

STUDENT - TEACHER'S ATTITUDE TOWARDS SELF LEARNING

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ABSTRACT

The present study has been conducted with the objective of finding out the student-teacher's attitude towards self learning. A self made questionnaire was served to 380 student-teachers studying in B.Ed colleges in Virudhunagar and Madurai districts. The results reveal that there is a significant difference between male and female B.Ed. student-teachers with reference to their attitude towards self learning and there is a significant difference in the achievement among student-teachers with reference to gender and subject.

INTRODUCTION

Self-Learning method is an individualized method of learning. Nowadays the face-to-face teaching is disappearing and distance mode of education is becoming popular. Self-learning modules are designed in such a way where the learner is free to chose what to learn, how to learn, when to learn and where to learn. This flexibility is an important characteristic in open learning process. With the advent of information technology for communication, the other modes of instructions are slowly disappearing. The learner is getting accustomed more and more to a non-formal mode of education thereby shifting the preference to self-learning methods. Even most of the print materials that come into the market are meant for self-learning. The learner is at an advantage to use this form of non-formal mode of education using self-paced learning materials. The teaching-learning-evaluation all happens without face-to-face interaction. There is no fixed time and no fixed number of classes. To make this learning process effective, it is essential for a Trainer to have the conceptual knowledge of self-learning approach and also the design of self-learning modules and materials.

SELF LEARNING

Self-Learning is a gift that we give to our students once they are old enough to receive it. It is the gift that keeps on giving and even received back.

Self learning (self-directed learning) describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcome.

ATTITUDE

An Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).

Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli.

ACHIEVEMENT

Gronlund (1971) defines academic achievement as 'a systematic procedure for determining the amount a student has learned through instruction'

Academic achievement is influenced by number of factors, which can be broadly classified as abilities (or) scholastic attitudes efforts and their environment.

Factors like intellectual status, special abilities, aptitudes, interests, motivation, health, methods to study, medium of instruction, system of examination, socio-economic status and other similar factors may play a role in determining one's success in the examination.

OBJECTIVES OF THE STUDY

1. To investigate the student-teachers' attitude towards self learning.

2. To focus the relationship between attitude towards self learning and academic achievement.
3. To find out if there is any significant difference between male and female student-teachers.

HYPOTHESES

1. There is no significant difference in attitude towards self learning among the student-teachers belonging to different groups based on i) Gender ii) subject iii) Location iv) medium of instruction v) marital status vi) Availability of computer
2. There is no significant difference in academic achievement among the student-teachers belonging to different groups based on i) Gender ii) Subject iii) Location iv) Medium of instruction v) Marital status vi) Availability of computer

METHODOLOGY ADOPTED

The present investigation of “Student-teacher’s attitude towards self learning and academic achievement” has been designed as a descriptive study

TOOLS OF RESEARCH

For the study, a constructed tool ‘Student teacher’s attitude towards self-learning’ and personal data sheet has been used.

SAMPLING

The present study was conducted on the sample of 138 B.Ed. students from educational colleges of Virudhunagar and Madurai districts. The investigator adapted Simple Random Sampling. Out of 130 students 49 were male and 89 were female.

STATISTICAL METHODS USED

- i) Mean, median and mode ii) t-test iii) percentage analysis

ANALYSIS OF DATA

Table 1**LEVEL OF THE DATA WITH RESPECT TO ATTITUDE TOWARDS SELF LEARNING**

Sl.No	Variables	Categories	Percentage		
			Low	Average	High
1.	Gender	Male	20.4	63.3	16.3
		Female	13.5	76.4	10.1
2.	Subject	Arts	18.7	65.3	16.0
		Science	14.3	74.6	11.1
3.	Location	Urban	14.5	72.7	12.7
		Rural	19.3	62.7	18.1
4.	Medium of instruction	Tamil	18.3	66.3	15.4
		English	17.6	58.8	23.5
5.	Marital status	Married	10.0	80.0	10.0
		Unmarried	16.1	66.1	17.8
6.	Availability of computer at home	Yes	17.4	71.0	11.6
		No	15.9	62.3	21.7

Table 2**LEVEL OF THE DATA WITH RESPECT TO ACHIEVEMENT**

Sl.No	Variables	Categories	Percentage		
			Low	Average	High
1.	Gender	Male	16.3	67.3	16.3
		Female	20.2	60.7	19.1
2.	Subject	Arts	20.0	65.3	14.7
		Science	22.2	57.1	20.6
3.	Location	Urban	20.0	63.6	16.4
		Rural	19.3	63.9	16.9
4.	Medium of instruction	Tamil	19.2	64.4	16.3
		English	14.7	64.7	20.6
5.	Marital status	Married	20.0	60.0	20.0
		Unmarried	21.2	61.9	16.9
6.	Availability of computer at home	Yes	17.4	66.7	15.9
		No	26.6	60.9	14.5

Null Hypothesis 1

There is no significant difference in attitude towards self learning of student teachers with reference to certain population variables.

Table 3
SIGNIFICANT DIFFERENCE IN ATTITUDE TOWARDS SELF LEARNING OF
STUDENT TEACHERS WITH REFERENCE TO CERTAIN POPULATION
VARIABLES

Sl.No	Variables	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
1.	Gender	Male	49	139.71	13.65	3.610	1.96	*
		Female	89	148.65	14.40			
2.	Subject	Arts	75	143.84	12.75	1.399		**
		Science	63	147.43	16.67			
3.	Location	Urban	55	146.65	16.76	0.728		**
		Rural	83	144.70	13.26			
4.	Medium of instruction	Tamil	104	146.29	14.11	1.047	**	
		English	34	143.00	16.44			
5.	Marital status	Married	20	143.00	13.16	0.892	**	
		Unmarried	118	145.90	14.99			
6.	Availability of computer at home	Yes	69	146.93	15.68	1.158	**	
		No	69	144.03	13.17			

*- Significant

** - Not significant

Since the calculated 't' value is higher than the table value, there is significant difference between male and female B.Ed. student teachers with reference to their attitude towards self learning. Hence the null hypothesis 1.1 is not accepted.

Since the calculated 't' value is less than the table value, there is no significant difference among B.Ed. student teachers in their attitude towards self learning with reference to subject, location, medium of instruction, marital status and availability of computer at home. Hence the null hypotheses 1.2, 1.3, 1.4, 1.5, 1.6 is accepted.

Null Hypothesis 2

There is no significant difference in academic achievement of student teachers with reference to certain population variables.

Table 4
SIGNIFICANT DIFFERENCE IN ACADEMIC ACHIEVEMENT OF STUDENT
TEACHERS WITH REFERENCE TO CERTAIN POPULATION VARIABLES

Sl.No	Variables	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
1.	Gender	Male	49	60.10	7.44	3.168	1.96	*
		Female	89	64.51	8.46			
2.	Subject	Arts	75	59.89	7.27	5.033		**
		Science	63	66.57	8.16			
3.	Location	Urban	55	64.02	8.15	1.244		**
		Rural	83	62.23	8.47			
4.	Medium of instruction	Tamil	104	63.53	7.86	1.037		**
		English	34	61.15	9.63			
5.	Marital status	Married	20	65.80	7.44	1.821	**	
		Unmarried	118	62.46	8.43			
6.	Availability of computer at home	Yes	69	61.72	7.98	1.724	**	
		No	69	64.16	8.60			

*- Significant

** - Not significant

Since the calculated 't' value is higher than the table value, there is significant difference in the achievement among B.Ed. student teachers with reference to gender and subject. Hence the null hypothesis 2.1 and 2.2 is not accepted.

Since the calculated 't' value is less than the table value, there is no significant difference in the achievement among B.Ed. student teachers with reference to location, medium of instruction, marital status, availability of computer at home. Hence the null hypothesis 2.3, 2.4, 2.5 and 2.6 is accepted.

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