



A Study of Attitude of Primary School Teachers Towards Innovations In Education.

KEYWORDS

Innovation, Educational Innovation

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ABSTRACT *The major purpose of this research was to investigate the attitude of the primary school teachers towards innovations in education. The data were collected from 120 teachers of Rajkot City and Taluka Places of Gujarat. The collected data was analysed using t – test. The result indicates that the primary school teachers are positive towards innovations in education. There is no significance difference between the attitudes of male and female primary school teachers as well as rural male – female and urban male – female primary school teachers towards innovations in education.*

INTRODUCTION

We know our students' world is ever-changing so we can't stand still. Today's students want an education that meets their individual needs, and opportunities that connect them to what is happening around the globe. They challenge us to be innovative and to make learning environments more exciting, challenging and rewarding.

Students inhabit a borderless world offering limitless connection, data and mobility. They can choose to access knowledge and participate in dialogue on a global scale. They need education delivered in ways that are compatible with and support their world-view and their bond with communication technology.

Now, we need a bigger ambition than improving education. We have the opportunity to involve families and communities in the way young people learn, because learning forums are so much more open, transparent and collaborative. We can use technology more creatively to move beyond classroom walls and we can transform education with completely new ways to learn new skills.

Innovation is about doing things in new or different ways. It may range from continuous improvement of existing practices through to transformation of how we achieve goals or rethinking what those goals are. Inventions and Innovations has totally changed the definition of human lives. Invention takes place in life by following innovative ideas in our routine life. Our differentiating attitude towards the situation leads us to follow the innovation. Means our attitude changes our lives. Below quotes reflects the importance of thinking in a different way.

"The world we have created is a product of our thinking. It cannot be changed without changing our thinking "

"If you always do what you always did, you will always get what you always got"

- Albert Einstein

Educational innovations can improve learning outcomes and the quality of education provision. When, 80 percent of the children are getting the education through public schooling system in our country, it becomes more important to measure the attitude of Govt. School's Teachers towards innovations in education. It is

important to know that, DO teachers innovate? DO they try different pedagogical approaches? Are practices within classroom and educational organisations changing? And what extent can change be linked to improvements? A measurement agenda is essential to an innovation and improvement strategy in education. Measuring innovations in Education offers new perspectives on addressing the need for such measurement. To get the answers of above questions the researcher has selected this subject to study.

INNOVATIONS and EDUCATIONAL INNOVATION

Innovation is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.

Innovation, here is for educators who are trying new ways of doing things in their learning environments - whether in an early childhood setting, a school, or in further education or training.

SIGNIFICANCE OF STUDY

Many of our schools and colleges are still stuck in the industrial age – assembly line methods inform our pedagogy. Schools evolved from a need to feed the factories, bureaucracies and armies with people who could follow instruction and sustain repetitive process. What was needed was a reliable part that would keep the machinery of the state or organization running smoothly. Schools responded to the need of the employers of the day and trained students in performing task based activities, in stamina and in discipline. They learnt to respect hierarchies – which represented both power and aspiration.

It is acknowledged that education is about preparing children for the future. A future that is unknown and change more rapidly than traditional curricula committees can keep pace with. The future of education has to include pedagogic models that totally invert the structures of the past – where schools are not about promotions or competition, for the business of learning and the business of assessment are different beats. As the school is the Social Laboratory where our generation gets the shape. To study the scenario of current schooling system the researcher has studied this subject.

OBJECTIVES

- To study and compare attitude of rural – urban male and rural – urban female primary school teachers to-

wards innovations in education.

- To study and compare attitude of rural male – female and urban male – female primary school teachers towards innovations in education.

HYPOTHESES

- There will be no significant difference in attitude of rural – urban male and rural – urban female primary school teachers towards innovations in education.
- There will be no significant difference in attitude of rural male – female and urban male – female primary school teachers towards innovations in education.

DELIMITATIONS OF STUDY

- The study will be delimited to the primary school teachers serving in the Gujarati Medium, Government Primary Schools of Rajkot Taluka Places, Gujarat, India.

POPULATION OF STUDY

The population of this study was the primary school teachers, serving in the Gujarati Medium, Government Primary Schools of Rajkot City and Taluka Places during the academic year 2014 – 15.

SAMPLE OF STUDY

The researcher adopted descriptive sample survey research methodology. He selected 120 primary school teachers randomly – serving in the Gujarati Medium Government Primary Schools of Rajkot City & Taluka Places. [In which 60 male and 60 female primary school teachers included]

Table – 1
Showing the details of sample

Area	Gender		Total
	Male	Female	
Rural	30	30	60
Urban	30	30	60
Total	60	60	120

DEVELOPMENT OF TOOL

The researcher used the self constructed attitude scale for measuring the attitudes of the primary school teachers towards innovations in education. The Likert Type scale was used made up of 25 item, with a five point scale: Strong Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree. The questionnaire was tested on 120 respondents.

METHOD OF ANALYSIS

To analyse the data of study the researcher used the statistical technique which was independent t – test, which provides implications involving the purpose of statistical significance of difference between attitude of two groups - male and female with reference to selected variables. t – score was calculated to test the significant difference between mean score.

DATA ANALYSIS AND INTERPRETATION

Hypothesis - 1

There will be no significant difference in attitude of rural – urban male and rural – urban female primary school teachers towards innovations in education.

Table – 2.1

Variable	Type	Number Of Sample	Mean	S.D.	t - Score	Re-marks
Gender	Male	60	109.78	11.07	0.44	NS
	Female	60	111.57	10.78		

Note: NS = Not Significant at 0.01 level

Table 2.1 shows that the mean score of the attitude of rural – urban male and rural – urban female primary school teachers is 109.78 and 111.57 respectively, S.D. of attitude of rural – urban male and rural – urban female primary school teachers is 11.07 and 10.78 and t – score is 0.44, which is insignificant (NS) at both levels. This signifies that the attitude of rural – urban male and rural – urban female primary school teachers DO NOT differ on the scores of attitude. Therefore, Hypothesis – 1 is accepted.

Hypothesis - 2

There will be no significant difference in attitude of rural male – female and urban male – female primary school teachers towards innovations in education.

Table – 2.2

Variable	Type	Number Of Sample	Mean	S.D.	t – Score	Re-marks
Area	Rural	60	110.62	10.90	0.38	NS
	Urban	60	112.37	10.67		

Note: NS = Not Significant at 0.01 level

Table 2.2 shows that the mean score of the attitude of rural male – female and urban male – female primary school teachers is 110.62 and 112.37 respectively, S.D. of attitude of rural male – female and urban male – female primary school teachers is 10.90 and 10.67 t – score is 0.38, which is insignificant(NS) at both levels. This signifies that the attitude of rural male – female and urban male – female primary school teachers DO NOT differ on the scores of attitude. Therefore, Hypothesis – 2 is accepted.

CONCLUSIONS

- The attitude of the primary school teachers were found positive towards innovations in education.
- There will be no significant difference in attitude of rural – urban male and rural – urban female primary school teachers towards innovations in education.
- There will be no significant difference in attitude of rural male – female and urban male – female primary school teachers towards innovations in education.

EDUCATIONAL IMPLICATIONS

- The Government of Gujarat may form the state level 'Task Force' of Innovative Teachers, which may be responsible for promoting innovation in education in the whole Gujarat.
- The members of task force may be appointed in a team of 04 to 05 in all districts of the state, to encourage and guide teachers for innovations in concern district for various areas of education. e.g. Teacher & Teacher Training, Curriculum Designing, Evaluation and Measurement, Guidance and Counseling, School Administration and Management, Education for Exceptional Children etc.
- The resource teacher may focus on below functions and programmes for making social change through innovations in education.
- Purified, Simplified and Stimulatory Environment in School.
- Training in Art of Living Together.
- Making Provision for Experimentation.
- Developing Opportunities for Self - Discipline.
- Developing Child's Entire Personality.
- Transforming School into Activity School.
- Training in Democratic Living.

- Developing Scientific Outlook.
- Making School as a Centre of Community Service.
- The innovations and its outcomes may put on the website of concern DEOs as well as website of Education Department, Gujarat.
- on a regular bases
- Government may start E - Journal and publish the innovations of teachers, to promote and motivate innovation in education.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study covers only representative sample of the primary school teachers of Rajkot City and Taluka Places. The study may be replicated on large sampling order to get a better understanding of variables under study.
- The study may be carried out for various levels of education e.g. secondary, higher – secondary and higher education.
- The study can be extended to the state level e.g. study should be carried out for all the districts of Gujarat.

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