

ATTITUDE OF B.Ed. STUDENTS' TOWARDS ODL INSTITUTIONS IN TAMIL NADU OPEN UNIVERSITY

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ABSTRACT

The present study aims to probe the attitude of B.Ed. students' towards ODL institutions in Tamil Nadu Open University. Survey method was employed in the present study. A sample of 293 B.Ed. students studying in Tamil Nadu Open University was selected by simple random technique. The data was collected by Students' Attitude and Perceptions Rating of Open and Distance Learning Institutions Inventory (SAPRODLII) developed by Ojo, D. O., & Olankulehin, F. K. (2006). SPSS-17 Package was used for analysis of the collected data. The Percentile analysis, mean, standard deviation, level, t-test, ANOVA and chi-square were employed as statistical techniques to analyse the data. The findings show that

- The attitude of B.Ed. students towards ODL institutions in TNOU is neutral,
- there is no significant difference in the attitude of B.Ed. students towards ODL institutions in TNOU in terms of
 - gender,
 - locality and
 - teaching experience,
- English medium students are having favourable attitude towards ODL institutions in TNOU than Tamil medium students,
- Language subject students are having favourable attitude towards ODL institutions in TNOU than arts and science subject students, and
- There is significant association between age of the B.Ed. students and their attitude towards ODL institutions in TNOU.

Keywords: Attitude of B.Ed. students, ODL institutions, TNOU, Tamil Nadu Open University.

INTRODUCTION

India has the second largest educational system in the world after China (Cheney et al., 2006, p.1). Although the Indian education system is the world's largest, the country also has the maximum number of illiterates (Mujumdar, n.d., p. 1). The Gross Enrolment Ratio (GER) in Higher Education, which was 11% in 2005-06, almost got doubled to 19.4% in the year 2010-11. The GER for women in Higher Education increased from 9.4 to 17.9% during the same period (Singh, M., 2013). The GER in higher education in Tamil Nadu currently stands at 19%, a 1% point increase from the 11th plan period. The GER of marginalized sections of society in the context of social and gender is even less than 6% (Pakhriyal, n.d., p.1).

Open and Distance Learning (ODL) in the higher education sector contributes to about 24% of the total enrolment. The aim of Tamil Nadu government is to make it as 21% by 2017 and 25% by 2025 (Thyagarajan, n.d., p.4). The Indian Government has ambitious plans of increasing this to 40%. India has only one central Open University, namely, Indira Gandhi National Open University (IGNOU). Each State also has a State Open University setup by the local State Government. In spite of this and due to the need of educating huge population of the masses, many private, un-aided distance education providers have mushroomed in all corners of India (Mujumdar, n.d., p.1).

TAMIL NADU OPEN UNIVERSITY

The Tamil Nadu Open University (TNOU) was established to benefit those who have been deprived of and/or denied the access to higher education especially destitute, physically challenged, working men and women, economically weaker sections of the society, and those who discontinued education for various reasons, etc. In the main, it aims to reach the hitherto unreached.

Tamil Nadu Open University offers 2 years B.Ed. programme through distance mode since 2004. A total of 500 students were admitted through 5 programme study centres (PSCs) by English medium since 2004. After 2006, the university has admitted an addition of 500 students through Tamil Medium. So, now totally 1000 students are pursuing their B.Ed. programme through 10 PSCs. In TNOU, the B.Ed. programme mainly concentrates to improve the quality of teaching competency and inculcate the innovative teaching strategies for the already employed/ working teachers in the schools of Tamil Nadu. The main feature of the B.Ed. programme is to help the teachers to study while working in various schools of Tamil Nadu without affecting their teaching career.

SIGNIFICANCE OF THE STUDY

Tamil Nadu Open University is the first university to conduct B.Ed. programme through distance education in the state since 2004. Till today, roughly 9,000 students have completed their 2 years B.Ed. degree programme through distance mode. All are teachers working in schools of Tamil Nadu and among them 95% of them are working in government and government aided schools. Tomorrow's nation depends upon the type of citizens trained and educated today in the temples of learning. Humayun Kabir said, "Teachers are literally the arbiters of a nation's destiny" (Kochhar, S. K., 1971, p.153).

The role of primary and secondary school teachers are very important. They are like potters moulding the habits and behaviour of a child according to needs and aspirations of the society. It needs no description that the teachers are the pivot of any educational system of the younger students. On them rests the failure or the success of the system. If the teachers are well educated and are intellectually alive and take keen interest in their job, success will be ensured. But if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail.

Taking this in mind, the investigator aims to study the attitude of B.Ed. students towards ODL Institutions in Tamil Nadu Open University.

OPERATIONAL DEFINITIONS

Attitude

Attitude is a tendency to show favour or disfavour for ODL institutions in TNOU. It is the amount or degree of positive or negative feelings towards ODL institutions in TNOU.

B.Ed. Students

The students studying their B.Ed. degree programme through distance mode in Tamil Nadu Open University after completion of their UG/PG degree.

ODL Institutions

Open and Distance Learning Institutions approved by the Tamil Nadu Open University as Programme Study Centres in Tamil Nadu.

Tamil Nadu Open University

Tamil Nadu Open University is the 10th Open University in India established by the Legislative Assembly of Tamil Nadu State Government Act 27 of 2002 in Chennai.

METHODOLOGY

In the present study survey method was employed. A sample of 293 B.Ed. students studying in Tamil Nadu Open University was selected by simple random technique.

The data was collected by Students' Attitude and Perceptions Rating of Open and Distance Learning Institutions Inventory (SAPRODLII) developed by Ojo, D. O., & Olankulehin, F. K. (2006). SPSS-17 Package was used for analysis of the collected data.

The Percentile analysis, mean, standard deviation, level, t-test, ANOVA and chi-square were employed as statistical techniques to analyse the data.

OBJECTIVE

- To find out the level of attitude of B.Ed. students towards ODL institutions in TNOU.
- To find out if there is any significant difference in the attitude of B.Ed. students towards ODL institutions in TNOU in terms of background variables:
 - gender,
 - locality,
 - medium of study,
 - major subject,
 - teaching experience and
 - age.

NULL HYPOTHESES

1. There is no significant difference between male and female B.Ed. students in their attitude towards ODL institutions in TNOU.
2. There is no significant difference between rural and urban B.Ed. students in their attitude towards ODL institutions in TNOU.
3. There is no significant difference between Tamil and English medium B.Ed. students in their attitude towards ODL institutions in TNOU.
4. There is no significant difference among arts, science and language subject B.Ed. students in their attitude towards ODL institutions in TNOU.
5. There is no significant difference among below 10 years, 11 to 20 years and above 21 years experience having B.Ed. Students in their attitude towards ODL institutions in TNOU.
6. There is no significant association between age of the B.Ed. students and their attitude towards ODL institutions in TNOU.

DATA ANALYSIS AND RESULTS

Table: 1
Level of B.Ed. Students' attitude towards ODL institutions in TNOU

Negative		Neutral		Positive	
N	%	N	%	N	%
67	22.9%	175	59.7%	51	17.4%

It is inferred from the above table that the attitude of B.Ed. students towards ODL institutions in TNOU is neutral.

FINDINGS AND INTERPRETATIONS

H₀ 1: There is no significant difference between male and female B.Ed. students in their attitude towards ODL institutions in TNOU.

Table: 2
Difference between Male and Female B.Ed. Students in their attitude towards ODL institutions in TNOU

Gender	N	Mean	SD	Calculated 't' Value	Remark at 5% level
Male	92	40.32	5.045	1.38	NS
Female	201	41.23	5.310		

At 5% level of significance the table value of 't' is 1.96

It is inferred from the above table that there is no significant difference between male and female B.Ed. students in their attitude towards ODL institutions in TNOU.

H₀ 2: There is no significant difference between rural and urban B.Ed. students in their attitude towards ODL institutions in TNOU.

Table: 3
Difference between Rural and Urban B.Ed. Students in their attitude towards ODL institutions in TNOU

Locality	N	Mean	SD	Calculated 't' Value	Remark at 5% level
Rural	172	41.10	5.154	0.63	NS
Urban	121	40.71	5.366		

At 5% level of significance the table value of 't' is 1.96

It is inferred from the above table that there is no significant difference between rural and urban B.Ed. students in their attitude towards ODL institutions in TNOU.

H₀ 3: There is no significant difference between Tamil and English medium B.Ed. students in their attitude towards ODL institutions in TNOU.

Table: 4

Medium of Study	N	Mean	SD	Calculated 't' Value	Remark at 5% level
Tamil	183	40.42	5.190	2.21	S
English	110	41.81	5.223		

At 5% level of significance the table value of 't' is 1.96

It is inferred from the above table that there is significant difference between Tamil and English medium B.Ed. students in their attitude towards ODL institutions in TNOU. English medium students ($M=41.81$) are having favourable attitude towards ODL institutions in TNOU than Tamil medium students ($M=40.42$).

This may be due to the fact that English medium students easily get enormous learning materials from internet and books.

At the same time, the Tamil medium students do not get enough learning materials for their further references.

H_0 4: There is no significant difference among arts, science and language subject B.Ed. students in their attitude towards ODL institutions in TNOU.

Table: 5
Difference among Arts, Science and Language Subject B.Ed. Students
in their attitude towards ODL institutions in TNOU

Source of Variation	Sum of Squares	df	Mean Square	Calculated 'F' Value	Remark at 5% level
Between	83.861	2	41.931	3.535	S
Within	7924.152	290	27.325		

At 5% level of significance, for (2, 290) df the table value of 'F' is 3.03

It is inferred from the above table that there is significant difference among arts, science and language subject B.Ed. students in their attitude towards ODL institutions in TNOU. Language subject students ($M=41.21$) are having favourable attitude towards ODL institutions in TNOU than arts students ($M=40.30$) and science students ($M=39.60$). This may be due to the fact that the B.Ed. students in ODL do not have enough time to spend with the instructional resources such as laboratory, library, etc. So that arts and science students may have unfavourable attitude towards ODL institutions.

H_0 5: There is no significant difference among below 10 years, 11 to 20 years and above 21 years experience having B.Ed. Students in their attitude towards ODL institutions in TNOU.

Table: 6
Difference among below 10 years, 11 to 20 years and above 21 years experience having
B.Ed. Students in their attitude towards ODL institutions in TNOU

Source of Variation	Sum of Squares	df	Mean Square	Calculated 'F' Value	Remark at 5% level
Between	46.598	2	23.299	0.849	NS
Within	7961.416	290	27.453		

At 5% level of significance, for (2,290) df the table value of 'F' is 3.03

It is inferred from the above table that there is no significant difference among below 10 years, 11 to 20 years and above 21 years experience having B.Ed. Students in their attitude towards ODL institutions in TNOU.

H₀ 6: There is no significant association between age of the B.Ed. students and their attitude towards ODL institutions in TNOU.

Table: 7
Significant association between age of the B.Ed. students and their attitude towards ODL institutions in TNOU

Age	Positive		Neutral		Negative		df	Calculated χ^2 Value	Remark at 5% level
	O	E	O	E	O	E			
Below 35 years	10	13.9	35	36.4	16	10.6	4	9.75	S
36 to 45 years	42	40.6	106	106.9	31	31.2			
Above 46 years	15	12.1	34	31.7	4	9.1			

At 5% level of significance, for 4 df the table value of χ^2 is 9.488

It is inferred from the above table that there is significant association between age of the B.Ed. students and their attitude towards ODL institutions in TNOU. 36 to 45 years old students (M=41.16) are having favourable attitude towards ODL institutions in TNOU than below 35 years old students (M=41.07) and above 46 years old students (M=40.06).

This may be due to the fact that those who above 46 years are unable to pick up the modern technologies and innovative strategies followed in the ODL institutions and those who below 35 years are very familiar with these technologies and they feel monotonous.

CONCLUSION

From the above study, it is clearly recognized that the attitude of B.Ed. students towards ODL institutions in TNOU is neutral. So, the authorities of Tamil Nadu Open University and faculties of School of Education in TNOU have to take necessary planning and action in order to improve the attitude of B.Ed. students.

Tamil medium students should be given additional learning materials for further references and to strengthen their knowledge. ODL institutions of TNOU should give laboratory based methods of teaching and learning such as demonstration, computer assisted instruction, etc.

Furthermore, all ODL institutions should give priority to Learner Centred Methods like brainstorming, role playing, discussion, buzz group, study assignment method, seminar and programmed instruction method. The ODL institutions should not halt at the teaching of the B.Ed. students more than that they should mould the students' life forever. So, they should train them for all-round development activities such as providing computer knowledge, value education, stress coping management, time management, emotional intelligence, etc.

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