

CHAPTER – I

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1.1 Introduction-

It is our experience that increase of population and explosion of knowledge are not only affecting the pattern of Human Life but also inflicting their full impact on education. The population is increasing in geometrical proportion and new frontiers of knowledge are being opened up almost daily. The explosion of population and knowledge have raised the serious question of both quantity and quality of education.

Efforts are made in every country for a sound system of education, which can cater to the educational needs of all citizens. When the problem of quantity of education is being tackled, there is an urge for raising the quality of life, which is possible only when there is a raise in the quality of education. The quality of life and the quality of education go together. Educationists are of the opinion that the educational problems relating to quantity and quality could be tackled by the development of an educational technology. Therefore, there has been a rapid development all over the world in recent years in the development of communication technology in education at all levels with a purpose of extending educational facilities and upgrading instruction. #1

The main aim of education is to modify the behaviour of the student according to the needs of expectancy of the society. Behaviour is composed of so many attributes, one of these important attributes is attitude towards the things, idea, person or object, subject in this environment. The entire personality and development of the child is influenced by the nature of his attitudes. Psychological findings concerning childrens developmental patterns have led to an increased appreciation of education as an active functioning process that involves not only the learner's ability to achieve but also his emotional reactions to the materials of learning . The degree of success that a learner can be expected to attain in his learning activities depends in great measure up on his own attitudes and his temporary and persistent interest. The attitude brings child task at the begining of any learning unit should be strengthened if the attitude is desirable, and changed if this attitude interferes with success during the process of Mastery. If young people are to be helped in the achieving of constructive and satisfying attitudes and interests, educational opportunities provided for them must be motivated in such manner that learners do not remain content with the mastery of minimum essentials but are stimulated to achieve to the limit of their potentialities.

Young people values attach to the activities of their school life and are important as the skills and knowledges they master. If through his study of mathematics, physics or social studies for example, a learner achieves a scientific, unbiased attitude toward people and the world about him he is gaining much more than the mere mastery of facts. Attitude is imitation emotional experiences and deliberate efforts on the part of the individual himself, teachers, and others than, that new attitude

arise. #2 If a student earns success in science subject, he admires his science teacher. If he may have difficulty in his history subject, with the attendant attitude of blaming his teacher for his failure to master the subject.

Attitudes offer great possibilities for successful achievement as well as failure in life. #3 That's why it is necessary to understand the attitude and to help the student by giving proper guidance for their further successful achievements in life.

An Attitude is measured by two ways- i) Direct Method for Measurement-Measuring the verbal report of the attitude. ii) Indirect Method for Measurement- Interpretation of the attitude from indirect responses. #4

In the school, tests are used to assign mark to promote students to justify educational expenditure or to judge the effectiveness of teaching. Measurement of attitude serves many functions such as

i) Classification- Students have to be classified according to their attitude . e.g. Students having positive attitude towards gardening.

ii) Selection- Selection of proper student can be done by using proper attitude test. e.g. selection of student for NCC at school level.

iii) Comparison- We can compare two students.

1.2 Admission procedure and training Programme in training colleges.

Education is bipolar process. Teacher is one pole of the process. The place of teacher is very important and becoming more and more respectable in society. Hence teacher training is required. In the earlier days the trainees are mostly experienced teachers. But that trend has been reverse in recent time. Now a days, the teacher trainees are neophytes and they need to be trained cautiously and extensively. They develop desired skill in teaching before they are allowed to handle real classes in school. In the training Programme of teachers the college of Education play the most important and crucial role. Now a days they are centres of attraction between the large crowd of students and their parents. Society has also realised the vital role of teacher, his training and importance of education in human life.

In the teachers training, there are so many problems for the college of Education about admission of the student. But this problem is solved by centralising the admission system. But the process does not end after admitting the students to respective colleges, another vital work is to given them the optional subjects and methods. Methods can offered according to their special subjects at degree course. A ideal college of Education, if its programmes curricular and co-curricular, are to lead to the expected terminal behaviour in its trainees, should basically possess the necessary physical infrastructure of plant and equipment as well as play area, which would enable the planning and implementation of the necessary learning experiences.#5 In teachers training college,

there are many programmes of curricular and co-curricular activities. In the Training Programme there are two sections.

Section - I Theory Papers

Section - II Practical work.

In section first there are five theory papers compulsory. Out of which fourth paper is optional subject. The list of optional subjects is given in the syllabus prescribed for B. Ed course. But the process of selection of optional subject is not the same as the student do not know about these subject. This process in B. Ed colleges takes place so rapidly that student get jumbled about the selection of optional subject.

The optional subjects which are suggested and approved for degree course of education in Shivaji University, Kolhapur are thirteen. They are Educational Technology, Population Education, Environmental Education, Computer Education, Adult and Nonformal Education, Classroom Research, Education for children with special needs, Education for community development, Education for rural development, Guidance and Counseling, Health and Physical Education, School Library Services and Value Education.

Out of these thirteen subjects students has to choose only one subject as an optional subject in the B. Ed. course. All these elective subjects are not taught in each and every college. Only three or four subjects are taught in single College. Some of the students offer Educational Technology as an optional subject Educational technology provides valuable information, knowledge and practicals in the variety of topics including the latest techniques and tools such as computer literacy, models of

teaching, audio-visual aids, language laboratory etc., which are very useful for effective and successful teachers. so study of Educational Technology is very important.

1.3 Educational Technology-

The National Council for Educational Technology was founded by the Department of Education and science in 1967#6

Educational Technology is the systematic application of scientific or other organised knowledge of practical task.

- Galbraith #7

Educational Technology aids to improve the process of human learning.

Educational Technology is a complex integrated process involving people, procedures, ideas, devising, implementing, evaluating and managing solutions to those problems involved in all aspects of human learning #8

A more useful approach is to define Educational Technology as the application of procedures and techniques for the systematic design of a learning experience.

Educational Technology is not a simple combination of the words that is-

- 1) Technology in education
- 2) Technology of education

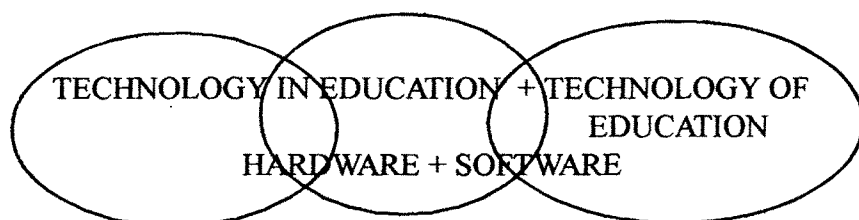


FIG. I-1 Educational Technology.

(Source : K.L. Kumar (1996), Educational Technology)

Educational Technology includes Hardware approach, Software approach, System approach. Behavioral approach.

Educational Technology implies a behavioural science approach to teaching and learning. It makes use of pertinent scientific and technological methods and concepts developed in psychology, sociology, communications, linguistics and other related fields. It attempts to incorporate the management principles of cost effectiveness and the efficient development and use of available resources in men and material.

1.4- Components of Educational Technology-

Different approaches of Educational Technology #10

1. Hardware Approach-

This approach is based on the application of engineering principles for developing electromechanical equipments for instructional purposes. Motion pictures, tape recorders, television, teaching machines, computers are called educational hardware. Hardware approaches mechanisms the process of teaching so that teacher would be able to deal with more students with less expenditure in educating them.

2. Software Approach-

The software uses the principles of psychology for building in the learner a complex repertory of knowledge for modifying his behaviour. Newspapers, books, magazines, educational games, flash cards are part of software.

Software are the tangible stimulus items such as an educational film, slide, programmed material etc. where as the machanical instrument needed for the projection or display of the software such as the film projector, slide projector, teaching machine are known as hardware.

3. System Approach-

One of the approaches of Educational Technology is the system approach. System approach is a systematic attempt to co-ordinate all aspects of a problem towards specific objectives. In the context of education, system is a unit as a whole incorporating all its aspects and parts- pupils, teachers curriculum content and evaluation of instructional object.

4. Behavioural Approach-

In this approach behaviour of teachers in teaching process and behaviour of pupil in learning process are considered.

Above all approaches are different from each other but they also supports to each other. They can not be thinked separately from each other.

1.5 Importance of Educational Technology

Education Technology deals with the application of the many fields of science to the educational needs of the individual and of society.

Apart from an increasing concern for quality, the reasons that have given rise to this more scientific approach to education are basically those of quantity. The explosion- Knowledge, pupils, reroures- are well known. They have led to a

search for some means of bringing order to what threatens to become a chaotic state of affairs so far as education is concerned. With the application of a scientific approach to learning and teaching, it becomes possible to provide circumstances, which enable the work of teacher to become considerably, more effective. An intelligent application of such an approach is now necessary because of the bewildering and ever increasing quantity of resources and materials of all kinds that teacher can call upon to aid them in their work #11

Educational Technology provides the necessary answers to education problems. It definitely aids in the improvement of teaching learning process and effective use of Educational Technology the humans, especially the teachers in the school, have a vital role to play.

Considering importance of Educational Technology, it is necessary to measure an attitude towards the subject Educational Technology, at present attitude measuring scale is not available for B. Ed. level. Hence development and standardization of attitude scale towards Educational Technology is a need of time. It will be valuable addition in educational field. Hence the researcher has selected this problem for dissertation.

1.6 Statement of the problem-

Development of a Scale to Measure Attitude of Student teachers towards Educational Technology.

1.7 Significance of the problem-

The study will be very important for its implication and relevance to educational practices. The significance of attitude is very great. Attitude shows tendency of the person towards a designated class stimuli. Attitude offers great possibilities for successful achievement as well as failure in life. Attitude is an important motivator of behaviour and affects all human values. Attitude is the end product of the socialization process, significantly influence man's responses to cultural products, to other persons, to groups of persons to any subject. If the attitude of a person toward a given object or class of objects, subject is known, it can be used in conjunction with situational and other dispositional variables to predict and explain reaction of the person to that class of objects or subject.

Attitude toward a subject of study will encourage student to pursue the study of that subject. In the training colleges, there are thirteen optional subjects suggested by University and out of that one subject is to be selected by student teacher, as an optional subject. Some student teacher offers Educational Technology as an optional subject, which is very useful for effective and successful teacher. But there is no testing of attitude before allowing the learner to select, to select Educational Technology.

By using this Attitude scale, we can find out Attitude towards Educational Technology of the student teacher. This scale is useful to check the positive and negative attitude towards Educational Technology subject. Those who have positive attitude towards Educational Technology should be selected for an optional subject Educational Technology.

Training colleges verify the attitude of student teacher towards subject. By giving more importance, the researcher under took this problem.

1.8 Objectives of the study.

- 1] To collect the statements related to student teachers attitude toward Educational Technology.
- 2] To standardize the scale of attitude, to calculate validity, reliability, and norms.
- 3] To impliment the scale to study student teachers attitude towards Educational Technology.
- 4] To determine the attitude of female and male student teachers towards Educational Technology.
- 5] To know the difference between the attitude of urban and rural student teachers towards Educational Technology.
- 6] To know the difference between the attitude of regular student teachers and distance education student teachers towards Educational Technology.

1.9 Assumptions-

- 1] In the colleges of education, Educational Technology is taught as an optional subject.
- 2] The students have offered the subject Educational Technology by having general idea of the subject.
- 3] There is individual difference in Attitude

4) The Attitude toward Educational Technology can be measured by using attitude scale.

1.10 Hypotheses

H-1.0 There is no significant difference between the attitude of female student teachers and male student teachers towards Educational Technology.

H-2.0 There is no significant difference between the attitude of urban area student teachers and rural area student teachers towards Educational Technology.

H-2.1 There is no significant difference between the attitude of urban area female student teachers and rural area female student teachers towards Educational Technology.

H-2.2 There is no significant difference between the attitude of urban area male student teachers and rural area male student teachers towards Educational Technology.

H-3.0 There is no significant difference between the attitude of regular student teachers and distance education student teachers towards Educational Technology.

H-3.1 There is no significant difference between the attitude of regular female student teachers and distance education female student teachers towards Educational Technology.

H-3.2 There is no significant difference between the attitude of regular male student teachers and distance education male student teachers towards Educational Technology.

1.11 Scope and Limitations of the study.

1. This study consider 400 student teachers in

Urban Area- 1. Azad College of Education, Satara.
2. College of Education, Karad.

Rural Area- 1. College of Education,(B. Ed.) Phaltan
2. College of Education,(B. Ed.) Patan.

of the academic year 2001-2002.

Distance Education- Yashwantrao Chavan Maharashtra
Open University, Nasik. (Study Centre- Azad College of
Education, Satara. academic year- 2000-2002)

2. The reliability has been determined only by Test retest
Method by calculating coefficient of co-relation.

3. Norms are calculated on the same students in -

Urban Area- 1. Azad College of Education, Satara.
2. College of Education, Karad.

Rural Area- 1. College of Education,(B.Ed.) Phaltan
2. College of Education,(B.Ed.) Patan

Distance Education -Yashwantrao Chavan
Maharashtra Open University, Nasik.
(Study Centre- Azad College of
Education, Satara.)

So they are useful in the same conditions and same
Colleges.

1.12 Definitions of the terms used-

Attitude-

Way of thinking or behaving. An Attitude is a 'set or disposition to act toward an object according to its characteristics as far as we are acquainted with them'. An Attitude is 'a more or less emotionalised tendency organised through experience, to react positively or negatively toward (for or against) a psychological object'.

Educational Technology-

Educational Technology is the development, application and evaluation of systems, techniques and aid to improve the process of human learning.

Educational Technology is an optional subject assigned for B. Ed. course.

Student Teacher-

Female and male graduate /post graduate students admitted in the college of education in Satara District during the year 2001-2002.

Female and male graduate/post graduate students admitted in Yashwantrao Chavan Maharashtra Open University, Nasik, Study Centre- Azad College of Education, Satara, during the year 2000-2002.

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