



Attitude of college teachers towards the use of Electronic Media in relation to different streams

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Received: 21 February 2013

Reviewed & Received: 23 February 2013

Accepted: 25 February 2013

Abstract

Education is as old as the human race. In its broad sense, education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense education is the process by which society, through schools, colleges, universities, and other institutions, deliberately transmits its cultural heritage--its accumulated knowledge, values, and skills--from one generation to another. Education is now known as professional education with the use of Electronic Media and technology. Technology can provide inputs for all levels of education and all strata of the society including house maids, labourers, migrating groups, hawkers, and support staff. Until recently Electronic Media was clearly defined and was comprised of the eight mass media industries; Recordings, Radio, Movies, Television and the Internet. In the present study an attempt has been made to analyse the attitude of college teachers towards the use of Electronic media in their classroom teaching. It was found that both male and female teachers are agreed to use the Electronic Media in arts stream to make their teaching effective.

Keywords: College Teachers, Electronic Media, Attitude, Streams (Science, Arts)

Introduction

Education is as old as the human race. It is a never ending process of inner growth and development and this period's stretches from Cradle to The grave. In its broad sense, education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense education is the process by which society, through schools, colleges, universities, and other institutions, deliberately transmits

its cultural heritage--its accumulated knowledge, values, and skills--from one generation to another. In popular discourse, use of the term education usually connotes the technical sense and is generally limited to the context of teachers instructing students. Teachers may draw on many subjects, including reading, writing, mathematics, science and history. Teachers in specialized professions such as astrophysics, law, or zoology may teach only a certain subject, usually as professors at institutions of higher learning. There is also instruction in fields for those who want specific vocational skills, such as those required to be a pilot. In addition to such formal and technical education there is an array of education, in the technical and broad sense, possible at the informal level, e.g., at museums and libraries, with the Internet, and in life experience.

Parents can only give good advice and put their children on the right path; the final forming of a person's character lies in his own hands. **Anne Frank** Education is the transmission of civilization. **Will Durant**

Education is now known as professional education with the use of Electronic Media and technology. Technology can provide inputs for all levels of education and all strata of the society including house maids, laborers, migrating groups, hawkers, and support staff. Until recently Electronic Media was clearly defined and was comprised of the eight mass media industries; Recordings, Radio, Movies, Television and the Internet.

According to **Jenkins & Walker**, Electronic Media is carrier of message. Electronic Media is not only carrier of message; it can also store, regulate and control the message. In this technocratic age there should be added focus on media compatibility and creditability.

The word "Electronic Media" is used for the new technology, used in the field of education. It is used for make teaching- learning process effective. There are a variety of media available in schools in India, such as, book, journals, black board, OHP, slide projector, film strip projector DVD and internet. Defining Electronic Media is no longer clear cut or simple.

There is a shift from Indian pen to the computer key board, from black board presentation to power point presentation, from paper pen test to computer based test, from interpersonal instruction to mediated instruction, from teacher dependent learning to independent learning. It is a matter of great concern that though we have a media crowd but not media culture. Media are extension of man. But the question is how to realize this extension truly. We have country wide educational radio and educational T.V programmes at various levels of education. But the programmes are either under-utilized or not utilized.

Distance education uses modern communication technology as an element in the total system. It is this, amongst other things that differentiate it from the traditional "correspondence courses" which depends purely on printed material. Among the major vehicles for delivery in a distance education system are:

- Television
- Radio
- Audio and Video tapes
- Telecommunications

Multi-media are a new development which could have many applications for distance learning. A computer can be used for visual, text and graphic material to be displayed on a monitor, as also for audio. Thus, a complete learning package can be generated, to be used by individual learners at their convenience, and gone through at their own pace. Advances in technology, decreasing costs of equipment and greater demand for the mode of distance learning are all bound to lead to even more use of TV and radio. Apart from the broadcast media, many countries are now beginning to use other forms of electronic communication to improve or accelerate the learning process.

History reveals itself that man learns from the experience of others. Man always seeks help and guidance from his ancestors. So for laying emphasis, firstly on the present study, was essential of explore the field of related studies. The review of related literature indicates clear picture of the problem to be solved. The review of literature provides some insight regarding strong points and limitations of the previous studies. It enables the researcher to improve his own investigation.

Nishi, Jain (2002) conducted a study of IGNOU teleconferencing for distance learners with the objectives To analyse the teleconferencing programmes of IGNOU subjects in terms of contents, methods, media and modes. To study the effectiveness of teaching the distance learners through teleconferencing in terms of mean achievement scores.

The Findings of the study were that Very few participants were found attending the teleconferencing programmes. It was found that the time allotted for the talkback session usually was not enough. Some learners having vernacular background expressed apprehension about the comprehensibility of the programmes. They felt inhibitions in discussing and asking questions. There were mixed responses regarding the effectiveness of the teleconferencing programmes. Some found these programmes very exciting and wonderful, whereas others could not utilize these programmes properly. Proper coordination is required among all the personnel involved in IGNOU Teleconferencing.

Desai, Beena Y. (2004) studied the efficacy of teaching through the traditional method and the multimedia approach in the subject of home science and found that the mean achievement of the experimental group was significantly higher than that of the control group. From post-test to retention test almost equal reduction in performance was found in both the groups. The study has arrived at significant findings when caste, location, income, Std. XII examination marks, and IQ of the students were considered as co-variables. The students were found to have favourable opinions towards the multimedia approach. The study has found the relative efficacy of teaching through the traditional method and the multimedia approach in the subject of Home Science, particularly, Proteins.

Darshana Chaudhari (2005) conducted a study “Techno-pedagogic analysis of children ETV programmes and their effectiveness in terms of achievement with and without discussion and perception of students and teachers “.The programmes were largely found effective techno-pedagogically in terms of mediagenicity, audio-visual compatibility, contiguity between text and animation and between audio and visuals, media language proficiency, use of technological aids, correspondence among communication elements, and view composition. Children and teachers were found to have positive views regarding the programs.

Irfan Shah (2005) conducted a study- “ICT awareness, use and need of secondary and higher secondary teachers of English Medium Schools of Vadodara city”. The objectives of the study were to study the ICT awareness of secondary and higher secondary teachers, to study the ICT use of secondary and higher secondary teachers, to study the ICT need of secondary and higher secondary teachers, and to study the variables related with the ICT awareness, use and need of secondary and higher secondary teachers. A scale was constructed to collect the data regarding ICT awareness, use and need of a teacher with respect to different components of ICT, like, computer, Internet, OHP, LCD Projector, Radio, TV. 12 secondary and 10 higher secondary schools were selected using stratified random sampling technique. Further 60 secondary and 50 higher secondary teachers were selected @ 5 teachers from each selected school. A total of 90 teachers out of 110 responded. Data were analyzed using frequency, percentage, mean, SD, SE of mean, ‘t’ value and ANOVA wherever necessary. There was found a low degree of ICT awareness, use and need of secondary and higher secondary teachers. The variables related to ICT awareness of teachers were teaching

experience, age and total salary. The variables related with the ICT use of teachers were total salary and computer training. The variable related with the ICT need of teachers was the Degree Program which they attended at the University level.

A study on Effectiveness of Simulation and Play method as a teaching method in teaching Economics at +2 levels (**Kartar Singh, 2000**) found that the mean achievement score of the experimental group was significantly higher than that of the control group. The students were found liking the simulation method. This survey was undertaken with a view to understanding the status of RCCP and CTV sets in Maharashtra under centrally sponsored New Educational Technology scheme and also to know which educational audio and video programmes are listened to or viewed. Opinions of headmasters and block education officers were sought and considered in this respect. The two tools used to collect the data were a questionnaire for headmasters and an interview schedule for the BEOs. The sample selected was purposive in nature, which represented rural, hilly, adivasi, and semi-urban areas. In all 5340 copies of a questionnaire were distributed in 356 blocks in 33 districts in the State, of which 4897 questionnaires were received back. However, due to some of the in-completed copies of the questionnaire

Behera, S.C. (1990) investigated the impact of educational television programmes on the competency of teachers belonging to elementary schools.

Objectives of the study were: (i) To study the impact of ETV on the competency of teachers of elementary schools in terms of knowledge, understanding and application in content areas, (ii) classroom interaction between teachers and students, (iii) attitude of the teachers towards ETV Programmes ;and (iv) problems of the teachers with respect to the utilization of the ETV Programmes.

Major Findings were: (1) the obtained results concerning the impact of ETV programmes on the competency of teachers indicated significant difference between the TV and non TV teachers on their knowledge, understanding and application in the covered content areas. (2) The attitude of teachers towards ETV revealed that a highly significant chunk of teachers (92%) considered ETV as not only an effective medium but also as conducive to teaching and to development to teachers' knowledge and general awareness. A higher number of respondents corroborated with their favorable attitude the utilization of the medium, the suitability of the format, content structures, etc. (3) However, the opinion of the teachers was sought regarding problems connected with adequate utilization of the medium in the classroom; they pointed out that mechanical disorders, power failure, unsuitable time- slot for teacher – programme, duration of the teacher- programme, insufficient remuneration to teacher custodians and inadequate supply of support material were among the most vulnerable problems.

Mohanty, M.K. (1990), worked on the problem of a critical appraisal of primary school radio programmes and their effectiveness for pupil's growth with the objective to identify the nature of the contents of primary school programmes broadcast by All India Radio, Cuttack and to ascertain pupils' growth, and format in respect of comprehension of the primary school programmes. The sample consisted of 400 children studying in classes IV and V of rural and urban primary school of Orissa. Out of the total primary school of Orissa, 30 schools were drawn randomly. Boys and Girls from both urban and rural areas were taken in experimental and control groups. The tools used comprised comprehension Test to test language development. Knowledge of Gain Test measure cognitive growth, Aptitude Test of primary school teachers, and interview Schedule. Mean, SD, 't' test and percentage were used to treat the collected data. He found that almost all the formats of primary school programmes were moderately comprehended by the pupils. As such the level of comprehension was moderate though not satisfactory. Feature / drama and story programmes

received a high level of comprehension, whereas talks and poetry recitations were comprehended poorly. Under experimental and control treatments in rural and urban setting it was revealed that the effect of exposure to radio had been rather unsystematic and small in magnitude, in general. The criterion measures for the “gains” revealed that the difference between the experimental and control groups were significant, and the difference between the rural and urban groups was found to be highly significant. Comprehension of the programme contents indicated that media programmes were only moderately comprehended and that there was no remarkable effect of the duration of exposure on the target audience.

It is revealed from the review of related literature that studies basically related to different variables like attitude towards the use of Television, Internet, software package etc. are related to different Electronic Media. Some of the studies concluded that there is positive attitude of the teachers towards the use of television, internet etc.

Significance of the Study

There is great significance of the every study. The present study on “**Attitude of College Teachers toward the use of Electronic Media**”, has a great significance in the field of education. Technology changes the way of life of an individual. Use of technology in the field of education has great significance. In the present study the investigator tried to provide the knowledge about the technological changes and use of Electronic Media in the field of education. This study will provide the information about the attitude of college teachers towards the use of Electronic Media in different streams. There is maximum use of Electronic Media in the field of education especially at the college level. There is a very vital role of Electronic Media in the field of education. This makes the teaching learning process very effective.

Statement of the problem

Attitude of college teachers towards the use of Electronic Media in relation to different streams

Objectives of the Study

An attempt has been made to achieve the following objectives in the present piece of research project:

1. To study the attitude of male and female teacher of Arts stream towards the use of Electronic Media.
2. To study the attitude of male and female teachers of Medical stream towards the use of Electronic Media.
3. To analyze the attitude of male and female teachers of Non- Medical stream towards the use of Electronic Media.
4. To examine the attitude of male and female teachers of Commerce stream towards the use of Electronic Media.
5. To find out the difference in the attitude of college teachers (all streams) towards the use of Electronic Media.

Hypotheses of the Study

The following hypothesis were stated and tested in the present study:

1. There exists no significant difference between the attitude of male and female Arts stream teachers towards the use of Electronic Media.
2. There exists no significant difference between the attitude of male and female Medical stream teachers towards the use of Electronic Media.
3. There exists no significant difference between the attitude of male and female Non-Medical stream teachers towards the use of Electronic Media.
4. There exists no significant difference between the attitude of male and female Commerce stream teachers towards the use of Electronic Media.

5. There exists no significant difference between the attitudes of college teachers towards the use of Electronic Media.

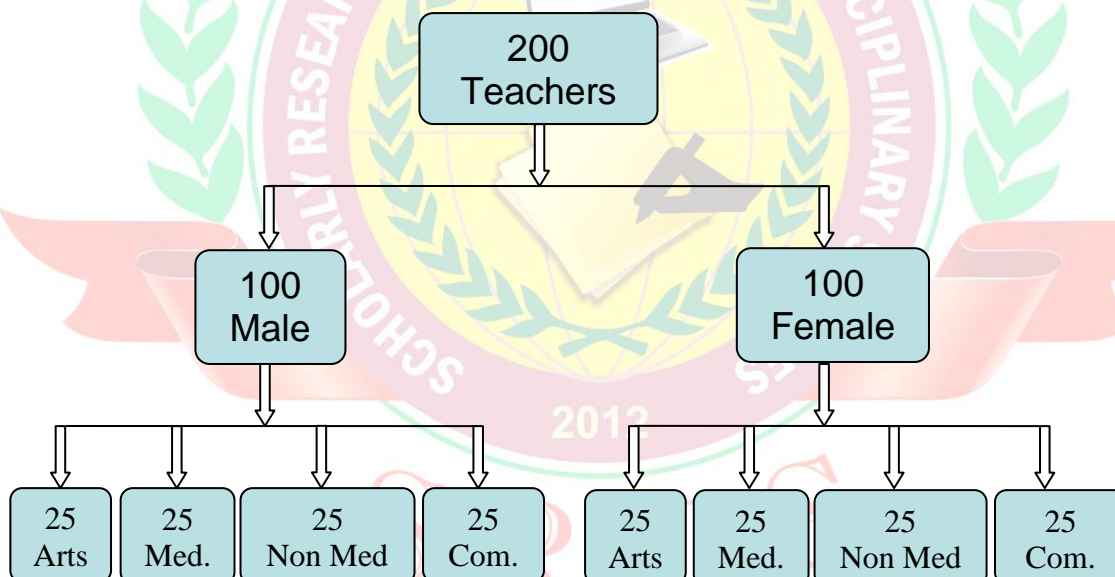
Method and Procedure

a) Research Method

In the present study, Descriptive survey method has been used. Descriptive research is not based on experimentation, but on reports of observation. Here data is only related to present. The objective of the study was to know the attitude of college teachers towards Electronic Media. The present chapter mainly deals with the presentation of method of data collection, tool used, sample, sampling procedure and statistical tool.

b) Sample

The present study was conducted to determine the attitude of college teachers towards Electronic Media in relation to their streams. The investigator took 200 college teachers from different colleges of Hamirpur district of Himachal Pradesh. It was decided to collect information from the college teachers of Hamirpur district. In the present study simple random sampling technique was applied. Out of which 100 male and 100 female teachers constituted the sample. 100 male and 100 female teachers were further classified according to different streams i.e. arts, medical, non- medical and commerce stream. 25 teachers were kept under each stream, in the case of both male and female teachers. Chart given below will show the detail of sample:



c) Tools used for Data Collection

In order to explore the attitude of college teachers of different streams towards Electronic Media, a self-constructed scale was used.

d) Procedure

In the present study to collect the data a sample of 200 college teachers of different streams were taken. A self constructed scale was used to collect the data. The scale was given to the teachers to fill up. Teachers were assured that the information given by them kept confidential and would be used only for research purpose. The respondents were asked to fill up all the items and instructed not to leave any item blank. They were instructed that their responses should be clear and never double the responses.

Analysis and Interpretation

Since the study aimed at to study the attitude of male and female teacher of different stream towards the use of Electronic Media. For this purpose the data will be available in terms of scores. The frequency distribution of the raw scores will be drawn. This will provide the information with respect to the attitude of male and female teacher of different stream towards the use of Electronic Media. The Attitude scores of Male and Female College teachers will be compared on mean scores obtained and will be analyzed with the help of mean, standard deviation. Finally the t-test will be used to check the significance of the difference.

Result and Discussion

Results are the final stage of investigation. The investigation is not complete without giving the results. This part of study plays an important role in any research work.

Hypothesis-I

The first hypothesis **there exists no significant difference between the attitudes of male and female arts stream teachers towards the use of Electronic Media** is accepted. The calculated value is less than the table value. It shows that there is no significant difference between the attitude of male and female teachers of arts stream towards the use of Electronic Media. There is very minor difference between the average of the male and female teachers. So both male and female teachers are agreed to use the Electronic Media in arts stream to make their teaching effective.

Hypothesis-II

The second hypothesis **there exists no significant difference between the attitudes of male and female medical stream teachers towards the use of Electronic Media** is accepted. The calculated value is less than the table value. It shows that there is no significant difference between the attitude of male and female teachers of medical stream towards the use of Electronic Media. There is little difference between the average of the male and female teachers. Male are more eager to use the Electronic Media. But approximately both male and female teachers are agreed to use the Electronic Media in medical stream to make their teaching effective.

Hypothesis-III

The third hypothesis **there exists no significant difference between the attitudes of male and female non-medical stream teachers towards the use of Electronic Media** is accepted. The calculated value is less than the table value. It shows that there is no significant difference between the attitude of male and female teachers of non medical stream towards the use of Electronic Media. Here the calculated value is more than the other streams. Male are more eager to use the Electronic Media. But approximately both male and female teachers are agreed to use the Electronic Media in non-medical stream to make their teaching effective.

Hypothesis-IV

The hypothesis **there exists no significant difference between the attitudes of male and female commerce stream teachers towards the use of Electronic Media** is accepted. The calculated value is less than the table value. It shows that there is no significant difference between the attitude of male and female teachers of commerce stream towards the use of Electronic Media. There is little difference between the average of the male and female teachers. Both male and female teachers are eager to use the Electronic Media. But approximately both male and female teachers are agreed to use the Electronic Media in commerce stream to make their teaching effective.

Hypothesis-V

The hypothesis **there exists no significant difference between the attitudes of male and female teachers towards the use of Electronic Media** is accepted. The calculated value is less than the table value. It shows that there is no significant difference between the attitude of male and female teachers towards the use of Electronic Media. There is little difference between the average of the male and female teachers. Both male and female teachers are eager to use the Electronic Media. But approximately both male and female teachers are agreed to use the Electronic Media in commerce stream to make their teaching effective.

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