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ATTITUDE OF PRINCIPALS AND TEACHERS TOWARDS COMPUTER AIDED TEACHING IN CLASSROOM LESSON

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ABSTRACT

The present study was conducted on 10 principals and 40 teachers in Karnal district of Haryana State. The main objectives of the study were to know and compare the attitude of principals and teachers towards the computer aided teaching in classroom lesson. For the statistical analysis chi-square and t-test was used. The result indicated that there was positive attitude and no significant difference between the attitude of principals and teachers towards the CAT in classroom lesson.

INTRODUCTION

India is a developing country. The chief cause of the progress and advancement in each field is computer in teaching-learning process. It plays a significant role. Now the teaching methods of education are changing from its conventional aspect to technological method. Thus the role of teachers and students are changing.

Attitude is simply expression of how much we like or dislike various things. An attitude as it is mental state of affair which can't be directly observed, but must be inferred from our behavior i.e. verbal and non –verbal.

Computer aided teaching is a proposal for a framework and an organizing set of principles to guide educational research and development. The idea for CAT coalesced around the observation that, despite large sums of money, bright ideas and energetic execution, gains in academic achievement are not what one would hope.

Computer provides a standardized approach of presenting information to students using computer a teacher can make programs quickly and systematically to clarify in an effective manner. The teachers of computer like manipulation and coloring art, graphics create more anxiety and interest among students. Hence the need for the present research arises.

OBJECTIVES

1. To know the attitude of principals towards computer aided teaching in classroom lesson.
2. To know the attitude of teachers towards computer aided teaching in classroom lesson.
3. To compare the attitude of principals and teachers towards computer aided teaching in classroom lesson.

HYPOTHESES

1. There exists positive attitude of principals towards computer aided teaching in classroom lesson.

2. There exists positive attitude of teachers towards computer aided teaching in classroom lesson.

3. There exists significant difference between the attitude of principals and teachers towards computer aided teaching in classroom lesson.

DESIGN OF THE STUDY

METHODOLOGY

The present study was descriptive survey in nature. The study was conducted on principals and teachers in Karnal district of Haryana State.

SAMPLE

The sample of the present study was comprised of 50 principals and teachers of Government Senior Secondary Schools and Private schools of Haryana State. The stratified sampling was used to select the sample from the population for the present study. Karnal district of Haryana State was taken for the selection of the sample. Then 10 principals and 40 teachers were selected for the purpose. One principal and 10 teacher from each school was selected randomly, which represented the population of the study.

TOOL

Self-made questionnaire was used to collect the data.

STATISTICAL TECHNIQUES

To judge the significance of the objectives and attitudinal differences between principals and teachers, chi square and t- test of significance was applied. On the basis of these statistical calculations inferences were drawn.

ANALYSIS AND INTERPRETATION OF DATA

Table1: Attitude of Principals and Teachers towards CAT in classroom lesson

Variable	Group	N	Chi-Square Value	df	Levels of significance
Attitude towards CAT	Principals	10	3.18	2	
	Teachers	40	0.79	2	.05

The table value (5.991) is greater than the observed value (3.18) & (0.79). This shows that there is positive attitude of principals and teachers towards computer aided teaching in classroom lesson. Thus alternate hypotheses accepted.

Table 2: Difference between the attitude of principals and teachers towards CAT in classroom lesson.

Variable	Group	N	Mean	SD	SED	t-value	Levels of significance
Attitude towards CAT	Principals	10	301.4	15.55	9.58	0.712	.05
	Teachers	40	294.6	15.40			

The calculated value of t (0.712) is smaller than the table value (2.021) at .05 level. It means that alternate hypothesis is rejected and there is no significant difference between the attitude of principals and teachers towards CAT in classroom lesson.

FINDINGS AND DISCUSSION

It was hypothesized that there exists positive attitude of principals and teachers towards CAT in classroom lesson. After analysis of data it was found that the data support the hypotheses and the both hypotheses were accepted.

It is observed from the table2 that the mean scores of principals and teachers are 301.4 and 294.6 and the SD is 15.55 and 15.40 respectively. The calculated t-value is found to be 0.712 which is significant at .05 level. This indicates that there is no significant difference between the attitude of principals and teachers towards computer aided teaching in classroom lesson. Thus alternate hypothesis rejected.

EDUCATIONAL IMPLICATIONS

It is customary to give some pertinent suggestions and recommendations at the end of any research reporting. Obviously, an attempt has been made here to offer some specific, relevant, important and major recommendation in a consist form on the basis of investigation in hand.

1.   Intel has taken a World Wide initiation to make the teachers computer literate and now it is recommended to the management of the schools to provide the schools with all the facilities to implementation the computer aided teaching.
2.   Government can also provide the special grants for the establishment of the computer labs in the schools.
3.   CAT software may be developed based on the subject units developed by the NCERT, the SCERT and the schools can procure then under the special fees amount.
4.   A central library may be set up central and apex bodies like NCERT, CBSE to keep the CAT software like audio and video cassettes at district headquarters and to disseminate them to the aspiring school so that they could incorporate necessary changes and critical suggestions according to Indian educational system, conditions and needs.
5.   Since the use of CAT enhances the achievement of the students as well as teachers, it will diminish wastage and stagnation in the schools. So the teachers should be adequately prepared

through orientation programmes, to play a supportive role in order to lead the learners towards an optimum level of attainment.

CONCLUSION

India is a developing country. The chief cause of the progress and advancement in each field is computer in teaching-learning process. Computer aided teaching is a proposal for a framework and an organizing set of principles to guide educational research and development. The main objectives of the present study were to know and find out the difference between the attitude of principals and teachers towards computer aided teaching in classroom lesson. It was found that there was positive attitude of both principals and teachers towards CAT in classroom lesson. So the present study is a positive sign for the development and integration of technology in education.

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