

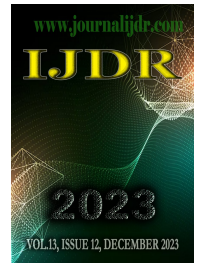


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RESEARCH ARTICLE

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ATTITUDE OF TEACHERS TOWARD INNOVATIVE PRACTICES IN THE CLASSROOM

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ABSTRACT

The exceptional detonation in the areas of knowledge, population, aspiration, and the phenomena of globalization, the rapid growth in science and technology, and the development of communication networks have metamorphosed the very character of education. The only way to bring about socio-economic transformation in society on a grand scale is to revolutionize our system of education. Today's system of education is required to impart those skills that may help for rapid and conscious adoption to a changing world. India is engaged in overhauling its traditional curriculum and methods of instruction to keep pace with the development in other areas of teaching which evolved long ago for the traditional society that has become out-modeled in the present context of technological development. Our country is undergoing an educational transformation in tune with the ongoing social change which is gaining momentum. The present study consists of 200 teachers selected by using a stratified sampling technique. The result of the study is the attitude of teachers towards innovative practices is found to be high level.

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INTRODUCTION

Innovations in teaching mean replacing old methods with new practices. The term innovation is taken as essentially an ingredient of the process of educational change and as the application of a novel element, a deviation from the traditional ways of doing things. It is a practical novel idea to the situation or institution where it is held. Teacher education includes all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession and to discharge his responsibility most effectively (Good, 1973). In Encyclopedia of Educational Research (1941), Monroe qualifies teacher education as, the total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher colleges, normal schools, and colleges and universities (Chand, 2007). Teacher education being an important aspect of the entire educational system represents the aspirations of the nation in all its aspects. Its curriculum should represent the national values and social goals of our country and all the cultural, social, and traditional aspects of the Indian society, to be made known to the teacher. Recent changes in science and technology, information and communication technology inventions leading to a knowledge explosion, several issues like population explosion, environmental concerns, and human rights violations have

brought in different areas of interest into teacher education scenario. But time and again various commissions and committees have expressed their dismay at not achieving this goal of representing the social context in teacher education programmes and this is affecting the quality of output. The Programme of Action (1992) has pointed out that (a) Professional commitment and overall competencies of teachers leave much to be desired. (b) The quality of pre-service education has not only been unimproved with recent developments in pedagogical science but has shown signs of deterioration.

Teacher Education and Innovation: Implications for Teacher Educators includes in Innovations such as professional development schools, voluntary school field experiences, and service learning. The innovations introduced without proper planning, and taking stock of the physical, human, and economic resources are bound to fail. The ultimate objective of any educational innovation should be social and national in its importance. Innovations introduced without considering these aspects may lead to wastage of scarce resources which a country like ours cannot afford. In the field of education, innovations are usually concerned with increased learning or at least with more individualized learning, with broad attempts to improve the quality of teaching and its professionalization and a more developed relevant, and refined curriculum. In education, we are, however, less concerned with the actual innovation of devices and methods than with their use and dissemination throughout the schools. Planned change in education depends to a very large extent upon the process of institutionalization.

Adoption and Implementation of Innovation: There are various stages of the adoption of innovation. According to Rogers (1992), the steps are (i) awareness, (ii) interest, (iii) evaluation, (iv) trial, and (v) adoption. Innovation may take form out of a creative idea, mentioned three periods in the process of implementation of an innovation. These are (i) unfreezing, (ii) changing, and (iii) refreezing. At unfreezing stage, practices are reviewed and are stabilized and wherever necessary discarded. At changing stage, the concerned innovation is put into practice, and at the freezing stage, it is stabilized and suggested nine stages for implementing innovation which is (i) evaluating ongoing programme, (ii) determining objectives, (iii) reviewing literature, (iv) deciding method of implementation, (v) deciding operational plans, (vi) understanding of the plan by all concerned, (vii) material, moral, organizational and administrative support, (viii) motivation and in-service training, and (ix) advertently change of social structure of the organization. The last stage is the basis for future innovations.

Objectives of the Study

1. To assess the attitude of teachers towards innovative practices with reference to Tamil Nadu.
2. To find out the significant difference if any, in the attitude of teachers towards innovative practices between males and females.
3. To find out the significant difference if any, in the attitude of teachers towards innovative practices between the private sector and government sector.
4. To find out the significant difference if any, in the attitude of teachers towards innovative practices between teaching experience below 5 years and above 5 years.

Hypotheses of the Study

1. The level of attitude of teachers towards innovative practices is not high.
2. There is no significant difference in the attitude of teachers towards innovative practices mean scores between males and females.
3. There is no significant difference in the attitude of teachers towards innovative practices mean scores between the private sector and government sector.
4. There is no significant difference in the attitude of teachers towards innovative practices mean scores between teaching experience below 5 years and above 5 years.

METHODOLOGY

The investigator followed the descriptive method for the study. The attitude of Teachers towards the Innovative Practices Scale (ATIPS) was developed and administered by the investigator to the teachers in Tamil Nadu.

Sample: The population for the study consisted of teachers in Tamil Nadu. The investigator selected 200 teachers using a stratified random sampling technique.

Statistical Techniques: The data were tabulated and statistically analyzed by adopting mean, standard deviation, and t-tests.

Hypothesis 1: The level of attitude of teachers towards innovative practices is not high.

Table 4.1. The Mean and Standard Deviation of the attitude of teachers towards innovative practices

Variable	N	Mean	Maximum Score	S.D
Attitude of Teachers towards Innovative Practices	200	35.77	80	8.07

From the above table (4.1) the attitude of teachers towards innovative practices is found to be above average. This is evidenced by the Mean value of 35.77, which is above the mid-value of 29.32 of the maximum score of 80. It is inferred that the attitude of teachers towards innovative practices is found to be high level.

Hypothesis 2: There is no significant difference in the attitude of teachers towards innovative practices mean scores between of the male and female.

Table 4.2. Attitude of Teachers towards Innovative Practices mean scores of teachers on the basis of their Gender

Gender	N	Mean	S.D	t-value	Level of Significance
Male	49	16.30	5.56	4.451	Significant
Female	151	20.45	5.69		

The above table (4.2) presents the analysis of the attitude of teachers towards innovative practices mean scores based on their gender. As revealed by the table the sample consists of 49 male teachers and 151 female teachers. The attitude of teachers towards innovative practices mean scores of male teachers are 16.30 and that of the female teachers is 20.45. The Standard Deviations are 5.56 and 5.69 respectively. The calculated 't' value is 4.451 is higher than the critical value of 2.58 at 0.01 level of significance. It implies that there is a significant difference in the attitude of teachers towards innovative practices of between males and females.

Hypothesis – 3: There is no significant difference in the attitude of teachers towards innovative practices mean scores between private sector and government sector.

Table 4.3. Attitude of Teachers towards Innovative Practices mean scores on the basis of their Type of Management

Type of Management	N	Mean	S.D	t-value	Level of significance
Private Sector	145	18.78	5.74	2.381	Not Significant
Government Sector	55	21.00	6.10		

The above table (4.3) presents the analysis of the attitude of teachers towards innovative practices mean scores on the basis of their type of management. As revealed by the table the sample consists of 145 private-sector teachers and 55 government-sector teachers. The attitude of teachers towards innovative practices mean scores of private sector teachers are 18.78 and that of the government sector teachers is 21.00. The Standard Deviations are 5.74 and 6.10 respectively. The calculated 't' value is 2.381 is less than the critical value 2.58 at 0.01 level of significance. It implies that there is no significant difference in the attitude of teachers toward innovative practices between the private sector and government sector.

Hypothesis – 4: There is no significant difference in the innovative practices mean scores between below 5 Years and Above 5 Years.

Table 4.4. Attitude of Teachers towards Innovative Practices mean scores of teachers on the basis of their Experience

Experience	N	Mean	S.D	t-value	Level of significance
Below 5 Years	188	29.58	7.41	3.370	Significant
Above 5 Years	12	30.16	9.17		

The above table (4.4) presents the analysis of the attitude of teachers towards innovative practices mean scores on the basis of their experience. As revealed by the table the sample consists of 188 below 5 years teachers and 12 above 5 years teachers. The attitude of teachers towards innovative practices mean scores of below 5 years are 29.58 and that of the above 5 years teachers is 30.16. The Standard Deviations are 7.41 and 9.17 respectively. The calculated 't' value is 3.370 is more than the critical value 2.58 at 0.01 level of significance.

It implies that there is a significant difference in attitude of teachers toward innovative practices of between below 5 years and above 5 years of experience.

Findings of the Study

The findings of the study are stated as follows:

1. The level of attitude towards innovative practices among the teachers is at high.
2. Significant difference is found in the attitude towards innovative practices of the teachers between male and female.
3. No significant difference is found in the attitude towards innovative practices between the teachers of private and government sectors.
4. There is a significant difference in attitude of teachers towards innovative practices of between below 5 years and above 5 years of experience.

Suggested factors of Innovation

1. Education Institutions could provide additional space, resources, equipment's and personnel to run smoothly the institutions for innovative practices.
2. There should be a provision in Education Institutions for exposure programmes for the diffusion of innovative practices.
3. The agencies of Teacher Education Institutions like NCTE, and the Council of Teacher Education (CTE) in collaboration with Teacher Educators should frame flexible curriculums where there is provision and scope for innovative practices.
4. Teacher Training Institutions should encourage and conduct research and orientations through different programs and practices for innovations.
5. The external agencies together with Education Institutions and Teachers could organize debates, in the areas of education, supervision, and guidance while making decisions for adopting innovative practices.

CONCLUSION

Education can be carried out with the adoption of new ways and innovative practices. It cannot be brought about without innovations because innovation is a species of genus change. This exploration is, therefore, an attempt to find out the innovations that have been designed in elementary and secondary teacher education institutions to bring about desirable changes for the realization of social and educational goals. An innovation in teacher education institutions of the state proves to be of immense theoretical and practical value. Theoretically, it opens a new distance in an area neglected so far and enriches the discipline of education. Basically, it helps to remove the restricted access that comes in the way and to improve the quality of education.

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