

Vol II Issue IX

ISSN No : 2230-7850

Monthly Multidisciplinary
Research Journal

Indian Streams Research Journal

Executive Editor

Ashok Yakkaldevi

Editor-in-chief

H.N.Jagtap

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathmatical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [PK]
Janaki Sinnasamy Librarian, University of Malaya [Malaysia]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikal Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net



Student Teacher And Parent Attitude For Shaping A Future Classroom

Ravindra L. Ambekar

District Institute of Education and Training, Akola. MS.

Abstract:

The purpose of education to all round development of the student according to appropriate schooling and their structure classroom. But the tradition for our school classroom all the factor of teaching and learning are decided for the system or particular person and this approach work on continue in our school. But the demand and hope for the school classroom continuously change for example student hope that our classroom environment are joyfully, his curriculum, examination procurer and process, activity, learning experience and every part of school and classroom are given the mental and social satisfaction, effective and without tress learning activity, contextual learning experience and co-operative learning facility provide in the school classroom, Student personal interest.

KEYWORD:

Classroom, future ,school,investigator,curriculum.

INTRODUCTION

Habits and so many other things are important part of student in the context of classroom. These classroom structures are providing and do the complete for all facility and hope for student in the classroom. Presently parents are more aware for his childe school classroom and these schools are providing the acceptable classroom for the something parent enroll his child for particular schooling. Various type and demography differences parent hope are difference for the future classroom for our child literate non literate, farmer. Labor Male and female parent are difference accepting the school classroom for the all round development of his child. How structure of our student classroom according to teacher are important role because teacher are teach and given the various experience for student in the classroom. In these situation some student are adept the all and so far think and some student are not adept the acceptable changed of our behavior. In this situation teacher are imagine for the classroom for his student in his classroom all the student gating the equal experience and changing the behavior of student for the value for nation and demand for future market oriented society.

In the present context every person directly and indirectly related for the educational system. And she or he hopes that how and what shape of our child future school classroom. Every person for the related of our educational system his opinion and approach are different for the future classroom generally social factor hope for future classroom according to curriculum, examination system, values for education, learning experience for student in classroom, co-curriculum activity organization in the classroom and technology of teaching and learning is the important part of our future classroom. In the stage of quality education, providing the primary level given the weite for the attitude of student teacher and parent according to the future classroom. Present study taken the opinion for social factor according to the future classroom for the school level major component and describe the result for this study.

Please cite this Article as : Ravindra L. Ambekar , Student Teacher And Parent Attitude For Shaping A Future Classroom : Indian Streams Research Journal (Oct. ; 2012)

OBJECTIVE OF THE STUDY :-

- Study the primary student attitudes for the component of shaping future classroom.
- Study the primary teacher attitudes for the component of shaping future classroom.
- Study the primary student parent attitudes for the component of shaping future classroom.

HYPOTHESIS OF THE STUDY :-

- There is no significance difference between primary student attitudes for the component of future classroom.
- There is no significance difference between primary teacher attitudes for the component of future classroom.
- There is no significance difference between primary student parent attitudes for the component of future classroom.

LIMITATION AND DELIMITATION OF THE STUDY :-

- This study consider only for those social factor directly and indirectly related for neighborhood schooling system. For example Teacher student, teacher educator, etc.
- On the geographical spacing this study limited for akola district.
- Collecting the data for shaping A future classroom in educational section 2011-12.
- All social factors getting the information according self constructed tool and schedule for related the topic.

DESIGN OF THE STUDY :-

Research Method – Descriptive survey method used for this study. Investigator personally meet for the social factor directly and indirectly related to neighborhood school system on our context and getting the information and opinion for all selected social factor according to this study purpose and objective.

Population and Sample – population of the present study is all social factor directly and indirectly related for his neighborhood schooling in the aria of akola city. Directly related school social factor means student and teacher these are connect directly for school classroom and related activity in the school. Parent of student indirectly related to the school classroom social factor all the selected school, all student doing the learning for these school and all the teacher work for this select school in akola city those all social factor are the population of present study.

Investigator selected and uses the appropriate sampling method for the study. Stratified random sampling method use for study firstly investigator selected the 100 school teacher, 100 student and 100 parent in the neighborhood government and private school. In akola city. All the sampling for this study is 300 schooling related social factor in akola district.

Tools : - In order to collect the necessary data to achieve the objective of study. This situation investigator self prepared and developed the social factor attitude scale for shaping the future classroom according to the neighborhood school related social factor. Three scale develop for separately student attitude for shaping a future classroom, teacher attitude for shaping a future classroom and parent attitude for shaping a future classroom. Use the literature for construct the separate attitude scale have proceeding for the conference of GERA, gaju bhai Divaswapna, National curriculum framework 2005, Learning without burden, how student are fail, teacher for the future etc literature are use for the developing the tool.

Construction and develop for the tool use for six component separately what and how curriculum in classroom, how conduct and organize the examination in future classroom, which and how activity are use in the future classroom, what are develop the value in classroom, how are use the educational technology in classroom and how and what learning experience provide in future classroom. The entire component related item construct in the tool separately.

Student, teacher and parent attitude for shaping a future classroom scale construct for separately or individual social factor every social factor attitude scale consist sixty item twenty five items are positive and thirty five for negative item. Item selected for six components separately curriculum, examination, co-curriculum activity, value, educational technology and learning experience. Individual ten items are constructing in every component and every social factor attitude. The scoring process for the item three point scale agree, constant and not agree. The positive item agree for 3 score, constant for 2 score and disagree for 1 score and negative item 1 for agree, 2 for constant and 3 for not agree. Total 180 is high score

and 60 is low score for the attitude scale for every individual social factor. All the basic issues related for the future classroom according to the student, teacher and parent are covered in the study.

VARIABLE FOR THE STUDY :-

Main variable:-

- Attitude for curriculum in future classroom.
- Attitude for examination system in future classroom
- Attitude for value provide in future classroom.
- Attitude for co-curriculum in future classroom
- Attitude for educational technology in future classroom
- Attitude for learning experience in future classroom.

Demographics variable:-

- Primary school Student
- Primary school Teacher
- Student Parent related to schooling

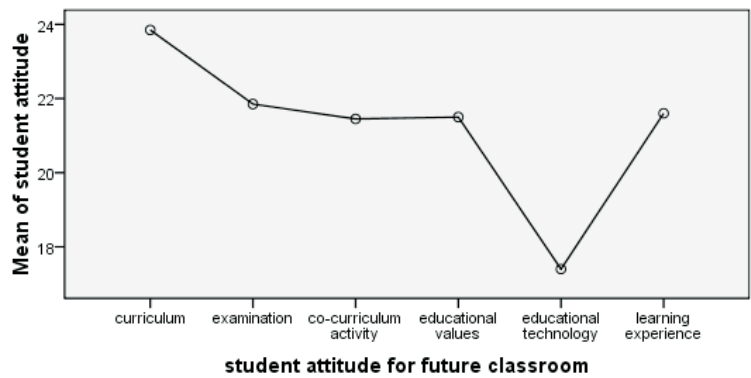
Analysis of Data – The statistical technique used for analyzing data were percentage, t test, analysis of variance and factorial design ect.

Table no. 1- There is no significance difference between primary student attitudes for the component of future classroom.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2216.375	5	443.275	31.297	.000
Within Groups	8413.250	594	14.164		
Total	10629.625	599			

Above table show that; compare the primary student attitude for the component of shaping future classroom. The calculated F value is 31.297 this calculated f ratio is greater than table value at 0.01 level of significance for the df BSS 5 and WSS 594 between group and within group so null hypothesis is rejected. For the analysis of above table it is found that there is significance difference between the attitudes of primary student for the component of curriculum, examination, co-curriculum activity, educational value, educational technology and learning experience its structure of our shaping future classroom Its significance difference of the attitude for student according to the tool component of future classroom show the mean plot in follow graph.

Graph no 1 – Primary student attitude for shaping future classroom.



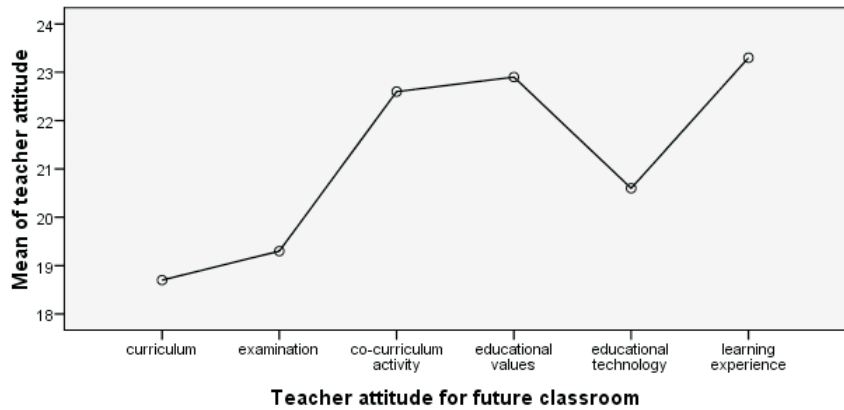
Above graph show that, the student attitude for the future classroom of the various approaches for the view of future classroom. The approach of curriculum for future classroom attitude is very high compeer to other component of future classroom and the approach of educational technology is very low compeer the other approaches of future classroom. Schooling curriculum depended on the base of joy full learning and getting the success for future life.

Table no. 2- There is no significance difference between primary teacher attitudes for the component of future classroom.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1947.333	5	389.467	29.321	.000
Within Groups	7890.000	594	13.283		
Total	9837.333	599			

Above table show that; compare the primary teacher attitude for the component of shaping future classroom. The calculated F value is 29.321 this calculated f ratio is greater than table value at 0.01 level of significance for the df BSS 5 and WSS 594 between group and within group so null hypothesis is rejected. For the analysis of above table it is found that there is significance difference between the attitudes of primary teacher for the component of curriculum, examination, co-curriculum activity, educational value, educational technology and learning experience its structure of our shaping future classroom Its significance difference of the attitude for teacher according to the tool component of future classroom show the mean plot in follow graph.

Graph no 2- Primary school teacher attitude for shaping future classroom.



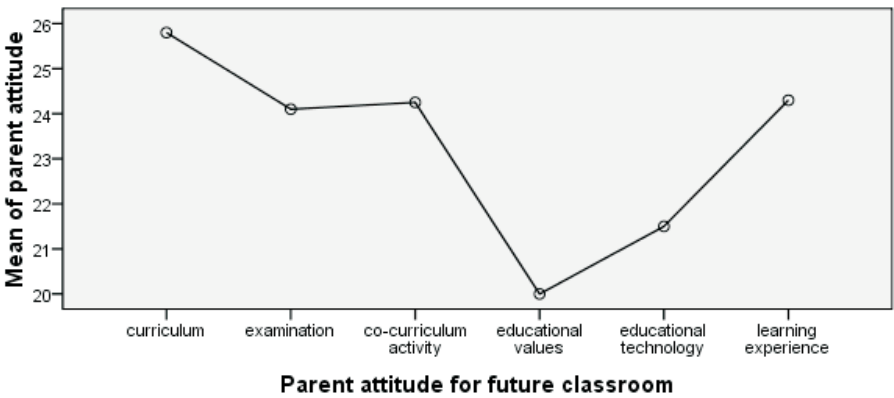
Above graph show that, the primary teacher attitude for the future classroom of the various approaches for the view of future classroom. The approach of curriculum for future classroom attitude is very low compeer to other component of future classroom and the approach of learning experience is very high compeer the other approaches of future classroom. School base learning experience depended on the out of school knowledge and student contextual experiences in the society. Primary teacher approach of learning experience related to constructivist approach of teaching and learning.

Table no. 3- There is no significance difference between primary student parent attitudes for the component of future classroom.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2291.875	5	458.375	43.988	.000
Within Groups	6189.750	594	10.420		
Total	8481.625	599			

Above table show that; compare the primary student parent attitude for the component of shaping future classroom. The calculated F value is 43.988 this calculated f ratio is greater than table value at 0.01 level of significance for the df BSS 5 and WSS 594 between group and within group so null hypothesis is rejected. For the analysis of above table it is found that there is significance difference between the attitudes of primary student parent for the component of curriculum, examination, co-curriculum activity, educational value, educational technology and learning experience its structure of our shaping future classroom Its significance difference of the attitude for student parent according to the tool component of future classroom show the mean plot in follow graph.

Graph no 3 - Primary student parent attitude for shaping future classroom.



Above graph show that, the primary student parent attitude for the future classroom of the various approaches for the view of future classroom. The approach of curriculum for future classroom attitude is very high compeer to other component of future classroom and the approach of educational value is very low compeer the other approaches of future classroom. Approach of curriculum for parent depended on the market oriented and gating the success for student in his personal life and market oriented society.

Table no. 4- Primary school student, teacher and parent attitude of various aspects for shaping a future classroom

Attitude for future classroom	N	student attitude Mean	Teacher attitude Mean	Parent attitude Mean	Total Mean
curriculum	100	23.85	18.70	25.80	22.78
examination	100	21.85	19.30	24.10	21.75
co-curriculum activity	100	21.45	22.60	24.25	22.77
educational values	100	21.50	22.90	20.00	21.47
educational technology	100	17.40	20.60	21.50	19.83
learning experience	100	21.60	23.30	24.30	23.06
Total	600	21.27	21.23	23.32	21.94

Above table show that, parent attitude are high and teacher attitude are low for the component of school curriculum and examination process organization in the classroom. Parents attitude are high and student attitude are low for the co-curriculum activity organization in schooling. Teacher attitude are high and parent attitude are low for developing and adapting the value of education according to the object of education. Parent attitude are high and student attitude are low for the use of educational technology in school and her classroom. Parent attitude are high for the contextual learning experience provide in the school curriculum and knowledge according to the previous and social experience of student. Student attitude are low compeer to other variable attitude for the learning experience. Generally student acceptances are joyfully experience getting in our classroom. Above table conclude that, attitude of parent for future classroom with various accept are high compeer to other variable. Student and teacher attitude for future classroom are not significance difference. Attitude of learning experience for the classroom are very high according to other component of future classroom.

MAJOR FINDING:-

-There is significance difference between primary student attitudes for the component of future classroom curriculum, examination, co-curriculum activity, educational values, educational technology and learning experience. Students have given the high weight for curriculum and low weight for educational technology in shaping future classroom.

-There is significance difference between primary teacher attitudes for the component of future classroom curriculum, examination, co-curriculum activity, educational values, educational technology and learning experience. Primary school teachers have given the high weight for learning experience and low weight for curriculum in shaping future classroom.

-There is significance difference between primary student parent attitudes for the component of future classroom curriculum, examination, co-curriculum activity, educational values, educational technology and learning experience. Parents have given the high weight for curriculum and low weight for educational value in shaping future classroom.

-Schooling learning experience attitude are very high and educational technology attitude are very low compeer to other component of future classroom.

REFERENCE:

Reference Book :-

- Best J.W. Research in Education, (2011), PHI Learning private limited, New Delhi. Tenth Edition.
- Mangal S. K., Statistics in psychology and education, (2012), PHI Learning private limited, New Delhi. Second Edition

Report and journal Reference:-

- Educational Technology position paper focus group discussion, (2005), national council of education research and training, New Delhi.
- Examination reforms position paper focus group discussion, (2005), national council of education research and training, New Delhi.
- Shaping a future classroom on global perspective world conference report, (2012), Global educational research association lovely professional university phagwada Panjab.

Web Reference:-

- <http://www.preservearticles.com/2011121918502/essay-on-the-information-technology-of-the-past-present-and-future-classrooms.html>
- <http://www.nytimes.com/2011/09/04/technology/technology-in-schools-faces-questions-on-value.html?pagewanted=all>

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- * International Scientific Journal Consortium Scientific
- * OPEN J-GATE

Associated and Indexed,USA

- *Google Scholar
- *EBSCO
- *DOAJ
- *Index Copernicus
- *Publication Index
- *Academic Journal Database
- *Contemporary Research Index
- *Academic Paper Databse
- *Digital Journals Database
- *Current Index to Scholarly Journals
- *Elite Scientific Journal Archive
- *Directory Of Academic Resources
- *Scholar Journal Index
- *Recent Science Index
- *Scientific Resources Database

Indian Streams Research Journal
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net