

THE USAGE OF TEACHING LEARNING MATERIALS IN TEACHING PROCESS OF PROSPECTIVE TEACHERS

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Abstract

This study made an attempt to The Usage of Teaching Learning Materials in teaching process of prospective teachers. Normativesurvey method was employed to collect the data through questionnaire by adopting simple random sampling technique. The questionnaire constructed and validated by the researcher under the guidance of research supervisor. The sample size of this investigation comprise 100 prospective teachers among them 54 were male and 46 were female studying in various B.Ed Colleges from Chennai district of Tamil Nadu. The objective of the present study is to find out The Usage of Teaching Learning Materials in teaching process of prospective teachers with respect to Gender and Educational Qualification. Mean, S.D and t-value were the statistical techniques employed. The major findings showed thatthere is a significant difference in The Usage of Teaching Learning Materials in teaching process of prospective teachers based on Educational Qualificationand there is no significant difference in The Usage of Teaching Learning Materials in teaching process of prospective teachersbased on Gender.

Key words: Teaching, Learning, TLMs, Prospective Teachers,

Introduction

Teaching is the vital part of education system. Teachers play the crucial role in this process. Knowledge is transferred from teachers to students through teaching. In the process of teaching-learning, teaching learning material helps teachers to develop student's knowledge about the subject matter which is difficult to understand only by dictation. Every student is important because some special character hidden in their mind, so teachers have the responsibility to care all type of students whether he or she is low or medium

category. Highly intelligent students have no problem because they have extra ordinary power to understand the subject matter. But in case of low and medium category students teachers give some special effort to them for this Teaching learning material helps envisages the teachers to develop such students learning. Sensory experience forms the foundation of intellectual activity. Sensory aids affect an economy of time in learning. The common practice to communicate knowledge has been done by means of written and oral language. But

language has some limitations which may lead to learning difficulty. Generally modern educators recognize the value of audio-visual materials in transacting effective teaching learning. The most abstract concept can now be presented to the pupils in a concrete way by means of more than one aid.

Need for the study

Now a day's students are expected to learn more within a short interval. Hence, the utilization of teaching aids during instruction has been widely felt and appreciated. When a teacher wants to teach a concept more effectively, he must know how to select the appropriate aids to be employed in teaching. Teaching learning materials stimulate student's activity effectively, they help to acquire better knowledge and they encourage student's independence and critical thinking when selecting and collecting information. Hence the researcher' felt the need to undertake a study on The Usage of Teaching Learning Materials in teaching process of prospective teachers

Statement of the Problem

The statement of the problem is entitled as **The Usage of Teaching Learning Materials in Teaching Process of Prospective Teachers.**

Objectives of the study

1. To find out The Usage of Teaching Learning Materials in teaching process of prospective teachers with respect to gender.
2. To find out The Usage of Teaching Learning Materials in teaching process of prospective teachers with

respect to their Educational Qualification.

Hypothesis of the study

1. There is no significant difference in The Usage of Teaching Learning Materials in teaching process of prospective teachers with respect to gender.
2. There is no significant difference in The Usage of Teaching Learning Materials in teaching process of prospective teachers with respect to their Educational Qualification.

Methodology

The investigator selected Normative Survey method for carrying out the present study

Sample and Technique

Simple random sampling technique was adopted. Samples for this study consists of 100 prospective teachers, among them 54 were male and 46 were female studying in B.Ed Colleges from Chennai district of Tamil Nadu.

Research Tool

The investigator developed a tool consists four-point scale of 36 statements related to The Usage of Teaching Learning Materials in teaching process of prospective teachers. It includes various components (Projected Aids, Non-Projected Aids and Activity based Aids) related to teaching practice program. Reliability of the tool is found to be 0.833 the square root of validity of the tool and it was found to be 0.912.

Statistical Techniques used

Mean, S.D and t- value were employed to calculate the significant difference of prospective teacher towards Usage of Teaching Learning materials in

teaching process in terms of variables like gender and educational qualification.

Analysis of the data

Table -1 Mean, S.D and t-value for Usage of Teaching Learning Materials in teaching process of prospective teachers with respect to gender.

Variable	Gender	N	Mean	S.D	t- value	L.S
Usage of Teaching	Male	54	101.648	14.954		
Learning Materials	Female	46	106.826	20.907	1.439	NS

From the above table, it is observed that the obtained t- value (1.439) is lesser than the table value (1.96) and it is significant even at 0.05 level. Hence, there is no significant difference in The Usage of Teaching Learning Materials in teaching process of prospective teachers based on gender and the Null Hypothesis is accepted.

Comparing the mean score, female prospective teachers employed teaching learning material while teaching process then the male prospective teachers.

Table -2 Mean, S.D and t-value for Usage of Teaching Learning Materials in teaching process of prospective teachers with respect to Educational Qualification.

Variable	Qualification	N	Mean	S.D	t- value	L.S
Usage of Teaching	UG	48	99.813	18.851		
Learning Materials	PG	52	107.923	16.475	2.295	0.05

From the above table, it is observed that the obtained t- value (2.295) is higher than the table value (1.96) and it is significant at 0.05 level. Hence, there is significant difference in Usage of Teaching Learning Materials in teaching process of prospective teachers based on Educational qualification and the Null Hypothesis is rejected.

Comparing the mean score, Post-graduate prospective teachers adopted various teaching learning material during

teaching practice program then the Under-graduate prospective teachers.

Major findings of the study

- ❖ It was found that there is no significant difference in Usage of Teaching Learning Materials in teaching process of prospective teachers based on gender. Based the mean value female prospective teachers have more usage of teaching learning material in regular teaching practice program compared to male prospective teachers.
- ❖ It was found that there is significant difference in Usage of Teaching Learning Materials in teaching process of prospective teachers based on educational qualification. Based the mean value Post-graduate prospective teachers have more usage of teaching learning material in regular teaching practice program compared to under-graduate prospective teachers.

Educational Implication

From the above analysis it is found that teachers’ Usage of teaching learning materials in teaching process of prospective teachers the use of teaching learning material in regular teaching-learning process is positive, but they pointed out some problems in using the Teaching learning material.

The problems are identified as:

- ✓ Excessive load of work in school.
- ✓ Schools have no suitable infrastructure.
- ✓ Preparation of teaching learning material is time consuming task.

- ✓ Lack of skill to use teaching learning material.

Prospective Teachers should give more attention towards teaching and use of teaching learning material than other work. It is the characteristic of a skilled teacher that within the present infrastructure how more and more teaching learning material can be used. Teacher Educator also suggests that prospective teacher should always try to use such teaching learning material which is locally available, cheap, consume less time to prepare. If teaching learning material once prepared then it should be stored in a suitable place for further use.

Conclusion

The importance of the Teaching Learning Materials employed in the teaching learning process cannot be ignored. Material helps the teacher to teach in a better way and helps the students to learn better.

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