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ATTITUDE OF ELEMENTARY STUDENTS TOWARD EduSat PROGRAMME

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Abstract:-

This study was undertaken to understand the school students angle towards EduSat (Education Satellite) program. For this purpose, descriptive survey style of research was used. A sample of a hundred students willy-nilly designated as subjects from elementary schools with ROT of Nelamangala city and Village, Bangalore Rural District. the scholar Attitudes toward EduSat Program developed by the research worker was administered on the chosen sample. The 't'test was used to understand the distinction within the attitudes. The results discovered that no distinction was found within the attitudes of boys and ladies towards EduSat Programme and also found vital distinction within the angle of rural and concrete faculty students towards EduSat program. The urban faculty authorities ought to inspire their students to boost their attitudes towards EduSat programme and supply contributive atmosphere to boost their interest. it's the responsibility of the lecturers to form their students to update their information in technology and faculties may additionally conduct workshops, seminars on EduSat programme.

Keywords: Attitude, EduSat Programme, Elementary.

1.INTRODUCTION

Many psychologists have given different definitions for attitudes. According to Schneider (1988), 'Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object.' He also added that attitude can guide our experiences and decide the effects of experience on our behaviours. Attitude is a positive or negative evaluations or feelings that people have towards other people, objects, issues or events. Attitudes include the general way people feel towards socially significant objects and most attitudes are lasting. The present study is intended to know the attitudes of elementary school students towards EduSat programme.

Primary Education plays an important role in the development of the child. It gives basic education to the child it should be a child friendly atmosphere in the school. Science and Technology are playing a vital role in the formation of modern society. Educational technology implies the use of all educational resource men and materials, methods and techniques, means and media in an integrated and systematic manner for optimizing learning. To impart effective learning of child and for universalization of the primary education, Government has planned different curricular activities. Among these activities EduSat (Education Satellite) Programme is also one of them. EdusSat communication network is a new form of informal education with the help of satellite.

EduSat is an educational programme through Satellite. This programme is helpful and innovative to learning. It is implemented in Government of Karnataka collaboration with Indian Space Research Organisation (ISRO). The Studio, Hub and up linking facilities have been set up at Department of State Educational Research and Training (DSERT), Bangalore. EduSat is the first Indian Satellite built exclusively for serving the educational sector and it was launched successfully by GSLV-F01 on 20th September 2004 and the main intention is to meet the demand for an interactive satellite based distance education system of the country. EduSat is a technology network comprising uplink stations in selected national and state locations (to act as teaching ends), Downlink stations or

facilities in various educational institutions (as learning ends). There are two types of receiving terminals used to receive the EduSat Programmes namely ROT (Receive only Terminal) and it is one-way video, one-way audio, no interactivity and another is SIT (Satellite Interactive Terminal and it is one-way Video/Two way Audio. In Karnataka active learning methodology is implemented. In this, students learn actively, but no visual pictures are there. If we add video programmes together with active learning methodology it will be the best teaching method above all. This encourages student at all the time and also develop positive attitudes towards EduSat programme. At present EduSat program implemented in Chamarajnagar, Gulbarga, Bangalore Rural, Mysore and Ramanagar Districts of Karnataka.

EduSat programme motivates the students to learn effectively to greater extend and the students will save their time and also can learn easily through visual effects. The schools are provided with receiving programmes in all the ROT schools. On each day two programmes of 30 minutes were broadcast for the benefit of students of Grade III to VIII. The use of EduSat leads to more positive attitude towards educational technology. Thus, when taught through EduSat or any educational Programme the students feel more involved in studies, which help significantly in raising their achievement. EduSat motivates the students to learn effectively to greater extent. By learning through EduSat the students will save their time and they can learn easily through effect of videos. The students are exposed to EduSat programmes and they are interested learning with EduSat programme. Thus the researcher wants to know the students' attitude towards EduSat program.

2.REVIEW OF LITERATURE

Anandan and Thyagarajan (2012) found that the distance learners of B.Ed. are having sound awareness towards ICTs. This shows that the ICTs are now dominating our private sphere as well as our social and working environments. All the distance learners of B.Ed. understood that ICT is a powerful tool for classroom interaction and enrichment. The results show that B.Ed. students have a sound knowledge on all components of ICTs such as Internet, Multimedia CDROM and EduSat. Derbyshire (2004) found that the three computer related occupation (computer scientists, computer engineers and system analysts, and computer science and engineering) are the top career choices for boys. This is the study to know the students' attitudes towards EduSat programme due to variations in the sex and locality. Studies of Schaumburg (2002) showed that females tend to be less interested in computer and use them less often in their spare time. In addition, girls are found to be less confident than boys in their computer skills, and that boys scored better than girls in computer related knowledge and skills in vast majority of countries. Jayatillike B.G. (2001) conducted a study on the evaluation of teleconferencing in non-formal education. The study revealed that the viewers find the programme interesting and practically useful in their day-to-day activities.

3.STATEMENT OF THE PROBLEM

The purpose of the study is to know the attitude of elementary school students towards EduSat programme due to variations in the sex and locality.

4.OBJECTIVES OF THE STUDY

The following are the objectives of the study :

1.To know the attitudes of elementary school students.
2.To compare the attitude of boys and girls towards EduSat programme.
3.To evaluate the attitude of urban and rural school students towards EduSat programme.

5.STATEMENT OF HYPOTHESES

The following hypotheses have been formulated for empirical validation.

1.There is no significant difference in the Attitude of boys and girls towards EduSat programme.
2.There is no significant difference in the Attitude of rural and urban students towards EduSat programme.

6.METHODOLOGY

Operational Definition

EduSat: EduSat communication network is a new form of informal education with the help of satellite. It is a technology network comprising uplink stations in selected state locations (to act as teaching ends), downlink stations or facilities in various educational institutions (as learning ends.)

Attitudes: It is an expression of favour or disfavour toward a person, place, thing, or event. In the present study attitude refers the student's attitude towards effectiveness and utilization of EduSat programme.

Method : Descriptive Survey method of research was used.

Population of the Study: Population of the present study involves the Elementary school students of urban and rural areas of Nelamanagala, Bangalore Rural District, Karnataka State.

Sample of the Study: In this study the investigator used random technique of Probability sampling. A total of 100 elementary students were selected by random technique. This sample included 34 boys and 66 girls totaling 100 elementary school students studying in ROT schools of Nelamangala taluk, Bangalore Rural District.

TOOLS OF RESEARCH

Attitude towards EduSat Programme Scale (AEPS): The AEPS constructed by the Researcher. It has 45 items in likert format. It is found the reliability of the tool by test and re-test method. The test was administered separately to a group of 50 students, two times with an interval of 30 days and the reliability coefficient was computed and found to be 0.82 significant at 0.01 level. Hence the tool is considered to be a reliable. To establish the validity of this tool experts' opinion was obtained.

Statistical Techniques Applied : In this study t-test was used to compare the Attitudes among elementary school students and level of significance was fixed at 0.05 and 0.01 levels to test hypotheses.

7.RESULTS AND DISCUSSION

To test above hypothesis, t-test was used and obtained results have been shown in Table No.1 and Table No.2 as below:

Table No.1: Comparison between elementary school boys and girls' Attitude towards EduSat Programme.

Group	Number	Mean	Standard Deviation	Mean Difference	't' Value and significance level	Sig. (P Value)
Boys	34	95.264	12.495	1.795	0.70^{NS}	0.482
Girls	66	97.060	11.032			

NSNot Significant

The table-1 shows that the mean attitude scores of elementary school boys and girls were 95.264 and 97.060 and their standard deviations 12.495 and 11.032 respectively. The obtained 't' value is 0.70 which is less than the table value of 1.98 (df=98) at 0.05 level and thus it is not significant. Hence, null hypothesis related to this was accepted and it is concluded that the boys and girls had similar attitudes towards EduSat programme.

Table-2: Comparison between elementary school urban and rural school students' Attitude towards EduSat programme.

Groups	Number	Mean	Standard Deviation	Mean Difference	't' Value	Level of Significance
Urban	57	92.175	12.435	9.940	5.06**	0.000
Rural	43	102.116	6.993			

**Significant at 0.01 level.

The table-2 shows that mean attitude scores of elementary school students studying in urban and rural schools are 92.175 and 102.116 and their standard deviation 12.435 and 6.993 respectively. The obtained 't' value is 5.06 which is greater than the table value of 1.98 (df=98) at 0.05 level and thus it is significant at 0.01 level. Hence the null hypothesis is rejected and an alternative hypothesis has been formulated that "there is a significant difference in the Attitude of urban and rural school students towards EduSat Program" The students studying in rural schools (M=102.116) had favourable attitude than students studying in urban schools (M=92.175).

The students had moderate attitude level towards EduSat Program. The 't' test result shows that there was no significance difference in the attitude towards EduSat programme on the basis of sex. This may be due to the reason that these factors are almost similar to boys and girls and the study was also to see attitude towards EduSat programme of urban and rural students and found significant difference. The rural school students had favourable attitude than urban school students. Findings of the study is supported by the findings of the previous studies in which students learnt academic material (subjects) using Multimedia Program performed significantly better than those taught using the conventional strategy, Nimavathi, V. and Gnanadevan, R. (2008) found that a multimedia programme was effective in improving students' understanding of academic material.

8.CONCLUSION

The elementary school students had moderate attitude towards EduSat programme. The teachers should motivate the students to improve their attitudes towards EduSat programme especially in urban schools. The urban school authorities should motivate their students and provide conducive atmosphere to improve their interest and attitudes towards EduSat programme. Thus, the parents should enroll their children in the schools having assistance of EduSat programme learning for better achievement and attitudes and more will like to involve in adopting EduSat as a tool in the global march towards technological advancement.

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