



## A Study of Attitude of Teachers Towards Teaching Learning Material

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**ABSTRACT**

Effective teaching leads to engaged and intelligent learning; it may be defined as showing or helping students to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, besides causing to know and understand. The main objective of the present study is to study the influence of age, teaching experience, management on the attitude of teachers towards teaching learning material. Attitude towards teaching learning material questionnaire was developed by Ranjit Kumar, M. (2007) was adopted. A sample of 200 teachers representing all categories of schools is selected in Chittoor District of Andhra Pradesh by following the standardized procedures. ‘t’ – test and ANOVA (‘F’ – test) were employed for analysis of the data. Age, teaching experience, management have significant influence on the attitude of teachers towards teaching learning material.

**KEYWORDS**

Attitude, Teaching Learning Material, Age, Teaching Experience, Management.

**INTRODUCTION**

**“An ordinary teacher tells A good teacher demonstrates The best teacher inspires”**

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. It is also guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. 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. When a teacher wants to teach a concept more effectively he must know how to select the appropriate aids to be used in teaching.

Effective teaching consists of those teaching decisions about actions routines and techniques that increase the decision making capabilities of students. Effective teaching is much more than an intuitive process. Holistic appreciation, active knowledge, teamwork, critical thinking, creative thinking, and problem solving are the major outcomes of effective teaching. The teacher can relate teaching to the learner’s experience, provide appropriate experience, and encourage learning to develop directly from a learner’s experience. Teaching cannot be defined apart from learning. “Teaching is guiding and facilitating learning enabling the learner to learn setting the conditions for learning”.

Teaching aids as sensory objects facilitate initiate, stimulate and reinforce learning. Such aids not only convert passive, monotonous and mechanical environment of the classroom into a lively one but also make students more active and attentive. The learning structure can be affectively generated with the help of teaching aids and instructional objectives can be achieved easily.

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. It is said that

**“I hear I forget, I see I remember, I do I understand”**

This implies doing is very important than mere passive listening. The teaching learning materials help in the process of conceptualization. The teaching learning material relate the content with methodology. In a way it is an asset to the child and the teacher to realize the objectives of the lesson. The passive class turns active and the child feels at home when the teaching aids are used in the classroom. Seeing and doing are two important processes that motivate the child to learn the concepts in a natural way. Teaching learning material is anything by means of which the learning process may be encouraged or carried out through learning material, maximum utilization of sense organs could be possible. Senses are said to be gateway of knowledge.

**Review of Literature**

Abrol, V., Usha, Thapar; Vandana, Kahan, N. and Srivatsa, Parual (1991) conducted study on T.V. viewing among children of Delhi schools. The major finding is that there was no significant difference in the amount of T.V. learning by male and female children.

Kapadia A.M. (1993) conducted a study “the impact of T.V. on students learning”. In this study he reported that the T.V. group gained significantly more than the controlled group.

Desai (1994) reported that teaching learning material have been found to be effective in developing clear concepts and better comprehension.

Jackson (1995) says that the learning opportunities that can be provided by multimedia has been found to be effective in achieving science related learning outcomes.

Neera (1996) states that teaching learning material have been found to be effective in developing clear concepts and better comprehension.

Agarkar (1998) says that activities are laterally included the classroom deliberations and laboratory in programmes are seldom organized as an opportunity for exploration.

Palaniswamy, P. (2000) conducted a study on using maps and globes in teaching social science. In this study he observed that the school lags in providing such materials. He states that students given importance only to the theory part when the teachers teach the lessons without globes and maps.

Ranjit Kumar, M. (2007) found that achievement, type of school, locality and gender has significant influence on the teaching learning material. (N = 140)

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

Objective of the Study: To study the impact of age, teaching experience, management on the attitude of teachers towards teaching learning material.

Hypothesis of the study: Age, teaching experience, management does not have significant influence on the attitude of teachers towards teaching learning material.

**Tools for the Study**

1. An attitude scale was developed by Ranjit Kumar, M. (2007) was adopted. The investigator has adopted an attitude scale to find out the attitude of teachers towards the preparation and utilization of teaching learning material. There are 14 statements in the scale. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (SA), Agree (A), Doubtful (D), Disagree (DA) and Strongly Disagree (SDA) based on the Likert (1932) method.

2. Personal data regarding the school teachers – 1. Teacher's Name, 2. Age, 3. Teaching experience and 4. Management.

**Data Collection**

The investigator personally visited schools with the permission of the head masters of the schools. The 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 head masters and teachers of the schools. The teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude of teachers towards teaching learning material questionnaire, personal data sheet was 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. The obtained numerical results are adumbrated by graphical representations.

**RESULTS AND DISCUSSION**

**1. Age**

The relationship of attitude of teachers towards teaching learning material with their age is studied in the present investigation. On the basis of age, the teachers are divided into three groups. The teacher whose age is between 20 years to 30 years forms the Group – I, Group – II forms with above 30 years and up to 40 years and Group – III forms with above 40 years. The corresponding attitude of teachers towards teaching learning material scores of the three groups was analyzed

accordingly. The mean values of attitude of teachers towards teaching learning material scores for the three groups were tested for significance by employing one – way ANOVA technique. The following hypothesis is framed.

**Hypothesis – 1**

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

The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in Table – 1.

**Table – 1: Influence of Age on the attitude of teachers towards teaching learning material**

S. No.	Variable	N	Mean	S.D.	't' Values			F - Ratio
					I	II	III	
1.	Group – I	62	63.53	2.388	-	1.502@	3.686**	6.486**
2.	Group – II	69	62.81	3.089	-	-	2.107*	
3.	Group – III	69	61.64	3.447	-	-	-	

**\*\*Indicates significant at 0.01 level**

It is clear from Table – 1 that the computed value of 't' for the (age 20 – 30 years Vs 31 – 40 years) attitude of teachers towards teaching learning material is less than table value of 't' (1.502) for 1 and 198 df at 0.05 level. Hence Hypothesis – 1 is accepted. It is concluded that the age (20 – 30 years Vs 31 – 40 years) has not significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 1 that the computed value of 't' for the (age 20 – 30 years Vs above 40 years) attitude of teachers towards teaching learning material is greater than table value of 't' (3.686) for 1 and 198 df at 0.01 level. Hence Hypothesis - 1 is rejected. It is concluded that the age (20 – 30 years Vs above 40 years) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 1 that the computed value of 't' for the (age 31 – 40 years Vs above 40 years) attitude of teachers towards teaching learning material is greater than table value of 't' (2.107) for 1 and 198 df at 0.05 level. Hence Hypothesis - 1 is rejected. It is concluded that the age (31 – 40 years Vs above 40 years) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 1 that the computed value of 'F' for attitude of teachers towards teaching learning material is greater than table value of 'F' (6.486) for 2 and 197 df at 0.01 level. Hence Hypothesis - 1 is rejected. It is concluded that the age has significant influence on the attitude of teachers towards teaching learning material.

**2. Teaching Experience**

The relationship of attitude of teachers towards teaching learning material with their teaching experience is studied in the present investigation. On the basis of teaching experience, the teachers are divided into three groups. The teacher whose experience is between 01 year and 10 years forms the Group – I, Group – II forms with above 10 years and up to 20 years and Group – III forms with above 20 years. The corresponding attitude of teachers towards teaching learning material scores of the three groups was analyzed accordingly. The mean values of attitude of teachers towards teaching learning material scores 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 'Teaching Experience' on the attitude of 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 teaching experience on the attitude of teachers towards teaching learning material**

S. No.	Variable	N	Mean	S.D.	‘t’ Values			F - Ratio
					I	II	III	
1.	Group – I	97	61.73	3.448	-	2.564*	5.339**	11.119**
2.	Group – II	64	62.95	2.583	-	-	2.949**	
3.	Group – III	39	64.33	2.116	-	-	-	

**\*\*Indicates significant at 0.01 level**

It is clear from Table – 2 that the computed value of ‘t’ for the (teaching experience 01 – 10 years Vs 11 – 20 years) attitude of teachers towards teaching learning material is greater than table value of ‘t’ (2.564) for 1 and 198 df at 0.05 level. Hence Hypothesis – 2 is rejected. It is concluded that the teaching experience (01 – 10 years Vs 11 – 20 years) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 2 that the computed value of ‘t’ for the (teaching experience 01 – 10 years Vs above 20 years) attitude of teachers towards teaching learning material is greater than table value of ‘t’ (5.339) for 1 and 198 df at 0.01 level. Hence Hypothesis - 2 is rejected. It is concluded that the teaching experience (01 – 10 years Vs above 20 years) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 2 that the computed value of ‘t’ for the (teaching experience 11 - 20 years Vs above 20 years) attitude of teachers towards teaching learning material is greater than table value of ‘t’ (2.949) for 1 and 198 df at 0.01 level. Hence Hypothesis - 2 is rejected. It is concluded that the teaching experience (11 – 20 years Vs above 20 years) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 2 that the computed value of ‘F’ for attitude of teachers towards teaching learning material is greater than table value of ‘F’ (11.119) for 2 and 197 df at 0.01 level. Hence Hypothesis - 2 is rejected. It is concluded that the teaching experience has significant influence on the attitude of teaching learning material.

**3.Management**

The relationship of attitude of teachers towards teaching learning material of teachers with their management is studied in the present investigation. On the basis of management, the teachers are divided into three groups. The teacher who belong to Government schools forms the Group – I, Group – II forms with Private school teachers and Group – III forms with Aided school teachers. The corresponding attitude of teachers towards teaching learning material scores of the three groups was analyzed accordingly. The mean values of attitude of teaching learning material scores for the three groups were tested for significance by employing one – way ANOVA technique. The following hypothesis is framed.

**Hypothesis – 3**

There would be no significant impact of ‘Management’ on the attitude of teachers towards teaching learning material. The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in Table – 3.

**Table – 3: Influence of management on the attitude of teachers towards teaching learning material**

S. No.	Variable	N	Mean	S.D.	‘t’ Values			F - Ratio
					I	II	III	
1.	Group – I	102	63.49	3.198	-	2.035*	6.473**	20.252**
2.	Group – II	68	62.63	2.294	-	-	5.184**	
3.	Group – III	30	59.70	2.698	-	-	-	

**\*\*Indicates significant at 0.01 level**

It is clear from Table – 3 that the computed value of ‘t’ for the (Government Vs Private) attitude of teachers towards teaching learning material is greater than table value of ‘t’ (2.035) for 1 and 198 df at 0.05 level. Hence Hypothesis – 3 is rejected. It is concluded that the management (Government Vs Private) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 3 that the computed value of ‘t’ for the (Government Vs Aided) attitude of teachers towards teaching learning material is greater than table value of ‘t’ (6.473) for 1 and 198 df at 0.01 level. Hence Hypothesis – 3 is rejected. It is concluded that the management (Government Vs Aided) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 3 that the computed value of ‘t’ for the (Private Vs Aided) attitude of teachers towards teaching learning material is greater than table value of ‘t’ (5.184) for 1 and 198 df at 0.01 level. Hence Hypothesis – 3 is rejected. It is concluded that the management (Private Vs Aided) has significant influence on the attitude of teachers towards teaching learning material.

It is clear from Table – 3 that the computed value of ‘F’ for attitude of teachers towards teaching learning material is greater than table value of ‘F’ (20.252) for 2 and 197 df at 0.01 level. Hence Hypothesis – 3 is rejected. It is concluded that the management has significant influence on the attitude of teachers towards teaching learning material.

**Findings:**

There is significant influence of age, teaching experience and management at 0.01 level on the attitude of teachers towards teaching learning material.

**Conclusions:**

In the light of the findings presented in preceding pages, the following conclusions are drawn. Age, teaching experience and management have significant influence on the attitude of teachers towards teaching learning material.

**EDUCATIONAL IMPLICATIONS**

1. Low age group teachers are better than the high age group teacher’s attitude towards teaching learning material. The administrators to provide facilities towards the high age group teachers.
2. High teaching experience is better than the low teaching experience teacher’s attitude towards teaching learning material. The administrators to provide facilities towards the low teaching experience teachers.
3. Government school teachers are better than the other management schools teachers’ attitude towards teaching learning material. The administrators to provide facilities towards the other management teachers.
4. No research effort can be said to be worth while, if it does not emanate some of the important educational implications.
5. On the basis of the findings of the investigation, the following implications could be made.
6. The investigator has found out that there is positive/significant effect of the utilization of teaching aids on the academic achievement of students in social science. So the teachers should be motivated to prepare and utilize variety of teaching aids in social studies classes. The teachers should be give proper training for using the modern gadgets and equipments.
7. In the case of govt. and private schools more funds should be provided for purchasing and preparing more number of teaching aids.
8. The teachers should develop enthusiasm and interest in students for constructing improvised apparatus.
9. Special periods should be arranged in the time table for constructing teaching improvised aids and low cost teach-

- ing aids.
10. Provision should be made to give some assignments, related to the preparation of teaching aids at the end of each of each lesson.
  11. A room to exhibit the teaching aids related to each subject should be provided in each school.

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