



Teacher Perception of School Complex

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ABSTRACT

It aims to investigate the attitude of teachers in relation to the school complex system at the elementary level and whether their attitudes are differential according to the selected demographic variables: gender, medium of instruction, school location, type of school, and type of school management. For this, data were collected through the Attitude of Teachers Towards School Complex Scale (Kulsum, 2011) from a stratified random sample of 100 primary school teachers working in government, government-aided, and private schools in Dharmapuri district. The data were then analyzed using descriptive and inferential statistical techniques like mean, standard deviation, t-test, and ANOVA. The results indicated that, in general, the attitude of teachers towards the school complex system was rated as moderate. Further, no significant differences were found between the attitudes of teachers with any of the demographic variables under study. These findings imply that there is no fluctuation in teachers' perception about the model of School Complex because of their background or institutional environment. This indicates that in order to enhance the involvement of teachers with the School Complex system and toward equal educational development, there is a felt need to strengthen support systems in the form of guidance services, improved school environment, and collaborative initiatives.

Keywords: School Complex System, Teacher Attitude, Primary Education, Educational Management

Introduction

Education is considered the light that dispels the darkness of ignorance and leads toward the holistic development of an individual. It is a tri-polar process, involving dynamic interaction among the pupil, the teacher, and the social environment, each playing an essential role in shaping meaningful educational experiences. Being an effective instrument of social transformation, education brings desirable changes into the cultural, economic, and moral fibres of a nation.



Swami Vivekananda's eternal philosophical insight, "Education is the manifestation of perfection already in men," continues to shape modern educational thought. Education should, therefore, be directed toward developing this inner potential and orienting it toward the good of society. In developing scientific thinking, objective understanding, and humanistic attitudes, education thus builds up integrated persons who can tackle personal and social challenges with greater effectiveness.

The concept of school complex assumes importance in this milieu of educational development as an organizational strategy. Based on the belief that most secondary and higher secondary schools have adequate infrastructure, sufficient trained staff, and academic resources to share these facilities with the neighbouring primary and upper-primary schools, the Kothari Commission proposed the model of School Complex in 1964–66. Clustering five to six schools together as a cooperating unit promotes maximum utilization of laboratories, libraries, playgrounds, teaching expertise, and co-curricular opportunities.

School complexes have assumed considerable importance in recent years. They help solve the problem of institutional isolation, sharing of instructional and material resources, collaborative academic problem-solving, and even in-service training of teachers. Furthermore, school complexes mobilize human and material resources through proper coordination to further the cause of education.

Today, it is necessary not to limit oneself to simple isolated School Complexes but to move on to broader educational complexes, combining schools and all other educational institutions within the community network. It is such collaborative structures that allow for more effective work in educational planning, administration, and reform.

Objectives

- To determine the overall level of teachers' attitude towards the School Complex system in primary schools.
- Testing whether there is a significant difference in teachers' attitudes towards the School Complex system related to gender.
- To find the main difference between teachers' attitudes towards the School Complex system in view of the medium of instruction.



- To find the significant difference between teachers' attitudes toward the School Complex system concerning school type.
- To establish the significant difference in the attitudes of teachers regarding the School Complex system on issues concerning school management.
- To find out the significant difference in teachers' attitudes towards the School Complex system with respect to location of school.

Review of Related Literature

As cited by Subrahmanian, 2012, from among the global education agendas professed by both the Dakar EFA Goals and the MDGs, gender justice is one of the key facets of educational development. It is for this reason that analyses of teacher and student experiences necessitate consideration of both gender parity as well as gender equality.

Unterhalter (2013) further argues that narrow numerical indicators cannot capture deeper inequalities, and that broader qualitative assessments entailing well-being, agency, and freedom must be provided.

Ahonen (2013) stresses that educational equality developed in Finland. Yet, welfare-state ideologies emphasized social justice more, while neoliberal reforms afterwards shifted the focus to individualism and competition. These changes suggest how socio-economic and political contexts frame teachers' attitudes and practices in schools.

Zhang et al. (2011) and Andrews (2013) further confirm that a teacher's attitude influences students' well-being and classroom learning environments directly. Positive attitudes, such as showing concern, empathy, and continuous academic support, would enable the establishment of an inclusive and healthy class environment which can positively enhance the students' confidence and their academic performance. Gao et al. (2023) continue to highlight that sensitivity towards the diversity of the students, along with ability in designing meaningful, inclusive learning experiences, are major components of effective teaching.

Khan et al. (2024) and Suleiman & Rao (2019) present studies in which it is demonstrated that teachers who have strong motivation, enough training, and positive professional identities tend to be more inclusive and supportive. These attitudes improve not only academic outcomes but also contribute significantly to enhancing students' emotional and psychological development.



On the other hand, negative teacher attitudes, as revealed by the studies of Clark & Springer 2012 and Gokalp 2013, if expressed through indifference, unpredictability, partiality, or inflexibility, have the capacity to give students anxiety and will negatively affect students' self-esteem and academic achievements, as well as their classroom participation. These have the tendency to lead to exclusion, particularly among students with special needs.

Research by Meera & John, 2019 and Lal, 2020 identifies training and experience as significant determinants of teachers' attitude toward inclusion. Teachers who have greater exposure to students with disabilities tend to have more positive and empathetic attitudes.

Likewise, Rani (2020) reports that private school teachers generally display more positive attitudes toward inclusive education than government school teachers, although these differences do not always reach statistical significance.

In general, the literature reviewed indicates that the attitude of the teachers, guided by training, school type, background, and prior experience, plays an important role in determining not only the quality of learning in primary schools but also the success of inclusive education practices.

Sample and Sampling Technique

The sample consists of teachers from a mix of different government, aided, and private schools from both in rural and urban areas. The Attitude of Teachers Towards School Complex Scale was used to collect data.

A sample is a small, representative proportion of the population that is selected for observation and analysis. According to Corewell (1960), a good sample of a population is the one that produces the characteristics of the population with great accuracy.

The sample population of teachers in this study has been divided into strata based on the following categories: gender, medium of instruction, type of school, type of management, and location. Samples were then selected from each subgroup by using the stratified random sampling technique to adequately represent all the strata.

Study Variables

The present study focuses on assessing the attitude of teachers towards the School Complex system at the primary level.



Demographic Variables

- Gender
- Medium of Instruction
- Locality (Rural/Urban)
- Management Type: Government, Government-Aided, Private
- Level of Institution

These demographic variables were used for comparison and to study differential attitudes among teachers.

Method of the Study

Research can be done in various ways, and the appropriate method may be chosen depending upon the nature of the problem. The investigation of the attitude of teachers in the school complex system is the focus of the present study, for which there is a need to collect data in the natural working environment.

The method of survey was therefore chosen as most appropriate. The method allowed the researcher to obtain data in a natural setting from teachers and perceive their attitudes as they naturally occur in real school situations. Data on relevant variables were obtained from a selected sample aimed at the fulfilment of the research objectives.

Tools Utilized

Success of any research largely depends upon the careful selection of appropriate tools. For collecting the required data regarding the present study, the following tool was used:

- Attitude of Teachers Towards School Complex Scale (Developed by Kulsum, 2011)

The tool was selected in accordance with the objectives of, nature, and the data requirements of the study.

Statistical Techniques Used

Statistics provide scientific procedures for collecting, classifying, analyzing, and interpreting data quantitatively. After the collection of data, the researcher prepared the master table and subjected the responses to appropriate statistical analyses.

The following statistical techniques were used in order to realize the objectives of the study:

- Descriptive Analysis

- Mean
- Standard Deviation (S.D.)
- Inferential Analysis
 - t-test
 - F-test (ANOVA)

These approaches were helpful in comprehending both the general pattern of teacher attitudes and the differences across demographic subgroups.

Verification

1. The level of the Attitude of teachers towards school complex in primary school students.

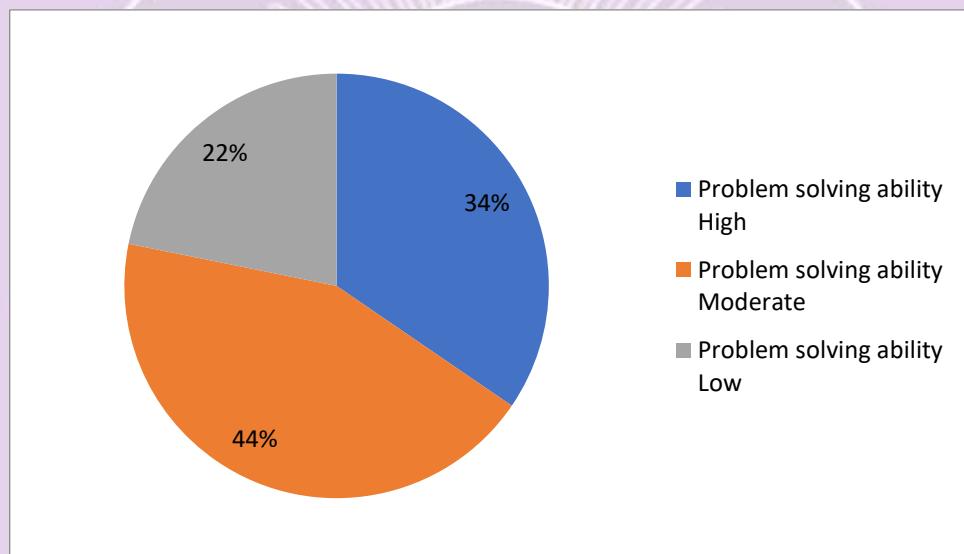


Figure -1

Interpretation

This was tested by comparing male and female teachers' attitudes toward the school complex by using an appropriate statistical test, the t-test. The results of this test showed the calculated value to be less than the table value at the 0.05 level of significance, or in other words, the p-value was found to be greater than 0.05.

This means the attitude of male and female teachers does not differ significantly. Hence, "there is no significant difference between the attitudes of teachers towards the school complex in primary school students with respect to gender" is accepted.

This means that gender does not differentiate the attitude of teachers toward the school complex system, since both male and female teachers have similar levels in attitude.

2. Comparison of Mean and SD of attitudes of teachers towards school complex in primary school students with respect to gender

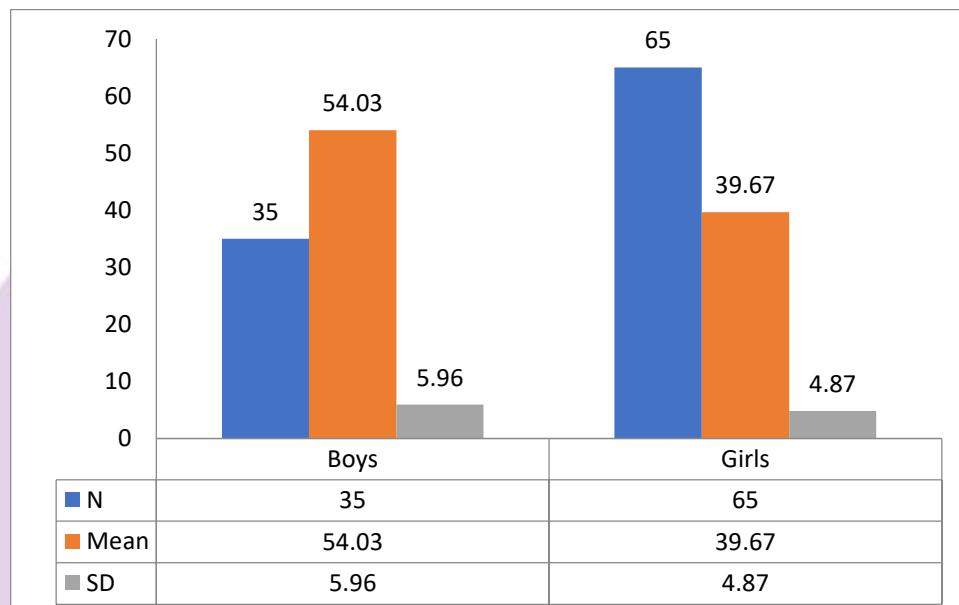


Figure -2

Interpretation

From the above table, it is noted that the calculated t-value is less than the table value at a 0.05 level of significance. It establishes the fact that the difference in mean attitude scores of the male and female teachers is not statistically significant.

Therefore, there is no significant difference between male and female teachers' attitudes towards the school complex.

Therefore, "there is no significant difference between the attitudes of teachers towards the school complex in primary school students with respect to gender" is accepted.

3. Comparison of Mean and SD of Attitude Scores of Teachers Towards School

Complex with Respect to Medium of Instruction (Tamil/English)

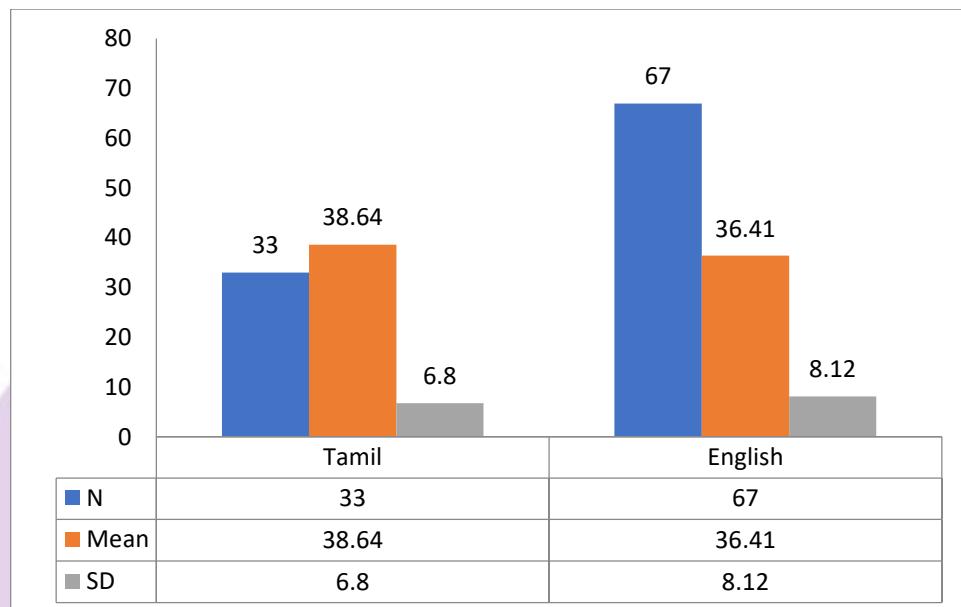


Figure –3

Interpretation

The calculated value from the above table is less than the table value at 0.05 level of significance. It indicates that the difference in mean attitude scores among teachers working in Tamil medium and English medium schools is not statistically significant.

Hence, teachers in both mediums of instruction reveal similar attitudes toward the school complex system.

Therefore, “there is no significant difference between the attitudes of teachers towards the school complex in primary school students with respect to the medium of instruction” stands accepted.

4. Comparison of Mean and SD of Attitude Scores of Teachers Towards School

Complex with Respect to School Location (Rural / Urban)

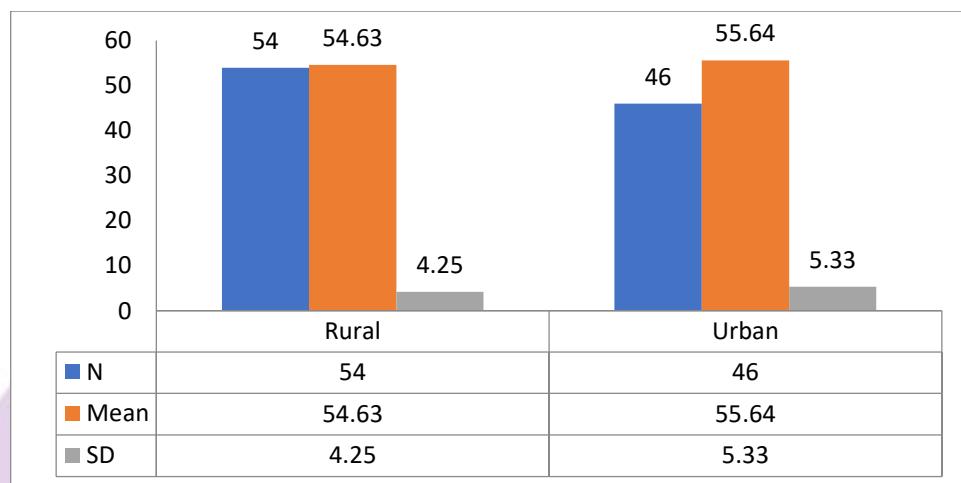


Figure – 4

Interpretation

From the above table, it is observed that the calculated value is less than the table value at 0.05 level of significance. This shows that the difference in the mean attitude score of teachers working in rural and urban schools is not statistically significant.

Teachers working in both rural and urban locations view the school complex system with the same approach or attitude.

Therefore, "there is no significant difference between the attitudes of teachers towards the school complex in primary school students with respect to the location of the school".

5. Comparison of Mean and SD of Attitude Scores of Teachers Towards School

Complex with Respect to Type of School Management (Government/Private)

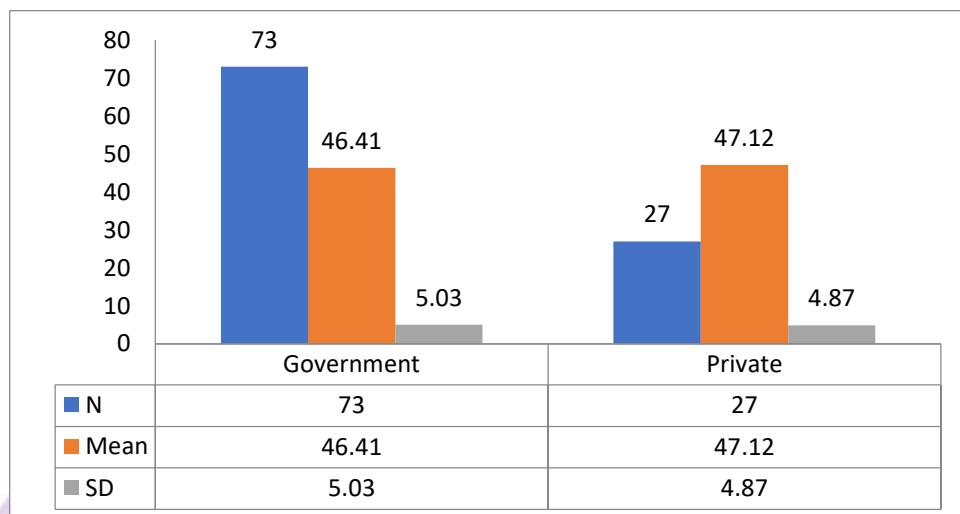


Figure –5

Interpretation

From the above table, it is observed that the calculated value is less than the table value at a 0.05 level of significance. Therefore, the mean attitude score difference between teachers working in government and private schools is not statistically significant.

Thus, the teachers from both government and private school managements have shown similar attitudes towards the school complex system.

Therefore, "there is no significant difference between the attitudes of teachers towards the school complex in primary school students with respect to the type of school management" is accepted.

6. Comparison of mean and SD of attitudes of teachers towards school complex in primary school students according to type of school.

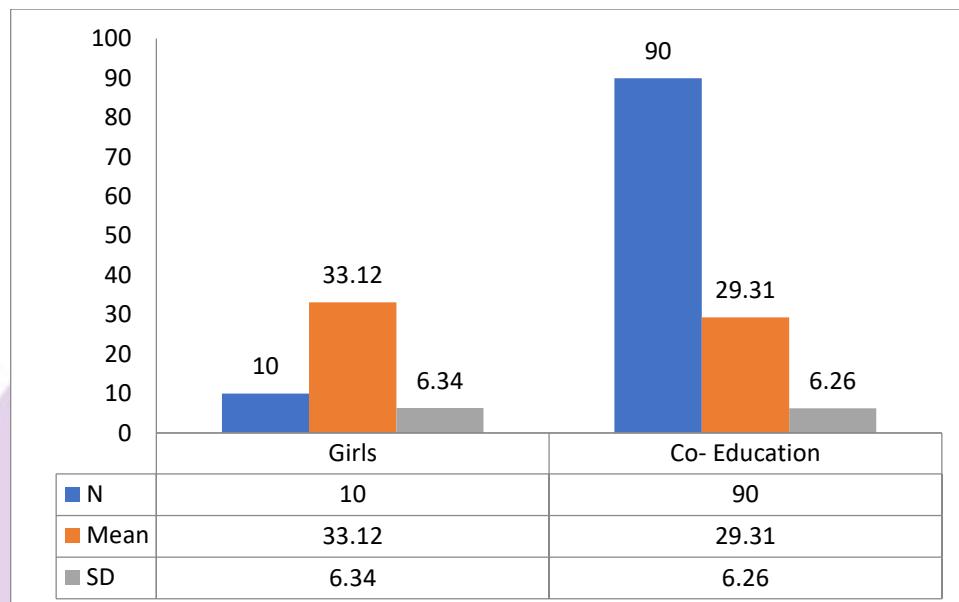


Figure –6

Interpretation

By analysis, a comparison was made of attitudes of the teachers toward the school complex among the primary school students studying in Girls schools and Co-educational schools. The calculated value is less than the table value, so the difference in their mean scores is not significant statistically.

This would mean that the nature of schools-Girls or Co-educational-has no impact on the attitude of teachers towards the school complex. The teachers seem to maintain the same type of perception and attitude irrespective of the nature of institutional gender composition.

Therefore, "there is no significant difference between the attitudes of teachers towards school complex in primary school students with respect to types of the school" is accepted.

Findings

- The overall level of the attitude of teachers towards the school complex among primary school students is at a medium level.
- There is no significant difference in the attitudes of teachers toward the school complex with respect to gender among primary school students.



- There is no significant difference in the attitudes of teachers towards the school complex among primary school students with respect to the medium of instruction.
- There is no significant difference between the attitudes of teachers concerning the school complex in primary school students with respect to the school type.
- There is no significant difference in the attitudes of teachers toward the school complex among primary school students with respect to the type of school management.
- There is no significant difference in the attitudes of teachers towards the school complex among primary school students based on the location of the school.

Educational Implications

The following are some implications derived from the study:

- Guidance and Counselling Cell should be established in every school to help students through various problems during the entire academic journey.
- Teachers need to understand students' home background and school environment more profoundly in order to meet their learning needs better for improved academic performance.
- It is important that teachers and parents collaborate in offering an enabling and favourable learning environment, which, in turn, can encourage students' academic achievement.

Suggestions

- While the present study limits its scope to a particular group of students, studies can be conducted for other levels of education.
- The study was done at the primary school level; future research may extend it to secondary and higher secondary levels.
- Further studies may be extended to students from different classes with variable educational background.
- The scope of the research may be extended to a secondary stage for better insight regarding school complex attitudes.
- Further studies can focus on related variables like school exam anxiety, problem-solving ability, school environment, and academic achievement.



- An analogous study may also be conducted among parents and teachers to broaden the perspective regarding attitudes toward the school complex.

Conclusion

The present study was undertaken to examine the attitudes of teachers towards the school complex among primary school students with reference to selected demographic variables such as gender, medium of instruction, location of the school, type of school, and type of school management. The findings of the study reveal that the overall attitude of teachers towards the school complex is moderate and thus indicates a balanced but improvable perception among teachers.

In addition, the investigation showed no significant difference in the teachers' attitudes regarding gender, medium of instruction, location of the school, type of school, and type of school management. It appears that such demographic variables do not play a significant role in influencing the perceptions of teachers regarding the complex at the primary school level.

Overall, the study concludes that while teachers generally possess a moderate attitude toward the school complex, there is still a need for initiatives such as improved support systems, guidance services, and enhanced school environments to further boost their perspective and, in turn, offer better learning experiences to students at the primary school level.

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