Attitude Of Secondary School Teachers Towards The Use Of E-Content

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Introduction

The computer has witnessed a wide range of application virtually in all human endeavours. It has also found its way into the classroom. Researcher has indicated that appropriate use of computer for History instruction facilitates teaching and learning. The concept of E-Content is a remarkable step in the application of technology in education and individualised instruction. The aim of the E-Content is to provide a flexible platform to develop sophisticated sites, support interaction among students and teachers. E-content integrates content management, resource management, collaboration and personalisation. The E-content enables the learners to deploy the media in creative and productive way and to restructure education to respond constructively and progressively to the technological and social changes.

History as a subject plays a major role in relating to students about our culture, customs, the destructions and development of each nation. Such a subject is facing a major setback very few students are opting for history, as the methodology used for teaching history is still traditional chalk and talk method. Students feel it is tedious to learn the dates and various events. Learning history in higher secondary level is not considerably large at present. This means that the pupils attitude towards selecting subject like history is not appreciably large in number. This is not a simple statement but acceptable truth from the teachers' side as well as students' side. When the investigator tried to find the real cause of this major problem, the following are some of the arbitrary reasons among the learners' side, viz., the value and depth of the subject cannot be realised by the learner, there is no attractive methods to teach/ learn the subject joyfully, the learners think that the scope of the subject is very less. The investigator has focused on the importance of E-content package with an intention of inspiring the students and motivating them, thereby creating an interest among the students. Success of the E-content lesson depends on the teachers, who play a major role to inspire the students with their teaching. An important aim of present education is to develope positive attitudes among teachers towards E-content package, which will enable the students to understand the content learn meaningfully retain it in their memory. Thus the investigator feels that it is essential to develop positive attitude towards E-content among high school teachers, which will led to the development of E-content (CD or Electronic based) software package because there is no Sufficient E-content available at

present in different subjects at school levels, hence, developing E-content is the need of the hours.

Objectives of the study

- To study the attitude towards E-content among secondary school teachers with respect to Gender.
- To find out the significant difference between employment status with respect to their attitude towards E-content among secondary school teachers.
- To find out the significant difference between E-content knowledge with respect to their attitude towards E-content among secondary school teachers.

Hypothesis of the Study

- There would be no significant difference between the level of attitude towards E-content among secondary school teacher with respect to Gender.
- There would be no significant difference between employment status with respect to their attitude towards E-content among secondary school teachers.
- There is no significant difference between E-Content knowledge with respect to their attitude towards E-content among secondary school teachers.

Methodology of the study:

In order to realize the objectives normative survey method was employed in the present study.

Tool used for the study:

Attitude towards E-content tool was developed by Dr.G.Muruganantham (2011).

Population:

The Population for the present study consisted of the higher secondary school Teachers, who are working in various higher secondary schools in Thanjavur District.

Sample of the study:

The investigator has used simple random sampling technique for selecting the same from the population. The sample consists of 200 higher secondary school teachers working in various school in Thanjavur educational district.

Analysis and interpretation of the data:

Table- 1 - Attitude towards E-content among secondary school teachers

There would be no significant difference between the male and female higher secondary school teachers'.

Sub-Samples		N	Mean	S.D	't' value	Significant
Gender	Male	107	213.23	2.45	2.90	Significant
	Female	93	214.23	2.48		

The table 1 shows the calculation of the 't' value 2.90, which is significant at the 0.01 level. Therefore the null hypothesis "there would be no significant difference between the male and female secondary school teachers with respect to their attitude towards E-content' is rejected. Both male and female teachers are having positive attitude towards E-content

Table – 2 - Employment status with respect to their attitude towards E-content among secondary school teachers

There would be no significant difference between Employment status among the samples of higher secondary school teachers with respect to their attitude towards E-content.

Significance of difference between their Teaching Experiences towards Attitude of E-content on higher secondary school teachers'

Variable	Squares of Variables	Sum of Squares	DF	Mean Square	F	Significant
Employment status	Between	11.75	11	1.06	7.69	Significant
	Within group	26.12	188	0.13		
	Total	37.87	199			

From, the table 2 the calculated 'F' value is 7.69, which is significant at the 0.01 level. Therefore the null hypothesis "There would be no significant difference between Employment status among the samples of higher secondary school teachers with respect to their attitude towards E-content" is rejected and it is concluded that there is a significant difference between teaching experiences in respect of their attitude of E-content on higher secondary school teachers.

Attitude of E-Content knowledge with respect to their attitude towards E-content among secondary school teachers

There would be no significant difference between the teachers who have knowledge of E-content with respect to their Attitude towards E-content among higher secondary school teachers.

Table – E-content knowledge of Higher secondary school teachers and their Attitude towards E-content

Sub-Samples		N	Mean	S.D	't' value	Significant
Knowledge in Computer	Yes	164	213.46	2.45	2.99	Significant
	No	35	214.80	2.16		

From show the table 3, the calculated 't' value is found to be 2.99, which is significant at the 0.01 level. Therefore the null hypothesis "There would be no significant difference between the teachers who have knowledge of E-content with respect to their Attitude towards E-content among higher secondary school teachers" is rejected and it is concluded that there exists significant difference between secondary school teachers who have E-content knowledge with respect to their attitude towards E-content .

Findings of the Study

1. It was found that, attitude towards E-content among secondary school teachers was low with respect to gender.
2. It was found that, there was a significant difference between employment status with respect to their Attitude of E-content Attitude of E-content among secondary school teachers.
3. It was found that, there was a significant difference between E-content knowledge with respect to their Attitude of E-content among secondary school teachers.

Conclusion

The researcher has arrived at the following conclusion based on the findings of the study. Irrespective of the sub-samples of different related aspects teachers shows a favourable attitude towards E-content which will bring effectiveness in teaching and learning. The entire and all the sub sample have high self-efficiency in E-content knowledge.

It can be concluded that, there was a significant difference among the teachers attitude towards E-content in relation to their gender, teaching experience and E-content Knowledge.

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