

# Attitude of Teachers Towards Educational Media at Secondary School Stage

**Shabia Subuhi, <sup>1</sup>Dr. Adnan Khan Lodi**

<sup>1</sup>Research Scholar, Dept. of Education, Integral University, Lucknow, Uttar Pradesh, India

<sup>2</sup>HOD, Dept. of Education, Integral University, Lucknow, Uttar Pradesh, India

## Abstract

The role of educational media and its significance in this gigantic effort is obvious and this has been realized and appreciated at least at the conceptual level and to a considerable extent at the implementation level. But the effective use of educational media in a classroom depends upon the attitudes of teachers and educators to apply technology in schools' daily pedagogical practices. The present study deals with the attitude of Teachers towards educational media for which 160 teachers have been selected. A self made standardized attitude scale has been prepared. The results show female teachers and teachers teaching science subjects have more favourable attitude towards educational media than male teachers and teachers teaching art subjects respectively at the secondary school stage.

## Keywords

Educational Media, Attitude, Secondary School Stage

## Introduction

Communication revolution has potentially revolutionised thought, feeling and behaviour by enabling any man, woman or child anywhere in the world to exchange visual and aural experiences with any man, woman or child any other place in the world. Communication means not only giving information but also transformation. It is observed that instruction is being done on traditional lines, mainly through words in formal education system. Words are very important as a medium of communication, but words alone do not create proper images in the minds of the students. As regards these images, the famous American educationist John Dewey has said, "The images is the greatest instrument of instruction what the child gets out of any subject presented to it. If nine-tenths of the energy is spent in seeing to it that the child is forming proper images the work of instruction would be infinitely facilitated." "The main function of education is communication of knowledge, skills and attitudes. The mass media are known to have great potential in communicating effectively." (Emery, et al. 1965)

The roles of educational medias have more significance in India. Further, National Curriculum Framework, 2005 asserts, "If ET (Educational Technology) is to become a means of enhancing curricular reform, it must treat the majority of teachers and children not merely as consumers but as active producers. There must be widespread consultation regarding use of during development and implementation, ET facilities need to be used at all levels of schools- cluster and block resource centres, district, state and national level institutions- in order to provide hands-on experience in using ET. Such experience provided to children, teachers and teacher educators, could include something as simple as the audience recording of an interview with a village elder, to making a video film or a video game. Providing children more direct access to multimedia development and Information Communication Technology (ICT), and allowing them to mix and make their own productions and to present their own experiences, could provide them with new opportunities to explore their own creative imagination." This endorses further efforts from all concerned to enable the teachers in developing multimedia educational content and providing these to the end users through a proper video distribution system.

An outstanding development in modern education is the increased

use of supplementary devices by which the teacher through the use of more than one sensory channel helps to classify, establish and correlate accuracy, concepts, interpretations and appreciations, increases knowledge, arouses interest, and evolves worthy emotions and enriches the imagination of children.

Needless to say the role of educational media and its significance in this gigantic effort is obvious and this has been realized and appreciated at least at the conceptual level and to a considerable extent at the implementation level. Education can thus reach a take off stage with the help of modern technologies. This would provide individualized instruction to learners conveniently suited to their needs and pace of learning.

But the effective use of educational media in a classroom depends upon the attitudes of teachers and educators to apply technology in schools' daily pedagogical practices. Various studies have been on studying the attitude of educators. The attitude of teachers was the focus of study by Naik and Pathy (1997) in their study of the attitudes of secondary school science teachers towards teaching of science. Kishore (1996) made an attempt at the understanding of the issue of relationship among gender, science, technology and mathematics while Singh (2015) studied the attitude of urban and rural male and female teachers about ICT. Panchaiyappan (2016) studied the attitude of teachers of higher secondary school with respect to gender, teaching experience, educational streams and type of management.

Attitude is one of the important factors that determine the success in language learning (Ghazali, etc, 2009). In fact there is a significant relationship between the experience level and favourable attitudes towards the use of ICT tools (Suliman, etc, 2014). To add, Yunus (2007) proved that positive attitude towards ICT usually foretell further future computer use. Brinda, S. et.al (2012) found that attitude of ICT among below 25 years is higher than the above 25 years B.Ed. trainees.

Studies showed that media or computer enabled education had influence on learners in a positive way. Students can understand the more factual understanding through Educational Media presentations rather than teacher in classrooms. And for smooth utilization of media in classrooms a favourable attitude of teachers and educators is important.

**Definition Of Key Words**

**Attitude:** - Thurstone (1929) had defined attitude as the degree of positive or negative effect associated with some psychological object. By a psychological object, he means any symbol, phrase, slogan, person, institution, ideal or idea toward which people can differ with respect to positive or negative effect. (Thurstone, 1946)

**Educational Media:** - Educational media refers to use of Overhead projectors, Computers or educational Smartclasses that aim to teach school students directly or indirectly in classroom whose primary purpose is to contribute to the education of its listeners or viewers rather than entertain.

**Secondary School Stage:** - Class IX and X in a school is known as secondary school stage.

**Objectives**

- 1) To study the level of attitude towards educational media among secondary school teachers.
- 2) To study the attitude towards Educational Media among Teachers at secondary school stage in relation to their:-
  - i) Board of the institution,
  - ii) Gender,
  - iii) Age,
  - iv) Teaching Experience and
  - v) Teaching Subject.

**Hypotheses**

- 1.1 There is no significant difference in the attitude of Teachers

of CBSE and ICSE board schools towards educational media at secondary school stage.

- 1.2 There is no significant difference in the attitude of Male and Female Teachers towards educational media at secondary school stage.
- 1.3 There is no significant difference in the attitude of Teachers in the age group of 21-40 years and the Teachers in the age group of 41-60 years towards educational media at secondary school stage.
- 1.4 There is no significant difference in the attitude of Teachers with a teaching experience of 1-15 years and the Teachers with a teaching experience of 16-30 years towards educational media at secondary school stage.
- 1.5 There is no significant difference in the attitude of Teachers teaching science subjects and the Teachers teaching art subjects towards educational media at secondary school stage.

**Methodology**

Descriptive Survey method was adopted by the researcher to study the present problem.

**Sample**

20 schools each of CBSE and ICSE Board schools were selected from the population using Stratified Random Sampling technique making the sample of 40 schools. From each school 4 teachers were then selected using incidental sampling technique making a sample of 160 teachers for the present study. Following table shows the distribution of sample of Teachers in different groups.

**Table 1 :** Sample of Teachers according to their Board of Institution, Gender, Age, Teaching Experience and Teaching Subject Selected for the Study

Variables	Board of Institution		Gender		Age (in years)		Teaching Experience (in years)		Teaching Subject	
	CBSE	ICSE	Male	Female	31-45	46-60	1-20	21-40	Science	Art
Number	80	80	70	90	85	75	92	68	83	77
Total	160		160		160		160		160	

**Tools**

Self developed and standardized Attitude Towards Educational Media Scale (ATEMS) for Principals and Teachers of Secondary School Stage was used by the researcher to study the present problem which has 25 items based on five point scale. Out of 25 items, 18 items were positive and 7 items were of negative in nature.

**Data Analysis**

The analysis of the results has been discussed in two ways:-

- I) By calculating Frequency and representing through Tables and Graphs.
- II) By involving statistical techniques- Mean, Standard Deviation (SD) and t-value.

**Result and Discussion**

- 1) Level of Attitude towards Educational Media among Secondary School Teachers at Secondary School Stage

Table No. 2 : Level of Attitude towards Educational Media among Secondary School Teachers

S. No.	Level of Attitude towards Educational Media	Frequency	Percentage
1	Favourable	145	90.625
2	Neutral	6	3.75
3	Unfavourable	9	5.625
Total		160	100

From the above Table No.2 it is clear that 90.625% teachers have favourable attitude towards educational media at secondary school stage. It also states that only 5.625% teachers have unfavourable attitude towards educational media while 3.75% teachers are neutral

towards the use of educational media at secondary school stage.

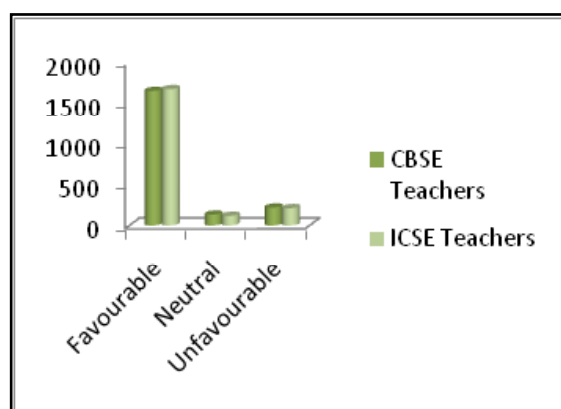
2) Attitude of Teachers towards Educational Media in relation to their Board of the Institution, Gender, Age, Teaching Experience and Teaching Subject

I) The result of the present study were discussed below, frequency wise.

Table No. 3 : Frequency of Responses and their Average Score given by Teachers Of CBSE And ICSE Board on Attitude towards Educational Media at Secondary School Stage

ITEM No.	BOARD	CATEGORY			TOTAL
		FAVOURABLE	NEUTRAL	UNFAVOURABLE	
1-25	CBSE	1649 (65.96)	133 (5.32)	218 (8.72)	2000 (80)
	ICSE	1671 (66.84)	118 (4.72)	211 (8.44)	2000 (80)

Table No. 3 shows that the total number of responses given by Teachers of CBSE board in the category of favourable, neutral and unfavourable for item no. 1-25 is 1649, 133 and 218 respectively along with their average score as 65.96, 5.32 and 8.72 respectively on attitude towards educational media at secondary school stage. The total number of responses given by Teachers of ICSE board in the category of favourable, neutral and unfavourable for item no. 1-25 is 1671, 118 and 211 respectively along with their average score as 66.84, 4.72 and 8.44 respectively on attitude towards educational media at secondary school stage.



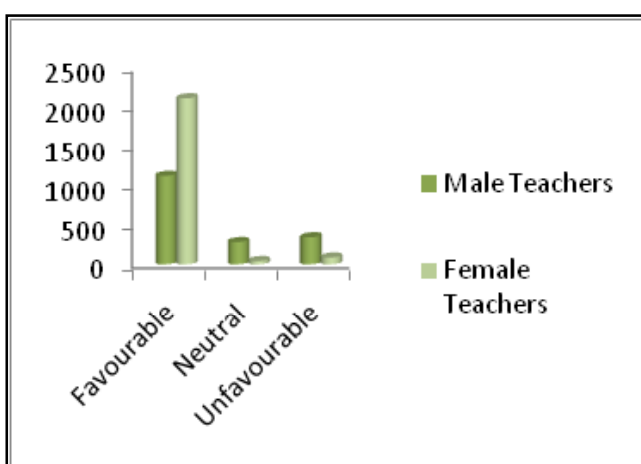
Graph No. 1

Response given by Teachers of CBSE and ICSE board under different categories for measurement of attitude towards educational media at secondary school stage

Table No. 4 : Frequency of Responses and their Average Score given by Male and Female Teachers on Attitude towards Educational Media at Secondary School Stage

ITEM No.	GENDER	CATEGORY			TOTAL
		FAVOURABLE	NEUTRAL	UNFAVOURABLE	
1-25	MALE	1124 (44.96)	283 (11.32)	343 (13.72)	1750 (70)
	FEMALE	2122 (84.88)	42 (1.68)	86 (3.44)	2250 (90)

Table No. 4 shows that the total number of responses given by Male Teachers in the category of favourable, neutral and unfavourable for item no. 1-25 is 1124, 283 and 343 respectively along with their average score as 44.96, 11.32 and 13.72 respectively on attitude towards educational media at secondary school stage. The total number of responses given by Female Teachers in the category of favourable, neutral and unfavourable for item no. 1-25 is 2122, 42 and 86 respectively along with their average score as 84.88, 1.68 and 3.44 respectively on attitude towards educational media at secondary school stage.



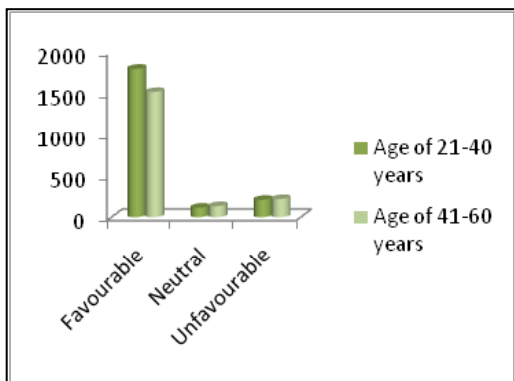
Graph No. 2

Response given by Male and Female Teachers under different categories for measurement of attitude towards educational media at secondary school stage

Table No. 5 : Frequency of Responses and their Average Score given by Teachers in relation to their Age on Attitude towards Educational Media at Secondary School Stage

ITEM No.	AGE (in years)	CATEGORY			TOTAL
		FAVOURABLE	NEUTRAL	UNFAVOURABLE	
1-25	21-40	1800 (72)	115 (4.6)	210 (8.4)	2125 (85)
	41-60	1521 (60.84)	134 (5.36)	220 (8.8)	1875 (75)

Table No. 5 shows that the total number of responses given by Teachers in the age group of 21-40 years in the category of favourable, neutral and unfavourable for item no. 1-25 is 1800, 115 and 210 respectively along with their average score as 72, 4.6 and 210 respectively on attitude towards educational media at secondary school stage. The total number of responses given by Teachers in the age group of 41-60 years in the category of favourable, neutral and unfavourable for item no. 1-25 is 1521, 134 and 220 respectively along with their average score as 60.84, 5.36 and 8.8 respectively on attitude towards educational media at secondary school stage.



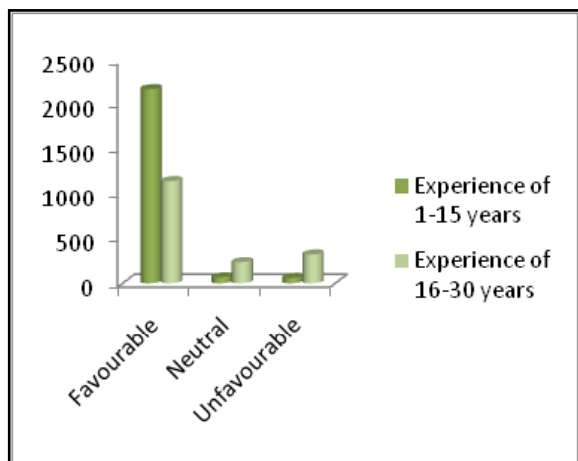
**Graph No. 3**

**Response given by Teachers in relation to their age under different categories for measurement of attitude towards educational media at secondary school stage**

Table No. 6 : Frequency of Responses and their Average Score given by Teachers in relation to their Teaching Experience on Attitude towards Educational Media at Secondary School Stage

ITEM No.	TEACHING EXPERIENCE (in years)	CATEGORY			TOTAL
		FAVOURABLE	NEUTRAL	UNFAVOURABLE	
1-25	1-15	2174 (86.96)	66 (2.64)	60 (2.4)	2300 (92)
	16-30	1146 (45.84)	234 (9.36)	320 (12.8)	1700 (68)

Table No. 6 shows that the total number of responses given by Teachers with a teaching experience of 1-15 years in the category of favourable, neutral and unfavourable for item no. 1-25 is 2174, 66 and 60 respectively along with their average score as 86.96, 2.64 and 2.4 respectively on attitude towards educational media at secondary school stage. The total number of responses given by Teachers with a teaching experience of 16-30 years in the category of favourable, neutral and unfavourable for item no. 1-25 is 1146, 234 and 320 respectively along with their average score as 45.84, 9.36 and 12.8 respectively on attitude towards educational media at secondary school stage.



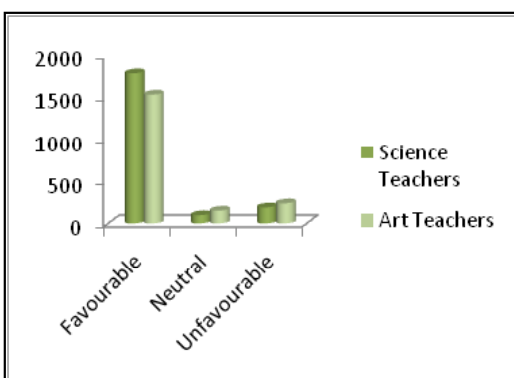
**Graph No. 4**

**Response given by Teachers in relation to their teaching experience under different categories for the measurement of attitude towards educational media at secondary school stage**

Table No. 7 : Frequency of Responses and their Average Score given by Teachers in relation to their Teaching Subject on Attitude towards Educational Media at Secondary School Stage

ITEM No.	TEACHING SUBJECT	CATEGORY			TOTAL
		FAVOURABLE	NEUTRAL	UNFAVOURABLE	
1-25	SCIENCE	1787 (71.48)	98 (3.92)	190 (7.6)	2075 (83)
	ART	1534 (61.36)	152 (6.08)	239 (9.56)	1925 (77)

Table No. 7 shows that the total number of responses given by Teachers teaching Science subject in the category of favourable, neutral and unfavourable for item no. 1-25 is 1787, 98 and 190 respectively along with their average score as 71.48, 3.92 and 7.6 respectively on attitude towards educational media at secondary school stage. The total number of responses given by Teachers teaching Art subject in the category of favourable, neutral and unfavourable for item no. 1-25 is 1534, 152 and 239 respectively along with their average score as 61.36, 6.08 and 9.56 respectively on attitude towards educational media at secondary school stage.



**Graph No. 5**

**Response given by Teachers in relation to their teaching subject under different categories for measurement of attitude towards educational media at secondary school stage**

II) The result of the present study were discussed below, hypotheses wise.

Table No. 8 : Significance of Difference in the Attitude of Teachers towards Educational Media in relation to their Board of Institution, Gender, Age, Teaching Experience and Teaching Subject at Secondary School Stage

S. No.	Variables	Groups	N	Mean	SD	t-value
1	Board of Institution	CBSE	80	100.23	11.05	0.3
		ICSE	80	99.65	13.54	
2	Gender	MALE	70	95.56	14.94	2.98*
		FEMALE	90	101.81	10.54	
3	Age (in years)	21-40	85	100.35	9.43	0.44
		41-60	75	99.47	14.99	
4	Teaching Experience (in years)	1-15	92	100.5	10.73	1.03
		16-30	68	98.13	16.47	
5	Teaching Subject	SCIENCE	83	101.37	10.5	2.54*
		ART	77	96.39	13.85	

\* Significant at 0.05 level of significance

- Serial No.1 of Table No. 8 shows that the Mean and SD of CBSE and ICSE board Teachers are 100.23 and 99.65 respectively and 11.05 and 13.54 respectively. After applying t-test, t-value came out to be 0.3 for df 158 which is not significant at 0.05 level of significance. This means that there is no significant difference in the attitude of teachers of CBSE and ICSE board towards educational media at secondary school stage.
- Serial No.2 of Table No. 8 shows that the Mean and SD of Male and Female Teachers are 95.56 and 101.81 respectively and 14.94 and 10.54 respectively. After applying t-test, t-value came out to be 2.98 for df 158 which is significant at 0.05 level of significance. This means that Female teachers have more favourable attitude towards educational media as compared to Male teachers at secondary school stage.
- Serial No.3 of Table No. 8 shows that the Mean and SD of Teachers in the age group of 21-40 years and Teachers in the age group of 41-60 years is 100.35 and 99.47 respectively and 9.43 14.99. After applying t-test, t-value came out to be 0.44 for df 158 which is not significant at 0.05 level of significance. This means that there is no significant difference in the attitude of teachers in the age group of 21-40 years and teachers in the age group of 41-60 years towards educational media at secondary school stage.
- Serial No.4 of Table No. 8 shows that the Mean and SD of Teachers with a teaching experience of 1-15 years and Teachers with a teaching experience of 16-30 years is 100.5 and 98.13 respectively and 10.73 and 16.47 respectively. After applying t-test, t-value came out to be 1.03 for df 158 which is not significant at 0.05 level of significance. This means that there is no significant difference in the attitude of teachers with a teaching experience of 1-15 years and teachers with a teaching experience of 16-30 years towards educational media at secondary school stage.
- Serial No.5 of Table No. 8 shows that the Mean and SD of Teachers teaching Science subject and Teachers teaching Art subject is 101.37 and 96.39 respectively and 10.5 and

13.85 respectively. After applying t-test, t-value came out to be 2.54 for df 158 which is significant at 0.05 level of significance. This means that attitude of teachers teaching science subjects is more favourable than teachers teaching arts subject towards educational media at secondary school stage.

### Conclusions

- Teachers have positive attitudes towards educational media at secondary school stage. The above findings concur with the research findings by Ndibalema (2014) who found that teachers have positive attitudes towards the use of ICT as a pedagogical tool and also by Teo (2008) who found that teachers were more positive about their attitude towards computer. Another study by Pachaiyappan (2016) confirms that most of the higher secondary school teachers have moderate level of attitude towards educational technology.
- Female Teachers have more favourable attitude towards educational media as compared to Male Teachers. Pachaiyappan (2016) also confirms that Female teachers have high attitude towards educational technology as compared to male teachers at higher secondary school, though study conducted by Singh (2015) did not showed a significant difference in the attitude of male and female teachers towards ICT.
- Teachers teaching Science subjects have more favourable attitude towards educational media than teachers teaching Art subjects at secondary school stage. This finding again concur with the finding by Pachaiyappan (2016) who found that science teachers have more favourable attitude towards educational technology as compared to art teachers of higher secondary schools.

### References

- Best (1978). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Brinda, S. et al (2012). *Attitude towards ICT among B.Ed. teacher trainees*. *International Journal of Education Technology and Social Media*, Vol. (1), 211-241.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford University Press.
- Ghazali, etc (2009). *ESL Students attitudes towards text and teaching models used in Literature classes*. *English and Language Teaching Journal*, Vol.2, No.4, 51-56.
- Howell, Joseph H. & Dumivant, Stephen W. (2001). *Technology for teacher- mastering new media and portfolio development*. New Delhi: Tata Mc Graw- Hill Publishing Company.
- Kishore L. (1996). *An experiment with rate-centered learning in science using graded worksheets at middle school level*. *School science*, Vol. XXXIV(4), 45-49.
- Mangal, S.K. (2010). *Statistics in psychology and education*. New Delhi: PHI Learning Pvt. Ltd.
- Naik, A.K. and Pathy, M.K. (1997). *A study of attitudes of secondary school science teachers towards teaching of science*. *School science*, Vol. XXXV(2), 59-62.
- Ndibalema, P. (2014). *Teachers' attitude towards the use of information communication technology (ICT) as a pedagogical tool in secondary schools in Tanzania: The case of Kondoa district*. *International Journal of Education and Research*, Vol.2, No.2, 1-16.

- [10]. NCERT (2005). *National curriculum framework-2005*. New Delhi.
- [11]. Panchaiyappan, P. (2016). *Higher secondary school teachers' attitude towards educational technology*. *International Journal of Teacher Educational Research*, Vol. 5, No. 3-8, 19-26.
- [12]. Singh, Lal (2015). *A study of attitude of high school teachers about the ICT*. *Bhartiya Shiksha Shodh Patrika*, Vol.34, No.1, 1-6.
- [13]. Suliman, etc. (2014). *A comparative overview of ICT tools between the Pre-service teachers*. *International Journal of English and Education*, Vol.3, No. 3, 367-377.
- [14]. Teo, T. (2008). *Pre service teachers' attitude towards computer use: A Singapore survey*. *Australian Journal of Educational Technology*, 23(4), 413-424.
- [15]. Thurstone, L.L. (1946). *Comment*. *American Journal of Sociology*, 39-50.
- [16]. Yunus, M.M. (2007). *Malaysian ESL teachers' use of ICT in their classrooms: Expectations and realities*. *RECALL: The Journal of EUROCALL*, Vol. 9(1), 79-95.