

## A Study of Attitude of Secondary School Teachers Towards Teaching Learning Material with Qualification and Caste



### Language

**KEYWORDS :** Teaching learning material, qualification, caste and Secondary school teachers.

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### ABSTRACT

*Information and communication technology (ICT) is transforming the global economy and creating new networks that cross cultures as well as great distances. They have become the basic building blocks of modern society. ICT promotes economic growth and social opportunity and at the same time it renders many traditional economic approaches less viable. The main objective of the present study is to study the influence of qualification, caste 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 and ANOVA (F' - test) were employed for analysis of the data. There is significant influence of qualification and caste at 0.01 level of significance on the attitude of Secondary school teachers towards teaching learning material.*

### INTRODUCTION

The traditional teachers depend too much on verbal exposition. As per the saying the pupils hear and forget. Further, unless the individual has a pragmatic imagination it will be difficult for the individual to visualize objects and events, however, vivid, verbal description is.....

As a sensory organ, the eye is very highly developed when compared to the other sensory organs. It is quite natural that the knowledge gained through the sense of sight is more vivid, accurate and permanent. Hence what sees, one remembers. More than 80% of knowledge is gained through our eyes.

When one is engaged in any practical activity, involving physical work (doing practical work in the laboratory, workshop, or in the field) the senses are used to perceive. Knowledge is gained through all the senses. Hence in flow of knowledge is through many channels and naturally quick, complete and more accurate. As per the research findings, the amount of learning taking place is dependent on the sense organ used to learn.

A rich galaxy of audio - visual aids will have to be harnessed to make the teaching of any subject lively and interesting. A variety of aids like pictures, maps, filmstrips, models, cartoons, charts, graphs etc. need to be used in teaching.

Teaching and learning will then be a dynamic and exploiting process for all who share in the explorations. The concepts of social studies curriculum which attempts to reflect commonly accepted and basic ideas of contemporary historians. The national social science teachers' association committee on curriculum development in 'theory in action' suggests conceptual schemes.

### REVIEW OF LITERATURE

Subba Rao (2010), Gundam Seethamma (2011), and Padmavathi Lekkala (2014) reported that qualification of individuals do have significant difference on teaching learning material. However, Ranjit Kumar (2007), Mahesh Hanumanthu (2012) and Chinnareddivari Manjula (2013) reported that qualification of individuals do not have significant difference on teaching learning material.

Ranjit Kumar (2007), Mahesh Hanumanthu (2012) and Chinnareddivari Manjula (2013) reported that caste of individuals do have significant difference on teaching learning material. Subba Rao (2010), Gundam Seethamma (2011) and Padmavathi Lekkala (2014) reported that caste 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 qualification, caste.

**Objective of the Study:** To study the impact of qualification, caste on the attitude of Secondary school teachers towards teaching learning material.

### Hypotheses of the study

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

### Tools for the Study

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.

Personal data regarding the student - 1. Name, 2. Qualification, 3. Caste.

### 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 qualification i.e. Government and Private the second stage is caste 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 'F' and 't' - tests was employed to test hypothesis.

### RESULTS AND DISCUSSION

#### 1. Qualification

The relationship of attitude of Secondary school teachers towards teaching learning material scores with their qualification

is studied in the present investigation. On the basis of qualification, the teachers are divided into three groups. The teachers whose qualification is UG and B.Ed. forms the Group – I and Group – II forms with the teachers whose qualification is PG and B.Ed. and Group – III forms with the teachers whose qualification is and PG / M.Ed. and above. The corresponding attitude of Secondary school teachers towards teaching learning material scores of the three groups was analyzed accordingly. The mean values of attitude of Secondary school teachers towards teaching learning material scores for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

**Hypothesis – 1**

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

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table - 1**.

**Table – 1: Influence of qualification on the attitude of Secondary school teachers towards teaching learning material**

S. No.	Qualification	N	Mean	SD	'F' - value
1.	Group – I	54	61.30	5.09	6.644**
2.	Group – II	142	63.42	4.59	
3.	Group – III	44	60.52	7.05	

\*\* Indicates significant at 0.01 level

It is clear from **Table – 1** that the computed value of 'F' is (6.644). It is greater than table value of 'F' (4.680) for 1 and 238 df at 0.01 level. Hence **Hypothesis - 1 is rejected** at 0.01 level. It is concluded that the qualification has significant influence on the attitude of Secondary school teachers towards teaching learning material.

**2. Caste**

The relationship of attitude of Secondary school teachers towards teaching learning material with their caste is studied in the present investigation. On the basis of caste, the teachers are divided into three groups. The teachers whose belongs to OC forms the Group – I, Group – II forms with BC teachers, Group – III forms with SC and ST teachers. The corresponding attitude of Secondary school teachers towards teaching learning material of the three groups was analyzed accordingly. The mean values of attitude of Secondary school teachers for the three groups were tested for significance by employing one – way ANOVA technique. The following hypothesis is framed.

**Hypothesis – 2**

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

The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in **Table - 2**.

**Table – 2: Influence of Caste on the attitude of Secondary school teachers towards teaching learning material**

S. No.	Caste	N	Mean	S.D.	'F' - Ratio
1.	OC	77	64.90	5.74	14.611**
2.	BC	36	62.42	4.55	
3.	SC and ST	127	60.91	4.79	

\*\* Indicates significant at 0.01 level

It is clear from **Table – 2** that the computed value of 'F' for the attitude of Secondary school teachers is (14.611). It is greater than table value of 'F' (4.68) for 2 and 237 df at 0.01 level. Hence **Hypothesis - 2 is rejected** at 0.01 level of significance. It is concluded that the caste has significant influence on the attitude of Secondary school teachers towards teaching learning material.

**Findings:** There is significant influence of qualification and caste 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. Qualification, caste 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.

- Qualification has significant influence on the attitude of Secondary school teachers towards teaching learning material. High qualification Secondary school teachers are positive attitude towards teaching learning material than the low qualification Secondary school teachers. The administrators to provide educational facilities for teachers.
- Caste has significant influence on the attitude of Secondary school teachers towards teaching learning material. OC teachers have positive attitude towards teaching learning material than the other caste group teachers. The administrators to provide physical facilities to the various caste groups.

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