



ELEMENTARY TEACHERS ATTITUDE TOWARDS TOWARDS THE UTILITY OF TEACHING AND LEARNING MATERIALS: A MICRO STUDY

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ABSTRACT It is quite essential that the students at the elementary stage of education need very interesting and easily understood classroom teaching learning situation. The teacher should be able to use proper teaching methods and techniques in the classroom for the effective teaching learning outcome. The curriculum need to be in favour of the children at this stage of education. So the proper use of Teaching Learning Materials is very important at this juncture. At the same time the teacher teaching at elementary teacher should possess positive attitude towards the use of Teaching Learning Materials in their classroom. This study aims to assess the attitude of elementary teachers towards the teaching learning materials. The outcome of this study will be very helpful for the stakeholders of education at elementary level of education.

KEYWORDS : Materials, Effective, Elementary, Innovative

INTRODUCTION

Elementary education is one of the most important stage of education to build a child ready for the higher stages of education. The children at this stage is very vital for the academic and social development. The country need a responsible citizen as well as knowledgeable and skilled person. So the elementary education being a foundation for the higher education could mould up the child very properly at their developmental stage. The teacher at this stage of education need to be very dynamic and innovative to make the teaching learning process very interesting for the students. The effective and innovative teaching at this stage could help to draw the attention of more students towards the school. One of the most effective way to make the teaching learning very interesting and effective at school level is the proper use of Teaching Learning Materials. In this regard it is quite natural that Elementary education could be make progressive and effective when teachers use teaching learning material in their teaching. It also help to make students conceptualized and giving actual knowledge through the curriculum. The curriculum and implementation of curriculum also a very important part of successful elementary level education.

The proper use of Teaching Learning Material (TLM) in class room is a modern way of imparting knowledge at every stages of education. It helps to make teaching learning process interesting and easy to understand the concept for every kind of learner in any situation. There are also many emerging technologies and software developed which could be easily use in the classroom teaching as a part of Teaching Learning Materials. But at the same time the use of traditional teaching Learning Materials could also be effectively use at the lower level of education or at the higher level for effective teaching learning process. The materials used in the teaching and learning process facilitate the teacher to teach his lesson in an orderly manner. It makes the difficult concepts simple in a scientific way for pupils. Teaching learning material is very crucial in the context of learner. The teaching learning process, which is tri-polar in nature, becomes meaningful when the teacher plans appropriate strategies. The maturity levels of the learner. Models, specimens, actual objects and use of locally available material and kits of different nature are some of the example of the teaching learning materials. Edgar Dale's cone of experience needs special mention in this context (shekar, et.al. 2014).

RATIONAL OF THE STUDY

The use of teaching learning material helps to give more conceptualize knowledge and skills to the students. Teaching is truly an intellectual activity which is stimulated by our sense. Senses are the gate way of knowledge and experience. All the senses we have helps us to active learning capacity and interest. To active our senses physical apparatus are become helper and help to conduct our introspective enquiries are called teaching learning materials. Learning through sense organs become first-hand experience and it is always permanent, that is one remembers it throughout ones life. Knowledge of TLM and use of TLM skills in teaching and learning have become imperative for today's education. TLM integration in institutions is being perceived as a necessity and is growing exponentially. The pervasive use of technology in all spheres of life, the knowledge economy and the paradigm shift together, generate demands on the institutions to adopt ways that help inculcate 21st century skills amongst students. In order to integrate TLM in education institutions, the first need is to study and

assess the teacher educators' attitude. It is the need of the hour to examine and assess the attitude of teachers and students towards Teaching and Learning materials (TLM). Although many studies have been conducted on the use and attitude of student and teacher towards the use of TLM like shekar. Et.al. in their study revealed that there is positive/significant effect of the utilization of teaching aids on the academic achievement of students in social science. Likewise Maruff (2011) has conducted a study on Effect of using standardized and improvised instructional materials on academic achievement of secondary school Physics students in Oyo State, Nigeria. Similarly, Brazdeikis and Masaitis (2012), Aravind (2015) and Jeleelah et al. (2016) also conducted a Study on the Teaching Learning Materials. But none of the researcher has conducted a study on the Attitude of Teacher and Student towards the Use of Teaching and Learning Materials at Elementary Level of Education in Capital complex area, Itanagar Arunachal Pradesh.

STATEMENT OF THE PROBLEM

The statement of the problem is stated as under
"Elementary Teachers Attitude Towards Towards the Utility of Teaching and Learning Materials: A Micro Study"

OBJECTIVES OF THE STUDY

1. To assess the attitude of male and female elementary teacher towards the utility of Teaching Learning Materials.
2. To assess the attitude of urban and rural elementary teachers towards the utility of Teaching Learning Materials.

HYPOTHESES

The following hypotheses have been formulated to conduct this study

1. There is no significant difference between male and female elementary teachers in their attitude towards the utility of Teaching Learning Materials.
2. There is no significant difference between urban and rural elementary level teachers in their attitude towards the utility of Teaching Learning Materials.

METHODOLOGY

a. Method

The investigator has used descriptive cum normative survey method to conduct this piece of research work.

b. Sample of the study

The sample of present study consist of 60 elementary teachers out of which 30 were male and 30 were female and again 30 each from the urban and rural schools were selected by adopting convenient and proportionate sampling technique.

c. Data collection Procedure

The data collection was conducted by a researcher personally by visiting the target schools. The prior permission was taken from the Head In Charge before administration of the tools. The data was collected from the teachers available at the time of visiting the schools after telling them about the purpose of the data collection.

d. Analysis and interpretation of the data.

The data was analyzed and interpreted by considering the objectives of

the study and formulated hypotheses. The collected data was analyzed by computing the mean, Standard Deviation and calculation of the t-test was done.

RESULTS

Table-1: Summary Of Comparison Between Male And Female Elementary Teachers Attitude Towards Utility Of Teaching Learning Materials.

Groups	N	Meanscore	SD	SE _d	t-value
Male	30	60.35	7.1	1.68	1.01
Female	30	58.65	5.85		

The above table-1. depicts that the computed 't' value came out to be 1.01 which is less than the criteria t-value 2.00 at 0.05 level of confidence for d,58. Therefore, the mean difference is not significant at 0.05 level of confidence. Again, the table value of 't' for d, 58 at 0.01 level of confidence is 2.66. Since the calculated value of 't' is less than criteria t-value 2.66 at 0.01 level of confidence. Therefore, the mean difference is not significant at 0.01 and .05 levels of confidence. Therefore, the formulated hypothesis "There is no significant difference between the attitude of male and female elementary level teachers towards the utility of teaching learning materials" get accepted. From this it is also understood that there is no significant difference in the attitude of male and female of elementary teachers of capital complex area of Arunachal Pradesh. The computation signifies that the male teachers (mean score = 60.35) performed slightly better than the female teachers (mean score= 58.65).

Table-2: Summary of Comparison between urban and rural Male and Female teachers attitude towards the utility of teaching learning materials in Social Science in Ghilamora Block of Lakhimpur District, Assam

Groups	N	Meanscore	SD	SE _d	t-value
Urban	30	58.8	5.85	1.68	0.7
Rural	30	60	7.25		

It is quite clear from the table-2 that the computed 't' value came out to be 0.7 which is lesser than criteria t-value 2.00 at 0.05 level of confidence for d,58. Therefore, the mean difference is not significant at 0.05 level of confidence. The table value of 't' for d, 58 at 0.01 level of confidence is 2.66. Since the calculated value of 't' is less than criteria t-value 2.66 at 0.01 level of confidence. Therefore, the mean difference is not significant at 0.01 level of confidence. Further it is understood that there is no significant difference between the attitude of urban and rural elementary teachers capital complex area of Arunachal Pradesh. The computation signifies that the rural teachers (mean score = 60) of capital complex area performed slightly better than the urban teachers (mean score= 58.8) according to their respective mean scores which have been shown in the above table-2.

CONCLUSION

The present study has revealed the attitude of elementary level teachers towards the utility of teaching Learning Materials in capital complex area of Arunachal Pradesh. Teaching Learning material plays a very important role in determining the learning outcome of various aspects of child. It is the basis of quality education and conceptualized learning of the children. Therefore very much care should be taken in selection and transaction of curriculum through the appropriate use of teaching learning materials at elementary level. Emphasis should be laid on development of clear concepts in every subject in a child, right from the primary classes. Every subject has its own importance in education so it should be imparted to the child with utmost sincerity. Teaching learning materials encourage and create an open minded attitude among youngsters and help them to develop clarity in their thinking. Teachers who play a vital role must be trained up properly so that they can inculcate students' interest towards studies through the use of teaching learning materials. More a teacher generates curiosity of students, the more fruitful outcome will be possible. Education is the only key to success in personal and professional life. It is a continuous, slow and secure process of learning which helps us in obtaining knowledge. Without education one gets lack of all educational benefits in life. Hence, to provide proper and quality education at any stage whether preprimary, primary, elementary, secondary, higher secondary or at higher levels of studies must be ensured by the concerned government that there must be use of teaching learning materials.

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