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ABSTRACT

Previously teacher's job was only to teach in the class. But today apart from teaching, he has to participate in curriculum development, designing tools of evaluation, guidance and counseling etc. His role has become multidimensional. Emergence of student-centered methods of teaching, replacing the teacher-centered ones, indicates a significant innovation. Hence the Researcher decided to find out the Attitude of Teacher towards Educational Innovations. Statistical Analysis relieved that Locality and subject handled alone is influenced by the Educational Innovations.

Introduction

"You must be the change you wish to see in the world" - Gandhi. Teaching and learning are the two faces of a coin, as they are inseparable life long journey and the main purpose of teaching is to help students to learn. Moreover, teaching and learning process will be successful only when teachers are willing to learn in their day to day life using technology from which knowledge flows just like a river and from their students as well. To teach is to learn twice. Anyone who keeps learning stays (mentally) young as "Learning never ends". "Educational Innovation is the process of improving education by adopting newer techniques and strategies (which are so far unknown) in educational objectives, teaching- learning methods and materials, functions and functional relations, curricula as well as organizing new bodies. All educational innovations are not with reference to a single factor; they many pertain, to different aspects of education. When an innovation is attempted in one component of education, it definitely affects the other components too.

Need for the Present Study

Innovation is the process of the developing an idea into a creative action. In order to develop innovation we need to have a new environment that encourages innovativeness amongst the teacher. This kind of encouraging environment requires and organization culture, open leadership style and adequate resources. Infact, this encouraging environment needs a new dynamic of upward, downward and horizontal communization. The ideological issues related to innovative pedagogy must be dealt with more seriousness. Creating a holistic pedagogy with characteristics of creative, critical and caring aspects of thinking must be addressed. Likewise, the goal of teacher education programmes must be aligned to prepare teachers as good persons and not only as smart person if the teachers develop a positive attitude towards innovation its very easy to introduce, innovations in educational institution. The teachers are the architects of the educational system. Hence in this study an attempt has been made to find out the attitude of teachers towards educational innovations.

Objectives of the Study

- To find out the level of Attitude of Teachers towards Educational Innovations.
- To find out whether there is any significant difference in the Attitude of Teachers towards Educational Innovations based on Gender, Locality, Type of School and Subject handled.

Hypotheses of the Study

- The level of Attitude of Teachers towards Educational Innovations is high.
- There is no significant difference in the Attitude of Teachers towards Educational Innovations based on Gender, Locality, Type of School and Subject handled.

**Method:** Researchers use different methods according to the need of their research area. Here the researcher used normative survey method to carry out the research.

**Sample:** The sample consisted of 300 students from three different High school students were taken by stratified random sampling technique study.

**Tool:** The tool "Attitude of Teachers towards Educational Innovations" was prepared by the investigator.

Analysis of the Data

**Hypothesis 1:** The level of Attitude of Teachers towards Educational Innovations is high.

Table 1: Frequency and Percentage of high school students for the variable Disaster Management

Variable	N	Categories	Range	Frequency	Percentage
Teachers Attitude	300	Low	30-83	78	25.33%
		Moderate	84-100	145	48.34%
		High	101-120	77	26.33%
Total			40-120	300	100%

From the table it is observed that more number of Teachers lie in the moderate category showing that the Attitude of Teachers towards Educational Innovations.

**Hypothesis 2:** There is no significant difference in the Attitude of Teachers towards Educational Innovations based on Gender, Locality, Type of School Management and Subject Handled.

Table 2: Teachers Attitude based on Gender, Locality, Type of School Management and Subject Handled

Variable	Category	Sub Sample	N	Mean	S.D	't' Value	L.S
Teacher's Attitude	Gender	Male	140	153.3	17.75	1.41	N.S
		Female	160	150.4	17.66		
	Locality	Rural	200	150.4	17.66	2.97	0.01
		Urban	100	144.4	15.88		
	Type of School Management	Government	150	154.1	17.5	0.70	N.S
		Private	150	152.6	18.50		
	Subject Handled	Arts	174	152.6	15.08	4.75	0.01
		Science	126	144.4	14.36		

From the table it is observed that the 't' value is less than table value at 0.05 level indicating no significant difference between Male and Female teachers in their Attitude towards Educational Innovations. Hence, the null hypothesis is accepted.

From the above table it is noted that 't' value is greater than table value at 0.01 level. Hence there is a significant difference between Rural and Urban teachers with respect to their teacher's Attitude towards Educational Innovations. Therefore the null hypothesis is rejected.

From the table it is observed that the 't' value is less than table value at 0.05 level indicating no significant difference between Government and Private school teachers in their Attitude towards Educational Innovations. Hence, the null hypothesis is accepted.

From the table it is observed that the 't' value is less than table value at 0.05 level indicating no significant difference between Government and Private school teachers in their Attitude towards Educational Innovations. Hence, the null hypothesis is accepted.

#### Major Findings of the Study

1. The level of Attitude of teachers towards Educational Innovations is Moderate.
2. There is no significant difference in the Attitude of Teachers towards Educational Innovations with respect to Gender.
3. There is a significant difference in the Attitude of Teachers towards Educational Innovations with respect to Locality.
4. There is no significant difference in the Attitude of Teachers towards Educational Innovations with respect to Type of school.
5. There is a significant difference in the Attitude of Teachers towards Educational Innovations with respect to their Subject handled.

#### Educational Implications

1. Periodical in-service training should be provided for teachers to impart knowledge about the recent innovations that are attempted in education and enhance their motivation and self confidence.
2. Seminar, symposia and workshop may be arranged frequently and teachers encouraged participating in such gatherings.

3. Incentives may be provided for presenting seminar papers, submitting research articles, executing action research plans etc.
4. Central and State government should provide adequate financial assistance for executing innovative projects in education.
5. Innovative teachers who serve with devotion should be identified and rewarded with career advancement and increased remuneration.
6. Teachers should be encouraged to report and publish the innovative practices tried in their schools.

**Conclusion:** The role of teacher is very significant in introducing and implementing innovative educational practices to ensure sustained qualitative improvement in education. If innovations are to flourish in education teachers themselves are to be innovative.

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