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Attitude Towards Educational Technology Among Teachers In Kalaburgi Distric

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Introduction

Education has the three main factors Teacher, Learner and Environment. From the olden days to make the teaching and learning process effective, people tried to make changes in above factor and also by taking into account the following factors like Time,cost effect, availability of ources, content, achievement, purpose etc., They modify the teaching learning process.

Educational Technology

Educational technology means using technology in support of education. It is media intervention in teaching and learning. It is a means of integrating curriculum,approved ducational standards and educational assessments with the latest hardware and software, special attention is directed at enhancing the delivery of instruction to students and collaboration among students, teachers, parents and the community. Educational Technology (also called learning technology) is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technology processes and resources. The term educational technology is often associated with and encompasses instructional theory and learning theory. While instructional technology covers the processes, and systems of learning and instruction. The role of technology in education is transfer of knowledge. But it raises many issues students' ethics.

Attitude

Attitudes are the results of an individual interaction with social objects and social situations and are subjects to alteration, maintenance and breakdown through manipulation of the same order of variables as those producing their original acquisition. Attitudes can be changed through thinking inhibition, extinction and fatigue that is they are subject to conditioning. According to Thurstone (1974), the term attitude denotes "the sum total of man's inclination and feelings, prejudices or bias preconceived ideas, fears, threats and convictions about any specified topics".

Review Of Related Literature

Flora mary sheela.A (2005) conducted a study on effectiveness of the audio-visual media in teaching and learning of social sciences of the primary level in private matriculation schools. The analysis on the awareness of multimedia among the primary level students revealed that nearly 88 percent students are not aware of learning through multimedia. 11 percent of the students are known about the use of multimedia learning. In control group, awareness level of students about the multimedia is equal to the students in the experimental group.

Danilak Linda Fay (1999) investigated the effectiveness of multimedia instructional strategy in teaching science to slow learners. The obtained results showed that the multimedia instructional strategy was more effective than the traditional lecture method in teaching science and it enabled the slow learners to cope with normal students to a considerable extent.

Need Of The Study

The attitude may differ from person to person one can learn and do anything with involvement only when he had a better attitude towards it. If we compel anybody to do any work in which one does not have good attitude. Then it may be the root cause for many problems. It may give a lot of mental fatigue to a person. Thus he can't do it effectively.From the review of related literature most of the studies are conducted from the students assamples. In this context the investigator attempts to study the influence and attitude towards Educational Technology among the Teacher's.

Objectives Of The Study

- To find out the level of Attitude towards Educational Technology among Teachers.
- To find out the level of significant difference on the Attitude towards Educational
- Technology between Male and Female Teachers.
- To find out the level of significant difference on the Attitude towards Educational
- Technology between Arts and Science subject Teachers.
- To find out the level of significant difference on the Attitude towards Educational
- Technology between teachers having Above 10 years and Below 10 years of teaching experience.
- To find out the level of significant difference on the Attitude towards Educational Technology between Under graduate and Post graduate Teachers.

Hypothesis of The Study

The null hypotheses were made with above objectives of the study.

Methodology

Normative survey method was used for the present study.

Samples For The Study

The present study consists of 257 teachers as samples from 13 Schools in Kalaburgi (District) Karanataka (State).Proportionate weightage was given to Gender, Subject, Experience and Qualification of teachers.

Tool For The Study

The investigator being a Teacher Educator was going on to write appropriate statements related to the objectives of the study. The steps on the different issues based on the aspects the investigator refine the written statements in the Tool. After corrections the tool had 45 statements. This tool had options such as Strongly Agree, Agree, Disagree and Strongly disagree were utilized.

Scoring Procedure

The students were asked to show their responses by placing (⍰) tick marks. The tool consists of 27 positive statements and 18 negative statements. The negative statements were scored as 1/2/3/4 and positive statements were scored as 4/3/2/1 they are Strongly Agree, Agree, Disagree and Strongly disagree.

Statistical Techniques Used

For the analysis of data following statistical techniques were adopted. They were,

- Arithmetic Mean
- Standard Deviation and
- 't'-test

Analysis Of The Data

The result of the Analyzed Data is presented below.

Table–1

The Level Of Attitude Towards Educational Technology Among Teachers

Category	No. of sample	Attitude Level
Attitude on Educational Technology	57	76.50 %

The above table-1 shows the level of attitude is 76.50% among school teachers.

Table-2

Significant Difference Between Male And Female Teachers Attitude Towards Educational Technology

Gender	Number of Samples	Mean	S.D	Calculated 't' value
Male	27	75.91	7.56	1.48**
Female	30	74.53	7.53	

** No Significant

The above table-2 shows that the calculated value of 't' (1.48) is less than the table value of 't' (1.97) at 0.05 level of significance. Thus there is no significant difference on the Attitude towards Educational Technology between Male and Female Teachers.

Table-3

Significant Difference Between Arts And Science Teachers Attitude Towards Educational Technology

Subject	Number of Samples	Mean	S.D	Calculated 't' value
Arts	32	76.97	7.48	3.87*
Science	25	73.44	7.26	

* Significant

The above table-3 shows that the calculated value of 't' (3.87) is greater than the table value of 't' (1.97) at 0.05 level of significance. Thus there is significant difference on the Attitude towards Educational Technology between Arts and Science subject Teachers.

Table-4
Significant Difference Between Above 10 Years And Below 10 Years Of Teaching Experience Teachers Attitude Towards Educational Technology

Teaching Experience	Number of Sample	Mean	S.D	Calculated 't' value
Above – 10 years	13	76.50	7.11	2.73*
Below – 10 years	44	73.98	7.83	

* Significant

The above table-4 shows that the calculated value of 't' (2.73) is greater than the table value of 't' (1.97) at 0.05 level of significance. Thus there is significant difference on the Attitude towards Educational Technology between above 10 years and below 10 years of teaching experience Teachers.

Table-5
Significant Difference Between Under Graduate And Post Graduate Teachers Attitude Towards Educational Technology

Education Qualification	Number of Sample	Mean	S.D	Calculated 't' value
U.G	22	75.57	7.89	0.62**
P.G	35	74.96	7.37	

** No Significant

The above table-5 shows that the calculated value of 't' (0.62) is less than the table value of 't' (1.97) at 0.05 level of significance. Thus there is no significant difference on the Attitude towards Educational Technology between Undergraduate and Post graduate High School Teachers.

Findings Of The Study

1. The level of attitude towards educational technology is 76.50% among High school teachers.
2. There is a no significant difference on the Attitude towards Educational Technology between Male and Female, Graduate and Post graduate teachers.
3. There is a significant difference on the Attitude towards Educational Technology between Arts and Science subject teachers, Above 10 years and Below 10 years of teaching experience teachers.

Discussion

The results showing 23.50% high school teachers are poor attitude on educational technology.Because teachers are had fear on technological equipments.Male and Female,Graduate and Post graduate teachers are not differed in their attitude level towards educational technology. It shows only who have awareness and usage of things will make good attitude. So there is no difference in the gender and Qualification level. The last result shows that Arts and Science subject teachers, Above 10 years and Below 10 years of teaching experience teachers are differed in their attitude towards educational technology.

It is generally revealed that Arts teachers and Above 10 years experience teachers had better attitude than others. Because arts subject teachers have minimum work load and science subject teachers have lab and practical work, so they are differed in their attitude level. At the same above 10 years experience teachers have more experience in all aspects.

So they are higher than their attitude level with below 10 years experience teachers.

Educational Implications

Most of the teachers do not know and prefer the proper use of new technological based aids such as Television, Radio, Projector, Tape recorder, Computer, Internet etc., In this connection the Government should take keen interest to give proper in-service training programmes to the teachers for handling of modern technological media for their teaching.

The maintenance and the distribution of technologies in high school level is poor. So the Government should take immediate action towards the maintenance and proper distribution of technologies for teaching various subjects in high school level.

Conclusion

Attitude is a broad term covering almost all the important fields of human knowledge, especially prominent in the fields of education, psychology, sociology and politics. It is a guiding force behind all human action. The teacher has the central pivotal role in designing the learning system for students and it is deciding the alternatives for learning and teaching like video, television or computer etc. These equipment and aids cannot replace or even undermine the role of teacher. In fact, the teacher's role becomes much more complicated, challenging and adds a new managerial of designing, implementing and managing learning system. While teaching he or she is the manager of educational technology for the teaching learning process in the classroom.

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