



Attitude of school teachers towards use of TLM in regular teaching learning process

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ABSTRACT

In modern education system Teaching Learning Material (TLM) plays a vital role. Now a day's different types of TLM is available to enhance teaching learning process more effective. In this study researcher tries to find out that the attitude of school teachers towards the use of TLM in regular teaching learning and frequency of use of those TLM in regular teaching. Researcher in his study find out that the attitude of school teachers towards use of TLM is more or less satisfactory but the frequency of use in regular class is very poor.

KEYWORDS

TLM, School Teacher, Attitude.

Introduction:

Teaching is the vital part of education system. Teachers play the crucial role in this process. Knowledge is transferred from teachers to students through teaching. In the process of teaching-learning TLM helps teachers to develop student's knowledge about the subject matter which is difficult to understand only by dictation. Every student is important because some special character hidden in their mind, so teachers have the responsibility to care all type of students whether he or she is low or medium category. Highly intelligent students have no problem because they have extra ordinary power to understand the subject matter. But in case of low and medium category students, teachers give some special effort for students. TLM helps teachers to develop such students properly.

Sensory experience forms the foundation of intellectual activity. Sensory aids affect an economy of time in learning. The common practice to communicate knowledge has been done by means of written and oral language. But language has some limitations which may lead to learning difficulty. Generally modern educators recognise the value of audio-visual materials in transacting effective teaching learning. The most abstract concept can now be presented to the pupils in a concrete way by means of more than one aid (Sampath K., 1996).

Audio-visual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials (Dale Edgar, 1964). Kinder, S. James also defined audio-visual aids as any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

Misra, Krishna (2013), worked on use of TLM in science at upper primary school in Mandleshwar (M.P.). The major findings of the study are that both Govt. and Private Schools possess good number of T.L.M. in Science but they do not use it properly. Teachers of Science subject do not use T.L.M. in their subjects regularly and some T.L.M. in Science are expensive too. The Govt. Schools cannot afford to purchase many T.L.M. due to minimum availability of funds. In absence of trained personnel the equipment and instrument available in Science are not properly used and the instruments are getting damaged.

Halder, Somenath (2012), worked on environmental education in higher school education system in North Bengal. The major finding is among six districts of North Bengal averagely more

than fifty percent (55.83 Percent) school follow improved teaching method, i.e., using TLM during class-room teaching. On another side, averagely 44.17 percent school follow conventional teaching method, i.e., lecture method. From the survey it was revealed that in Darjeeling district 70 percent school used TLM in the class teaching, on the other side in Uttar Dinajpur district 60 percent school follow lecture method for class teaching.

Tyagi, R. C. and Siddiqui Tarannum (2014), conducted their study on 'Inclusive Education with Special Reference to CWSN: Some Field Experiences'. The major finding was: appropriate kind of TLM for CWSN student has not been provided in any sampled schools of Ambedkar Nagar out of a total 27 Primary Schools. Only 12 were having appropriate kind of TLM for CWSN and have been provided to them.

Objectives of the study:

- To find out attitude of school teachers towards use of TLM in regular teaching-learning process.
- To find out how many types and how many times teachers use TLM weekly or monthly.

Research questions:

1. What is the nature of attitude of school teachers towards the use of TLM in regular teaching learning process?
2. What is the frequency of using different types of TLM by the teachers in regular teaching-learning process?

Methodology:

The research is a survey type and approach is qualitative in nature. The study is based on data collecting from two schools.

Sample:

Researcher considered 50 upper primary and secondary teachers from two schools at Nadia district in West Bengal.

Tools:

For the study researcher prepared an attitude scale and a rating scale. The attitude scale is a three point Likert type. It contains 30 different of statement related to the attitude of school teachers towards use of TLM in regular teaching learning process. The other tool is a rating scale which measures the frequency of using different types of TLM by teachers in weekly, monthly or yearly. The rating scale contains twelve different type of TLM and respective rating point of their uses of such TLM in 11 point scale.

Analysis of the Data:

Researcher applied the attitude scale to find out the attitude of school teachers towards use of TLM in regular class room teaching. After administering the tool researcher collected and analyzed teacher's attitude with respect to some selected item of attitude scale. In case of other items the responses are more or less in one category. Therefore the analysis and interpretation of those items are shown below where the responses are of different categories.

Item-1: Only chalk and duster is sufficient as TLM

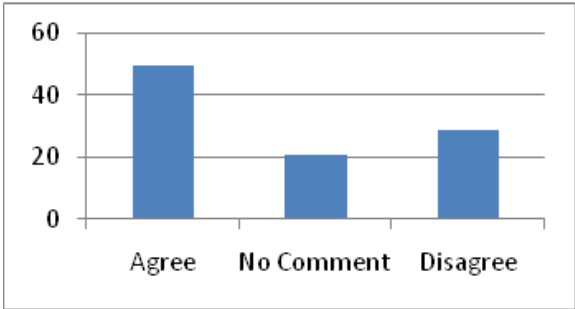


Fig: 1 Percentage of attitudes about chalk & duster

92 % teacher disagree this statement. The result indicates that most of the teachers know that only chalk and duster are not sufficient as a TLM.

Item-2: TLM should not be used in each class.

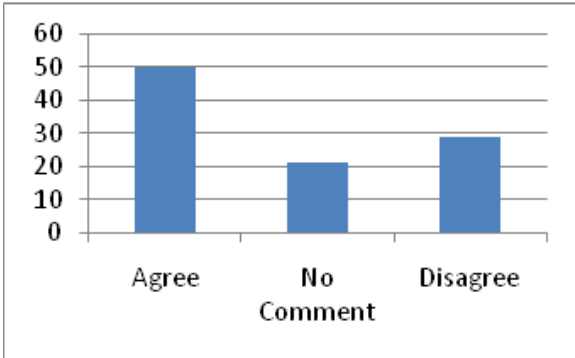


Fig: 2 Percentage of attitudes about use of TLM in each class

50% teachers disagree this statement, 29 % agree and 21 % teachers give no comment.

Hence about half of the sample considered that TLM is not mandatory for each teaching learning.

Item-4: TLM cannot be used always due to excessive load of classes

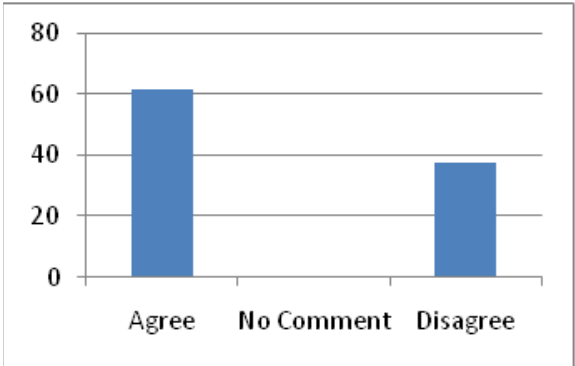


Fig: 3 Percentage of attitudes about excessive load of classes

62% teachers agree this statement and rest of the percentage disagree. From this result it is noticed that teachers have some negative attitude towards use of TLM regularly due to workload..

Item-5: TLM demands suitable infrastructure.

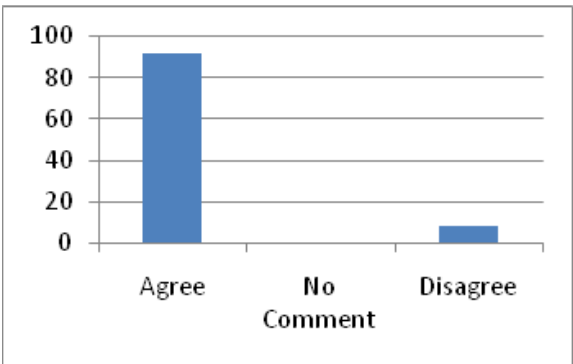


Fig: 4 Percentage of attitudes about infrastructure

92% teachers agree this statement. They think that TLM demands a good infrastructure for use.

Item-8: TLM makes the pupil interested to the subject matter

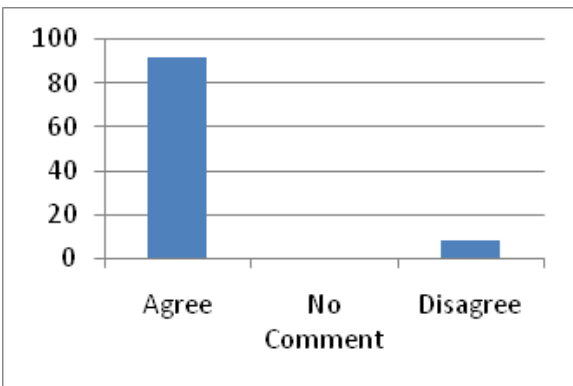


Fig: 5 Percentage of attitudes about pupils' interest towards TLM

92% teachers agree this statement. Therefore teachers agree that TLM enhances the interest of the students.

Item-9: Simple TLM according to needs can be used at any time.

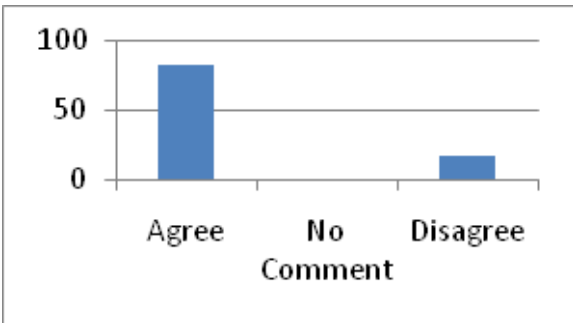
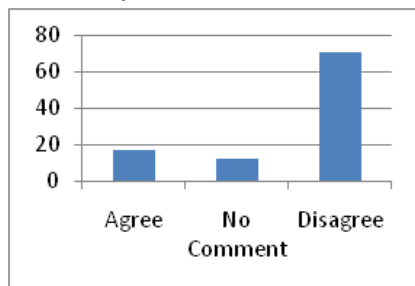
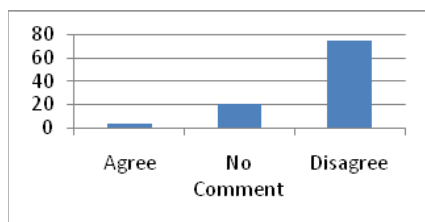


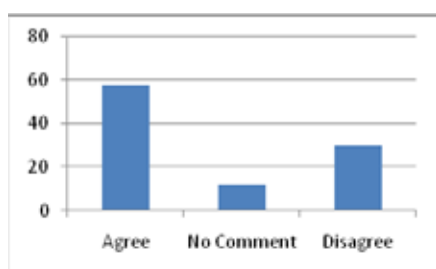
Fig: 6 Percentage of attitudes towards use of simple TLM 83% teachers agree and 17% teacher disagree the statement. Maximum number of teachers agreed that TLM can be used any time.

Item-11: Pupils make chaos when TLM is used**Fig: 7 Percentage of attitudes towards making chaos by pupil**

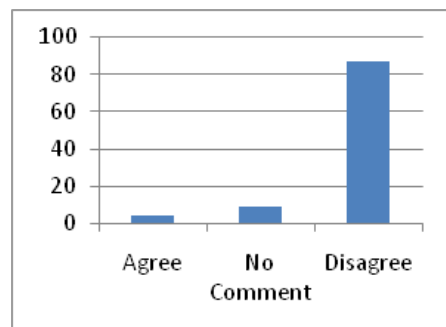
71% teachers disagree, 17% teachers agree and 12% teachers give no comment for this statement. Most of the teacher considers that students may make chaos while using TLM.

Item-12: TLM cannot be used in a 40 minute duration class.**Fig: 8 Percentage of attitudes towards use of TLM in 40 minute's class duration**

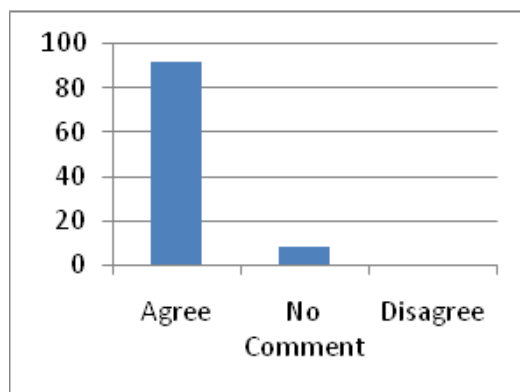
75% teachers disagree, 4% teachers agree and 21% teachers give no comment. Most of the teachers considers that time is not a factor for using TLM.

Item-13: It is difficult to use TLM in each class.**Fig: 9 Percentage of attitudes towards use TLM in each class**

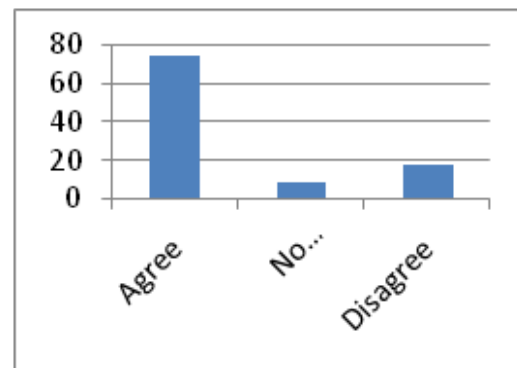
58% teachers agree, 30% teachers disagree and 12% teachers give no comment. There is no clear inference regarding this issue.

Item-14: Use of TLM results wastage of valuable time.**Fig: 10 Percentage of attitudes towards wastage of time while using TLM**

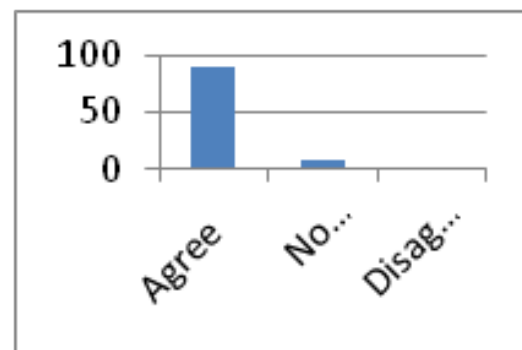
87% teachers disagree, 4% teachers agree and 9% teachers give no comment. Teachers' responses in this item are negative that means they consider that use of TLM is valuable.

Item-15: Making TLM is a time consuming task.**Fig: 11 Percentage of attitudes towards TLM making as time consuming task**

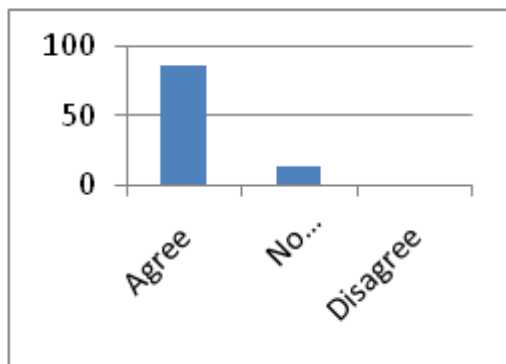
92 % teachers agree with this statement. Hence they consider that making of preparing TLM is a very time consuming task.

Item-16: Even a duster can be used as a TLM.**Fig: 12 Percentage of attitudes about duster as a TLM**

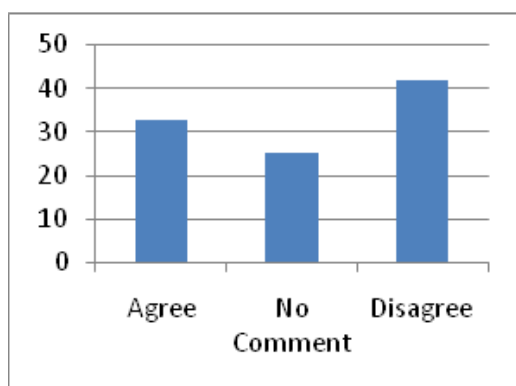
75% teachers agree, 17% teachers disagree and 8% teachers give no comment. There are many simple things which can be utilised as TLM in that case only our shrewd perception is necessary.

Item-18: Use of TLM brings satisfaction among teachers.**Fig: 13 Percentage of attitudes towards teacher's satisfaction**

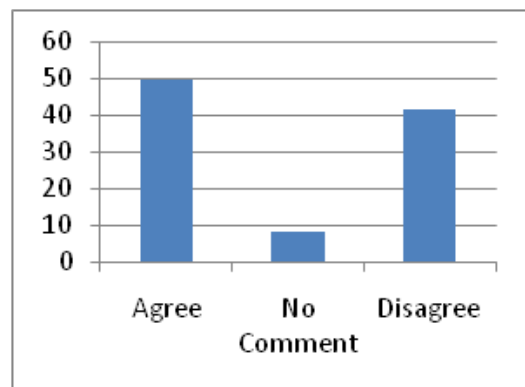
92% teachers agree and 8% teachers give no comment. When teachers do something confidently, after completion this work they feel satisfaction. Same thing happens when teachers use TLM in class teaching, because students fully understand the teaching matter.

Item-19: Colleagues should always be encouraged to use TLM.**Fig: 14 Percentage of attitudes towards encouraging colleagues to use TLM**

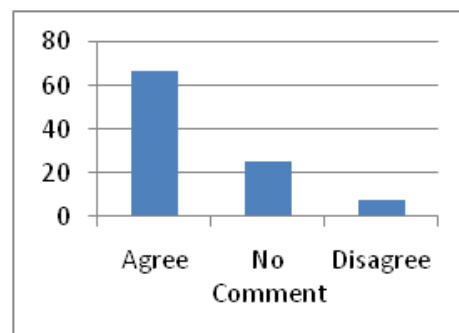
87% teachers agree and 13% teachers give no comment. The attitude of teachers towards this statement is satisfactory.

Item-21: While completing syllabus which is a time bound task, TLM cannot be used.**Fig: 15 Percentage of attitudes towards completing syllabus and use of TLM**

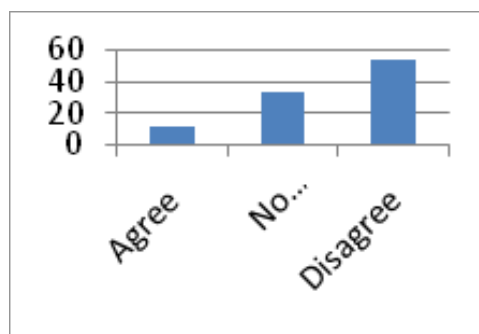
33% teachers agree, 42% teachers disagree and 25% teachers give no comment. Therefore it can be inferred that there exist no specific difference in teacher's response so researcher do not give any comment for this statement.

Item-22: TLM is not needed in every subject matter.**Fig: 16 Percentage of attitudes about TLM is not needed in every subject matter**

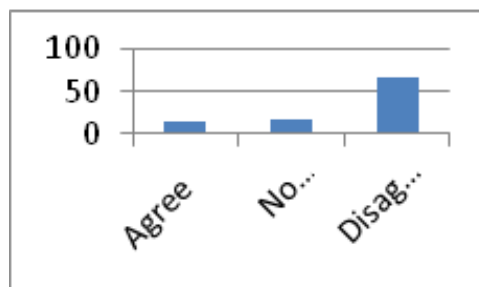
50% teachers agree, 42% teachers disagree and 8% teachers give no comment. From the data it may be concluded that nearly half of the teachers considers that TLM should used in some specific subject matter.

Item-23: Everyone is not skilled in using TLM.**Fig: 17 Percentage of attitudes about everyone is not skilled**

67% teachers agree, 8% teachers disagree and 25% teachers give no comment. From this result it is clear that most of the teachers think that specific skill is necessary for using TLM. In the survey researcher calculate that only 10% teachers are not trained like B.Ed, rest amount of teachers are trained. In other hand there are many training programme arranged by SSM and most of the teachers participated in this programme still they think that they are not so skilled. It is the problem of negative thinking. In case of modern equipments' like computer, internet, LCD projector etc. if we interested to use then any of the path comes out.

Item-24: Dictation can serve the purpose of TLM.**Fig: 18 Percentage of attitudes about dictation**

54% teachers disagree, 12% teachers agree and 34% teachers give no comment. From this result it is clear that majority of the teacher do not think that dictation cannot serve the purpose of TLM. Dictation is an important part of teaching, but TLM serve the curtail role to understand the difficult, abstract subject matter.

Item-25: It is tiresome to use TLM in each class.**Fig: 19 Percentage of attitudes about tire-some activity**

67% teachers disagree, 16% teachers agree and 17% teachers give no comment. From the result it is clear that some of the teachers think that the use of TLM is tired some. It is believed that existence of teachers for their students so it is the minimum responsibility of teacher to teach students in complete sense.

Item-26: Discussion with colleagues on the issue of using TLM should be conducted.

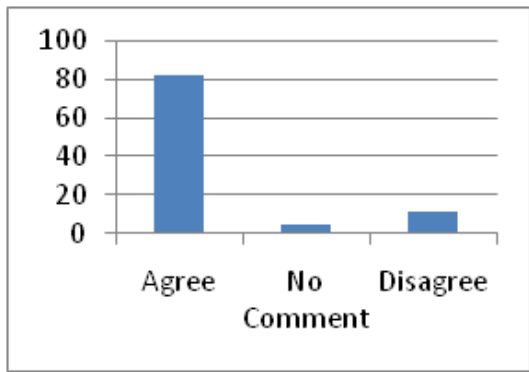


Fig: 20 Percentage of attitudes towards discussion with colleagues on the issue of TLM

83% teachers agree, 12% teachers disagree and 5% teachers give no comment. From the result it is clear that most of the teachers have such attitude to discuss with colleagues about TLM use.

Item-28: Use of TLM makes the low and medium category students more benefited.

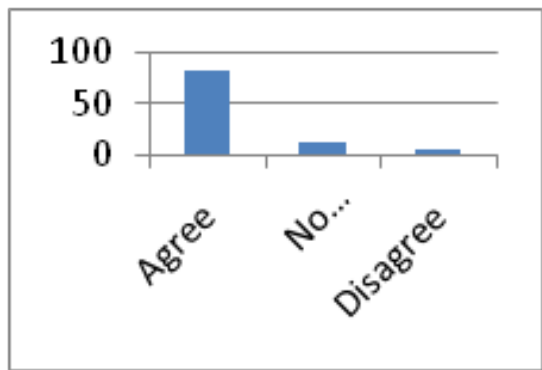


Fig: 21 Percentage of attitudes about low & medium category student

83% teachers agree, 5% teachers disagree and 12% teachers give no comment. Most of the teacher thinks that low and medium category students more benefited by TLM. TLM is beneficial for all of the students, but in case of low category students their understanding level is low so in that case TLM provides them to increase understanding level high.

Item-29: TLM made once can be used for a number of times.

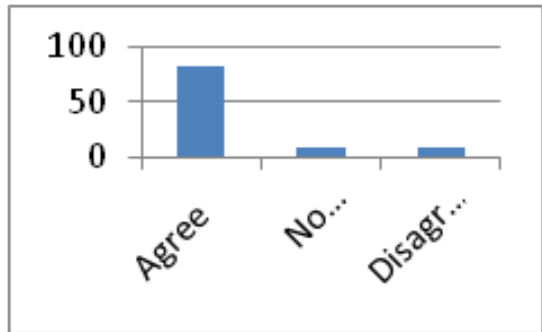


Fig: 22 Percentage of attitudes about further use of prepared TLM

83% teachers agree, 9% teachers disagree and 8% teachers give no comment. It is the reality that TLM made once can

be used for a number of times. Only store the TLM in a safe place.

Percentage of frequency to use TLM by Teachers
Table: 1 Percentage of frequency to use TLM

		% of Teacher Use TLM Weekly 6 days	% of Teacher Use TLM Weekly 5 days	% of Teacher Use TLM Weekly 4 days	% of Teacher Use TLM Weekly 3 days
1	Use of Blackboard	62	12	8	4
2	Use of Chart	0	0	8	19
3	Use of Model	0	0	8	4
4	Use of Colour Chalk	0	0	8	8
5	Use of Audio Recorder	0	0	0	0
6	Use of Internet	0	0	0	0
7	Use of L.C.D. Projector	0	0	0	4
8	Use of Materials related to lesson	0	0	8	19
9	Use of Over Head Projector	0	0	0	0
10	Use of Poster	0	4	0	4
11	Use of Radio	0	0	0	0
12	Use of Television	0	0	0	0

% of Teacher Use TLM Weekly 2 days	% of Teacher Use TLM Weekly 1 day	% of Teacher Use TLM Monthly 1 day	% of Teacher Use TLM Quarterly 1 day	% of Teacher Use TLM Half yearly 1 day	% of Teacher Use TLM Yearly 1 day	% of Teacher Use TLM Not a single day
8	8	0	0	0	0	0
4	12	12	12	0	0	35
12	8	12	4	8	4	42
8	0	4	0	0	4	69
0	0	0	0	0	0	100
4	8	0	0	0	0	88
0	0	8	0	0	0	88
15	4	19	12	8	0	15
0	0	0	0	0	0	100
0	4	4	4	0	4	77
0	0	0	0	0	0	100
0	0	0	0	0	0	100

From the table 1 it is clear that 100% teachers do not use most common TLM Blackboard in regular class teaching, only 62% teachers used Blackboard in regular class teaching. Other than Blackboard the TLM listed above 0% teachers use them regularly. In some cases like Audio recorder, O.H.P., Radio, Television 100% do not use the TLM not a single day in a year. In some cases researcher find more or less satisfactory result that the use of Chart, Model, and Materials related to learning, but in that cases also 35%, 42%, 15% teachers not to use the TLM single day in a year. It is significant that colour Chalk is readily available, easy to use and cheap material still 69% teachers do not use the material not a single day in a year. In other cases like Internet, L.C.D. Projector, Poster used by few percent of teachers is remarkably few days in week or month.

Conclusion:
From the above analysis it is found that teachers' attitude towards the use of TLM in regular teaching-learning process is

positive, but they pointed out some problems in using the.. In the survey researcher tries to find out some problem regarding use of TLM in regular teaching. The problems are identified as:

- Excessive load of work in school.
- Schools have no suitable infrastructure.
- Preparation of TLM is time consuming task.
- Lack of skill to use TLM.

For the above reason teachers do not use TLM in regular basis.

In case of their practical use in regular class teaching is not satisfactory. Except blackboard teachers do not use other TLM (listed earlier) in regular class. In some cases like Audio recorder, O.H.P., Radio, Television 100% teachers do not use the TLM not a single day in a year. If we consider that use of Radio, T.V in regular class teaching is somehow difficult, but use of Audio recorder in teaching is not so difficult. In the case of using TLM regularly teachers exhibits some negative attitude.. To overcome such problems researcher suggests that positive attitude towards the use of TLM should be developed to the teacher; teachers should give more attention towards teaching and use of TLM than other work. It is the characteristic of a skilled teacher that within the present infrastructure how more and more TLM can be used. Researcher also suggests that teacher should always try to use such TLM which is locally available, cheap, consume less time to prepare. If TLM once prepared then it should be stored in a suitable place for further use. Researcher again suggests that the teachers who are not so skilled to use TLM, they may take help from other skilled teacher from same school or other school.

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