 points respectively. Accordingly, all the statements were prepared. The investigator took care to prepare 5 points scale which dealt with significant ideas. Certain items eliciting the same response and repetition of the words in the options were avoided.

Attention was given to have the items uniformly selected from different variables. After perusal of the item's certain items were deleted and certain items were added wherever necessary. After the investigator himself satisfied on the items prepared. It was given to the experts who are interested in this field their suitable suggestion was carried out. After carrying out all this there were 55 items in all four variables such as Teaching effectiveness, Classroom environment, Assessment and feedback, and Student engagement and participation. A blue print was prepared to check the items which are presented the following table given below.

TABLE 3.10: PRELIMINARY DRAFT OF AKTTLO FOR TEACHERS

S.NO	Variables	Item Numbers	Total	Percentage
1	Teaching effectiveness	1-15	15	27%
2	Classroom environment	16-28	13	24%
3	Assessment and feedback	29-42	14	25%
4	Student engagement and participation	43-55	13	24%
	TOTAL		55	100%

3.17.2: ITEM ANALYSIS

The tool containing 55 statements was administered to 50 Primary and Upper Primary school teachers and they were randomly selected from the schools of Krishnagiri district. Each statement has five alternative responses strongly agree, agree. unable to comment, disagree, and strongly disagree and the values given in these five alternatives. Based on the procedures of item analysis all the items in the questionnaire were processed. Based on the result the investigator changed some of the items and some of the items were modified.

Ultimately the total number of items was 46 out of 55 for the final study. The items selected for the final study of presented in the table given below.

TABLE 3.11 ITEM SELECTED FOR AKTTLO TOOL- TEACHERS

S.NO	Variables	Item Numbers	Total	Percentage
1	Teaching effectiveness	1-10	10	22%
2	Classroom environment	11-23	13	28%
3	Assessment and feedback	24-35	12	26%
4	Student engagement and participation	36-46	11	24%
	TOTAL		46	100%

The table 3.11 shows that the total item selected for the final study were 46 of which items related to variable Teaching effectiveness 10, Classroom

environment13, Assessment and feedback12, and Student engagement and participation 11 Thus, the tool was constructed by the investigator for the study.

3.18: RELIABILITY OF THE TOOL

The reliability of the statement's perception scale adopted the test-retest method. The investigator could not use any other method of finding out the reliability and the reasons are explained here. It is to be remembered that the items are not arranged in the order of difficulty as this item or only an indicator of the perception in a variety of different situations. The test is an additive one and the items cannot be compared. Consequently, as it has been pointed out by Rotter (1966) split half or match half reliability tends to underestimate the internal consistency. He has further stated that test-retest reliability is the most suitable one for a scale of this type. Hence the investigator in agreement with Rotter used only the test-retest method reliability to calculate the reliability of the tool.

3.19: VALIDITY OF THE TOOL

The tool validation workshop was conducted in DIET, Krishnagiri. In this workshop, an Expert committee member validated the tool and provided their needful suggestions for further construction of the tool. After the validation, the tool was modified from fifty-five questions to forty-six questions.

Krishnagiri district of Tamilnadu State is the field of the research. It is situated on the border of Karnataka and Andhra Pradesh. The district consists of 10 blocks namely Uthangarai, Mathur Bargur Kaveripattinam Krishnagiri Vepannapalli, Shoolagiri, Hosur, Kelamangalam, and Thally.

The main occupation of the district is cultivating the people of this district or educationally socially and economically backward. Seasonal migration and frequent migration Mix inconvenience to joining and continuing the children in

primary school. 50% of the schools in primary level other than Tamil medium. Such as English Telugu Urdhu.

The Government of Tamilnadu identified it as an educationally backward district and implemented District Primary Education program (DPEP), Sarva Shiksha Abhiyan (SSA), And Samagra Shiksha (SS). Teaching learning process environment and community awareness referred to formal education only reason in the period of DPEP Itself. A questionnaire was prepared and discussed With Samgra Shiksha scheme officials BRC supervisors BRTEs Academic instructors and those who are interested in the field. The finalized questionnaire was used and the data from primary and upper primary school teachers.

The investigator randomly selected 50 teachers from different primary and upper primary schools. The prepared questionnaire was administrated to them. After 15 days the same questionnaire was administered to the same despondences. The investigator values both questionnaires and found a correlation coefficient between the two sides of the score.

The value of the coefficient of the reliability test was 0.80. Based on the result the tool was considered highly reliable. The investigator gave the questionnaire to the five teacher educators to verify the suitability of the items. Based on their suggestion modification was made. That is the validity of the tool was established.

3.20: PILOT STUDY

The researcher selected 55 items for the attitude of teachers and learning outcomes. After the discussion with schools required modifications were done in the organization of the items. The drafted questionnaire was given to a panel member consisting of a guide, three senior lecturers and lecturers, and one

principal. From their suggestions, a few items have been deleted and modifications have been carried out. Further few items were added after modifications done in a questionnaire. The pilot study helps to find out whether the proposed study is feasible or not. It also reveals whether the problem needs restatement or modification before it is considered researchable and helps the researcher modify the research plan.

The questionnaire was administered to representative samples of 50 primary and upper primary students belonging to primary and upper primary schools in Krishnagiri district. School and consent co-operation of the school headmasters. Necessary instructions were given to the teachers as they should give their responses. As well as it was given to 15 members of our DIET faculty. The data gathered were scored and processed. A scoring key was prepared by the researcher and the scoring was done. Through this pilot study questions were excluded and it was made as a standardized tool finally with the selected 46 statements by the researcher.

3.21: DESCRIPTION OF THE QUESTIONNAIRE OF BOOKLET

3.21.1: QUESTIONNAIRE

The questionnaire was aimed at exploring primary school teachers' practices of learning outcomes for learning to support student learning improvement. The role of teachers and students in the classroom and approaches to assessment-related items are given much importance in the questionnaire. The questionnaire was composed of two sections.

The first section comprised 10 different types of items that covered the teacher's demographic information. The second section of the questionnaire included 4 sub-dimensions as Teaching effectiveness, Classroom environment, Assessment and feedback, and Student engagement and participation with a 5-point scale agreement for evaluating the attitude of teachers toward learning outcomes

Before actual data collection, a pilot study was conducted to enhance the reliability and validity of the data collection instruments. To check the effectiveness and make improvements to the instruments that have been translated from English to Tamil, a pilot study was conducted with 50 primary school teachers in various blocks of Krishnagiri district. Twenty primary school teachers were selected and invited to comment on the clarity and appropriateness of the questionnaire answer survey for the study.

In addition to the above Perception tools related to approaches to student assessment the question of the booklet used for the study in good covering letter personal data and instructions for the subject of the sample.

3.21.2: Covering letter

The first page contains the cover letter of the researcher to the respondent stating the purpose of the study and giving them assurance that the information punished by them will be kept strictly confidential and used for academic purposes only.

3.21.3: Personal data

The section on personal data required the subject for details regarding the name of the teachers, qualification experience along school particulars.

3.22: PROCEDURE

The investigator made the Chief Education Officer in Krishnagiri district and collected the list of primary and upper primary schools and also particulars

regarding the strength of 4 and 5 class handling teachers. Schools were selected from the primary and upper primary schools according to the principles of the Purposive random sampling technique.

The investigator also gave the district and Block education officers consent and octane permission to administer that test to the teachers of the primary and upper primary schools. The investigator also met those teachers to fix different days and times for the administration of the test and the administrative questionnaire strictly by this time schedule.

3.23: ADMINISTRATION OF THE QUESTIONNAIRE

The investigator, senior lecturers, and lecturers issued the questionnaire to the selected primary and upper primary school teachers. All explained to them the purpose of the investigation and also gave very clear instructions regarding the method of answering the test. The investigators distributed the printed questionnaire for making the responses. Meticulous care was taken to see to complete the test in time. The investigators were present in the classroom and helped the teacher whenever they met with some difficulty in understanding the meaning of different words used in the test. All the tests were administered by the researcher in person in a face-to-face situation. The instruction and time limits prescribed in the manual of respective tests are strictly followed.

The teacher was found to be careful enough to go through the instructions, read each statement carefully, and indicate the response without any difficulty. All the filled-in questionnaires were collected from the teachers and scored according to their respective scoring keys The total scores obtained were table and treated statistically.

3.24: COLLECTION OF DATA

The tool Attitude scale was administered to 200 samples. The collection of samples for the final study was discussed under the caption the investigator asked the subjects to go through all the items carefully in their free time and put the tick mark in the Perception scale under the appropriate place in the questionnaire the subjects were also instructed to note the positive and negative statements in the pool after collecting the field in the questionnaire the investigated scored systematically. Thus, the data required for the study were collected.

3.25: STATISTICAL TECHNIQUE

The collected data was systematically organized and suitable statistical techniques were applied to draw the precise solution in the study. Mean and standard deviation were asked to find out the t ratio to find out the significant difference between the two variables. To find out the relationship among two variables Karl Pearson's product movement correlation coefficient was used in the study.

3.26: LIMITATIONS OF THE STUDY

The present study was to find out the attitude of primary school teachers towards learning outcomes about the variables teaching effectiveness classroom environment assessment and feedback professional development and its adaptability and student engagement and participation. in Krishnagiri district

The limitation of the study is

- The studies were restricted to Primary and Upper Primary schools in Krishnagiri district.
- The investigator selected teachers from Primary and Upper Primary schools,

- The study has been focused only on classes 4 and 5 from Primary and Upper Primary schools.
- The investigator confined his study to 200 Primary teachers.

4. STATISTICAL ANALYSIS OF DATA

The attitude of teachers in learning outcomes were measured through a questionnaire. It has 46 items. Those items were intended to measure.

4.1: OVERVIEW

This chapter deals with the analysis of data which are collected through this study for the teachers. The teachers were analyzed to identify the differences in learning outcomes. Mean score differences were taken into account and significant differences were found through t-test analysis at a 0.05 level of confidence.

4.2: TEST OF SIGNIFICANCE

This is a crucial portion of the study in concluding by examining the hypotheses. The procedure or testing of hypotheses was entered either by accepting the research hypotheses or rejecting the same by the results obtained concerning the level of confidence fixed at 0.05 level of confidence which was considered sufficient for the study. The test was usually called the test of significance. If the obtained value was greater than the table value alternate hypothesis was accepted. If the obtained value was less than the table value, the alternate hypothesis was rejected.

TABLE.4.1: DISTRIBUTION OF RESPONSES BY DEMOGRAPHIC AND PROFESSIONAL VARIABLES IN ACHIEVEMENT OF LEARNING OUTCOMES

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	65	79 .7	10.3	1	2	7
	Female	135	80.3	7.7	2	5	3
Age	Below 45	107	81.5	9.5	1	6	2
	Above 45	93	75.8	10.2	3	6	5
Educational Qualification	D.T. ED	48	71.5	9.5	7	10	2
	UG with B.Ed	30	77.4	12.6	1	7	2
	PG with B.Ed	122	85	9	1	3	2
Job Experience	Below 25	167	79.6	10.4	1	5	4
	Above 25	33	75.5	12.3	2.7	5.5	3
Type of school	PUPS	167	85.4	6.6	1	4	3
	PUMS	33	78.2	12.8	1	5	3
Locality	Urban	22	79.1	10.9	2	5	3
	Rural	178	84	9	2	1	2

The above table 4.1 presents the percentage distribution of responses (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) across various demographics and Disagree and Strongly Disagree) professional variables. Here is a detailed narrative description The percentages of responses (Strongly Agree, Agree, Neutral, show varying trends across different demographic and professional groups:

Gender: Both genders show high levels of strongly agree, with females having a slightly higher percentage of SA. Males have a slightly higher percentage of SD compared to females.

Age: Teachers below 45 years tend to have higher levels of strongly agreeableness compared to those above 45, who show a higher tendency towards neutrality and disagreement.

Educational Qualification: Higher educational qualifications (PG with B.Ed) are associated with higher levels of strongly agree and lower levels of disagree and neutrally.

Job Experience: Teachers with less than 25 years of experience have a higher percentage of strongly agree compared to those with more experience, though the difference is not very large.

Type of School: Teachers from PUPS show higher levels of strong agreement compared to those from PUMS.

Locality: Urban teachers People from rural areas are more likely to strongly agree with something and less likely to disagree, compared to people from urban areas.

This detailed breakdown helps in understanding the distribution and variations of responses among different categories.

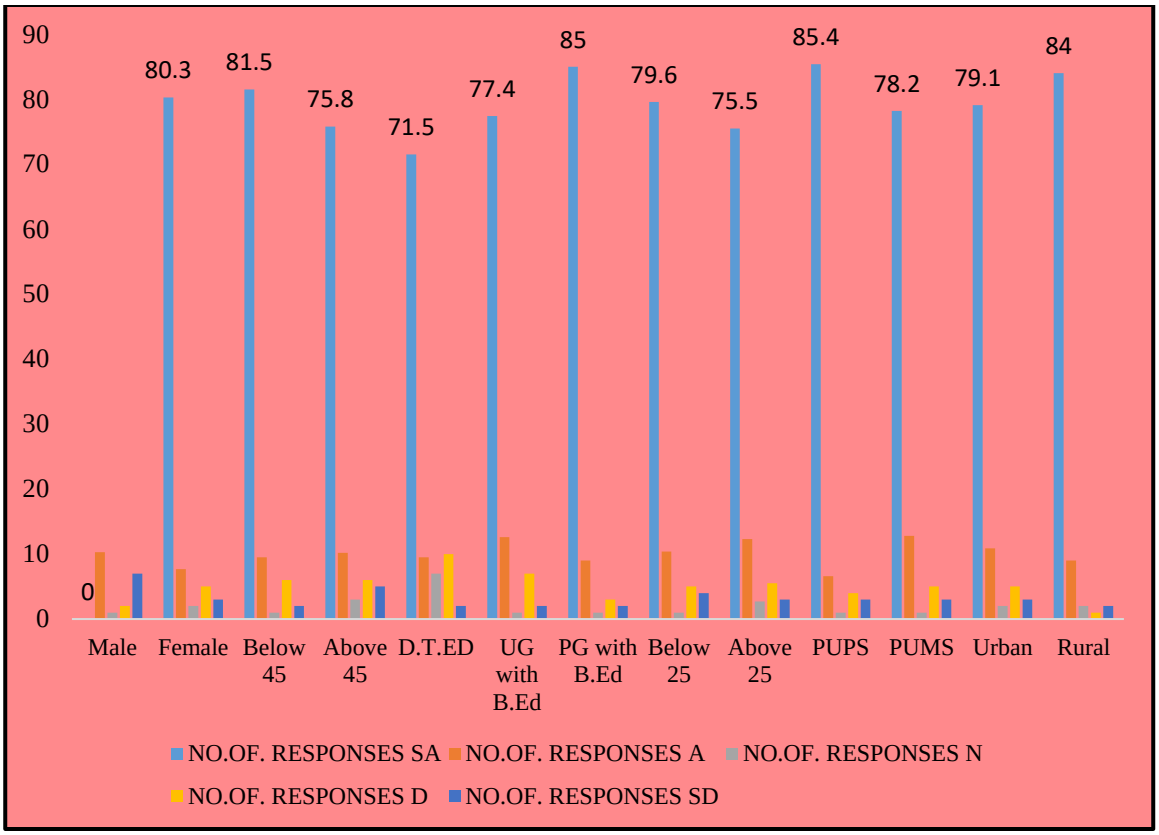

Figure: 1 Response of Demographic and Professional Variables

TABLE 4.2: DISTRIBUTION OF RESPONSES BY BLOCK WISE ACHIEVEMENT OF LEARNING OUTCOMES IN KRISHNAGIRI DISTRICT

BLOCKS	N	NO. OF RESPONSES				
		SA	A	N	D	SD
Krishnagiri	20	78.6	11.2	1	2	7
Kaveripattinam	20	77	12.4	1.6	5	3
Bargur	20	74.7	10.6	3	6	5
Mathur	20	75.8	13.2	1	5	4
Uthangarai	20	81	10	1	5	3

Veppanapalli	20	61.3	12.7	9.5	11.5	3
Shoolagiri	20	66.9	21	4.1	4	3
Hosur	20	60	27	2	7	4
Kelamangalam	20	77.4	12.6	1	5	3
Thally	20	71	18.3	1	6.7	2

This table 4.2 presents the distribution of responses (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) across various blocks within Krishnagiri District. Each block has 20 teachers. The key findings are described below.

Krishnagiri shows a high level of Strongly Agree responses, indicating strong agreement among the teachers.

Similar to Krishnagiri, Kaveripattinam has a high percentage of Strongly Agree responses with minimal neutral responses.

The Bargur has fewer people who strongly agree compared to Krishnagiri and Kaveripattinam, and more people who are neutral or disagree.

Mathur's responses had a strong level of agreement from others, with very few people having neutral or strongly disagreeing opinions.

In Uthangarai, the highest percentage of teachers strongly agreed with a statement or question, indicating a very strong level of agreement among the people surveyed.

In the Veppanapalli, fewer people strongly agree with a statement and more people are neutral or disagree with it, compared to other areas or blocks.

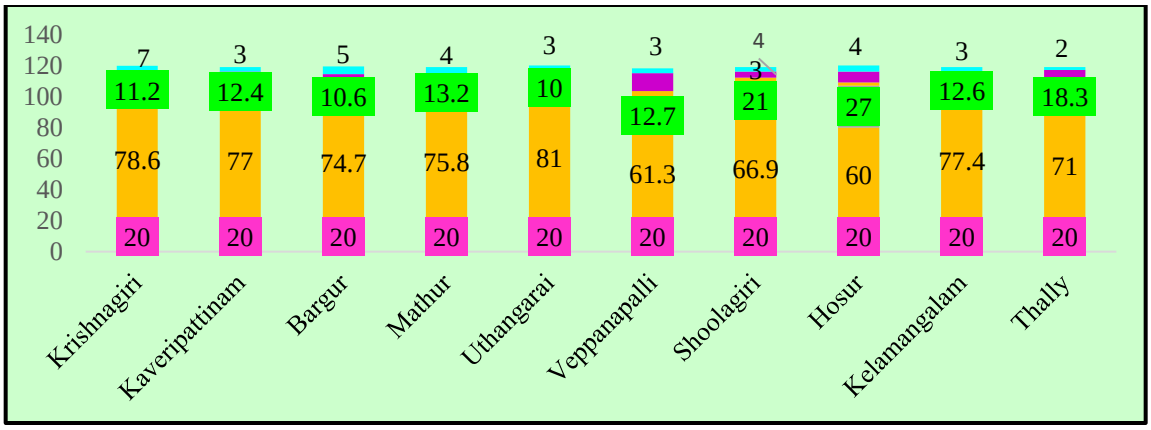

Figure: 2 Blocks Wise Achievement of Learning Outcomes in Krishnagiri District

Shoolagiri has a high percentage of Agree responses and relatively low Neutral and Disagree responses.

Hosur has the lowest percentage of Strongly Agree responses but the highest percentage of Agree responses, indicating moderate agreement.

Kelamangalam shows a high level of Strongly Agree responses with minimal Neutral and Strongly Disagree responses, similar to Kaveripattinam and Krishnagiri.

The Thally mostly received responses indicating agreement and strong agreement, with very few neutral or strongly disagreeing responses.

TABLE 4.3: DISTRIBUTION OF RESPONSES BY DOMAIN WISE ACHIEVEMENT OF LEARNING OUTCOMES IN KRISHNAGIRI DISTRICT

Domain -1 Teaching Effectiveness

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	65	81.7	12.3	1	2	3

	Female	135	83.4	11.6	1	3	1
Age	Below 45	107	80.5	10.5	1	5	3
	Above 45	93	78.3	10.7	3	5	3
Educational Qualification	D.T. ED	48	65.5	15.5	10	6	3
	UG with B.Ed	30	81.4	13.6	1	3	1
	PG with B.Ed	122	83	12	1	2	2
Job Experience	Below 25	167	79.6	10.4	1	5	4
	Above 25	33	78.8	11.2	2.7	5.3	2
Type of school	PUPS	167	80.4	7.6	1	6	5
	PUMS	33	77.2	12.8	1	5	4
Locality	Urban	22	86.1	13.9	2	5	3
	Rural	178	76	11	3	6	4

The above table 4.3 presents the distribution of responses across different variables: gender, age, educational qualification, job experience, type of school, and locality. Each category is assessed by the percentage of responses. Male teachers show a high level of strongly agree, with minimal neutral and disagree responses.

Female teachers display an even higher percentage of strongly agree compared to males, with very low levels of disagree.

Teachers below 45 show a strong tendency towards agree, with few neutral and disagree responses.

Teachers above 45 show slightly less strong agreement compared to the younger group, but maintain low levels of disagreement.

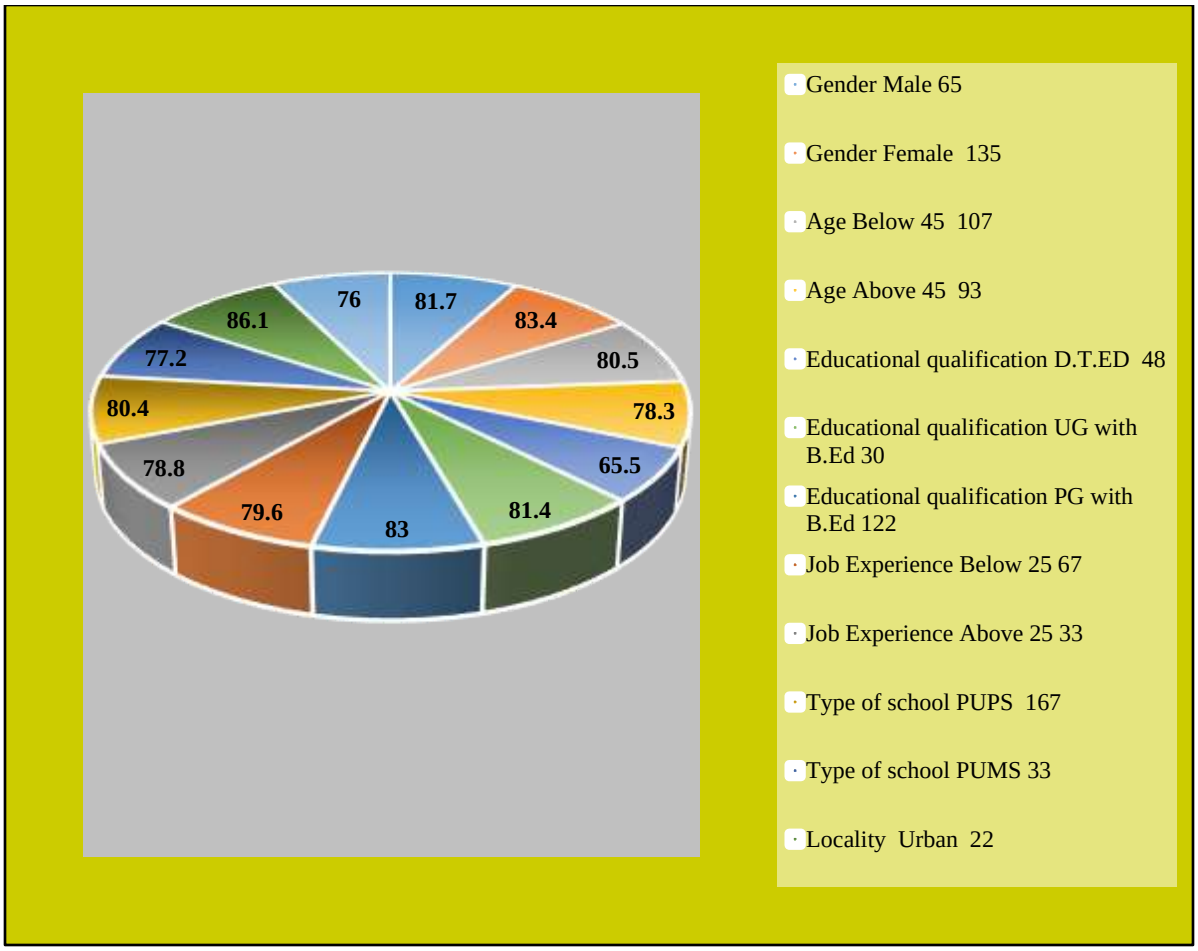

Figure: 3 Responses by Domain Wise Achievement of Learning Outcomes in Krishnagiri District

Teachers with a D.T. ED qualification show lower levels of strongly agree and higher neutrality and disagree compared to other educational qualifications.

Teachers with an undergraduate degree and B.Ed show high levels of strongly agree with minimal disagree.

Teachers with a postgraduate degree and B.Ed show the highest levels of strongly agree and the lowest levels of disagree.

Teachers with less than 25 years of job experience show high levels of strongly agree, with a small proportion of disagree.

Teachers with more than 25 years of job experience show similar levels of agreement compared to the less experienced, with slightly more neutral responses.

Teachers from PUPS schools show high levels of strongly agree, with notable percentages of disagree.

Teachers from PUMS schools show slightly lower levels of strongly agree compared to PUPS, but still maintain high levels of overall agree.

Urban Teachers show the highest levels of strong agreement among all variables, indicating a very strong positive sentiment. Rural Teachers show lower levels of strongly agree compared to urban teachers, with higher levels of neutrality and disagreement.

Domain -2 Class Room Environment

Table 4.4 presents the distribution of responses across different variables: gender, age, educational qualification, job experience, type of school, and locality. Each category is assessed by the percentage of responses.

Male Teachers show a high level of strongly agree, with minimal neutral and disagree responses.

Female Teachers display an even higher percentage of strongly agree compared to males, with very low levels of disagree.

TABLE 4.4: DISTRIBUTION OF RESPONSES BY DOMAIN-WISE ACHIEVEMENT OF LEARNING OUTCOMES IN KRISHNAGIRI DISTRICT

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	65	80.3	13.7	1	3	2
	Female	135	82.5	13.5	1	2	1
Age	Below 45	107	82.5	10.5	1	3	3
	Above 45	93	79.7	10.3	3	4	3
Educational Qualification	D.T. ED	48	70.6	14.4	10	3	2
	UG with B.Ed	30	83	12	1	3	1
	PG with B.Ed	122	85	10	1	2	2
Job Experience	Below 25	67	78.6	10.4	2	5	4
	Above 25	33	79.8	10.2	2	5	3
Type of school	PUPS	167	83.4	6.6	1	5	4
	PUMS	33	79	11	1	6	3
Locality	Urban	22	85.1	9.9	1	3	1
	Rural	178	75	10	3	7	5

Teachers above 45 show slightly less strong agreement compared to the younger group, but maintain low levels of disagreement.

Teachers who have a D.T.ED qualification tend to have lower levels of strongly agree and higher levels of neutrality in comparison to those with other educational qualifications.

Teachers with an undergraduate degree and B.Ed show high levels of strongly agree with minimal disagree.

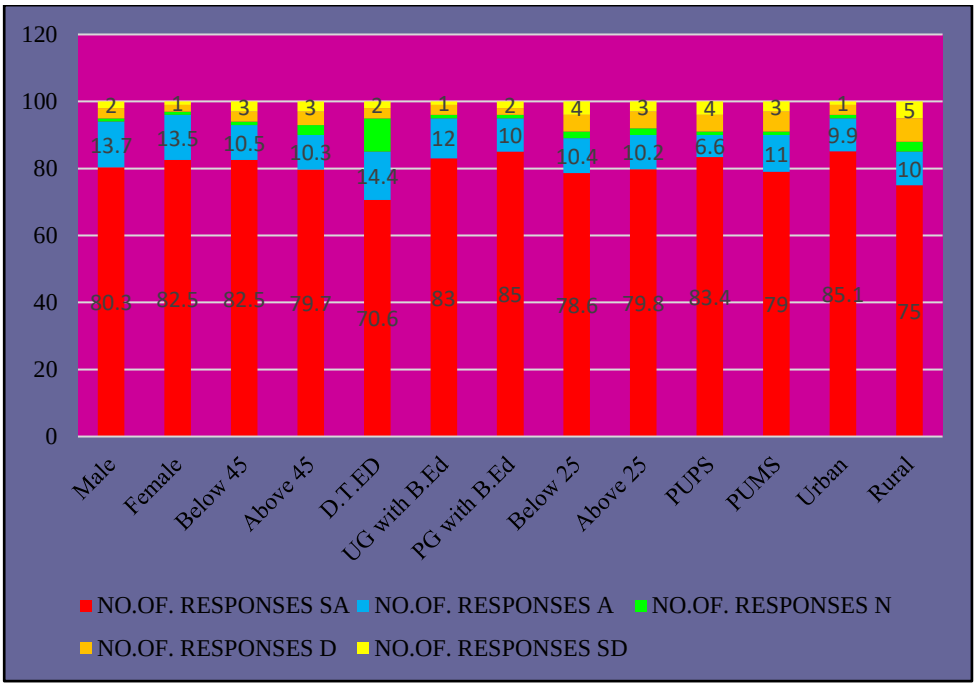

Figure: 4 Responses by Domain Wise Achievement of Learning Outcomes in Krishnagiri District

This means that teachers who have completed a postgraduate degree as well as a Bachelor of Education degree are most likely to strongly agree with a statement or idea, and are least likely to disagree with it.

The Teachers who have less than 25 years of work experience strongly agree with this statement, while only a small percentage disagree with it.

Teachers from PUPS schools show high levels of strongly agree, with notable percentages of disagree.

Teachers from PUMS schools show slightly lower levels of strong agreement compared to PUPS, but still maintain high levels of overall agreement.

Urban teachers show the highest levels of strong agreement among all variables, indicating a very strong positive sentiment.

Rural teachers show lower levels of strongly agreeableness compared to urban teachers, with higher levels of neutrality and disagreement.

TABLE 4.5: DISTRIBUTION OF RESPONSES BY DOMAIN-WISE ACHIEVEMENT OF LEARNING OUTCOMES IN KRISHNAGIRI DISTRICT

Domain -3 Assessment and Feedback

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	65	82.3	12.7	1	3	2
	Female	135	83.5	11.5	1	3	1
Age	Below 45	107	81.2	10.8	2	3	3
	Above 45	93	78.6	10.4	3	4	4
Educational Qualification	D.T.ED	48	73.4	13.6	9	2	2
	UG with B.Ed	30	82.5	12.5	1	3	1
	PG with B.Ed	122	86	9	1	2	2
Job Experience	Below 25	67	79	10	2	5	4
	Above 25	33	80	10	2	5	3
Type of school	PUPS	167	84.4	5.6	1	5	4
	PUMS	33	78	12	1	6	3
Locality	Urban	22	85	9	1	3	2
	Rural	178	77.5	10.5	3	4	5

The above table 4.5 presents the distribution of responses across different variables: gender, age, educational qualification, job experience, type of school, and locality. Each category is assessed by the percentage of responses.

Male teachers show a high level of strongly agree, with minimal neutral and disagree responses.

Female teachers display an even higher percentage of strongly agree compared to males, with very low levels of disagree.

Teachers below 45 show a strong tendency towards agree, with few neutral and disagree responses.

Teachers above 45 show slightly less strong agreement compared to the younger group, but maintain low levels of disagreement.

Teachers with a D.T. ED qualification show lower levels of strong agreement and higher neutrality compared to other educational qualifications.

Teachers with an undergraduate degree and B.Ed show high levels of strongly agree with minimal disagree.

Teachers with a postgraduate degree and B.Ed. show the highest levels of strongly agree and the lowest levels of disagree.

Teachers with less than 25 years of job experience show high levels of strongly agree, with a small proportion of disagree.

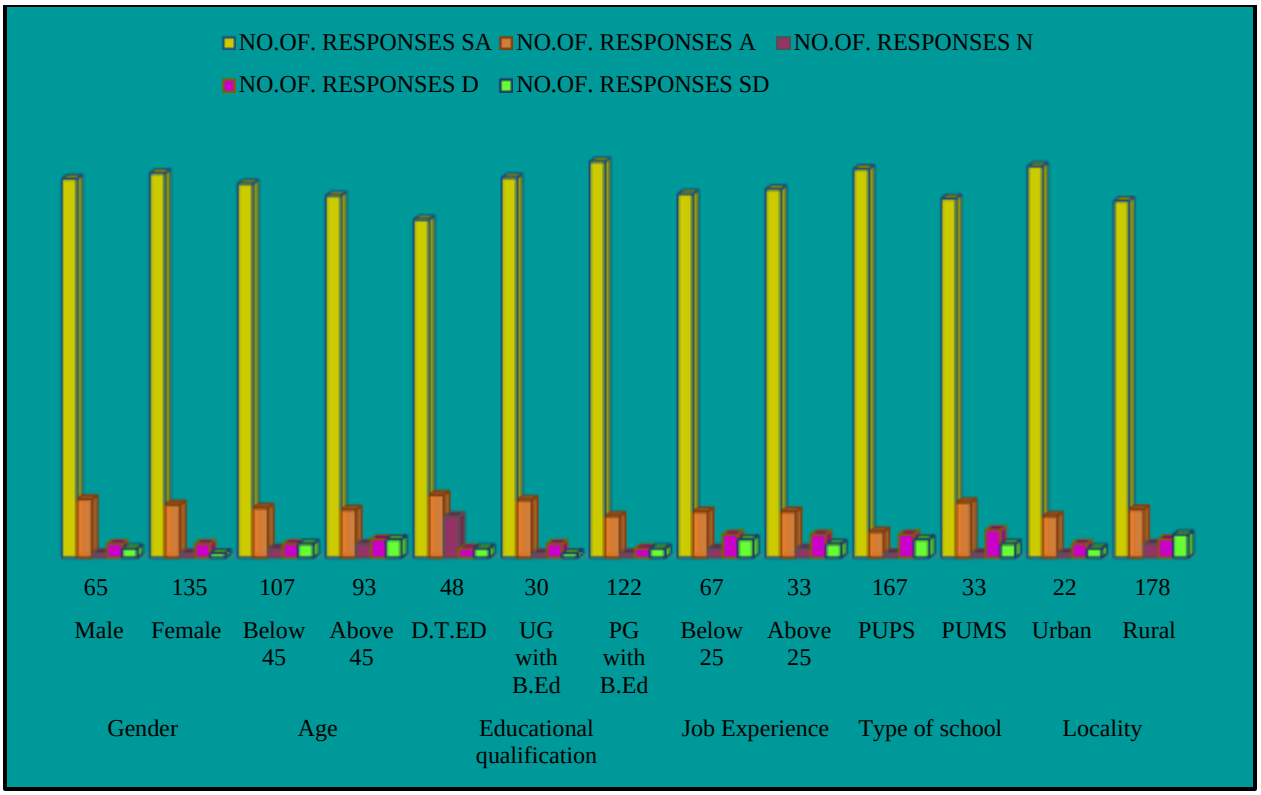

Figure: 5 Responses by Domain Wise Achievement of Learning Outcomes in Krishnagiri District

Teachers with more than 25 years of job experience show similar levels of agreement compared to those with less experience, with slightly more neutral responses.

Teachers from PUPS schools show high levels of strongly agree, with notable percentages of disagree.

Teachers from PUMS schools show slightly lower levels of strongly agree compared to PUPS, but still maintain high levels of overall agree.

Urban Teachers show the highest levels of strong agreement among all variables, indicating a very strong positive sentiment.

Rural Teachers show lower levels of strongly agree compared to urban Teachers, with higher levels of neutrally and disagree.

TABLE 4.6: DISTRIBUTIONS OF RESPONSES BY DOMAIN-WISE ACHIEVEMENT OF LEARNING OUTCOMES IN KRISHNAGIRI DISTRICT

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	65	80.3	14.7	1	3	2
	Female	135	81.5	13.5	1	3	1
Age	Below 45	107	83.8	8.2	2	3	3
	Above 45	93	78.5	11.5	3	4	3
Educational Qualification	D.T. ED	48	75.6	12.4	8	2	2
	UG with B. Ed	30	84	13	1	1	1
	PG with B. Ed	122	84.5	10.5	1	2	2
Job Experience	Below 25	67	80	9	2	4	5
	Above 25	33	81.5	9.5	2	4	3
Type of school	PUPS	167	85	5	1	6	3
	PUMS	33	77	14	1	5	3
Locality	Urban	22	84.5	10.5	1	2	2
	Rural	178	77	10	3	4	6

Domain -4 Student Engagement and Participation

The above table 4.6 provides a detailed distribution of responses across several variables.

Male Teachers show a high level of strongly agree, with minimal neutral and disagree responses.

Female Teachers display a slightly higher percentage of strongly agree compared to males, with very low levels of disagree.

Teachers below 45 show a strong tendency towards agree, with few neutral and disagree responses.

Teachers above 45 show slightly less strong agreement compared to the younger group, but maintain low levels of disagreement.

Teachers with a D.T.ED qualification show lower levels of strong agreement and higher neutrally compared to other educational qualifications.

Teachers with an undergraduate degree and B. Ed show high levels of strongly agree with minimal disagree. Teachers with a postgraduate degree and B.Ed show the highest levels of strongly agree and the lowest levels of disagree. Teachers with less than 25 years of job experience show high levels of strong agreement, with a small proportion of disagree.

Teachers with more than 25 years of job experience show similar levels of agreement compared to those with less experience, with slightly more neutral responses. Teachers from PUPS schools show high levels of strongly agree, with notable percentages of disagree. Teachers from PUMS schools show slightly lower levels of strongly agree compared to PUPS, but still maintain high levels of overall

agree. Urban Teachers show the highest levels of strong agreement among all variables, indicating a very strong positive response.

Rural Teachers show lower levels of strongly agree compared to urban Teachers, with higher levels of neutrally and disagree.

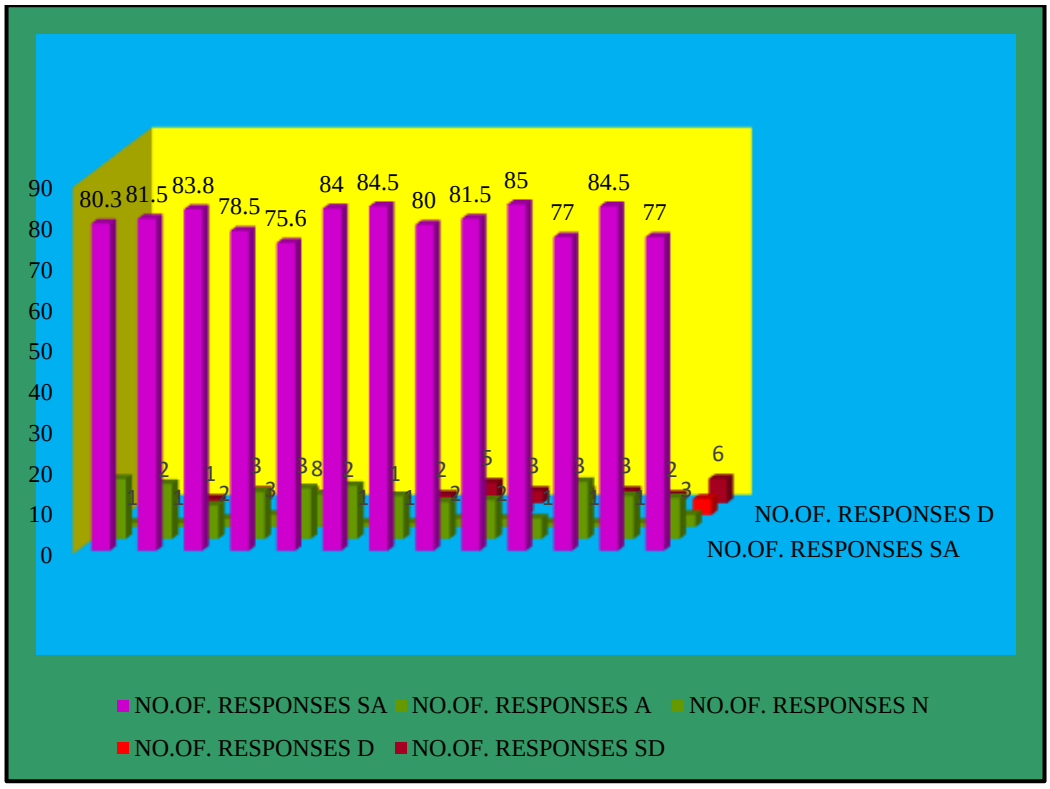

Figure: 6 Responses by Domain Wise Achievement of Learning Outcomes in Krishnagiri District

TABLE 4.7: DISTRIBUTION OF RESPONSES IN ACHIEVEMENT OF LEARNING OUTCOMES IN KRISHNAGIRI EDUCATIONAL DISTRICT

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	13	79	14	1	4	2

	Female	47	83	12	1	2	2
Age	Below 45	27	82	10	2	4	2
	Above 45	33	79	12	3	4	2
Educational Qualification	D.T.ED	13	77	13	6	2	2
	UG with B. Ed	7	85	10	1	3	1
	PG with B. Ed	40	86	10	1	2	1
Job Experience	Below 25	47	82	8	2	5	3
	Above 25	13	83	9	2	4	2
Type of school	PUPS	49	85	7	1	4	3
	PUMS	11	79	12	1	6	2
Locality	Urban	57	83	9	2	4	2
	Rural	03	79	10	3	5	3

The above table 4.7 presents the distribution of responses across different demographic variables: gender, age, educational qualification, job experience, type of school, and locality in Krishnagiri educational district.

Male Teachers show a high level of strongly agree (79%) with a small percentage showing disagree (4%) and strongly disagree (2%).

Female Teachers display slightly higher strongly agree (83%) compared to males, with very low levels of disagree (2%).

Teachers below 45 years old show a strong tendency towards agree (82%) with minimal neutral and disagree responses.

Teachers above 45 years old show slightly lower strongly agree (79%) compared to the younger group, but maintain low levels of disagree.

Teachers with a D.T.ED qualification show lower levels of strongly agree (77%) and higher neutrality (6%) compared to other educational qualifications.

Teachers with an undergraduate degree and B.Ed show high levels of strongly agree (85%) with minimal disagree.

Teachers with a postgraduate degree and B.Ed show the highest levels of strong agree (86%) and the lowest levels of disagree.

Teachers with less than 25 years of job experience show high levels of strong agreement (82%) with a small proportion of disagreement.

Teachers with more than 25 years of job experience show similar levels of strong agreement (83%) compared to those with less experience, with slightly less neutral responses.

Teachers from PUPS schools show high levels of strongly agree (85%) with notable percentages of disagree.

Teachers from PUMS schools show slightly lower levels of strongly agree (79%) compared to PUPS, but still maintain high levels of overall agree.

Urban Teachers show the highest levels of strongly agree (83%) among all variables, indicating a very strong positive response.

Rural Teachers show slightly lower levels of strongly agree (79%) compared to urban Teachers, with higher levels of neutrality and disagreement.

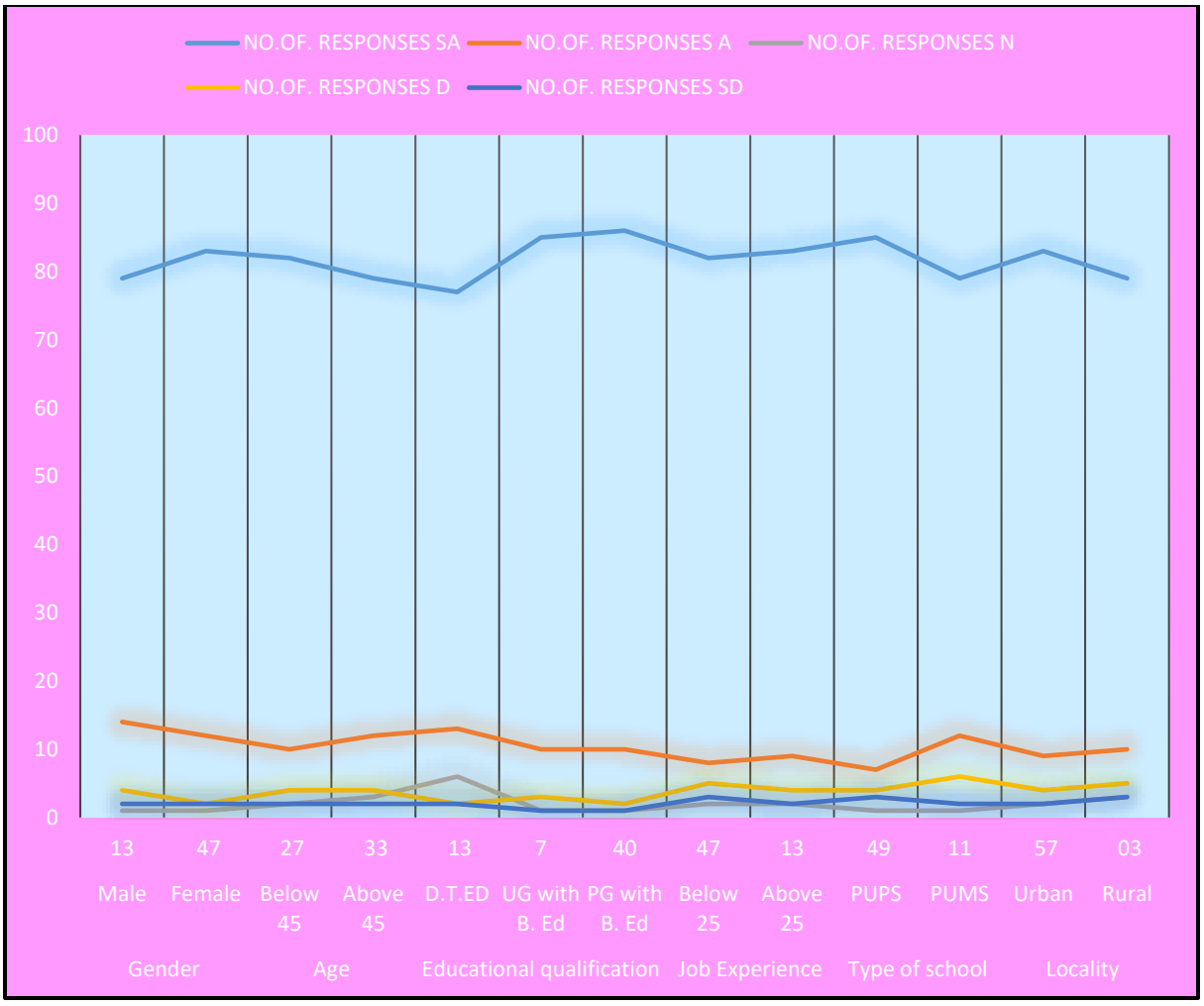

Figure: 7 Responses in Achievement of Learning Outcomes in Krishnagiri Educational District

TABLE 4.8: DISTRIBUTIONS OF RESPONSES IN ACHIEVEMENT OF LEARNING OUTCOMES IN MATHUR EDUCATIONAL DISTRICT

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	14	77.5	12.5	1	6	3
	Female	26	80.4	12.6	2	3	2
Age	Below 45	26	81.7	10.3	2	3	3

	Above 45	14	77.6	11.4	3	5	3
Educational Qualification	D.T.ED	6	79	11	6	2	2
	UG with B. Ed	6	83.2	9.8	1	5	1
	PG with B. Ed	28	82	9	2	4	3
Job Experience	Below 25	34	84	8	2	4	2
	Above 25	6	81.5	8.5	2	4	2
Type of school	PUPS	40	83	8	1	5	3
	PUMS	0	0	0	0	0	0
Locality	Urban	0	0	0	0	0	0
	Rural	40	78.5	7.5	2	7	5

This table 4.8 shows how responses are divided among different demographic categories, such as gender, age, educational qualification, job experience, type of school, and locality.

Male Teachers show a high level of strongly agree (77.5%) with a moderate percentage of disagree (6%) and strongly disagree (3%).

Female Teachers display slightly higher strongly agree (80.4%) compared to males, with lower levels of disagree and strongly disagree.

Teachers below 45 years old show a strong tendency towards agree (81.7%) with minimal neutral and disagree responses.

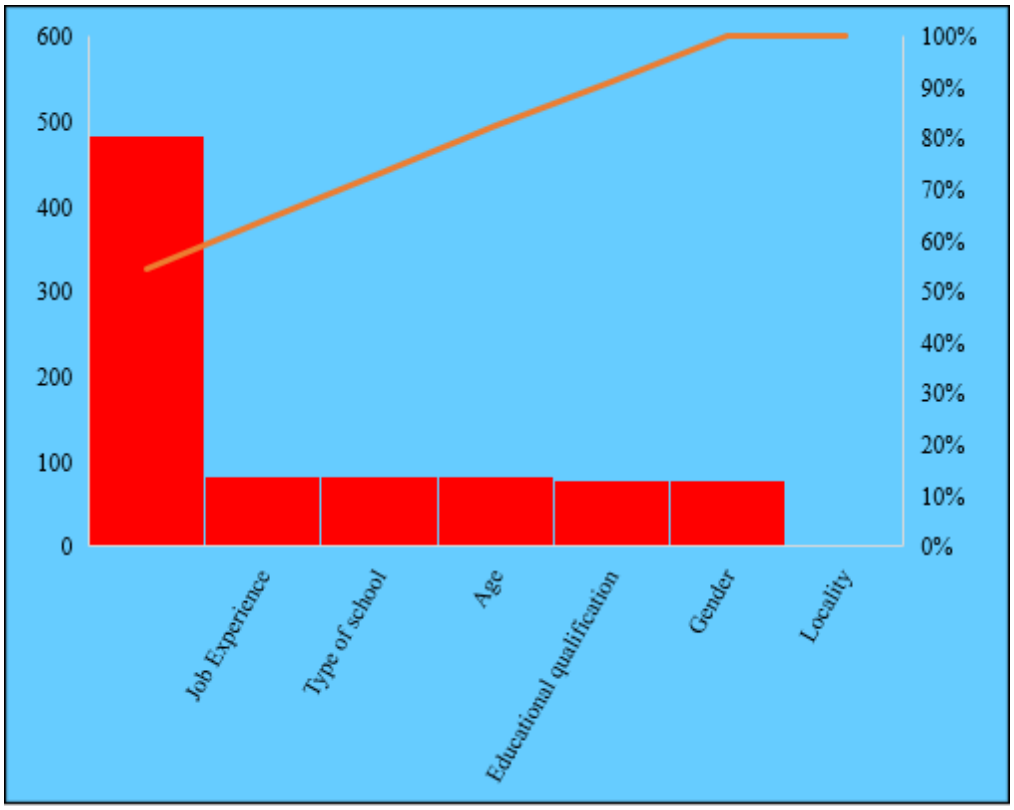

Figure: 8 Responses in Achievement of Learning Outcomes in Mathur Educational District

Teachers above 45 years old show slightly lower strongly agree (77.6%) compared to the younger group, but maintain low levels of disagree.

Teachers with a D.T.ED qualification show lower levels of strongly agree (79%) and higher neutrality (6%) compared to other educational qualifications.

Teachers with an undergraduate degree and B.Ed show high levels of strongly agree (83.2%) with minimal disagreement.

Teachers with a postgraduate degree and B.Ed show high levels of strongly agree (82%) with slightly higher levels of disagree compared to UG with B.Ed.

Teachers with less than 25 years of job experience show very high levels of strongly agree (84%) with a small proportion of disagree.

Teachers with more than 25 years of job experience show slightly lower levels of strongly agree (81.5%) compared to those with less experience, with similar levels of disagree.

Teachers from PUPS schools show high levels of strongly agree (83%) with notable percentages of disagree.

Rural Teachers show slightly lower levels of strongly agree (78.5%) compared to urban Teachers, with higher levels of disagree.

TABLE 4.9: DISTRIBUTION OF RESPONSES IN ACHIEVEMENT OF LEARNING OUTCOMES IN THE HOSUR EDUCATIONAL DISTRICT

VARIABLES	SAMPLE	N	NO.OF. RESPONSES				
			SA	A	N	D	SD
Gender	Male	20	75	14.5	1.5	5	4
	Female	40	77	12	2	6	3
Age	Below 45	26	79.2	10.8	2	5	3
	Above 45	34	76.6	11.4	3	5	4
Educational Qualification	D.T.ED	22	77.7	10.3	6	4	2
	UG with B. Ed	9	79.2	9.8	1	6	4
	PG with B. Ed	28	80	9	2	5	4
Job	Below 25	41	82	7	2	5	4

Experience	Above 25	9	79.5	9.5	2	6	3
Type of school	PUPS	52	79	7	3	6	5
	PUMS	8	77	8	4	5	6
Locality	Urban	13	76.3	10.7	3	6	4
	Rural	47	79.5	7.5	3	7	3

This table 4.9 presents the distribution of responses across different demographic variables: gender, age, educational qualification, job experience, type of school, and locality.

Male Teachers show a high level of strongly agree (75%) with moderate levels of agreement (14.5%) some disagree (5%) and strongly disagree (4%).

Female Teachers display slightly higher strongly agree (77%) compared to males, with lower levels of disagree and strongly disagree.

Teachers below 45 years old show a strong tendency towards agree (79.2%) with minimal neutral and disagree responses.

Teachers above 45 years old show slightly lower strongly agree (76.6%) compared to the younger group, but maintain similar levels of disagree.

Teachers with a D.T.ED qualification show a relatively high level of strongly agree (77.7%) with a noticeable percentage of neutrally (6%).

Teachers with an undergraduate degree and B.Ed show high levels of strong agree (79.2%) with minimal neutrality and similar levels of disagree compared to D.T.ED.

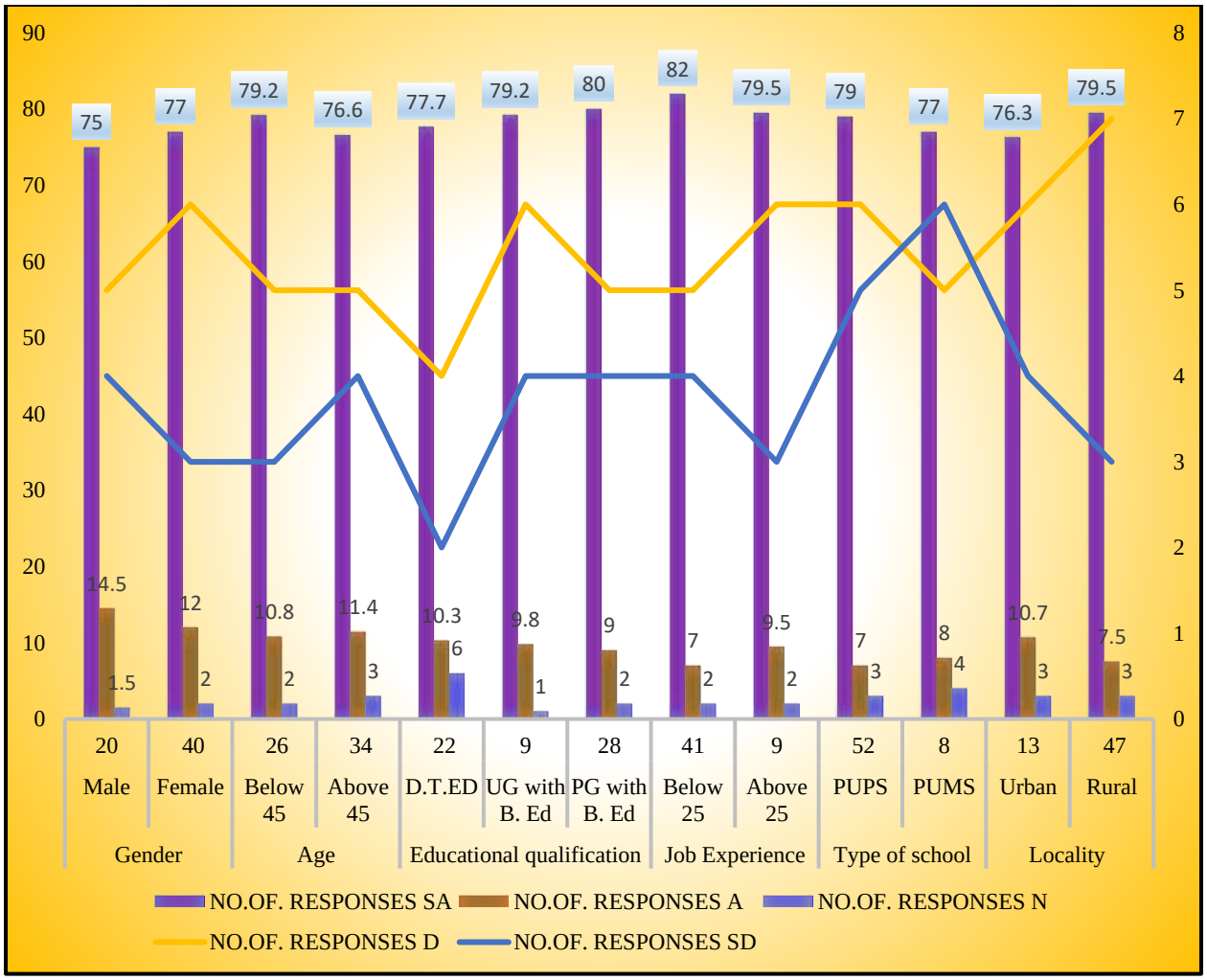

Figure: 9 Responses in Achievement of Learning Outcomes in Hosur Educational District

Teachers with a postgraduate degree and B.Ed show the highest levels of strongly agree (80%) among the educational qualifications with low levels of neutrally and similar levels of disagree.

Teachers with less than 25 years of job experience show very high levels of strongly agree (82%) with minimal neutrality and similar levels of disagree.

Teachers with more than 25 years of job experience show slightly lower levels of strongly agree (79.5%) compared to those with less experience, with similar levels of disagree.

Teachers from PUPS schools show high levels of strongly agree (79%) with notable percentages of neutrally (3%) and disagree.

Teachers from PUMS schools show slightly lower levels of strongly agree (77%) compared to PUPS, with higher neutrally and similar levels of disagree.

Urban Teachers show lower levels of strongly agree (76.3%) compared to rural Teachers, with higher levels of neutrally and disagree.

Rural Teachers show higher levels of strongly agree (79.5%) compared to urban Teachers, with lower levels of neutrally and similar levels of disagree.

TABLE 4.10: DISTRIBUTION OF RESPONSES IN ACHIEVEMENT OF LEARNING OUTCOMES IN THE DENKANIKOTTAI EDUCATIONAL DISTRICT

VARIABLES	**SAMPLE**	**N**	**NO.OF. RESPONSES**				
			SA	**A**	**N**	**D**	**SD**
Gender	Male	18	81	13	2	3	1
	Female	22	80	10	2	5	3
Age	Below 45	32	79	9	2	6	4
	Above 45	8	77.5	10.5	3	6	3
Educational Qualification	D.T.ED	7	79.3	10.7	3	4	3
	UG with B. Ed	8	81	9	2	5	3

	PG with B. Ed	25	83	7	2	7	3
Job Experience	Below 25	35	80.5	9.5	2	4	4
	Above 25	5	77.5	9.5	2	7	4
Type of school	PUPS	34	82	8	1	5	4
	PUMS	6	79	10	3	6	2
Locality	Urban	7	79.3	9.7	2	5	4
	Rural	33	83	6	3	7	2

This table 4.10 presents the distribution of responses across different demographic variables: gender, age, educational qualification, job experience, type of school, and locality.

Male Teachers show a very high level of strongly agree (81%) with moderate levels of agree (13%), and very low levels of neutrality, disagree, and strongly disagree.

Teachers below 45 years old show high levels of strongly agree (79%) with low levels of neutral, disagree, and strongly disagree.

Teachers above 45 years old show slightly lower levels of strongly agree (77.5%) compared to younger Teachers, with slightly higher levels of agree and similar levels of neutrally and disagree.

Teachers with an undergraduate degree and B.Ed show high levels of strongly agree (81%) similar to D.T.ED Teachers, with low levels of neutrality, disagree, and strongly disagree.

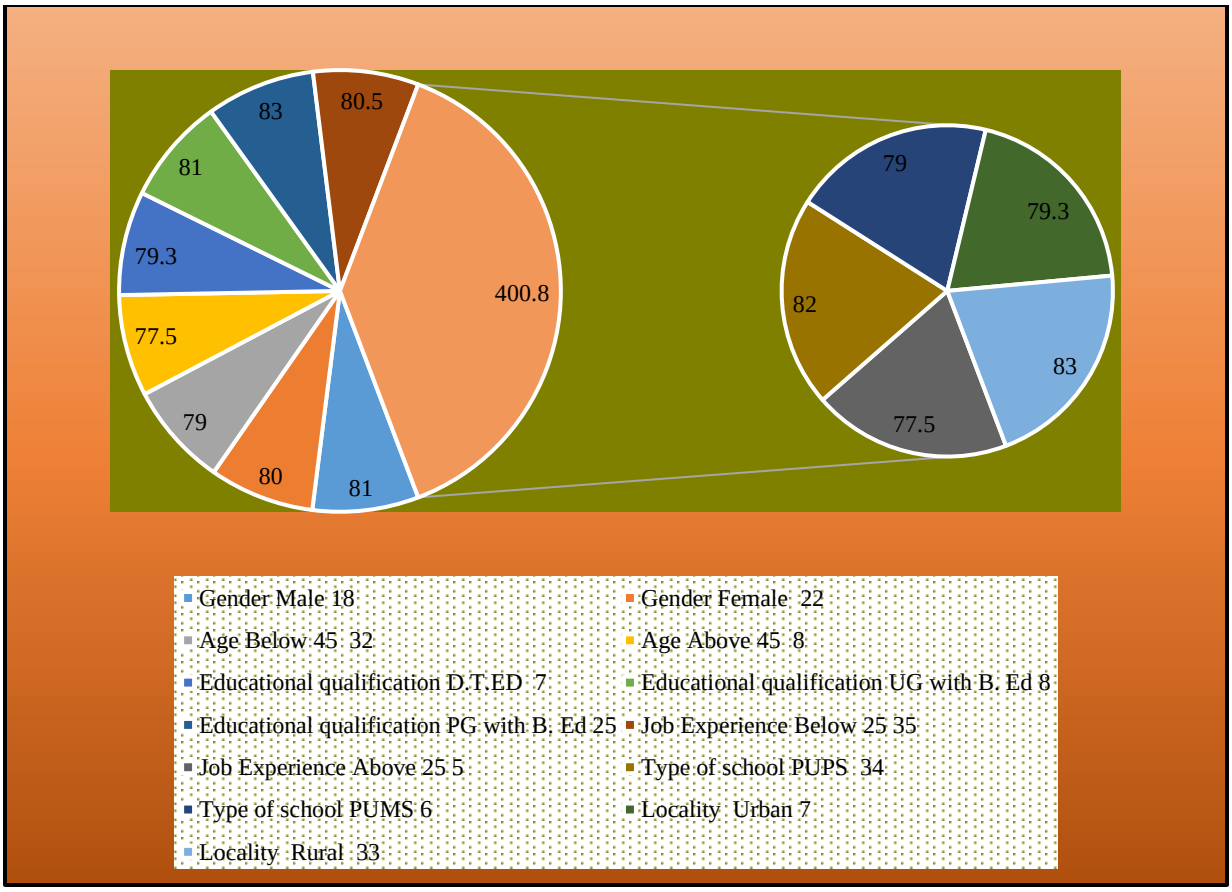

Figure: 10 Responses in Achievement of Learning Outcomes in Denkanikottai Educational District

Teachers with a postgraduate degree and B.Ed show the highest levels of strongly agree (83%) among the educational qualifications, with low levels of neutrally and similar levels of disagree.Teachers with less than 25 years of job experience show very high levels of strongly agree (80.5%) with low levels of neutrally, disagree, and strongly disagree.

Teachers with more than 25 years of job experience show slightly lower levels of strongly agree (77.5%) compared to those with less experience, with similar levels of neutrally and slightly higher levels of disagree. Teachers from PUPS schools show very high levels of strongly agree (82%) with low levels of neutral and disagree.

Teachers from PUMS schools show slightly lower levels of strongly agree (79%) compared to PUPS, with higher levels of neutral and similar levels of disagree. Urban Teachers show high levels of strongly agree (79.3%) with low levels of neutral, disagree, and strongly disagree. Rural Teachers show the highest levels of strongly agree (83%) among all localities, with low levels of neutrally and similar levels of disagree compared to urban Teachers.

TABLE 4.11: SIGNIFICANT DIFFERENCE IN ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN MALES AND FEMALE

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
MALE	65	79.07	20.78	2.88	***SD**
FEMALE	135	80.03	49.07		

***SD- Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

Discussions on Learning Outcomes

This table 4.11 presents a comparative analysis of learning outcomes between male and female participants based on their achievement scores. The key variables included are the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two groups.

Number of Participants (NO):

Male participants: 65

Female participants: 135

Mean Achievement Scores (MEAN):

The mean achievement score for male participants is 79.07.

The mean achievement score for female participants is slightly higher at 80.03.

Standard Deviation (SD):

The standard deviation for male participants is 20.78. This indicates the degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for female participants is much larger at 49.07, suggesting a higher variability in the achievement scores among females compared to males.

't' Value:

The 't' value for the comparison of mean scores between male and female participants is 2.88.

The table indicated by *SD, shows that the 't' value is significant at the standard deviation level. This implies a statistically significant difference between the mean achievement scores of male and female participants.

Interpretation

The table provides insights into the achievement of learning outcomes based on gender, highlighting the following points:

Mean Scores: Females have a slightly higher average achievement score than males.

Variability: The scores for females show much greater variability compared to males, as evidenced by the higher standard deviation. This suggests a broader range of performance among female participants.

Statistical Significance: The 't' value of 2.88 indicates that the difference in mean scores between males and females is statistically significant, meaning the difference is unlikely to be due to random chance. The results indicated that there was a statistically significant mean difference in teachers' learning outcomes scores between achievement of learning outcomes in male and female teachers.

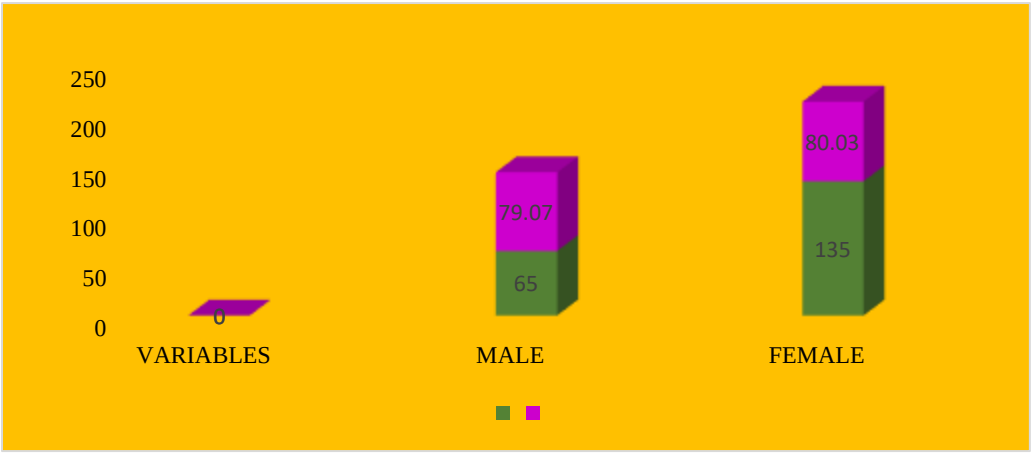

Figure: 11 Mean scores of male and female teachers

TABLE 4.12: SIGNIFICANT DIFFERENCE IN ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN BELOW 45 YEARS AND ABOVE 45 YEARS

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
BELOW-45	107	81.05	28.42	0.78	*NSD
ABOVE-45	93	75.08	22.55		

***NSD- No Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

This table provides a comparative analysis of learning outcomes between participants below the age of 45 and those above the age of 45. The table includes

the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two age groups.

Number of Participants (NO):

Participants below 45: 107

Participants above 45: 93

Mean Achievement Scores (MEAN):

The mean achievement score for participants below 45 is 81.05.

The mean achievement score for participants above 45 is lower at 75.08.

Standard Deviation (SD):

The standard deviation for participants below 45 is 28.42, indicating the degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for participants above 45 is 22.55, suggesting a somewhat lower variability in achievement scores compared to the younger group.

't' Value:

The 't' value for the comparison of mean scores between participants below 45 and those above 45 is 0.78.

The indicated by *NSD, shows that the 't' value is not significant at the standard deviation level. This implies that there is no statistically significant difference between the mean achievement scores of the two age groups.

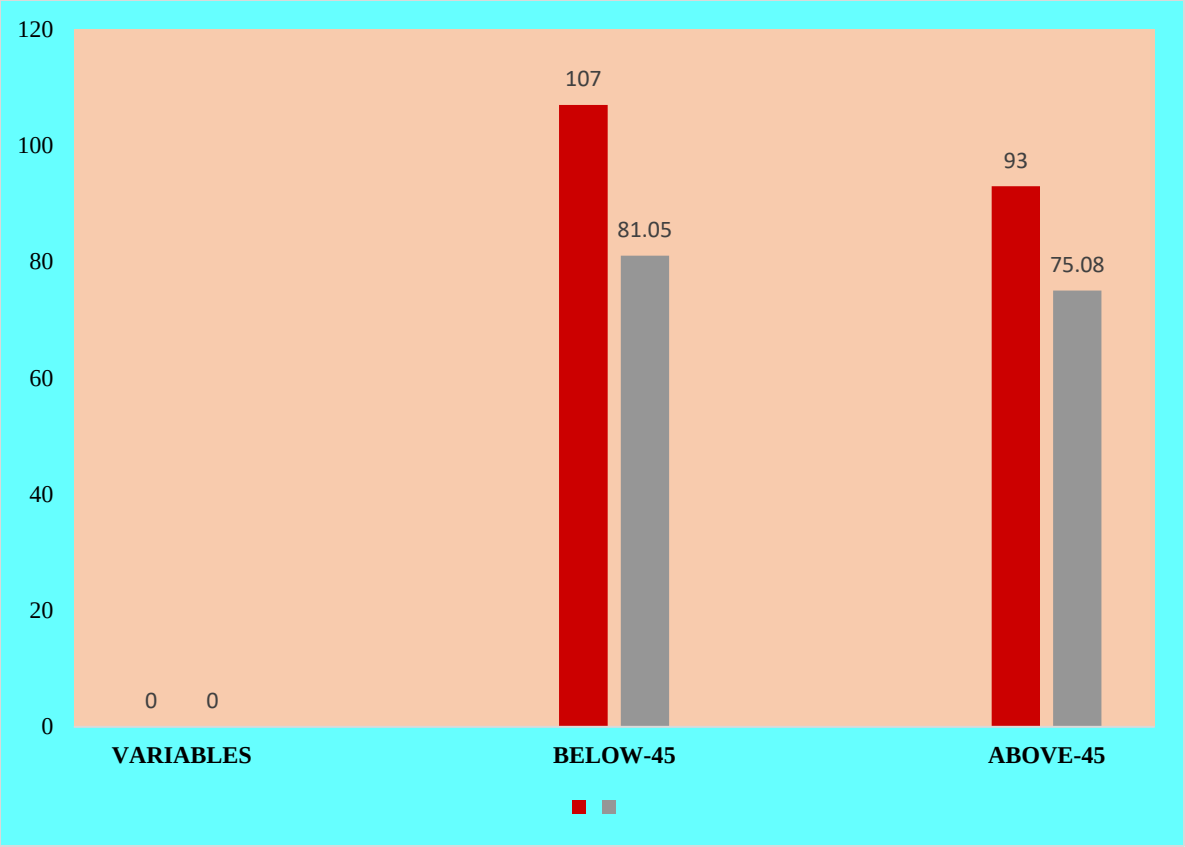

Figure: 12 Mean scores of below-45 years and above-45 years teachers

Interpretation

The table 4.12 provides insights into the achievement of learning outcomes based on age, highlighting the following points:

Mean Scores: Participants below 45 have a higher average achievement score (81.05) compared to those above 45 (75.08).

Variability: The scores for participants below 45 show higher variability (SD = 28.42) compared to those above 45 (SD = 22.55), indicating a broader range of performance among the younger participants.

Statistical Significance: The 't' value of 0.78 indicates that the difference in mean scores between the two age groups is not statistically significant. The remark *NSD (Not Significant Difference) confirms that the observed difference in mean scores is likely due to random chance rather than a true effect. While participants below 45 have a higher average achievement score, the difference between the two age groups is not statistically significant, suggesting that age does not have a significant impact on the achievement of learning outcomes in this study.

TABLE 4.13 SIGNIFICANT DIFFERENCES OF ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN DTE AND UG WITH B. ED

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
DTE	48	71.05	27.01	2.51	***SD**
UG WITH B. ED	30	77.04	43.91		

***SD- Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

This table 4.13 compares the learning outcomes between participants with different educational qualifications: those with a Diploma in Teacher Education (DTE) and those with an undergraduate degree along with a Bachelor of Education (UG with B.Ed). The table includes the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two groups.

Number of Participants (NO):

DTE: 48 participants UG with B.Ed: 30 participants

Mean Achievement Scores (MEAN):

The mean achievement score for DTE participants is 71.05.

The mean achievement score for UG with B.Ed participants is higher at 77.04.

Standard Deviation (SD):

The standard deviation for DTE participants is 27.01, indicating the degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for UG with B.Ed participants is 43.91, suggesting a much higher variability in achievement scores compared to the DTE group.

't' Value:

The 't' value for the comparison of mean scores between the two educational qualification groups is 2.51.The table indicated by *SD, shows that the 't' value is significant at the standard deviation level. This implies that there is a statistically significant difference between the mean achievement scores of the two groups.

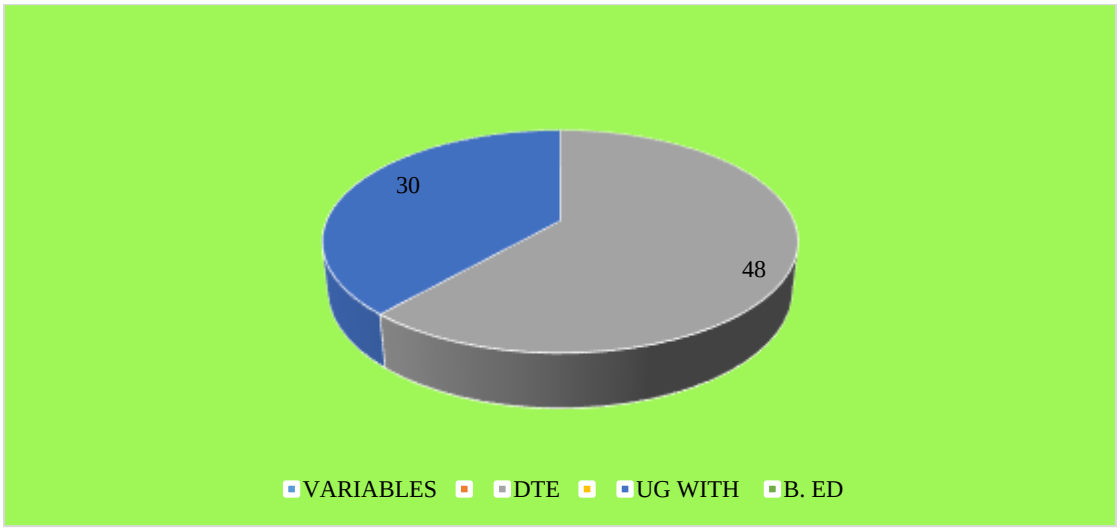

Figure: 13 Mean scores of DTE and UG with B.Ed teachers

Interpretation

The table provides insights into the achievement of learning outcomes based on educational qualifications, highlighting the following points:

Mean Scores: Participants with a UG with a B.Ed qualification have a higher average achievement score (77.04) compared to those with a DTE qualification (71.05).

Variability: The scores for UG with B.Ed participants show much higher variability (SD = 43.91) compared to those with a DTE qualification (SD = 27.01), indicating a broader range of performance among the former group.

Statistical Significance: The 't' value of 2.51 indicates that the difference in mean scores between the two groups is statistically significant. The remark *SD (Significant Difference) confirms that the observed difference in mean scores is likely due to a true effect rather than random chance.

The data indicates that participants with a UG with a B.Ed qualification tend to achieve higher learning outcomes on average compared to those with a DTE qualification. Additionally, the variability in achievement is greater among UG with B.Ed participants. The statistically significant 't' value suggests that the difference in achievement scores between the two groups is meaningful and not due to random variation.

TABLE 4.14: SIGNIFICANT DIFFERENCE IN ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN UG WITH B.ED AND PG WITH B.ED

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
UG WITH B. ED	30	77.04	43.91	2.93	***SD**
PG WITH B. ED	122	85	37.97		

***SD- Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

This table 4.14 compares the learning outcomes between participants with different educational qualifications: those with an undergraduate degree along with a Bachelor of Education (UG with B.Ed.) and those with a postgraduate degree along with a Bachelor of Education (PG with B.Ed.). The table includes the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two groups.

Number of Participants (NO):

UG with B.Ed: 30 participants

PG with B.Ed: 122 participants

Mean Achievement Scores (MEAN):

The mean achievement score for UG with B.Ed participants is 77.04.

The mean achievement score for PG with B.Ed participants is higher at 85.

Standard Deviation (SD):

The standard deviation for UG with B.Ed participants is 43.91, indicating the degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for PG with B.Ed participants is 37.97, suggesting less variability in achievement scores compared to the UG with B.Ed group.

't' Value:

The 't' value for the comparison of mean scores between the two educational qualification groups is 2.93.

The table indicated by *SD, shows that the 't' value is significant at the standard deviation level. This implies that there is a statistically significant difference between the mean achievement scores of the two groups.

Interpretation

The table provides insights into the achievement of learning outcomes based on educational qualifications, highlighting the following points:

Mean Scores: Participants with a PG with a B.Ed qualification have a higher average achievement score (85) compared to those with a UG with a B.Ed qualification (77.04).

Variability: The scores for UG with B.Ed participants show greater variability (SD = 43.91) compared to those with a PG with B.Ed qualification (SD = 37.97), indicating a broader range of performance among the former group.

Statistical Significance: The 't' value of 2.93 indicates that the difference in mean scores between the two groups is statistically significant. The remark *SD

(Significant Difference) confirms that the observed difference in mean scores is likely due to a true effect rather than random chance.

The data indicates that participants with a PG with a B.Ed qualification tend to achieve higher learning outcomes on average compared to those with a UG with a B.Ed qualification. Additionally, the variability in achievement is greater among UG with B.Ed participants. The statistically significant 't' value suggests that the difference in achievement scores between the two groups is meaningful and not due to random variation.

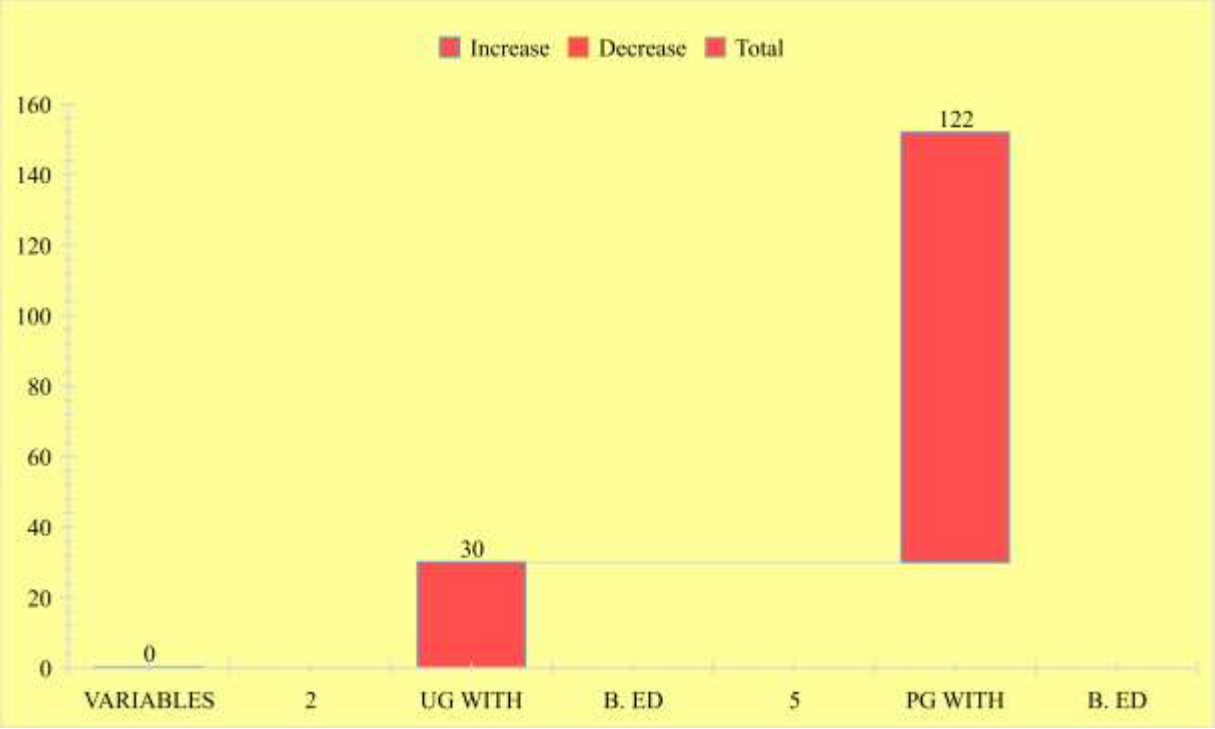

Figure: 14 Mean scores of UG with B.Ed and PG with B.Ed teachers

TABLE 4.15: SIGNIFICANT DIFFERENCE IN ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN BELOW 25 AND ABOVE-25

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
BELOW-25	167	79.06	72.19	3.14	***SD**
ABOVE-25	33	75.05	40.44		

***SD- Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

This table 4.15 compares the learning outcomes between participants with different levels of job experience: those with less than 25 years of experience (Below-25) and those with 25 or more years of experience (Above-25). The table includes the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two groups.

Number of Participants (NO):

Below-25: 167 participants

Above-25: 33 participants

Mean Achievement Scores (MEAN):

The mean achievement score for participants with Below-25 years of experience is 79.06.

The mean achievement score for participants with Above-25 years of experience is slightly lower at 75.05.

Standard Deviation (SD):

The standard deviation for Below-25 participants is 72.19, indicating a high degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for the Above-25 participants is 40.44, suggesting less variability in achievement scores compared to the Below-25 group.

't' Value:

The 't' value for the comparison of mean scores between the two experience groups is 3.14.

The table indicated by *SD, shows that the 't' value is significant at the standard deviation level. This implies that there is a statistically significant difference between the mean achievement scores of the two groups.

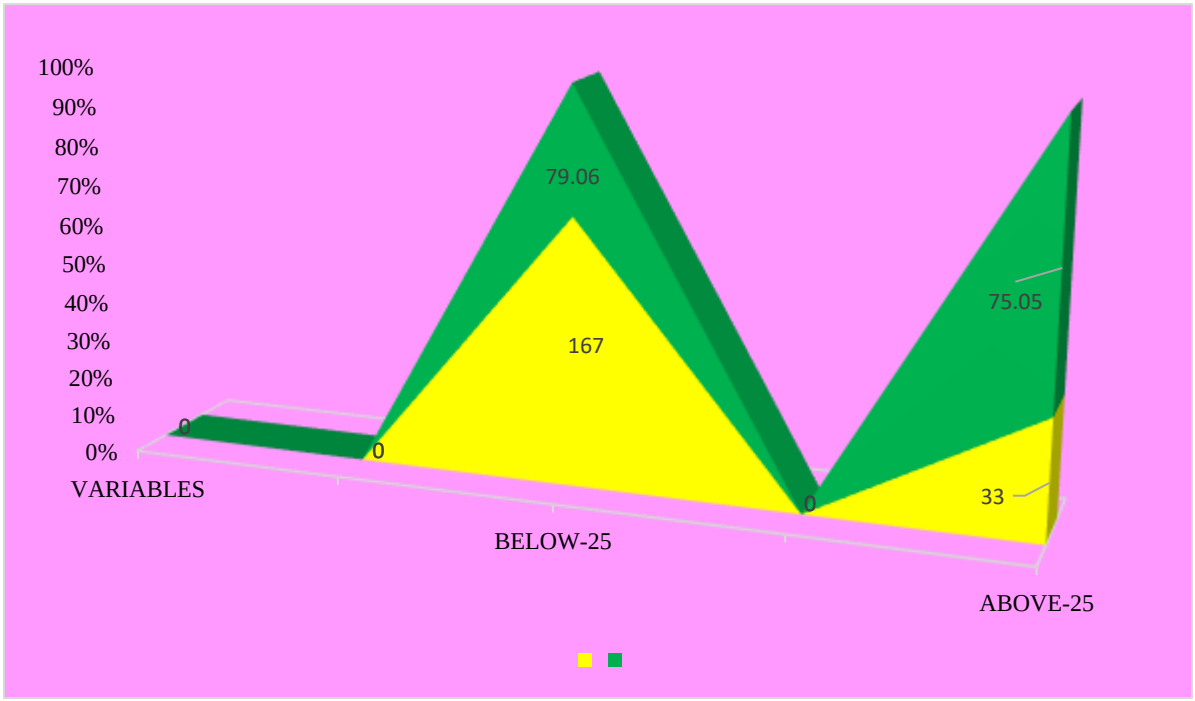

Figure: 15 Mean scores of below-25-years and above-25 years teachers

Interpretation

The table provides insights into the achievement of learning outcomes based on job experience, highlighting the following points:

Mean Scores: Participants with Below-25 years of experience have a higher average achievement score (79.06) compared to those with Above-25 years of experience (75.05).

Variability: The scores for Below-25 participants show significantly greater variability (SD = 72.19) compared to those with Above-25 years of experience (SD = 40.44), indicating a broader range of performance among the former group.

Statistical Significance: The 't' value of 3.14 indicates that the difference in mean scores between the two groups is statistically significant. The remark *SD (Significant Difference) confirms that the observed difference in mean scores is likely due to a true effect rather than random chance.

The data indicates that participants with less than 25 years of job experience tend to achieve higher learning outcomes on average compared to those with 25 or more years of experience. Additionally, the variability in achievement is greater among participants with less than 25 years of experience. The statistically significant 't' value suggests that the difference in achievement scores between the two groups is meaningful and not due to random variation. This information could be useful for developing targeted training and professional development programs to enhance learning outcomes across different experience levels.

TABLE 4. 16: SIGNIFICANT DIFFERENCE IN ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN PUPS AND PUMS

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
PUPS	167	85.04	68.09	1.29	***NSD**
PUMS	33	75.05	42.35		

***NSD- No Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

This table 4.16 compares the learning outcomes between participants from two different types of schools: Primary Upgraded Primary Schools (PUPS) and Primary Upgraded Middle Schools (PUMS). The table includes the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two groups.

Number of Participants (NO):

PUPS: 167 participants

PUMS: 33 participants

Mean Achievement Scores (MEAN):

The mean achievement score for participants from PUPS is 85.04.

The mean achievement score for participants from PUMS is lower at 75.05.

Standard Deviation (SD):

The standard deviation for PUPS participants is 68.09, indicating a high degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for PUMS participants is 42.35, suggesting less variability in achievement scores compared to the PUPS group.

't' Value:

The 't' value for the comparison of mean scores between the two school types is 1.29.

The table includes a remark indicated by *NSD, showing that the 't' value is not significant at the standard deviation level. This implies that there is no statistically significant difference between the mean achievement scores of the two groups.

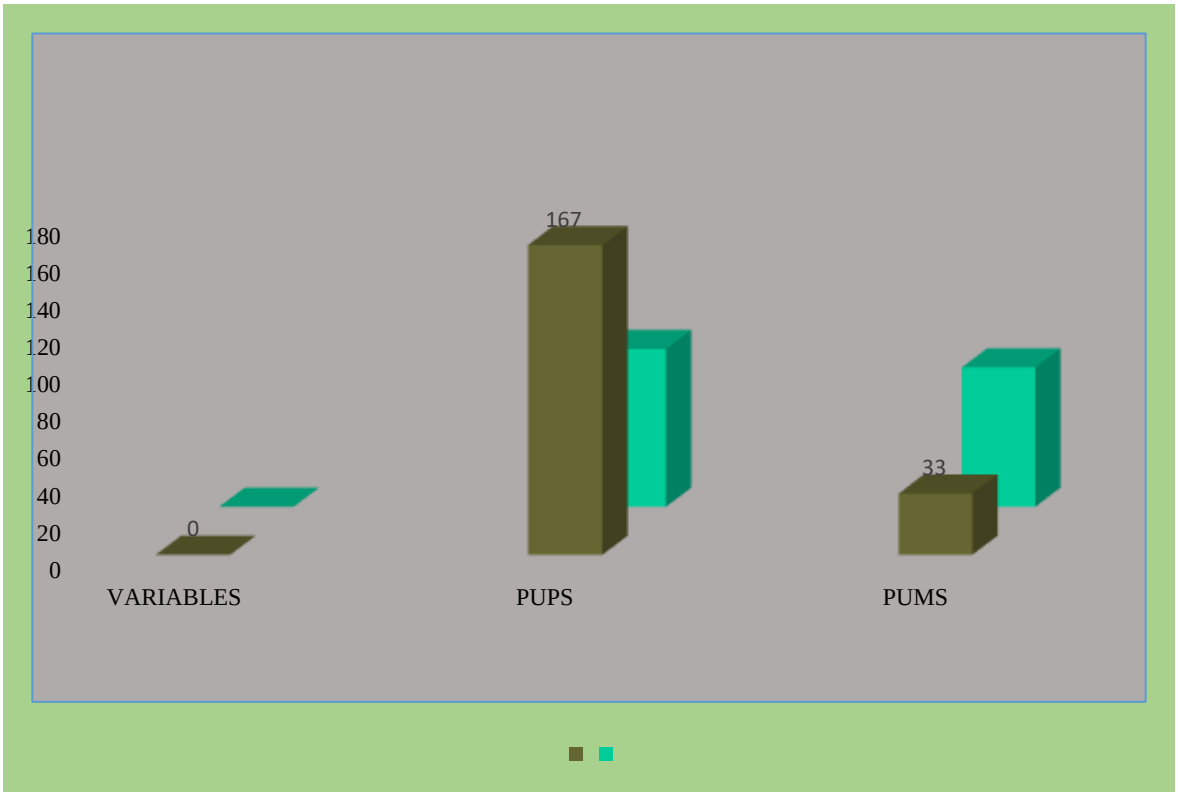

Figure: 16 Mean scores of pups and pums teachers

Interpretation

The table provides insights into the achievement of learning outcomes based on the type of school, highlighting the following points:

Mean Scores: Participants from PUPS have a higher average achievement score (85.04) compared to those from PUMS (75.05).

Variability: The scores for PUPS participants show significantly greater variability (SD = 68.09) compared to those from PUMS (SD = 42.35), indicating a broader range of performance among the former group.

Statistical Significance: The 't' value of 1.29 indicates that the difference in mean scores between the two school types is not statistically significant. The remark *NSD (No Significant Difference) confirms that the observed difference in mean scores is likely due to random variation rather than a true effect.

The data indicates that while participants from PUPS tend to achieve higher learning outcomes on average compared to those from PUMS, the difference in mean scores is not statistically significant. This means that the higher mean score for PUPS could be due to random variation rather than a true difference in learning outcomes between the two school types. The variability in achievement is greater among participants from PUPS. This information could be useful for educators and policymakers in understanding and addressing the factors influencing learning outcomes in different school environments.

TABLE 4.17: SIGNIFICANT DIFFERENCE IN ACHIEVEMENT IN LEARNING OUTCOMES BETWEEN URBAN AND RURAL

VARIABLES	NO	MEAN	SD	't' VALUE	REMARKS
URBAN	22	79.01	50.77	2.14	***SD**
RURAL	178	84	76.86		

***SD- Significant Difference**

't' ratio at 0.05 level of confidence for the degree of freedom (df) at 198=1.962

This table 4.17 compares the learning outcomes between participants from urban and rural localities. The table includes the number of participants (NO), mean achievement scores (MEAN), standard deviations (SD), and the 't' value for comparing the two groups.

Number of Participants (NO):

Urban: 22 participants

Rural: 178 participants

Mean Achievement Scores (MEAN):

The mean achievement score for participants from urban areas is 79.01.

The mean achievement score for participants from rural areas is higher at 84.

Standard Deviation (SD):

The standard deviation for urban participants is 50.77, indicating a moderate degree of variation or dispersion in their achievement scores around the mean.

The standard deviation for rural participants is 76.86, suggesting a higher variability in achievement scores compared to the urban group.

't' Value:

The 't' value for the comparison of mean scores between the two localities

is 2.14.

The table indicated by *SD, shows that the 't' value is statistically significant at the standard deviation level. This implies that there is a statistically significant difference between the mean achievement scores of the two groups.

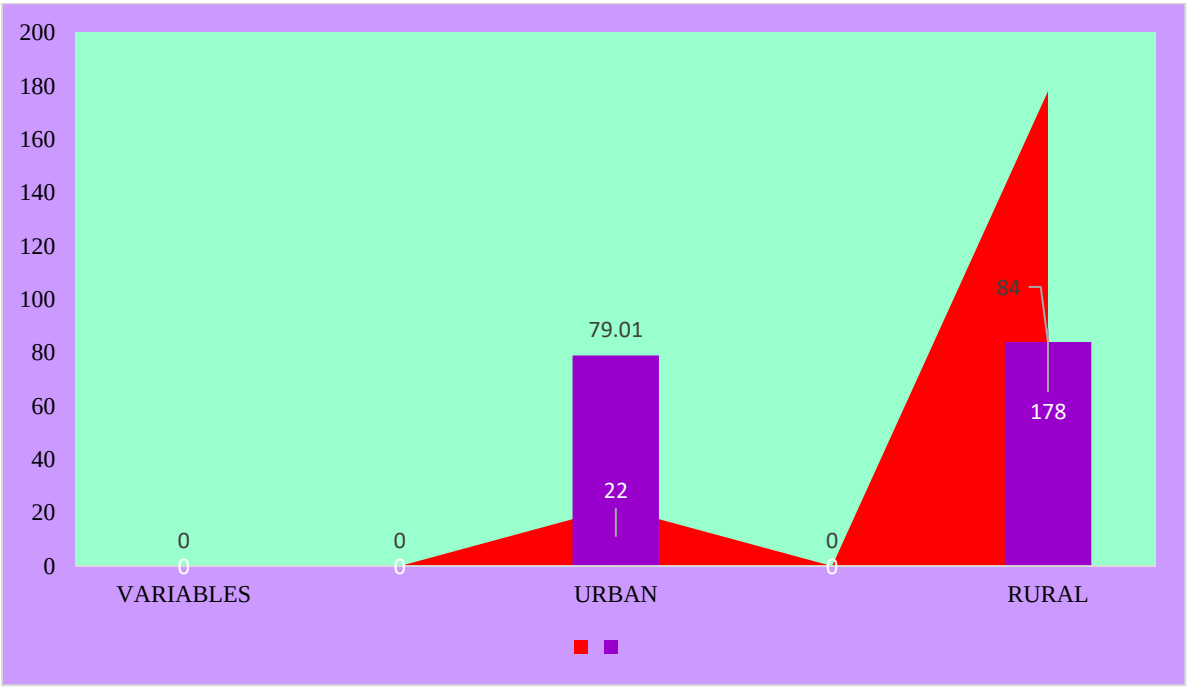

Figure: 17 Mean scores of urban and rural teachers

Interpretation

The table provides insights into the achievement of learning outcomes based on locality, highlighting the following points:

Mean Scores: Participants from rural areas have a higher average achievement score (84) compared to those from urban areas (79.01).

Variability: The scores for rural participants show greater variability (SD = 76.86) compared to those from urban areas (SD = 50.77), indicating a broader range of performance among the rural group.

Statistical Significance: The 't' value of 2.14 indicates that the difference in mean scores between the two localities is statistically significant. The remark *SD (Significant Difference) confirms that the observed difference in mean scores is unlikely to be due to random variation and reflects a true effect.

The data indicates that participants from rural areas tend to achieve higher learning outcomes on average compared to those from urban areas, and this difference is statistically significant. This finding suggests that there are underlying factors contributing to higher achievement in rural areas. The variability in achievement is greater among participants from rural areas, which could be due to a variety of factors influencing their learning outcomes. This information could be useful for educators and policymakers in understanding and addressing the factors influencing learning outcomes in different localities.

FINDINGS OF THE STUDY

Gender

Male Teachers: Showed a strongly agree (79.7%) with learning outcomes, but also had a higher percentage of neutral (10.3%) and strongly disagree (7%) responses compared to females.

Female Teachers: Displayed slightly higher agree (80.3%) and lower neutral (7.7%) and strongly disagree (3%) responses, indicating a more consistent alignment with learning outcomes.

Age

Teachers Below 45 Years: Higher agree (81.5%) with learning outcomes, lower neutral (9.5%), and fewer disagree (1%) responses, suggesting greater alignment with current educational goals.

Teachers Above 45 Years: Lower agree (75.8%) and higher neutral (10.2%) and disagree (3%) responses, indicating potential gaps in adapting to newer educational practices.

Educational Qualifications:

D.T.ED Qualified Teachers: Showed lower agree (71.5%) with a significant percentage of neutral (9.5%) and disagree (7%) responses, suggesting a need for enhanced professional development.

UG with B.Ed: Moderate agree (77.4%) with slightly higher neutral (12.6%) responses.

PG with B.Ed: Highest agree (85%) and lowest neutral (9%) responses, indicating better preparedness and alignment with educational outcomes.

Job Experience

Below 25 Years: Higher agree (79.6%) and lower neutral (10.4%) responses, reflecting positive reception to learning outcomes.

Above 25 Years: Lower agree (75.5%) with higher neutral (12.3%) and disagree (2.7%) responses, suggesting the need for ongoing professional development.

Type of School

PUPS Teachers: The highest agree (85.4%) with low neutral (6.6%) and disagree (1%) responses, indicating strong alignment with learning outcomes.

PUMS Teachers: Lower agree (78.2%) and higher neutral (12.8%) and disagree (1%) responses, reflecting disparities in alignment.

Locality

Urban Teachers: Showed lower agree (79.1%) with higher neutral (10.9%) responses.

Rural Teachers: Higher agree (84%) with lower neutral (9%) and strongly disagree (2%) responses, suggesting stronger alignment in rural settings.

Highly Agree: Most blocks exhibit high levels of agreement (Strongly Agree and Agree), particularly Uthangarai, Krishnagiri, and Kaveripattinam.

Moderate Agree: Hosur and Veppanapalli show moderate levels of agreement with higher percentages of Agree responses.

Variation in Neutral and Disagree Responses: Veppanapalli stands out with higher Neutral and Disagree responses, while most other blocks have low percentages in these categories.

Strongly Disagree Responses: Generally low across all blocks, with a slight increase in Krishnagiri and Bargur.

The findings of the domain 3 positive response across various demographics, with some groups showing more strongly agree levels than others.

Findings from the krishnagiri educational district highlight overall positive responses across various demographics, with some groups showing more strongly agree levels than others.

Findings from the educational district of Mathur indicate generally positive responses across various demographics, with some groups indicating stronger agreement than others.

Findings from the Hosur educational district highlight overall positive responses across various demographics, with some groups showing stronger agree levels than others.

Findings from the educational district of Denkanikottai indicate generally positive responses across various demographics, with some groups indicating stronger agreement than others.

Gender: Females generally achieve slightly higher learning outcomes than males, with the difference being statistically significant.

Age: Younger participants tend to have higher achievement scores, but the difference is not statistically significant.

Educational Qualification: Higher educational qualifications (PG with B.Ed) are associated with better learning outcomes, with statistically significant differences between qualifications.

Job Experience: Participants with less than 25 years of experience show significantly higher achievement scores.

Type of School: Participants from primary schools (PUPS) have higher achievement scores, though the difference is not statistically significant.

Locality: Rural participants achieve higher learning outcomes compared to urban participants, with a statistically significant difference.

5.SUMMARY, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY

The purpose of the study was to investigate the attitude of krishnagiri district teachers towards achievement of learning outcomes. In this study, 200 teachers from the primary and upper primary levels were selected from Government primary and upper primary Schools, in Krishnagiri, kaveripattinam, barugur, Mathur, uthangarai, veppanapalli, shoolagiri, hosur, Kelamangalam and thally blocks in krishnagiri district. A simple Random sampling technique was used to select samples between age group of 25 to 58 years in this study. The survey was conducted on the teachers.

5.2 EDUCATIONAL IMPLICATIONS

The findings from the study highlight several key areas where the achievement of learning outcomes varies across different demographic and professional groups. Here are the educational implications based on these findings.

- Both male and female teachers show high levels of agreement, but females slightly more so. This suggests that female teachers might be more aligned with or supportive of the studied outcomes or methodologies. Develop professional development programs to harness this alignment and further engage male educators to bridge any gaps that could enhance overall outcomes.
- Younger teachers (45 years) tend to show higher levels of strong agreement compared to older teachers. This might indicate greater adaptability or openness to new teaching methodologies among younger teachers.

Implementing mentorship programs where younger teachers can share innovative practices with older colleagues could foster a more dynamic and collaborative teaching environment.

- Educators with higher qualifications (PG with B. Ed) show significantly higher levels of agreement with learning outcomes. This suggests that higher educational attainment among teachers positively influences their alignment with educational goals. Encouraging and providing opportunities for continuing education and advanced qualifications for teachers could improve the overall quality of teaching and alignment with desired outcomes.
- Teachers with less than 25 years of experience exhibit higher levels of strongly agreeableness compared to those with more experience. This might reflect a more current training background or familiarity with contemporary educational practices. Regularly updating training for more experienced teachers and integrating contemporary practices can help bridge the gap and ensure that all educators are on the same page regarding learning outcomes.
- Teachers from PUPS demonstrate higher levels of strong agreement compared to those from PUMS. This could indicate differences in school environments or resources that impact teacher perspectives. Investigating and addressing the specific needs and challenges of PUMS schools can help create more consistent educational outcomes across different types of schools.
- Rural teachers show higher levels of strongly agreeableness compared to urban teachers. This may reflect differences in community involvement, resources, or educational challenges. Developing targeted interventions that address the unique needs of urban schools, such as resource allocation and community engagement strategies, could help improve learning outcomes in urban areas.

5.3: GENERAL EDUCATIONAL IMPLICATIONS

Professional Development: Continuous and targeted professional development is crucial. Training programs that consider the specific needs and strengths of different groups (based on gender, age, experience, and location) can enhance the overall effectiveness of teaching.

Mentorship and Collaboration: Creating platforms for mentorship and collaboration among teachers of different ages and experience levels can foster the sharing of best practices and innovative teaching methods.

Resource Allocation: Ensuring equitable distribution of resources and support across different types of schools and localities is essential for achieving uniform learning outcomes.

Policy and Practice Alignment: Educational policies should be regularly reviewed and aligned with current research findings to ensure that they address the evolving needs of educators and students.

With these educational implications, stakeholders can work towards creating a more effective and cohesive educational environment that supports the achievement of desired learning outcomes for all students.

5.4: RECOMMENDATIONS

Based on the findings from the study, the following recommendations can help improve the achievement of learning outcomes.

Enhanced Professional Development

Implement regular, targeted professional development programs focusing on current educational practices and pedagogical skills, especially for older and more experienced teachers. Provide training on integrating technology into the classroom to keep teachers updated with modern teaching tools and methods.

Mentorship and Collaboration

Establish mentorship programs where experienced teachers can mentor less experienced ones, facilitating the exchange of knowledge and teaching strategies. Create opportunities for teachers to collaborate, share best practices, and support each other through professional learning communities.

Equitable Resource Allocation

Ensure equitable distribution of resources, particularly for under-resourced schools (e.g., PUMS schools), to provide all teachers with the necessary tools and materials. Invest in improving infrastructure in urban schools to enhance the teaching and learning environment.

Policy and Curriculum Updates

Conduct regular reviews of educational policies to ensure they are aligned with current research and best practices. Update the curriculum to include diverse and relevant content that reflects current societal needs and technological advancements.

Supportive Teaching Environment

Promote teacher well-being by providing support systems, reducing administrative burdens, and ensuring a positive work-life balance. Recognize and

reward teachers who achieve high learning outcomes to motivate and inspire continuous improvement.

Data-Driven Decision Making

Conduct regular assessments to monitor the effectiveness of teaching methods and identify areas for improvement. Implement robust feedback mechanisms where teachers can receive constructive feedback from peers, students, and administrators.

Parental and Community Engagement

Encourage active parental involvement in the educational process to support student learning at home. Foster partnerships with community organizations to provide additional learning opportunities and resources for students.

Focus on Inclusive Education

Train teachers on differentiated instruction strategies to cater to diverse learning needs and abilities in the classroom. Provide additional support and resources for teachers working with students with special needs to ensure inclusive education for all.

Continuous Improvement Framework

Encourage teachers to engage in reflective practices to continuously assess and improve their teaching methods. Develop individualized professional growth plans for teachers to set specific, measurable goals for their development.

By implementing these recommendations, educational stakeholders can create a more supportive and effective teaching environment that promotes the achievement of learning outcomes for all students.

5.5: SUGGESTIONS FOR FURTHER STUDIES

The study provided insights into the responses regarding various educational variables, but to further enhance the understanding and achievement of learning outcomes, several areas of further study can be suggested.

- Conduct qualitative interviews or focus groups with male and female teachers to understand their perspectives and experiences in achieving learning outcomes. Analyze any systemic or cultural factors that might influence these differences.
- Perform a longitudinal study to track the achievement of learning outcomes over time for different age groups. This can help in understanding how teaching experience impacts the effectiveness of achieving learning outcomes.
- Compare the pedagogical strategies and professional development opportunities available to educators with varying qualifications. Assess their direct impact on student learning outcomes through case studies and classroom observations.
- Develop a mixed-methods study that combines quantitative surveys with qualitative case studies to explore how well-trained teachers and newer teachers approach achieving learning outcomes differently. Investigate the role of ongoing professional development and mentorship programs.
- Conduct comparative studies between PUPS and PUMS schools, focusing on the resources available, teacher-student ratios, and community involvement. Evaluate how these factors contribute to or hinder the achievement of learning outcomes.
- Perform a comprehensive needs assessment of both urban and rural schools. Identify specific barriers to achieving learning outcomes in rural settings and

develop targeted interventions. Similarly, assess the support systems in urban schools that can be optimized or replicated.

- Implement and test new pedagogical approaches (e.g., technology integration, project-based learning, and differentiated instruction) across various schools. Measure their impact on learning outcomes and gather feedback from both teachers and students.
- Evaluate existing professional development initiatives to determine their impact on teaching practices and student outcomes. Develop and test new training modules focused on emerging educational trends and best practices.
- Conduct studies to evaluate the impact of parent-teacher associations, community support programs, and extra-curricular activities on student performance. Develop strategies to enhance community engagement in schools.
- Analyze recent educational policies and curriculum changes to determine their effectiveness. Gather data from multiple schools to see how these changes are implemented and their direct impact on learning outcomes.

By focusing on these specific areas, future studies can offer more thorough insights and develop more comprehensive strategies to improve the achievement of learning goals in different educational settings.

5.6: CONCLUSION

The study provides a comprehensive analysis of the factors influencing the achievement of learning outcomes across various demographic and educational variables. The key findings highlight significant differences in learning outcomes based on gender, age, educational qualifications, job experience, type of school, and locality.

Both male and female teachers exhibit high levels of agreement (SA and A) regarding the achievement of learning outcomes. However, female teachers show slightly higher overall effectiveness, indicating a potential area for further gender-focused support and development.

Teachers below 45 years tend to have slightly higher levels of agreement regarding effective learning outcomes compared to their older counterparts. This suggests the need for continuous professional development and updated training for older teachers to maintain and enhance their effectiveness.

Teachers with higher educational qualifications (PG with B.Ed) show the highest levels of agreement on achieving learning outcomes, indicating that advanced education correlates with better teaching efficacy. Emphasis on advanced qualifications and continuous education is essential for improving teaching standards.

Teachers with less than 25 years of experience show a higher percentage of agreement on achieving learning outcomes compared to those with more experience. This highlights the importance of keeping experienced teachers updated with new teaching methodologies and maintaining their motivation.

Teachers from PUPS schools reported higher levels of agreement on achieving learning outcomes compared to those from PUMS schools. This disparity indicates a need for targeted interventions in PUMS schools to bridge the gap in teaching effectiveness.

Teachers in rural areas reported higher levels of agreement on achieving learning outcomes compared to their urban counterparts. This suggests that rural teachers might be more attuned to the needs of their students or that rural schools may benefit from closer community support.

The study underscores the necessity for a multifaceted approach to enhance learning outcomes, involving continuous professional development, equitable resource distribution, supportive teaching environments, and active community and parental engagement. Addressing the specific needs of different teacher demographics can lead to more effective teaching practices and improved student learning outcomes.

To sustain and improve the achievement of learning outcomes, the following strategies are recommended.

Implement targeted professional development programs. Foster mentorship and collaborative learning among teachers. Ensure equitable resource allocation and infrastructure improvement. Regularly update educational policies and curricula. Promote teacher well-being and provide recognition for high achievers. Engage parents and communities in the educational process. Focus on inclusive education practices and support for special education.

By adopting these recommendations, educational institutions can create a more supportive and effective environment, ultimately leading to better learning outcomes for students.

REFERENCES AND APPENDICES

ATTITUDE OF KRISHNAGIRI DISTRICT TEACHERS TOWARDS ACHIEVEMENT OF LEARNING OUTCOMES

Researcher:
Dr. G. Anbumani
SENIOR LECTURER
District Institute of Teacher Education and Training
Krishnagiri- 635 001

Dear Sir/Madam,

I am doing a project study on the above topic. I, therefore, assure you that you may read the details provided in this questionnaire and give your best opinions and that your views will be taken up for scrutiny only and will be kept confidential.

Faithful to this
Dr. G. Anbumani

Teacher Profile

1. Name:
2. Designation :
3. Educational Qualifications :
4. School Address :
5. Block :
6. District :
7. Gender :
8. Age :
9. Work experience (in years)

0-5	06-10	11-15	16-20	21-25	26-30	31

10. School Type:

Government Schools	GHSS	GHS	PUMS	PUPS
Aided Private Schools				
School Location	village	City	Urban	

ATTITUDE OF KRISHNAGIRI DISTRICT TEACHERS TOWARDS ACHIEVEMENT OF LEARNING OUTCOMES

Dear Sir/Madam,

Read the questions on the attitude scale given below and are given 5 options for each question, ticking which option you think fits their thoughts.

Questionnaire

S.NO	Statements	I fully agree	I agree	Unable to comment	I refuse	I completely disagree
	(TEACHING EFFECTIVNESS)					
1	I understand the meaning of the learning outcomes and teach the lesson to the students					
2	The teacher acts as a facilitator in learning outcomes					
3	Learning outcomes enhance teachers' work					
4	Learning outcomes are difficult to implement without learning materials					
5	It is difficult for teachers to complete the lessons within a specified period					
6	It is easy to divide the subject into smaller units to achieve the learning outcome.					
7	Learning outcomes help the teacher's readiness for classroom teaching					
8	It is easier to write the syllabus as the learning outcomes are included in the textbooks.					
9	The Learning Outcomes Guide helps to improve teachers' learning pedagogical strategies					
10	Learning outcomes reduce the teacher's workload					
	(Classroom Environment)					

11	Learning outcomes are difficult to implement in a classroom with more students					
12	Group attitudes are unlikely to occur in the classroom through learning outcomes.					
13	A competitive attitude develops between students when learning outcomes are implemented in the classroom					
14	Students' friendship is enhanced in the classroom through group learning					
15	It is not possible to implement in a multi-class environment with learning outcomes					
16	Group learning increases the teacher's workload					
17	The teacher is likely to pay special attention to students in the classroom					
18	Students learn throughout the classroom environment through learning outcomes Being converted into a site to take					
19	The student-teacher relationship is strengthened when activities are implemented in line with the subject concepts.					
20	Teaching equipment prepared for learning outcomes alters the classroom spiral					
21	Students who are lagging in learning are happy when they achieve learning achievement through easy activities in the classroom					
22	Student attendance increases due to learning outcomes					
23	The classroom environment becomes interesting when appropriate teaching equipment is used to achieve learning outcomes.					
	(ASSESSMENT AND FEEDBACK)					
24	Learning outcomes are irrelevant to students at different levels.					
25	Students' unique ability is manifested through the learning outcomes					
26	Students become more tired when they try to achieve learning outcomes					
27	Writing skills improve with learning outcomes					
28	Learning outcomes cannot be assessed					

29	Students develop self-confidence as they achieve learning outcomes					
30	More opportunity is given to self-learning					
31	Used to determine students' learning level and goal					
32	Makes room for students' self-assessment					
33	Learning outcomes are used to determine students' learning speed					
34	Due to the learning outcomes, students face the exam easily without knowing that it is an exam.					
35	The training book of learning outcomes enables you to assess all skills for all subjects					
	(STUDENT ENGAGEMENTS AND PARTICIPATION)					
36	Learning outcomes make students think					
37	Students' speech skills are greatly reduced by learning outcomes.					
38	Students learn with interest through learning outcomes					
39	Creativity skills are developed among students through learning outcomes					
40	Students' imagination increases with learning outcomes					
41	Not all students are involved in activities that are implemented to achieve learning outcomes					
42	Highly skilled students do not have the opportunity to learn according to the pace of learning					
43	Learning outcomes reduce students' rote learning ability					
44	Develops a sense of research in students through learning outcomes					
45	The ability of students to observe is improved					
46	Students' artistic interest is stimulated by learning outcomes					

கிருஷ்ணகிரி மாவட்ட தொடக்கப்பள்ளி ஆசிரியர்களின் கற்றல் விளைவுகள் குறித்த கருத்து படிவம்

ஆய்வாளர்:

முனைவர். கோ. அன்புமணி

துணை முதல்வர்

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்

கிருஷ்ணகிரி- 635 001

அன்புடையீர்,

நான் மேற்கண்ட தலைப்பில் செயல்திட்ட ஆய்வு செய்கிறேன். ஆகவே இவ்வினா பட்டியலில் அளித்துள்ள விவரங்களை படித்து உங்களின் மேலான கருத்துக்களை தெரிவிக்கவும் உங்கள் கருத்துக்கள் ஆய்வுக்காக மட்டும் எடுத்துக் கொள்ளப்பட்டு ரகசியமாக பாதுகாக்கப்படும் என்று உறுதி அளிக்கிறேன்.

இப்படிக்கு உண்மையுள்ள

முனைவர். கோ. அன்புமணி

ஆசிரியர் விவரம்

1.ஆசிரியர் பெயர்:

2.பதவி : 3. கல்வித் தகுதி :

4.பள்ளி முகவரி:

5.ஒன்றியம் :

6.மாவட்டம் :

7.பாலினம் :

8.வயது :

9.பணி அனுபவம் (ஆண்டுகளில்)

0-5	06-10	11-15	16-20	21-25	26-30	31

10.பள்ளி வகை:

அரசு பள்ளிகள்	GHSS	GHS	PUMS	PUPS
உதவி பெறும் தனியார் பள்ளிகள்				
பள்ளி அமைவிடம்	கிராமம்	நகரம்	நகர்ப்புறம்	

கிருஷ்ணகிரி மாவட்ட தொடக்கப்பள்ளி ஆசிரியர்களின் கற்றல் விளைவுகள் குறித்த கருத்து படிவம்

அன்புடையீர்,

கீழே கொடுக்கப்பட்டுள்ள மனப்பான்மை அளவுகோலில் உள்ள வினாக்களை நன்கு படிக்கவும் ஒவ்வொரு வினாவிற்கும் 5 விருப்பங்கள் அளிக்கப்பட்டுள்ளன இதில் எந்த விருப்பம் தங்களுடைய எண்ணங்களுக்கு பொருத்தமாக உள்ளது என்று நினைக்கிறீர்களோ அதில் டிக் குறியிடவும்

வினாப்பட்டியல்

வ.எண்	கூற்றுகள்	முழுமையாக	ஏற்றுக்கொள்கி	கருத்து கூற	மறுக்கிறேன்	முழுமையாக
	கற்பித்தல் செயல் திறன் (TEACHING EFFECTIVNESS)					
1	கற்றல் விளைவுகளின் பொருள் உணர்ந்து மாணவர்களுக்கு பாடத்தை கற்பிக்கிறேன்					
2	கற்றல் விளைவுகளில் ஆசிரியர் ஓர் ஏதுவாளராக செயல்படுகிறார்					
3	கற்றல் விளைவுகள் ஆசிரியர்களின் பணியை அதிகரிக்கிறது					
4	கற்றல் பொருள்கள் இன்றி கற்றல் விளைவுகளை செயல்படுத்துவது கடினம்					
5	குறிப்பிட்ட காலத்தில் ஆசிரியர்கள் பாடப்பகுதிகளின் முடிப்பது சிரமமாக உள்ளது					
6	கற்றல் விளைவை அடைவதற்கு பாடப் பொருளை சிறு சிறு அலகாக பிரித்து அறிந்து கொள்வது எளிமையாக உள்ளது					
7	கற்றல் விளைவுகள் ஆசிரியரின் வகுப்பறை கற்பித்தலின் தயார் நிலைக்கு உதவுகிறது					
8	பாடப்புத்தகங்களில் கற்றல் விளைவுகள் இடம் பெறுவதால் பாடத்திட்டம்					

	எழுதுவது எளிமையாக உள்ளது					
9	கற்றல் விளைவுகள் கையேடு ஆசிரியர்களின் கற்றல் கற்பித்தல் உத்திகளை மேம்படுத்த உதவுகிறது					
10	கற்றல்விளைவுகள் ஆசிரியரின் வேலை பளுவை குறைக்கிறது					
	வகுப்பறை சூழல் (CLASS ROOM ENVIRONMENT)					
11	அதிக மாணவர்கள் கொண்ட வகுப்பறையில் கற்றல் விளைவுகளை செயல்படுத்துவதற்கு கடினமாக உள்ளது					
12	கற்றல் விளைவுகளின் மூலம் வகுப்பறையில் குழு மனப்பான்மை ஏற்பட வாய்ப்பில்லை					
13	கற்றல் விளைவுகளை வகுப்பறையில் செயல்படுத்தும் போது மாணவர்கள் இடையே போட்டி மனப்பான்மை உருவாகிறது					
14	குழு கற்றல் மூலம் மாணவர்களின் நட்புறவு வகுப்பறையில் மேம்படுத்தப்படுகிறது					
15	கற்றல் விளைவுகளைக் கொண்டு பல வகுப்பு சூழலில் செயல்படுத்துவது சாத்தியம் இல்லை					
16	குழு கற்றலினால் ஆசிரியரின் வேலை பளு அதிகரிக்கிறது					
17	வகுப்பறையில் மாணவர்கள் மீது ஆசிரியர் தனி கவனம் செலுத்த வாய்ப்புள்ளது					
18	கற்றல் விளைவுகளின் மூலம் வகுப்பறை சூழல் முழுவதுமாக மாணவர்கள் கற்றுக் கொள்ளும் தளமாக மாற்றி அமைக்கப்படுகிறது					
19	பாடக் கருத்துக்களை ஒட்டியசெயல்பாடுகளை செயல்படுத்தும் போது மாணவர்கள் ஆசிரியர் உறவு வலுப்பெறுகிறது					
20	கற்றல் விளைவுகளுக்காக தயாரிக்கப்பட்ட கற்பித்தல் உபகரணங்கள் வகுப்பறை சுழலை					

	மாற்றி அமைக்கிறது					
21	கற்றலில் பின் தங்கிய மாணவர்கள் வகுப்பறையில் எளிதான செயல்பாடுகளின் மூலம் கற்றல் அடைவை பெறும் பொழுது மகிழ்ச்சி அடைகின்றனர்					
22	கற்றல்விளைவுகளால் மாணவர்களின் வருகை அதிகரிக்கிறது					
23	கற்றல் விளைவுகளை அடைய உரிய கற்பித்தல் உபகரணங்களை பயன்படுத்தும் பொழுது வகுப்பறை சூழல் ஆர்வமூட்டுவதாக அமைகிறது					
	மதிப்பீடு மற்றும் கருத்து (ASSESSMENT AND FEED BACK)					
24	கற்றல் விளைவுகள் பல்வேறு நிலைகளில் உள்ள மாணவர்களுக்கு பொருத்தமற்றது.					
25	கற்றல் விளைவுகளின் மூலம் மாணவர்களின் தனித் திறமை வெளிப்படுகிறது					
26	கற்றல் விளைவுகளை அடைய மாணவர்கள் முயற்சிக்கும் பொழுது அதிக சோர்வடைகின்றனர்					
27	கற்றல் விளைவுகளால் எழுதுதல் திறன் மேம்படுகிறது					
28	கற்றல் விளைவுகளை மதிப்பீடு செய்ய இயலாது					
29	கற்றல் விளைவுகளை அடையும் பொழுது மாணவர்களுக்கு தன்னம்பிக்கை வளர்கிறது					
30	தானே கற்றலுக்கு அதிக வாய்ப்பு அளிக்கப்படுகிறது					
31	மாணவர்களின் கற்றல் நிலை மற்றும் இலக்கை நிர்ணயிக்க பயன்படுகிறது					
32	மாணவர்களின் சுய மதிப்பீட்டிற்கு இடமளிக்கிறது					
33	மாணவர்களின் கற்றல் வேகத்தை அறிய கற்றல் விளைவுகள் பயன்படுகிறது					
34	கற்றல் விளைவுகளால் மாணவர்கள் தேர்வு என அறியாமலேயே தேர்வை எளிதாக எதிர்கொள்கிறார்கள்					

35	கற்றல் விளைவுகளின் பயிற்சி ஏடு அனைத்து பாடங்களுக்கும் அனைத்து திறன்களையும் மதிப்பிட ஏதுவாக உள்ளது					
	மாணவர் ஈடுபாடு மற்றும் பங்கேற்பு (STUDENTS ENGAGMENTS AND PARTICIPATION)					
36	கற்றல் விளைவுகள் மாணவர்களை சிந்திக்க வைக்கிறது					
37	கற்றல் விளைவுகளால் மாணவர்களின் பேச்சுத்திறன் வெகுவாக குறைகிறது					
38	மாணவர்கள் கற்றல் விளைவுகளின் மூலம் ஆர்வமாக கற்கின்றனர்					
39	கற்றல் விளைவுகளால் மாணவர்களிடையே படைப்பாற்றல் திறன் வளர்க்கப்படுகிறது					
40	கற்றல் விளைவுகளால் மாணவர்களின் கற்பனை வளம் அதிகரிக்கிறது					
41	கற்றல் விளைவுகளை அடைவதற்காக செயல்படுத்தும் செயல்பாடுகளில் அனைத்து மாணவர்களும் ஈடுபடுவதில்லை					
42	மீத்திறன் மிக்க மாணவர்களுக்கு கற்றல் வேகத்திற்கு ஏற்ப கற்கும் வாய்ப்பு இல்லை					
43	கற்றல் விளைவுகளால் மாணவர்களின் மனப்பாடத் திறன் குறைகிறது					
44	கற்றல் விளைவுகளின் மூலம் மாணவர்களி- டையே ஆராய்ச்சி உணர்வு வளர்க்கிறது					
45	மாணவர்களுக்கு உற்றுநோக்கும் திறன் மேம்படுத்தப்படுகிறது					
46	கற்றல் விளைவுகளால் மாணவர்களின் கலை ஆர்வம் தூண்டப்படுகிறது					

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ATTITUDE OF KRISHNAGIRI DISTRICT TEACHERS TOWARDS ACHIEVEMENT OF LEARNING OUTCOMES

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A Research Project Report (2023-24) Submitted to

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
CHENNAI – 600 006

DECLARATION

I hereby declare that the project entitled **ATTITUDE OF KRISHNAGIRI DISTRICT TEACHERS TOWARDS ACHIEVEMENT OF LEARNING OUTCOMES** Submitted to STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING CHENNAI-6 is our original work and that it has not previously formed the basis of the award of any Degree, Diploma, Associateship, Fellowship or any other similar title of any University or Institution.

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CERTIFICATE

This is to certify that the project entitled, **ATTITUDE OF KRISHNAGIRI DISTRICT TEACHERS TOWARDS ACHIEVEMENT OF LEARNING OUTCOMES** Submitted by, Dr. G. Anbumani, Senior Lecturer of this institution for the Project is purely a record of research work done under my supervision and the project has not formed the basis of the award of any Degree, Diploma, Associateship, Fellowship or any other similar title of any University or Institution.

PRINCIPAL

DIET, KRISHNAGIRI

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- *Dr. G. Anbumani*

EXECUTIVE SUMMARY

Attitude of Krishnagiri District Teachers Towards Achievement of Learning Outcomes.

1. INTRODUCTION:

Education is essential to everyone. It wipes out ignorance. Education makes good citizens. Good citizens make a good nation. It is a well-known fact that education aims to modify human behavior by making a better citizen. The Kothari Commission Report in respect of the objectives of education has observed, “The most important and urgent reform needed in education is to transform it, to endeavor, to relate it to life needs and aspirations of the people and thereby making it a powerful instrument social, economic and cultural transformation, necessary for the realization of the national goal”. For this purpose, the commission has suggested a program for modernizing the right attitudes and values and building up certain essential skills for life.

2. NEED AND SIGNIFICANCE OF THE STUDY:

The classroom climate which is often set by the teacher is determined by the teacher's attitude. Attitude as a major determinant of a person's behavior influences the way a teacher relates with the students and thus affects student's academic performance.

'Curricular expectations' define what a child should know and be able to do as well as the dispositions that should be acquired over some time. The learning outcomes derived from the curricular expectations and the syllabus are generally treated as assessment standards or benchmarks for assessment. The teachers are

expected to provide learning opportunities while transacting different concepts to help children explore and connect with their immediate surroundings.

The teacher plays a pivotal role in the learning outcome of his / her students. Hence it becomes necessary to understand the teachers' attitude towards achievement of learning outcomes. The researcher showed an interest in the Attitude of Krishnagiri District teachers towards the achievement of learning outcomes. Learning outcomes are needed for the teachers to analyze the various levels of their feedback level data collection.

The researcher has chosen this topic because there are hundreds of literature and studies in the same field. Hence the researcher would like to find out the attitude of learning outcomes among the primary teachers.

3. OBJECTIVES OF THE STUDY:

- To survey the attitude of Krishnagiri district teachers towards achievement of learning outcomes.
- To study significant differences in the attitude of teachers towards the achievement of learning outcomes of students of Krishnagiri district concerning the variables gender, academic qualification age, and teaching experience.

4. HYPOTHESES OF THE STUDY:

Hypothesis 1

There is no significant difference in the attitude of teachers of krishnagigiri District towards the achievement of learning outcomes about their gender educational qualification. and age

Hypothesis 2

There is no significant difference in the attitude of teachers of Mathur Education District towards the achievement of learning outcomes about their teaching experience.

5. METHODOLOGY:

a) Method

The study is a normative survey. The variables of the study were Teaching effectiveness Classroom environment Assessment and feedback professional development and adaptability and student engagement and participation. The investigator used self-developed to name the attitude of Krishnagiri district teachers toward the achievement of Learning outcomes. The tool was used with a 5-point scale to measure the attitude of teachers towards the achievement of learning outcomes.

b)Sample: The teachers working in primary and upper primary schools in Krishnagiri district were the population of the study. There are 2823 primary school teachers working in 1458 schools. Based on the Purposive random sampling techniques the investigator selected 200 Primary and upper primary school teachers from 10 blocks. The teachers who are handling classes 4 and 5 were included in the study. Teachers handling from 1st to 3rd class were not included in the study.

c)Tool:

The standardized tool was not available to measure the attitude of primary school teachers towards learning outcomes about the variables teaching effectiveness classroom environment assessment and feedback professional development and its adaptability and student engagement and participation. So, the investigator himself developed an attitude scale for the same.

e)Data analysis:

The attitude of teachers in learning outcomes was measured through a questionnaire. It has 46 items. Those items were intended to be measured. The collected data were analyzed with the use of different static techniques such as T-test.

6. MAJOR FINDINGS:.

Findings from the Krishnagiri educational district highlight overall positive responses across various demographics, with some groups showing strongly agree levels than others. Findings from the educational district of Mathur indicate generally positive responses across various demographics, with some groups indicating stronger agreement than others.

Findings from the Hosur educational district highlight overall positive responses across various demographics, with some groups showing strongly agree levels than others. Findings from the educational district of Denkanikottai indicate generally positive responses across various demographics, with some groups indicating stronger agreement than others.

Females generally achieve slightly higher learning outcomes than males, with the difference being statistically significant. Younger participants tend to have higher achievement scores, but the difference is not statistically significant. Higher educational qualifications (PG with B.Ed) are associated with better learning outcomes, with statistically significant differences between qualifications.

Participants with less than 25 years of experience show significantly higher achievement scores. Participants from primary schools (PUPS) have higher achievement scores, though the difference is not statistically significant. Rural participants achieve higher learning outcomes compared to urban participants, with a statistically significant difference.

7. CONCLUSION:

Teachers below 45 years tend to have slightly higher levels of agree regarding effective learning outcomes compared to their older counterparts. This suggests the need for continuous professional development and updated training for older teachers to maintain and enhance their effectiveness.

Teachers with higher educational qualifications (PG with B.Ed) show the highest levels of agreement on achieving learning outcomes, indicating that advanced education correlates with better teaching efficacy. Teachers in rural areas reported higher levels of agreement on achieving learning outcomes compared to their urban counterparts.

EDUCATIONAL IMPLICATIONS:

Professional Development: Continuous and targeted professional development is crucial. Training programs that consider the specific needs and strengths of different groups (based on gender, age, experience, and location) can enhance the overall effectiveness of teaching. Creating platforms for mentorship and collaboration among teachers of different ages and experience levels can foster the sharing of best practices and innovative teaching methods. Ensuring equitable distribution of resources and support across different types of schools and localities is essential for achieving uniform learning outcomes. Educational policies should be regularly reviewed and aligned with current research findings to ensure that they address the evolving needs of educators and students. With these educational implications, stakeholders can work towards creating a more effective and cohesive educational environment that supports the achievement of desired learning outcomes for all students.