

ATTITUDE TOWARDS MULTIMEDIA TEACHING AIDS OF THE TEACHERS TEACHING ECONOMICS SUBJECT IN THE HIGHER SECONDARY SCHOOLS

Dr. G. KANNAN, Ph.D.,

Assistant professor, Department of Education, Annamalai University, Annamalai Nagar – 608 002., Tamil Nadu. India.

ABSTRACT

The teachers are under pressure to provide their students with more effective and efficient learning environments and educational experiences. Instructional systems and educational technology have been receiving great attention from the educators as they enhance the students' learning abilities.

It is been noted that, while using various multimedia combinations, the unique nature of Economics teachers can be addressed effectively. Hence, to study the attitude of the Economics teachers towards multimedia teaching aids, random sampling technique has been used in the selection of the sample of as many as 200 Economics teachers. The Attitude towards multimedia teaching aids scale has been constructed and validated by Prabhu, H., and Vaiyapuriraja, P., (2018) and distributed to the Economics teachers and the responses were collected and computed according to the objectives framed. The findings of the study revealed that the Economics teachers show a favourable attitude towards multimedia teaching aids and the same trend has been seen with respect to the sub-samples, too.

Key words: Attitude towards multimedia teaching aids, Economics teachers.

ATTITUDE TOWARDS MULTIMEDIA TEACHING AIDS:

Science and technology have long been regarded as an instrument for nation building, they have propelled every country towards advancement; this can only be achieved through Education. Media, in the context of Education, includes the means to create, store and present instructional content. These include tools such as chalk and talk, books and computers, slide projectors, video projection, overhead projectors, document cameras, audio systems (a CD player, radio), combined sound and video systems (television, digital video cameras, and DVDs), and the media objects.

Teachers play a crucial role in the adoption and implementation of multimedia teaching aids in Education; however, studies show that teachers lack the necessary multimedia teaching aids and skills. Multimedia are generally accepted as a modern instrumental tool which enables the educators to modify their teaching methods in order to increase the students' interest. It is a new medium, a new way of representing,

communicating and working with information. In India, there is a serious need for increasing the learning abilities of the students with the help of Multimedia. In order to integrate Multimedia in school Education, the first need is to study and assess the Attitude towards multimedia teaching aids of the higher secondary teachers. It is the need of the hour to examine and assess the Attitude towards multimedia teaching aids among the teachers. This, being the case, the present study is proposed which has high need and importance.

OBJECTIVES OF THE STUDY:

The following were the objectives framed for the present investigation.

1. To study the favourableness of attitude towards multimedia teaching aids among the Economics teachers.
2. To study, if there is any significant difference in attitude towards multimedia teaching aids between male and female Economics teachers.
3. To study, if there is any significant difference in attitude towards multimedia teaching aids between Economics teachers working in the school located in rural area and in urban area.
4. To study, if there is any significant difference in attitude towards multimedia teaching aids between Economics teachers residing in rural area and in urban area.
5. To study, if there is any significant difference in attitude towards multimedia teaching aids between Economics teachers having teaching experience up to 10 years and above 10 years.

HYPOTHESES OF THE STUDY:

The following were the hypotheses for the present investigation formulated from the framed objectives.

1. The Economics teachers show favourable attitude towards multimedia teaching aids.
2. There is no significant difference in the attitude towards multimedia teaching aids between male and female Economics teachers.
3. There is no significant difference in the attitude towards multimedia teaching aids between Economics teachers working in the school located in rural area and in urban area.
4. There is no significant difference in the attitude towards multimedia teaching aids between Economics teachers residing in rural area and in urban area.
5. There is no significant difference in the attitude towards multimedia teaching aids between Economics teachers having teaching experience up to 10 years and above 10 years.

METHOD:

Normative survey method has been employed in the present study.

TOOL USED:

The tool used for the present study was, Attitude towards Multimedia Teaching Aids Scale (ATMMTAS) constructed and validated by Prabhu, H., and Vaiyapuriraja, P., (2018). This scale consists of 26 statements with five-point scale. The statements possess five different responses of "SA"(Strongly Agree),

“A”(Agree), “UD”(Undecided), “DA”(Disagree) and “SDA”(Strongly Disagree), in the attitude towards multimedia teaching aids scale and the weightage is assigned as 5, 4, 3, 2 and 1 respectively. An individual score ranges from 26 to 130.

The maximum score for the attitude towards multimedia teaching aids scale is 130. One who scores up to 52 are said to have an unfavorable attitude towards multimedia teaching aids, one who scores above 52 up to 104 are said to have a neutral attitude towards multimedia teaching aids, and those who scores above 104 are said to have favorable attitude towards multimedia teaching aids.

The attitude towards multimedia teaching aids scale has construct-validity as the items were selected having the ‘t’ value of more than 1.75 (Edwards,1957). Its intrinsic validity was found to be 0.79. The reliability of this scale by split half technique (consistency) followed by the use of spearman–brown prophecy formula which is found to be 0.63. Thus, the attitude towards multimedia teaching aids scale has validity and reliability.

SAMPLE:

Random sampling technique has been used in the selection of the sample of as many as 200 Economics teachers.

STATISTICAL TECHNIQUES USED:

The mean and standard deviation for the entire sample and its sub-samples were computed for Attitude towards multimedia teaching aids scores. The test of significance (“t” test) was used in order to find the significance of the difference between the means of the Attitude towards multimedia teaching aids score. The collected data were computed with the SPSS 11.5 and the results were furnished accordingly in the Table 1.

TABLE 1

THE MEAN AND THE STANDARD DEVIATION OF THE ATTITUDE TOWARDS MULTIMEDIA TEACHING AIDS SCORES OF THE ENTIRE SAMPLE AND ITS SUB-SAMPLES

S.No	SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION	‘t’ VALUE	SIGNIFICANCE AT 0.05 LEVEL
1	Entire sample		200	104.74	6.5000		-
2	Sex	Male	105	104.27	6.4068	1.05	Not Significant
		Female	95	105.25	6.6203		
3	School locality	Rural area	140	104.93	6.4743	0.64	Not Significant
		Urban area	60	104.28	6.6283		
4	Residence	Rural	105	104.27	6.4068	1.05	Not Significant
		Urban	95	105.25	6.6203		
5	Teaching Experience	Upto 10 years	45	104.64	6.3430	0.11	Not Significant
		Above 10 years	155	104.76	6.5651		

FINDINGS OF THE STUDY:

The following are the important findings of the present investigation.

1. A Majority of the Economics teachers show an favourable attitude towards multimedia teaching aids.
2. There is no significant difference between male and female Economics teachers in their attitude towards multimedia teaching aids.
3. There is no significant difference between Economics teachers working in the school located in rural area and in urban area in their attitude towards multimedia teaching aids.
4. There is no significant difference between Economics teachers residing in rural area and in urban area in their attitude towards multimedia teaching aids.
5. There is no significant difference between Economics teachers having teaching experience up to 10 years and above 10 years in their attitude towards multimedia teaching aids.

CONCLUSION:

The present investigation revealed that a majority of Economics teachers were found to have a favourable attitude towards multimedia teaching aids which in turn gives a high level of achievement among the students. The present inquiry has assessed the attitude of the Economics teachers towards the multimedia teaching aids in education. Teachers need to perceive multimedia as, primarily, a tool for teaching and learning across the curriculum although there are foundation skills, in multimedia, which the students need to learn before they can participate in a multimedia teaching classroom.

REFERENCES:

- Aggarwal, Y.P., (1986), Statistical Methods: Concepts, Application and Computation, Sterling Publishers (P) Ltd., New Delhi.
- Best, John. W., (1963), "Research in Education", Prentice hall of India (p.t) Ltd, New Delhi.
- Garrett, H.E., (1979), Statistics in psychology and education, Hyderabad: International Book, Bureau.
- Rajasekar.S, (2005) Computer Education and Education Technology, Nilkamal Publications.
- Prabhu, H., and Vaiyapuri raja, V., (2018), "Construction and validation of the attitude towards multimedia teaching aids scale", International journal of multi disciplinary researches", Vol-4, No:3.