

A Study of Attitude of Teachers towards Digital Classes in Telangana State

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Abstract—New trends are available in teaching and learning. New Teaching methods have made teaching easy and friendly. One of the new trends in teaching is teaching with help of Digital Class. Teaching with the help of digital class has been accepted by teachers or not, it's depends on their age, experience, gender or on the faculty/stream he /she belongs to. Digital class is the combination of e-learning material and a big display unit.

Telangana state government had promoted digital classes to offer the quality education to the children. The digital classes would help the students brush up on their knowledge through quality learning. The government was determined to offer the world class education free of cost. The parent should take the responsibility to get better education to their children. Telangana state government began the exercise to improve the education system in the state to excel the other states. The government has launched the digital classes to provide quality education to the student. Digital technology to help students, the state government has been making all efforts to extend best facilities to the students in government schools. The Telangana government has provided Receive only Terminals (ROTs), LCD projectors and other digital tools under Rashtriya madhyamik Shiksha Abhiyan and other schemes of this purpose. The government was committed to provide quality education by improving the standards of teaching, methods by adopting audio-visual classes.

The present paper is an attempt to study the attitude of teachers based on their Age, Gender, Experience and Faculty/Streaming the middle school with the help of Digital Classes. It is a computer based teaching aid which has pre stored detailed syllabus of each topic for a subject for a particular class group that is to be taught.

Index Terms— Attitude, Teachers, Digital classes

I. INTRODUCTION

The Telangana government launched its digital classrooms programme in 3,352 high schools. The scheme covered 3,352 out of the total 5,400 government-run high schools. Under it, students would get to watch teaching of various subjects via Mana TV, an educational channel started by the government. The digital class initiative is not to remove teachers from the education system but to help them. The initiative will be extended to all schools by the beginning of 2017 academic year.

Why Digital Education has become mandatory in schools nowadays?

The conventional ways of instruction have always left a huge gap in teaching-learning experience isolating the teacher from the students. A typical student may not properly comprehend and visualize what the teacher delivers in the classroom using words and static pictures without proper care about individual differences visualizing ability and the pace of learning. In this scenario, a weak student is left behind and feels neglected.

Digital teaching material supports self learning, self-paced learning in the students, and increases the

interest levels and the retention power of the students. Critical concepts are being developed and packaged using multimedia based digital solutions.

What is Digital Teacher?

- Digital Teacher is an apt tool for teaching subject at school level using educational technology. It would drastically bring down the time and efforts spent by teacher in preparing the content and presenting it to the learners in the classroom.
- It is a text independent e-learning material for learners, teachers and administrators who are in the field of administration.
- It brings the whole world to your classroom with a single (finger) touch.
- It adds more idea to your intelligent and excellent ideology.

How is it beneficial?

- The product allows the teacher to instruct students in the subject in such a manner that learning takes place through seeing and hearing, lecture and demonstration method.

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- In this way, optimal delivery of learning experience can be ensured by the instructor.
- Pause/Play buttons embedded in the product allow the teacher to use the product at his or her own pace.
- Owing to its user-friendly features, school administrators can adopt this product as the standard teaching tool of the subject in their institution.

To whom it is useful:

- It will be useful to school teachers and students equally.
- Students and teachers can use the content as self learning material also.
- The unit plan document provided with the product not only serves as a planning tool for teachers, but also helps the administration in assessing the pace of syllabus completion.
- The administrators can assure parents that their wards are being given quality education using the latest technology.
- This product can be used straightaway by the faculty without any prior training.
- It can also be used as effective self learning material in the teaching and learning process.

OBJECTIVES OF THE STUDY

The main objectives of this investigation are as follow:

1. To find out the level of teachers attitude on digital classes.
2. To find out whether the attitude of government and private school teachers significantly differ on digital classes.
3. To find out whether the attitude of non agency and agency school teachers significantly differ on digital classes.
4. To find out whether the attitude of male and female teachers significantly differ on digital classes.
5. To find out whether the attitude of science and social studies teachers significantly differ on digital classes.

HYPOTHESES OF THE STUDY

1. There is no significant difference between government and private school teachers' attitude towards digital classes.
2. There is no significant difference between non agency and agency school teachers' attitude towards digital classes.

3. There is no significant difference between male and female teachers' attitude towards digital classes.
4. There is no significant difference between science and social studies teachers' attitude towards digital classes.

METHODOLOGY OF THE STUDY

Sampling Design

In the present study, a sample of 100 teachers belonging to schools of Bhadradi Kothagudem and Khammam districts of Telangana State were selected through simple random sampling technique through survey method.

Tool of Research

A five point scale named Teacher's Attitude Scale towards Digital Classes (TASDC) was developed by the Researcher for measuring attitude towards Digital Classes of the sample.

Validity of the Scale

Content validity of the scale was judged by 'expert rating' of items by two experts. Inter - rating agreement model (Gregory, 2005) was used to verify the reliability of raters. The co-efficient of content validity was found to be 0.87.

Reliability of the Scale

The reliability of the scale computed by Cronbach's Alpha was found to be 0.865.

Procedure of Data Collection

For the study, data had been collected in a single phase. 25 schools were selected conveniently from the districts of Khammam and Bhadradi Kothagudem Districts of Telangana. The data were collected by the investigators on visiting different schools and also randomly approaching teachers individually. The TASDC scale and a data blank were administered to all such teachers and they were requested to respond according to their own thought and belief only, within 30 minutes.

Presentation, Analysis and Interpretation of Data

The collected raw data was organized in tabular form to carry out its analysis. To test the hypotheses inferential statistics are used. The computed mean, median, mode, standard deviation and 't' values of attitude scores of the sample are presented in the following tables and interpreted subsequently. To test the second objective of the study, the data is collectively presented, analyzed by simple mathematics and interpreted finally.

Statistical techniques employed:

T-test was used for testing the hypotheses for the significance of mean difference in the attitude towards digital classes of various groups was compared.

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Analysis and Interpretation:

Table-1, Shows that out of 100 teachers 35% are extremely in favour of digital classes. 8% of the teachers are having highly favourable attitude, 5% of the teachers are above average favourable and 2% having moderately favorable attitude towards digital classes. 0% teachers are not having unfavorable attitude towards digital classes.

Table -1: Shows the level of teachers' attitude towards Digital Classes.

Level of teacher's attitude	Percentage of teachers
Extremely Favourable	35
Highly Favourable	8
Above Average Favourable	5
Average/ moderate Favourable	2
Below Average Favourable	0
Highly Unfavourable	0
Extremely Unfavourable	0

Table 2: Shows the mean, standard deviation and t- ratio for testing the significant differences between Government and Private teachers' attitude towards Digital Classes.

Category	N	M	S.D.	t-value	Level of significance 0.05
Govt. Teachers	50	181.5	21.84	0.425	Not Significant
Private Teachers	50	183.4	23.36		

Table-2 shows, the mean score and standard deviation of Government teachers (N=50) are 181.5 and 21.84 respectively. The mean score and standard deviation of Private teachers (N=50) are 183.4 and 23.36 respectively. T-test was computed for the comparisons of mean score of

Government and Private Teachers. T-value was calculated to be 0.425 which is insignificant at level of significance 0.05. Therefore the hypothesis 'there is no significant difference between the government and private school teachers attitude towards digital classes is retained

Table -3: Shows the mean, standard deviation and t- ratio for testing the significant differences between Non-Agency and Agency teachers' attitude towards Digital Classes.

Category	N	M	S.D.	t-value	Level of significance 0.05
Non-Agency Teachers	50	185.6	23.12	0.412	Not Significant
Agency Teachers	50	184.8	20.72		

Table-3 shows, the mean score and standard deviation of Non-Agency teachers (N=50) are 185.6 and 23.12 respectively. The mean score and standard deviation of Agency teachers (N=50) are 184.8 and 20.72 respectively. T-test was computed for the comparisons of mean score of

Non agency and Agency teachers. T-value was calculated to be 0.412 which is insignificant at level of significance 0.05. Therefore the hypothesis 'there is no significant difference between the non agency and agency school teachers attitude towards digital classes is retained

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Table -4: Shows the mean, standard deviation and t- ratio for testing the significant differences between Male and Female teachers' attitude towards Digital Classes

Category	N	M	S.D.	t-value	Level of significance 0.05
Male	50	183.6	24.56	0.47	Not Significant
Female	50	182.7	22.76		

Table-4 shows, the mean score and standard deviation of male teachers (N=50) are 183.6 and 24.56 respectively. The mean score and standard deviation of female teachers (N=50) are 182.7 and 22.76 respectively. T-test was computed for the comparisons of mean score of male and

female teachers. T value was calculated to be 0.47 which is insignificant at level of significance 0.05. Therefore the hypothesis 'there is no significant difference between the male and female school teachers attitude towards digital classes is retained.

Table 5: Shows the mean, standard deviation and t- ratio for testing the significant differences between Science and Social Studies teachers' attitude towards Digital Classes.

Category	N	M	S.D.	t-value	Level of significance 0.05
Science	50	183.5	24.76	0.46	Not Significant
Social Studies	50	181.2	20.52		

It is inferred from the above table that there is no significant difference between science and social studies teachers' attitude towards digital classes. A close look of table clearly reveals that mean value of science teachers' attitude is higher than social studies teachers' attitude, but the difference is not significant so the hypothesis, Therefore the hypothesis 'there is no significant difference between the Science and Social Studies school teachers attitude towards digital classes is retained.

II. FINDINGS OF THE STUDY

With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. Proper implementation of digital classes would ensure the desired results. The present study revealed that more than 100% teachers are having favourable attitude towards digital classes.

There is no significant difference regarding attitude of digital classes among government and private teachers. This may be due to the same attitude of teachers regarding the digital classes. All teachers have a same kind of attitude towards digital classes irrespective of their management.

There is no significant difference regarding attitude of digital classes among Non-Agency and Agency teachers. This may be due to the same attitude of teachers regarding

the digital classes. All teachers have a same kind of attitude towards digital classes irrespective of their area.

There is no significant difference regarding attitude of digital classes among male and female teachers. This may be due to the same attitude of teachers regarding the digital classes. All teachers have a same kind of attitude towards digital classes irrespective of their gender.

There is no significant difference of attitude of digital classes among Science and Social Studies teachers. Comparing the mean values of attitude of Science teachers (183.5) is higher than that of Social teachers (181.2). All teachers have a same kind of attitude towards digital classes irrespective of their subjects.

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