

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS USING COMMUNITY RESOURCES IN SOCIAL STUDIES EDUCATION

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ABSTRACT

The purpose of this study was to measure the attitude of secondary school teachers towards using community resources in social studies education. The study was conducted on 115 secondary school teachers those were teaching at different senior secondary schools of mayurbhanj district of Odisha. Results provides evidence that more experienced teachers had better and positive attitude towards using community resources in social studies. However, teachers having low educational qualification did not have positive attitude as compare to the teachers having more qualification.

Keywords: Attitude, Secondary School teachers, Social studies Education.

Introduction

It is not a new idea of taking students to field trips or using other resources in the classes. The variety of instructional materials are utilized in teaching-learning activities in general and community resources in particular. Using community resources for social studies compete with other instructional technique. However, the utilization of community resources is most appropriate for effective social studies instruction in India, though it is a country with multiculturalism. The growing emphasis on community based education is capable of concretising the abstract concept of social science. Community resources therefore serve as supplementary for the inadequate supply of instructional materials in school education. Effective interactive process demands appropriate utilization or commitment of instructional materials and resources. According to Fadeye (2005) resources could be a stimulus, an object, a person, etc which helps the learners in their pursuit of knowledge in social studies. The teachers of Social studies must explore facilities open to them especially within their locality and be prepared to improvise (Fadeye, 2005). The child is the product of his community. The community and the school can't be divorced. The community serves as a resource laboratory for social studies education (Olabode, 2013). The use of community resources in the teaching and learning of social studies becomes a means of promoting socio-ecological equilibrium and learners' understanding of their environment. The scarcity and at time non-availability of instructional technology prevent effective teaching in schools. Furthermore, the inability of most social studies teachers to effectively operate the instructional materials poses problems. Wade (2002) stated bland and boring textbooks negatively affected teacher attitude. There was a significant difference between the attitude of qualified physics teachers and unqualified physics teachers toward the use of community resources in teaching (Omesewo and Ogunlade, 2012). Hence, it is important to find out the attitude of teachers towards using of community resources in social studies education. The main purpose of this study was to find out the perception among post graduate students about using internet for academic development.

Methodology

The study was based on descriptive survey research. In this study a Attitude Scale of using Community Resources (ASCR) developed by investigator to assess the attitude of students. the scale consisted 32 items bearing bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.84 by the Person Product Moment correlation method. The validity of the scale was determined by the self rating by subject on a graphic continuum of a scale. It was found to be 0.71. The sample of the study comprise 115 Secondary school teachers from Mayurbhanj district of Odisha.

Analysis and interpretation**Table No.1**

Significance difference in the attitude between more and less experienced secondary school teachers towards community resources in social studies education.

Group	N	Mean	S.D	t- ratio	Level of significance
More experienced Teachers	50	89.23	7.66	2.30	.01
Less experienced Teachers	65	85.65	8.18		

It is revealed from the Table-1 that the mean scores of more and less experienced secondary school teachers in attitude of using community resources are 85.65 and 89.23 with SD 7.66 and 8.18 respectively. The t-ratio came out from above two group is 2.30 which there is a significance different between more and less experienced secondary school teachers in the perception attitude of using community resources for academic purpose. However, the mean score of more experienced teachers is greater than less experienced teachers, it indicates that more experienced teachers had good and positive attitude towards using community resources for social studies as compare to less experienced teachers.

Table No.2

Significance difference between in the attitude between more and less qualified secondary school teachers towards using community resources in social studies education.

Group	N	Mean	S.D	T- ratio	Level of significances
More Qualified	70	88.97	6.63	2.66	.01
Less Qualified	45	83.23	7.12		

It is revealed from the Table-2 the mean scores of more and less qualified secondary school teachers in the attitude of using community resources in social studies education 88.97 and 83.23 with SD's 6.63 and 7.12 respectively. The t-ratio came out from above two group is 2.66, which is significant at .01 level of significance. That means there is a significance different between more and less qualified secondary school teachers in the attitude of using community resources in social studies in education. However, the mean score of day scholar is less than the hosteler, it means day scholar did not perceived as much as good for using internet academically.

Discussion and Conclusion

The finding of the present studies revealed that there is significant difference in attitude of using community resources in social studies. However, the less experienced teachers had not so good attitude towards using community resources in social studies as compare to their more experienced teachers. So it is suggested that school authority particularly school administration should encourage teachers to use community resources through financial support, appropriate scheduling of standard time table and organization of regular staff development programme to promote teacher efficiency. Further, there was a significant difference between the attitude of qualified and unqualified social studies teachers toward using community resources in teaching. So, there should be appropriate training programme to use community resources at the school level to create awareness and enhance the attitude of less qualified teachers.

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