



A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS TEACHING LEARNING MATERIAL WITH MANAGEMENT AND LOCALITY

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ABSTRACT

Low volume of information and less complex concepts had to be learnt in the traditional system of education. So there was no need for any teaching aids. Now – a – days students are expected to learn more within a short interval. Hence, the utilization of teaching aids in instruction has been widely felt and appreciated. The main objective of the present study is to study the influence of management, locality on the attitude of Secondary school teachers towards teaching learning material. Teaching learning material questionnaire developed by **Ranjit Kumar, S (2007)** was adopted. A sample of 240 Secondary school teachers representing all categories of schools in SPSR Nellore District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of management and locality at 0.01 level of significance on the attitude of Secondary school teachers towards teaching learning material.

KEYWORDS : Teaching learning material, management, locality and Secondary school teachers.

INTRODUCTION

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. Aids are the epidiascope, slide projector, film strip projector, OHP, motion picture etc. direct experience are demonstration, experiments, individuals doing experiments by them etc. this theory highlights the need for avoiding excessive verbalism and providing the activities of direct experience to the maximum extent.

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. These technologies are gradually pacing up in Indian institutions. At the same time, 'operation black – board' is also taking place on the other hand. There are situations which heave to fight hard to get the minimum facilities. We often here people saying 'Let the teachers exploit the facility of chalk and black board first in the class room teaching'. The answer to these kinds of remarks is that is let a teacher first try to use the locally available resources to the maximum extent in the teaching – learning process. At the same time, when the same teacher gets the chance to use the modern technologies in the teaching, he/she must equip him/herself to incorporate them in his/her teaching, so as to provide the maximum benefits to the students.

Visual experiences are more effective than verbal experiences. As the combination of sound and vision makes the class dramatic and imaginative, video-tape is one of the best media for science teaching. Video has the advantage of linear motion, facility of still frames, minimal loss of irrelevant information and information returns. Video based visuals offer still pictures, motion, black and white, color and repetition of specific sections. In science teaching, all the demonstration is not economically efficient, which could be lowered by video -tapes.

REVIEW OF LITERATURE

Ranjit Kumar (2007), **Gundam Seethamma (2011)**, **Mahesh Hanumanthu (2012)**, **Padmavathi Lekkala (2014)**, **Shaik Khadarvalli (2015)**, **Venkatanarayana, K (2017)**, **Mahendar Reddy, K (2018)** and **Kalpna, P (2019)** reported that management of individuals does have significant difference on teaching learning material. However, **Subba Rao (2010)**, **Chinnareddivari Manjula (2013)**, **Amarnath Reddy, M (2016)** and **Venkatanarayana, K (2017)** reported that management

of individuals does not have significant difference on teaching learning material.

Ranjit Kumar (2007), **Subba Rao (2010)**, **Padmavathi Lekkala (2014)**, **Amarnath Reddy, M (2016)**, **Mahendar Reddy, K (2018)** and **Kalpna, P (2019)** reported that locality of individuals do have significant difference on teaching learning material. **Gundam Seethamma (2011)**, **Mahesh Hanumanthu (2012)**, **Chinnareddivari Manjula (2013)**, **Shaik Khadarvalli (2015)** and **Venkatanarayana, K (2017)** reported that locality of individuals do not have significant difference on teaching learning material.

Scope of the Study: The main intention of the present study is to find the relation of attitude of Secondary school teachers towards teaching learning material with management, locality.

Objective of the Study: To study the impact of management, locality on the attitude of Secondary school teachers towards teaching learning material.

Hypotheses of the study

1. There would be no significant impact of 'management' on the attitude of Secondary school teachers towards teaching learning material.
2. There would be no significant impact of 'locality' on the attitude of Secondary school teachers towards teaching learning material.

Tools for the Study

1. The attitude towards teaching learning material questionnaire was adopted from **Ranjit Kumar, S (2007)**. The tool was highly reliable for the investigation. The total items are 14. There were 10 positive and 4 negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method.
2. Personal data regarding the student – 1. Name, 2. Management, 3. Locality.

Data Collection

The sample for the investigation consisted of 240 Secondary school teachers in SPSR Nellore 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. The investigator personally visited secondary schools with the permission of the head masters of the schools. The Secondary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Secondary school teachers of the schools. The Secondary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude towards teaching learning material questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' - test was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Management

The relationship of attitude of Secondary school teachers towards teaching learning material scores with their management is studied in the present investigation. On the basis of management, the teachers are divided into two groups. The Government school teachers forms the Group - I and Group - II forms with Private school teachers. The corresponding attitude of Secondary school teachers towards teaching learning material scores of the two groups was analyzed accordingly. The mean values of attitude of Secondary school teachers towards teaching learning material scores for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis - 1

There would be no significant impact of 'management' on the attitude of Secondary school teachers towards teaching learning material.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table - 1**.

Table - 1: Influence of management on the attitude of Secondary school teachers towards teaching learning material

S. No.	Management	N	Mean	SD	't' - value
1.	Government	120	64.59	6.33	5.234**
2.	Private	120	61.23	5.12	

** Indicates significant at 0.01 level

It is clear from **Table - 1** that the computed value of 't' is (5.234). It is greater than table value of 't' (2.58) for 1 and 238 df at 0.01 level. Hence **Hypothesis - 1 is rejected** at 0.01 level. It is concluded that the management has significant influence on the attitude of Secondary school teachers towards teaching learning material.

2. Locality

The relationship of attitude of Secondary school teachers towards teaching learning material scores with their locality is studied in the present investigation. On the basis of locality, the teachers are divided into two groups. The urban teachers forms the Group - I and Group - II forms with rural teachers. The corresponding attitude of Secondary school teachers towards teaching learning material scores of the two groups was analyzed accordingly. The mean values of attitude of Secondary school teachers towards teaching learning material scores for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis - 2

There would be no significant impact of 'locality' on the attitude of Secondary school teachers towards teaching

learning material.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table - 2**.

Table - 2: Influence of locality on the attitude of Secondary school teachers towards teaching learning material

S. No.	Locality	N	Mean	SD	't' - value
1.	Urban	120	64.29	6.42	4.527**
2.	Rural	120	60.28	5.49	

** Indicates significant at 0.01 level

It is clear from **Table - 2** that the computed value of 't' is (4.527). It is greater than table value of 't' (2.58) for 1 and 238 df at 0.01 level. Hence **Hypothesis - 2 is rejected** at 0.01 level. It is concluded that the locality has significant influence on the attitude of Secondary school teachers towards teaching learning material.

Findings: There is significant influence of management and locality at 0.01 level of significance on the attitude of Secondary school teachers towards teaching learning material.

Conclusions:

In the light of the findings, the following conclusions are drawn. Management, locality have significant influence on the attitude of Secondary school teachers towards teaching learning material.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their attitude of Secondary school teachers towards teaching learning material.

- Management has significant influence on the attitude of Secondary school teachers towards teaching learning material. Government Secondary school teachers are positive attitude towards teaching learning material than the private Secondary school teachers. The administrators have to provide facilities for private schools.
- Locality has significant influence on the attitude of Secondary school teachers towards teaching learning material. Urban Secondary school teachers are positive attitude towards teaching learning material than the rural Secondary school teachers. The administrators have to provide facilities towards the various localities.

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