

Opinion of the College Teachers towards Educational Television Programmes with Reference to Certain Selected Variables

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Abstract: *In India, since the inception of TV network, television has been perceived as an efficient force of education and development. With its large audience it has attracted educators as being an efficient tool for imparting education to primary, secondary and university level students. Television constitutes an important medium widely used to disseminate information to its viewers. It has the unique feature of combining audio and visual technology, and thus considered to be more effective than audio media. It serves multiple purposes of entertainment, information and education. Besides performing motivational function it helps in providing discovery learning and cognitive development of its viewers. Because of its better accessibility, it can bring learning materials to the masses in more direct, effective and personal way than other educational media. Although every media have some strengths and weaknesses, much more depends on how the media is used. The researches carried out by Bates (1981, 1983, 1987, and 1988), Salomon (1979), and Olson and Bruner (1974) suggest the television differs from other media in the way it can represent knowledge, and such differences have certain pedagogic implications.*

Keywords: Educational Television Programmes, Teachers Experience, Arts and Science

1. Introduction

Television plays a significant role in today's world. In our country TV is mainly used for recreational purposes. But the use of TV in education and improving teaching learning strategies at formal levels can not be under estimated. Educational programmes through TV and other media make it possible to share teaching more widely. These programmes can be used to extend the benefits of education to children, adults and including disabled not covered' by formal educational institutions.

Educational Television (ETV) in India cuts across all the levels of education, pre-primary, primary, secondary, higher secondary, graduate, post-graduate and continuing education. Also, it takes various forms such as, informal, non-formal and formal, SITE (Satellite Instructional Television Experiment) IGNOU, U.G.C., Countrywide Wide Classroom Programme, and the latest Gnanharshan Educational Telecast. Educational Media Research Centres (EMRCs) Audio-Visual Research Centres (ACRC). State Institute of Educational Technology Centres has been setup in Indian Universities to produce ETV programmes for school, college and University students. ETV has been used as a supplementary medium of classroom instruction for university and college teaching programmes. This study in tends to get the opinion of university teachers about ETV programmes. *

Need for the Study

The Television in general and Educational Television in particular are widely used in the day to day life of many people. The organizations like IGNOU, UGC in order to promote education both in Formal and Non-formal involved in the production and telecast of Educational programmes. Also the Door-dharshan at National level and at regional level telecasts educational programmes. Further recently

Door-dharshan at the national level opened up a separate channel to provide educational programmes. Under such circumstances the researcher is very much interested in knowing the impact of these efforts among the teachers at College level. And thus prompted the researcher to take up this research work.

Scope of Educational Television

The extent and the pace of expansion of television that India has witnessed during the past three years have not precedent anywhere in the world including the developed countries. Beginning in July, 1984 the climax reached in the second half of 1985 when installation of a transmitter- a day programme went uninterrupted till the end of the year. As a result, now Indian television has a network of 200 transmitters covering 70 percent of the total population of the country. By any standards, it should be considered a miracle and a real achievement.

The expansion of television network in India has strengthened the possibilities of Disseminating education to a wide area. In the following years, Indian educators and media planners will be getting increasingly involved in distance education producing a considerably greater quantity of courseware programmes. The programmes may be product for both telecast and video cassettes in order to get the maximum benefit from this visual medium.

Institutions such as IGNOU and state open universities, colleges will play a crucial role in the development of educational technology. The visual medium will improve the quality and influence of self-instructional materials. This will force the colleges to have more electronic gadgets for pedagogical activities, and training institutions will be

required to in-corporate the instructional technology in their curriculum.

Many new and exciting designs have been created, tested,

and improved in adapting the medium to school purposes. Emerging from those painstaking trail and experiences are indications of substantial progress in the second phase of educational television the determination of which services TV can render best in terms of the school, the curriculum, and the community.

2. Definition of the Terms

Opinion

Opinion polling is essentially a method of finding out the attitudes and values of a specified population. It has become a specialized field of study and practice. Opinion polling has been concerned also with a great variety of subjects dealing with social, economic, international, military, and other questions, and also with questions of consumer preferences usually called "Market research" and called by some, "Motivational research". Although some opinion studies use many employ only a single question. The question may be given in one or of several forms: Some require merely a yes or no answer; some require a rating of intensity or degree, such as strongly approve, approve, etc., or very much etc.; at times the respondent is asked to check or rank item in a given list; sometimes the respondent selects one of two alternatives; occasionally the question is of the "open- end" type, in which the respondent completes statement or sentence to suit himself.

The mailed questionnaire, which had been in use long before opinion polling become popular, is another form of opinion gauging. This form of questioning however, presents several serious disadvantages, so that it is not as widely used as formerly.

Educational Television (Etv)

ETV Refers to transmission of educational (or) information programmes or material by Television.

Sample Used

The sample was selected from the population of the college teachers of various departments of Indra Ganesan Group of Institutions Trichy. Pilot study was conducted among 90 College teachers. This helped in constructing and validating the tool to measure the opinion of the ETV programmes from college teachers. The college teachers drawn from some selected department were considered for pilot study.

Tools Used in the Study

The investigator developed an opinionnaire to study the opinion of college teachers about educational Television Programme. The opinionnaire also consists of the personal data about the college teacher.

Method of Study

The method of study adopted by the investigator is normative survey. The research tool for the present study consists of two parts i.e.

- 1) Personal data sheet to collect general information from the college teachers.
- 2) To measure the opinion of College Teachers towards ETV programmes.

Objectives of the Study

- 1) To find out any difference between Assistant Professors and Associate Professors. In their opinion towards ETV programmes
- 2) To find out any difference between teachers year of experience of below 10 years and 11 to 20 years in their opinion towards ETV programmes.
- 3) To find out any difference between teachers with experience 11 to 20 years and 21 years and above in their opinion towards ETV programmes
- 4) To find out any difference between teachers with experience below 10 years and 21 years and above in their opinion towards ETV programmes.

Hypotheses of the Study

- 1) There is no significant difference between Assistant Professors and Associate Professors about ETV programmes.
- 2) There is no significant difference between teachers with years of experience of below 10 years and 11 to 20 years about ETV programmes.
- 3) There is no significant difference between teachers with years of experience 11 to 20 years and 21 years and above about ETV programmes
- 4) There is no significant difference between teachers with years of experience below 10 years and 21 years and above about ETV programmes.

Statistical Techniques Used and Interpretation

The statistical techniques used in the present study were differential analysis ('t'-test) on the basis of the obtained t - values the hypotheses were tested.

Table -1

Significant Mean Difference Between Assistant Professors and Associate Professors of College Teachers in their Opinion Towards ETV Programmes

To test the significant difference between Assistant Professors and Associate Professors of College teachers in their opinion towards ETV programmes, the 't' value was calculated (Table No: 1) There are 23 Assistant Professors and 68 Associate Professors of College teachers in the entire sample. The V value is found to be 0.21 which is less than the table value 1.99 for 89 df. It is not significant at 0.05 level for the respective df. It is concluded that the Assistant Professors and Associate Professors of College teachers do not differ in their opinion towards the ETV programmes.

Table 1

Sample Name	N	Mean	SD	Md	df	t-Value	Level of Significance
Assistant Professors	23	14.96	4.01	0.19	89	0.21	NS
Associate Professors	68	14.77	3.07				

Table value 1.99

Table 2

Significant Mean Difference between the College Teachers with Years of Experience Below 10 Years and 11 To 20 Years, in their Opinion Towards ETV Programmes

To test the significant difference between the University teachers with years of experience below 10 years and 11 to 20 years in their opinion towards ETV programmes, the 't'

value was calculated.

There are 43 College teachers in the years of experience below 10 years and 35 College teachers with 11 to 20 years of experience in the entire sample. The V value is found to be 0.89 which is less than the table value 1.99 for 76 df. It is not significant at 0.05 levels for the respective df. It is concluded that the College teachers with years of experience below 10 years and 11 to 20 years do not differ in their opinion towards the ETV programmes.

Table 2

Sub-sample	N	Mean	SD	Md	df	t-value	Level of significance
Years of experience below 10 years	43	14.47	3.06	0.59	76	0.86	NS
11 to 20 years	35	15.06	2.67				

Table-3

Significant Mean Difference Between the College Teachers with Years of Experience 11 to 20 Years and 21 Years And above in their Opinion Towards ETV Programmes

To test the significant difference between the College teachers with years of experience 11 to 20 years and 21 years and above in their opinion towards ETV programmes,

the V value was calculated (Table No: 3). There are 35 College teachers with years of experience 11 to 20 years and 32 College teachers with 21 years and above in the entire sample. The Y value is found to be 0.86 which is less than the table value 2.00 for 65 df. It is not significant at 0.05 level for the respective df. It is concluded that the College teachers with years of experience 11 to 20 and 21 years and above do not differ in their opinion towards the ETV programmes.

Table 3

Sub Sample	N	Mean	SD	Md	df	T - value	Level of significance
11 to 20 years of experience	35	15.06	2.67	0.66	65	0.86	NS
21 Years and above experience	32	15.72	3.47				

Table-4

Significant Mean Difference**Between the College Teachers with Years of Experience Below 10 Years And 21 Years and Above in their Opinion towards ETV Programmes**

To test the significant difference between the College teachers with years of experience below 10 years and 21 years and above in their opinion towards ETV

programmes, the 't' value was calculated (Table No - 4). There are 43 College teachers with years of experience below 10 years and 32 College teachers with 21 years and above in the entire sample. The 't' value is found to be 1.63 which is less than table value 2.00 for 73 df. It is not significant at 0.05 level for the respective df. It is concluded that the College teachers with years of experience below 10 years and 21 years and above do not differ in their opinion towards the ETV programmes.

Table 4

Sub sample	N	Mean	SD	Md	df	t-value	Level of Significance
Below 10 Years	43	14.47	3.06	1.25	73	1.63	NS
21 Years and above	32	15.72	3.47				

3. Findings

- 1) It is found that there is no significant difference between Assistant Professors and Associate Professors of College teachers in their opinion towards ETV programmes for the V value 0.21 for the respective df.
- 2) It is found that there is no significant difference between the College teachers in the years of experience below 10 years and 11 to 20 years in their opinion towards ETV programmes for the If value 0.89 for the respective df.
- 3) It is found that there is no significant difference between the College teachers with years of experience 11 to 20 years and 21 years and above in their opinion towards ETV programmes for the %' value 0.86 for the

respective df.

- 4) It is found that there is no significant difference between the College teachers with years of experience below 10 years and 21 years and above in their opinion towards the ETV programmes for the 't' value 1.63 for the respective df.

4. Conclusions

- 1) The Assistant Professors and Associate Professors of College teachers do not differ in their opinion towards the ETV programmes.
- 2) The College teachers with years of experience below 10 years and 11 to 20 years do not differ in their opinion towards the ETV programmes.

- 3) The College teachers with years of the experience 11 to 20 years and 21 years and above do not differ in their opinion towards the ETV programmes.
- 4) The College teachers with years of experience below 10 years and 21 years and above do not differ in their opinion towards the ETV programmes.

5. Recommendations

Based on the study the following are suggested. Even though the College teachers have expressed their opinion about Educational Television programmes, many of the College teachers are not in the habit of viewing ETV programmes. Hence the College authorities or the U.G.C. may take initiative to see that the College teachers developed a tendency to view the ETV programmes and make use of it.

6. Suggestions for Further Study

The following topics are suggested for further study in view of the present study.

- 1) A study of the awareness of College teachers about ETV programmes may be taken up.
- 2) A study of the opinion of post graduate teachers and University teachers towards Educational Television programmes may be taken up.

7. Conclusions

Television in education has undergone many incarnations. It has been used extensively in conventional and distance education formats. The developed countries are taking full advantage of television in education. This has greater scope in developing countries also.

The above discussed projects on the use of television in education underline its role and significance for achieving the goals set for education for all.

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