

Attitude of Prospective Teachers towards Instructional Media

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Abstract: *The aim of this study is to find out if there is any significant difference in the attitude of prospective teachers towards Instructional media based on gender and locality. The present study consists of 60 Prospective teachers in Government College of Education, Vellore. The sample was selected by using simple random sampling technique. Findings shows, 7% of Prospective teachers have Moderate Attitude. 60% of Prospective teachers have High Attitude and 33% of them Very high Attitude towards Instructional media. There is a no significant difference between in the attitude of prospective teachers towards Instructional media based on gender and locality. So, how they use particular media in specific subjects, and the effect of instructional media usage on the teaching and learning process that occur in the classroom in an enjoyable and meaningful way.*

Keywords: Prospective Teachers, Attitude, Instructional Media

1. Introduction

Any person, materials, equipment or events that establish the condition of the students acquire knowledge, skills and attitudes (Achsinn, 1986). In this sense, teachers, books, computers, image and environment is the media. Instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. In a similar vein Adegun (1997) says instructional media are things which are intended to help the teacher to teach more effectively and enable the students to learn more readily. Instructional media are information carriers designed specifically to fulfill objectives in a teaching-learning situation. They are very important in teaching, because they facilitate the direct association between sounds and their symbols and also word and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teacher to improve the quality of his/her teaching.

2. Types of Instructional Media

Instructional media are usually classified based on the characteristics they exhibit. There is a wide variety of instructional media which could be profitably and effectively used in the second language classroom learning situation. They could be broadly classified into four groups namely visual aids, audio-visual aids, audio aids and resources (human and materials). Visual aids are resource materials and devices that appeal to the sense of sight and touch as well as sense of smell.

They consist of:

- Non-projected aids which include chalkboard and adhesives.
- Pictorial aids which include charts and pictures.
- Mobile.
- Three-dimensional aids.
- Projected aids which include film-strips and slides, and slides projector.
- Laboratory equipment, chemical and apparatus.

- Books.

There may be numerous different kinds of learning media, as well as :

- Visual media: graphs, diagrams, charts, charts, posters, cartoons, comics
- Audial media: radio, tape recorders, language labs, and also the like
- Projected still media: slides; overhead projector (ohp), lcd projectors and also the like
- Projected motion media: movies, tv, video (vcd, dvd, vtr), computers and also the like.
- Study tour media: learning directly onto the object or study places like museums, temples, etc..

3. Need for the Study

To maximize the learning experience, we need to select suitable media, materials and methods according to time, media etc that are available. Teachers have a great role to play in meeting the needs of pupils from a larger number of diverse background and with increasingly diverse special needs. There it is necessary for the teachers to give information to students through instructional media. For this the prospective teachers should have firsthand knowledge and experience about the utilization of media. We decided to conduct a study to find out the attitude of prospective teachers towards Instructional media.

4. Objectives

- 1) To find out the attitude of prospective teachers towards Instructional media
- 2) To find out if there is any significant difference in the attitude of prospective teachers towards Instructional media based on gender and locality.

5. Methodology

The present investigation was undertaken by using normative survey method

The sample of the Study

The present study consists of 60 Prospective Teachers undergoing Teacher training in B.Ed., Government Colleges of Education Vellore. The sample was selected by using simple random sampling technique.

Tools Used

Attitude of prospective teachers towards instructional media tool was constructed by Investigator.

Statistical analysis

Mean

Standard Deviation

Differential analysis

Levels of Attitude of Prospective teachers towards Instructional media

Class Interval	Levels of Attitude	No of Students	Percentage
0-42	Very low Attitude	-	0
43-84	Low Attitude	-	0
85-126	Moderate Attitude	4	07
127-168	High Attitude	36	60
169-210	Very High Attitude	20	33

From the table, 7% of Prospective teachers have Moderate Attitude. 60% of Prospective teachers have High Attitude and 33% of them Very high Attitude towards Instructional media.

The Mean Scores of Attitude of male and female prospective teachers towards Instructional media

Variables	N	Mean	S.D	t	Remarks
Male	30	162.90	16.22	0.11	NS
Female	30	163.33	13.41		

The above calculated t values are lesser than the table value, the null hypothesis, There is no significant difference between the mean scores of attitude of male and female prospective teachers towards Instructional media is accepted.

The Mean Scores of Attitude of rural and urban prospective teachers towards Instructional media

Variables	N	Mean	S.D	t	Remarks
Rural	30	161.37	15.64	1.37	NS
Urban	30	164.87	13.86		

The above calculated t values are lesser than the table value, the null hypothesis, there is no significant difference between the mean scores of attitude of rural and urban prospective teachers towards Instructional media is accepted.

6. Findings

- 1) 7% of Prospective teachers have Moderate Attitude. 60% of Prospective teachers have High Attitude and 33% of them Very high Attitude towards Instructional media.
- 2) The above calculated t values are lesser than the table value, the null hypothesis, There is no significant difference between the mean scores of attitude of male

and female prospective teachers towards Instructional media is accepted.

- 3) The above calculated t values are lesser than the table value, the null hypothesis, there is no significant difference between the mean scores of attitude of rural and urban prospective teachers towards Instructional media is accepted.

7. Conclusion

From the above shows that the rural students also achieved like that of urban students. There is no significant difference between the mean scores of attitude of male and female prospective teachers towards Instructional media. Even though prospective teachers have diversity in gender and locality where they are studying they have favourable Attitude towards Instructional media. In the forthcoming days the students moulded by prospective teachers will become creative thinkers. So, how they use particular media in specific subjects, and the effect of instructional media usage on the teaching and learning process that occur in the classroom in an enjoyable and meaningful way.

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