

A Study of Attitudes of Primary School Teachers Towards Teaching Learning Materials

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Abstract

Teaching learning materials stimulate student's activity and effectiveness, they make the process of learning easier, they help acquire knowledge of better quality, they encourage student's independence and critical thinking when selecting and collecting information. The main intention of the study is to find the relation of attitude of Primary school teachers towards teaching learning material with age, teaching experience, annual income, qualification, number of teachers in the school, locality, management, gender, size of the family, marital status and caste. A sample of 240 primary school teachers representing all categories of schools in Anathapuramu district by following the standardized procedures. 't' – test and f-test with respect to the influence of the independent variables on dependent variable were employed for analysis of the data. There is significant influence of management and locality, age, caste, qualification and size of the family at 0.01 level of significance on the attitude of primary school teachers towards teaching learning material.

Keywords

Education, Teaching Learning Materials, Teachers, Education, Communication, T-Test, F-Test

I. Introduction

Education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In Short, education is the development of individual according to his needs and demands of society, of which he is an integral part.

Using verbalism in teaching has the least effect, while direct experience will get more effect in teaching. The activities of direct experience are more effective than non-project and projected aids. Any technology makes the learner more active and interested. Video assisted instruction and computer assisted instructions are systematically programmed, with all psychological principles so that the learner's interest will be prolonged in the learning process in addition to interaction.

New technologies (in particular, the internet) provide teachers with many interesting tools that can be used to improve the teaching-learning process. The usefulness of these tools makes important for teachers to have more information about the advantages and possibilities of using technology in the classroom, as well as about the results derived from their application.

Besides the fact that the internet is a vast source of information, there are some specific web-based applications that are conceived as a teaching resource. These applications (often called e-learning platforms) allow teachers to provide the students with material of different sorts, as well as to interact with them in real-time. They also allow teachers to follow the evolution of the learning process and to know the performance of each student in specific tasks. E-learning platform are especially useful when teaching science in general and a virtual learning environment (VLE) is a software system designed to support teaching and learning. A VLE typically provides tools such as those for assessment, communication, uploading of content, return of students' work, administration of student groups, questionnaires, tracking tools, wikis, blogs, chats, forums, etc. over internet. A VLE is a computer program that facilitates the so-called e-learning (electronic learning).

A wide variety method has been developed on the attitudes of teachers towards teaching learning materials {[1] – [16]}. This

method includes attitudes on some variables such as gender, locality Annual income, marital status and experience of teachers.

II. Methods and Materials

A. Sample and venue

The sample for the investigation consisted of 240 Primary school teachers in Anathapuramu district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private, the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects.

B. Research Design

Descriptive survey design was chosen because it is appropriate for educational fact finding and yields a great deal of information, which is accurate. The research aimed at gathering accurate information on the influence of teachers' age, gender, locality, management; size of the family, professional qualifications and teaching experience ratio and their attitudes teaching learning material selection, development and use.

C. Data collection instruments

Attitude Test Questionnaire (ATQ) was used to collect data from teachers regarding their attitudes towards selection, development and use of teaching learning materials. The rating scale constructed for this study followed the socio-demographic scale construction. The statements covered the main aspects of the teaching learning material selection, development and use.

The statements were placed in random order and next to the items was a grid consisting of five columns: 'strongly agree' 'agree' 'Uncertain' 'disagree' and 'strongly disagree'. Each column had a particular value i.e., 5,4,3,2,1 respectively

Respondents were asked to tick the appropriate box, to indicate how they agreed or disagreed with each statement. It was decided that a high score on the scale would imply a favourable attitude. Thus favourable statements (i.e. statements consonant with language material selection, development and use) would be scored at 5 for strongly agree down to 1 for strongly disagree; for the scoring of

unfavourable statements the scoring was reversed (unfavourable items scored 1 for strongly agree to 5 for strongly disagree). Attitude scale was used to measure attitudes of respondents towards teaching learning material selection, development and use and was based on the socio-demographic scale. The scale involved defining the issue towards which attitudes might be expressed and measured. It is made up of series of statements, which are related to a person's attitude towards a single object. Statements are either favourable or unfavourable.

D. Data Collection Procedures

The investigator sought for a survey permit and authorization letter from head master before the process of data collection in the field. The instrument was administered through personal visits on appointment with teachers. The questionnaires were filled by the teachers and collected by the researcher after a fortnight.

E. Data Analysis Procedure

Quantitative data was analyzed by use of descriptive statistics, namely frequency, mean scores and percentages. Qualitative data was categorized and reported in emergent themes. Watson (1994), defines qualitative data analysis is a systematic procedure followed in order to identify essential features, themes and categories. Data was then presented in frequencies, percentages, scores, mean scores and tables.

III. Results and Discussion

A. Gender

The mean values of attitude of Primary school teachers towards teaching learning material scores with the gender for the two groups were tested for significance by employing 't' - test, the results are presented in **Table. 1**. It is clear from the table that the computed value of 't' is (0.709). It is less than table value of 't' (1.97) for 1 and 238 df at 0.05 level. It is concluded that the gender has no significant influence on the attitude of Primary school teachers towards teaching learning material.

B. Locality

The mean values of attitude of Primary school teachers towards teaching learning material scores with their locality for the two groups tested for significance by employing 't' - test, the results are presented in **Table. 2**. It is clear from the table that the computed value of 't' is (3.79). It is greater than table value of 't' (2.58) for 1 and 238 df at 0.01 level. It is concluded that the locality has significant influence on the attitude of Primary school teachers towards teaching learning material.

C. Marital status

The mean values of attitude of Primary school teachers towards teaching learning material scores with their marital status for the two groups were tested for significance by employing 't' - test, the results are presented in **Table. 3**. It is clear from table 3 that the computed value of 't' is (0.0203). It is less than table value of 't' (1.97) for 1 and 238 df at 0.05 level. It is concluded that the marital status has no significant influence on the attitude of Primary school teachers towards teaching learning material.

D. Annual income

The teachers whose annual income is below Rs. 100000/- forms the Group - I, Group - II forms with the teachers whose annual

income is Rs. 100001/- to Rs. 300000/- and Group - III forms with the teachers above Rs. 300000/-. The mean values of attitude of Primary school teachers towards teaching learning material scores with their annual income for the three groups were tested for significance by employing 'F' - test and the results are presented in **Table. 4**. It is clear from the table that the computed value of 'F' is (1.897). It is less than table value of 'F' (3.030) for 2 and 237 df at 0.05 level. It is concluded that the annual income has not significant influence on the attitude of Primary school teachers towards teaching learning material.

E. Teaching experience

The Primary school teachers whose teaching experience is below 10 years form with the Group - I, Group - II forms with the Primary school teachers whose teaching experience is 11 years to 15 years and Group - III forms with the Primary school teachers whose teaching experience is above 15 years. The attitude of Primary school teachers towards teaching learning material of the three groups were analyzed accordingly. The attitude of Primary school teachers towards teaching learning material for the three groups was tested for significance by employing 'F' - test and are presented in **Table. 5**. It is found from the table that the computed value of 'F' (4.598) is greater than the critical value of 'F' (3.03392) for 2 and 237 df at 0.01 level of significance. Therefore it is concluded that the teaching experience has significant influence on the attitude of Primary school teachers towards teaching learning material.

The bar diagram representing all variables such as gender, locality, marital status, income, teaching experience are represented in the **Fig. 1**.

IV. Conclusion

Teachers in Anathapuramu district held positive attitudes towards teaching learning material selection, development and use irrespective of their ages. High and low academic qualifications influenced teachers' attitudes positively a with regard to teaching learning material selection, development and use. Professional qualifications influenced positive attitude towards teaching learning materials. Teaching experience had an influence in teaching learning material selection, development and use. All the teachers held positive attitudes towards teaching learning material selection, development and use.

Irrespective of the number of children they taught in the classroom. There is no significant difference between the females and males with regard to

Table 1: Gender of teachers

S. No.	Gender	N	Mean	SD	't' value
1.	Male	120	61.63	5.26	0.709@
2.	Female	120	61.19	5.71	

*Indicates not significant at 0.05 level

Table 2: Locality of teachers

S. No.	Locality	N	Mean	SD	't' value
1.	Urban	120	62.2	5.33	3.79 **
2.	Rural	120	60.14	6.05	

**Indicates significant at 0.01 level

Table 3 : Marital status of teachers

S. No.	Marital status	N	Mean	SD	't' - value
1.	Un married	45	61.37	5.544	0.0203 @
2.	Married	195	61.56	5.547	

@Indicates not significant at 0.05 level

Table 4: Annual income of teachers

S. No.	Annual income	N	Mean	SD	'F' – value
1.	Group – I	77	59.29	6.22	1.894@
2.	Group – II	118	60.99	5.39	
3.	Group – III	45	60.77	7.49	

@Indicates not significant at 0.05 level

Table 5 : Teaching experience of teachers

S. No.	Teaching experience	N	Mean	S.D.	'F' - Test
1.	Group – I	91	58.53	6.97	4.598**
2.	Group – II	105	59.97	5.73	
3.	Group – III	44	62.02	6.13	

**Indicates significant at 0.01 level

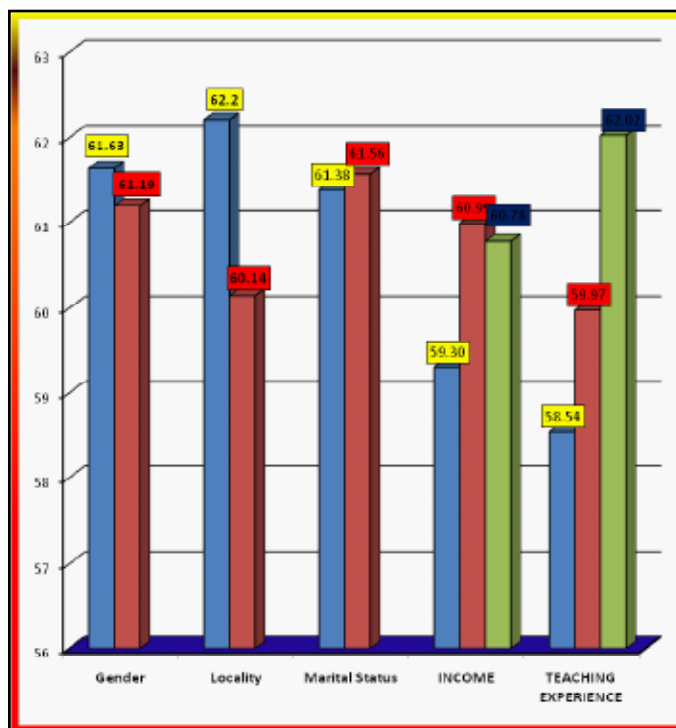


Fig. 1 : Bar diagram representing attitudes of teachers on gender, locality, marital Status, income and Teaching experience.

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Author's Profile



I.M. Amaranth Reddy M.Sc. B.Ed, working as a Science teacher in secondary school Department of education, Govt of AP since 2002. Participated in development of various modules and handbooks for teachers. Awarded best text book writer in 2014. Participated in various state and national level workshops conducted by SCERT AP and NCERT, New Delhi.