



Exploring the Implementation of Teaching Learning Materials in Secondary Schools: A Case Study of Prakasam District

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ABSTRACT

The present study has been designed to study the Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 120 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, age, methodology, educational qualifications, teaching experience and locality. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: Uses of Teaching Learning Material.

Introduction:

Teaching-Learning Materials (TLMs) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans (Teaching Learning Materials, n.d.). Within the education system, there has been use of TLMs since ancient times. With the classroom setting, the major role that has been rendered by the TLMs is to make learning real, practical and pleasurable for the students. The teachers also make use of TLMs to illustrate or reinforce a skill, viewpoint, perspective or an idea. TLMs also render a significant contribution in bringing novelty and freshness within the classroom environment (Unit 7: Teaching Learning Materials, n.d.). It is essential for the educators to possess adequate knowledge and information regarding the use of TLMs. In other words, they should be skilled and well-aware of what TLMs are required to be made use of. The major aspects that need to be taken into account regarding the use of TLMs are, grade levels of students, subjects, learning abilities and academic goals.

The teaching-learning materials provide a range of experiences to the learners. When they are used in an adequate manner, then they are used to motivate learners towards acquisition of education (Unit 7: Teaching Learning Materials, n.d.). Research has indicated that large number of students drop out of schools, even before their educational skills are honed. The major cause behind this is, inability to understand the academic concepts. Students normally discontinue their education, because they are unable to perform well in class and attain low scores. When the teachers are unable to make use of effective teaching-learning methods, then the students experience set-backs. It has been studied that students studying in class five are unable to read class three textbooks. This is also the result of lack of appropriate teaching-learning materials. Therefore, to enrich the system of education and to enable the individuals to achieve academic goals, it is essential to implement effective teaching-learning materials.

Need and significance of the study:

It is therefore the researcher's expectation that upon completion of this study, the findings of the study will be beneficial to teachers, students, government and the general public in more ways than one. First, this study will assist the teachers in secondary school to adopt the consistent use of instructional materials in the classrooms to make learning interesting and enhance better understanding by the students. Since the use of instructional materials in teaching in a formal or informal situation has positive results in the sense that it enhance effective understanding in the learners, it will therefore enable government to produce more instructional materials to all the schools, to enhance productivity in education. It is seen and believed that the use of instructional materials will immensely help in creating picture interaction in the mind of those that are slow to learn in the school learners. For proper discussion and understanding of abstract concepts and themes, materials must be used to drive home the learning, and in concrete terms. This research

will also serve as a point of inquiry and reference for both students and members of the public who want to know the Exploring the implementation of Teaching Learning Materials in Secondary Schools: A Case Study of Prakasam District.

Objective of the study

1. To study the Effectiveness of Schools.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e, gender, age, methodology, educational qualifications, teaching experience and locality and management towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
2. There is no significant difference among the perceptions of teachers based on their age group towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
3. There is no significant difference among the perceptions of teachers based on their teaching subject towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
4. There is no significant difference among the perceptions of teachers based on their general qualification towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
5. There is no significant difference among the perceptions of teachers based on their professional qualification towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
6. There is no significant difference among the perceptions of teachers based on their teaching experience towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
7. There is no significant difference among the perceptions of teachers based on their locality towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.

Review of Related Literature:

Momoh (2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When TLR are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals. The study focuses on the influence of TLR on students' KCSE performance since the introduction of FDSE in Embakasi District.

Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enuokoha and Umoren (2004) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improved students' performance.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 40 statements as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District as perceived by Teachers was 0.88 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: showing the overall response of teachers towards Uses of Teaching Learning Materials in Secondary level Schools..

N	Minimum	Maximum	Mean	Mean Percent	Std. Deviation
120	40	120	87.34	72.78	11.27

Table 1 observed that teachers showed more positive response towards uses of Teaching Learning Materials in Secondary level Schools.. The mean, mean percentage, Standard Deviation are 87.34, 72.78% and 11.27 respectively.

Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Effectiveness of Schools

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	73	87.36	12.57	0.01 ^{NS}	0.99
	Female	47	87.33	10.47		
Teaching Methodology	Telugu	70	88.30	12.32	0.41 ^{NS}	0.75
	English	50	85.10	8.07		
	Physical Science	44	85.87	10.40		
	Social	36	88.03	9.82		
	Biology	23	89.17	10.22		
	Mathematics	17	87.58	11.48		
General Qualification	UG	22	82.55	10.30	3.26*	0.04
	Degree	46	87.22	11.56		
	PG	52	89.95	9.80		
Professional Qualification	B.Ed.,	92	87.52	11.11	0.54 ^{NS}	0.59
	D.Ed.	28	85.25	13.64		
Teaching Experience	Below 10	47	80.16	11.60	16.33**	0.00
	10 to 20	50	92.32	12.10		
	Above 20	23	88.62	9.73		
Locality	Urban	60	87.67	11.14	1.29 ^{NS}	0.20
	Rural	60	81.00	13.27		

There is no significant difference among the perceptions of teachers based on their gender, teaching methodology, Professional Qualification and locality towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.

There is a significant difference among the perceptions of teachers based on their general qualification towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District and PG qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their teaching experience towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.

Findings of the study:

1. There is no significant difference among the perceptions of teachers based on their gender, teaching methodology, Professional Qualification and locality towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District.
2. There is a significant difference among the perceptions of teachers based on their general qualification towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District and PG qualified teachers perceived high than that of the rest.

3. There is a significant difference among the perceptions of teachers based on their teaching experience towards Uses of Teaching Learning Materials in Secondary Level Schools in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.

Recommendations:

1. Emphasis must be placed on the use of instructional materials in order to inculcate the spirit of learning social studies to students.
2. Government and non-governmental agencies should assist in the provision of instructional materials for effective teaching and learning of social studies in secondary schools.
3. Instructional materials should be varied and not limited to textbooks and atlases only as indicated in the list of approved books by MOEST. Primary schools should also be provided with modern equipment like the televisions, computers and radios so as to enable teachers to handle emerging issues in the present curriculum.
4. Teachers should be encouraged to use the local environment in the teaching of conflict and conflict resolution; only then can the learners see the connection between what they are learning and the reality. Teachers should also be guided on the uses of the school radio to enhance learning in Social Studies classrooms.

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