



# AWARENESS AND ATTITUDE OF KANNADA AND ENGLISH MEDIUM HIGH SCHOOL STUDENTS OF BELLARY TOWN TOWARDS SMART CLASSES.

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## **Abstract:**

*The key difference between traditional teaching techniques and new-age smart learning education is the use of tools and equal participation of teachers and students. Smart learning education system attempts at developing quick learning skills where teachers participate with students via learning tools and techniques. The present study reveals the awareness and attitudes of high school students of backward district Bellary in Karnataka State. The results says that the English medium students were got more awareness of smart class than that of Kannada medium students. This is because all most all English medium schools were providing opportunity to their student attained smart classes.*

*Key wards: Smart Class, High school, teaching, learning*

## **1. Introduction:**

The introduction of technology in education has brought a revolution in the area of instructional materials. Smart Class is one of the recently developing teaching learning methods introduced by private enterprisers to improve the quality of the teaching and learning process. It is a type of e-class room method of teaching and learning.

Today it has attracted many parents and students. Smart class room is an educational software programme, which has an instructor station equipped with computer and audio-visual equipment, allowing the instructor to teach using a wide variety of media. These include DVD and VHS playback, Power Point presentations, which is displayed through a data projector. It is a type of e -class room method where students and teachers could use computer and other accessories in the class room for their teaching and learning process. Smart class has a number of instructional uses in our educational system. Through smart class teachers are able to provide the sources of visual learning. Smart class provides how to use basic knowledge of information technology in our educational system.

## 2. Need and Importance of the Study:

The advent of information technology in education has made teaching and learning more interesting that the abstract concept could be explained well with the help of technology. In earlier years teachers were using traditional teaching aids like charts and models to make their teaching more meaningful. But information technology has made learning more interesting using a number of techniques in teaching learning process. The introduction of smart class room in our teaching and learning process attracts many students in educational system. Recently in Mysore some schools have opted for such technology to improve the academic achievements and effectiveness of teaching. It has created some form of interest among students and many do feel they are more motivated in their leaning. In this context, researcher studied students' awareness and attitude towards this method.

The success of any programme depends upon the awareness and attitude of the people towards such a concept. Since in India, this method is in initial stage, the researcher has limited this study to find out only the awareness and attitudes of high school students towards smart class. The main purpose of this paper is to know how many students have understood the concept and how they look at smart class in the arena of learning.

## 3. Statement of the Problem:

The Awareness and attitude of Kannada and English medium high school students of Bellary town towards smart class.

## 4. Objectives of the Study:

- 1) To study the awareness and attitudes of high school students with regard to Smart Class.
- 2) To find out the difference between the awareness of Kannada and English medium high school students towards smart class with respect to some variables.
- 3) To find out the difference between the attitudes of Kannada and English medium high school students towards smart class with respect to some variables.

## 5. Hypotheses:

1.  $H_01$ : There is no significant difference between awareness of Government English and Kannada medium high school students.
2.  $H_02$ : There is no significant difference between awareness of Private English and Kannada medium high school students.
3.  $H_03$ : There is no significant difference between awareness of Urban English and Kannada medium high school students.
4.  $H_04$ : There is no significant difference between awareness of Rural English and Kannada medium high school students.
5.  $H_05$ : There is no significant difference between awareness of Rural English and Kannada medium high school boys students.
6.  $H_06$ : There is no significant difference between awareness of Rural English and Kannada medium high school girls students.

7. H<sub>07</sub>: There is no significant difference between awareness of Government English and Kannada medium high school students.
8. H<sub>08</sub>: There is no significant difference between awareness of Private English and Kannada medium high school students.
9. H<sub>09</sub>: There is no significant difference between awareness of Urban English and Kannada medium high school students.
10. H<sub>010</sub>: There is no significant difference between awareness of Rural English and Kannada medium high school students.
11. H<sub>011</sub>: There is no significant difference between awareness of Rural English and Kannada medium high school boys students.
12. H<sub>012</sub>: There is no significant difference between awareness of Rural English and Kannada medium high school girls students.

## 6. Limitations of the Study:

The study is limited to high schools in Bellary district. It is limited to the areas of awareness and attitude of high school students towards smart class. Only 200 students are selected for the study.

## 7. Design of the Study:

The study is conducted in view of finding out the awareness and attitude of the high school students towards smart class room. Therefore descriptive survey is used for the present study.

### 7.1. Sampling:

For the present study researchers have selected Kannada and English medium students. All the English medium schools were providing Smart classes to their students. The totals of 200 students were selected for the study. Purposive sampling technique was employed.

### 7.2. Tools Used for the Study:

To collect data the investigator has used the following tools. a) Awareness test and b) Attitude scale.

- a. Awareness test on smart class was developed with an objective to find out the students awareness towards smart class. It consisted of thirty questions which are related to the areas of smart class. It has got two divisions namely basic information and awareness towards functioning. 15 questions are related to each area.
- b. Attitude of students towards smart class was measured by using attitude scale. It is a 5 point scale consisting of statements covering the important aspects of smart class. Scale consists of 30 items, out of which 15 statements are related to attitude towards basic information and 15 statements are related to attitude towards functioning. The subject has to respond to each statement in terms of his/her own agreement or disagreement by selecting any one of the 5 choices i.e. SA (Strongly Agree), A (Agree), UD (Undecided), D (Disagree), SD (Strongly Disagree).

## 8. Administration of the Tool:

To collect the data the investigator had taken prior permission from the school authorities. The investigator personally visited the schools and administered the awareness test and attitude scale to the students with a short explanation of the tools.

## 9. Statistical Techniques

In order to test the objectives of the study, different statistical techniques are used. To study about awareness and attitude of the high school students towards smart class descriptive statistical techniques are used. The t-test is used to know the differences between the Kannada and English medium students with respect to different variable on the awareness and attitude towards smart class.

## 10. Analysis of the data:

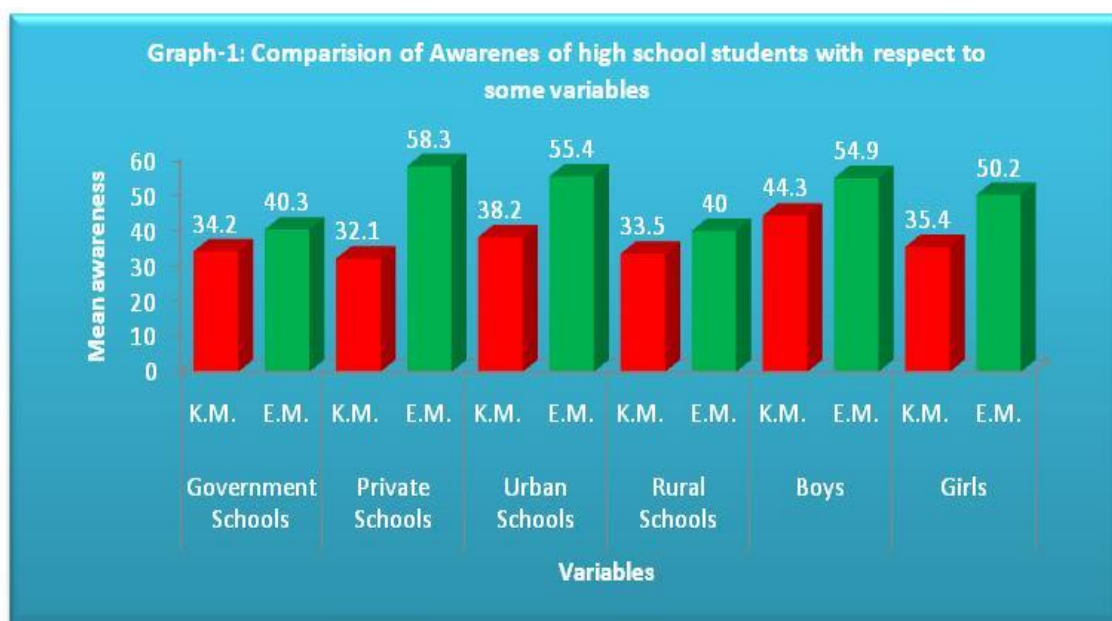
Awareness towards Smart Class of the students with respect to some variables

**Table-1: The mean, S.D. and t-value of awareness of high school students with respect to different variables**

Variable	Type students	N	Mean	SD	t -value	r-value
Government Schools	Kannada Medium	50	34.2	12.3	4.51	0.45
	English Medium	50	40.3	09.6		
Private Schools	Kannada Medium	50	32.1	10.2	5.6	0.61
	English Medium	50	58.3	08.1		
Urban Schools	Kannada Medium	50	38.2	09.5	3.4	0.69
	English Medium	50	55.4	11.5		
Rural Schools	Kannada Medium	50	33.5	10.3	3.6	0.51
	English Medium	50	40.0	08.6		
Boys	Kannada Medium	50	44.3	09.3	5.1	0.52
	English Medium	50	54.9	06.4		
Girls	Kannada Medium	50	35.4	10.2	4.3	0.67
	English Medium	50	50.2	07.1		

Above table shows that , t- values of mean awareness values Kannada medium and English medium is significant at significant level 0.05 and 0.01 with respect to different variables. Therefore null hypothesis  $H_{01}$ ,  $H_{02}$ ,  $H_{03}$ ,  $H_{04}$ ,  $H_{05}$  and  $H_{06}$  were rejected and alternate hypothesis accepted. In all the cases English medium students were got more awareness of smart class than that of Kannada medium students. This is because all most all English medium schools were providing opportunity to their student attained smart classes.

Table -1 also reveals that there is positive and Significant relationship between the mean awareness scores of Kannada and English medium students (the calculated r- values were more than table values at 0.05 and 0.01 significant levels.



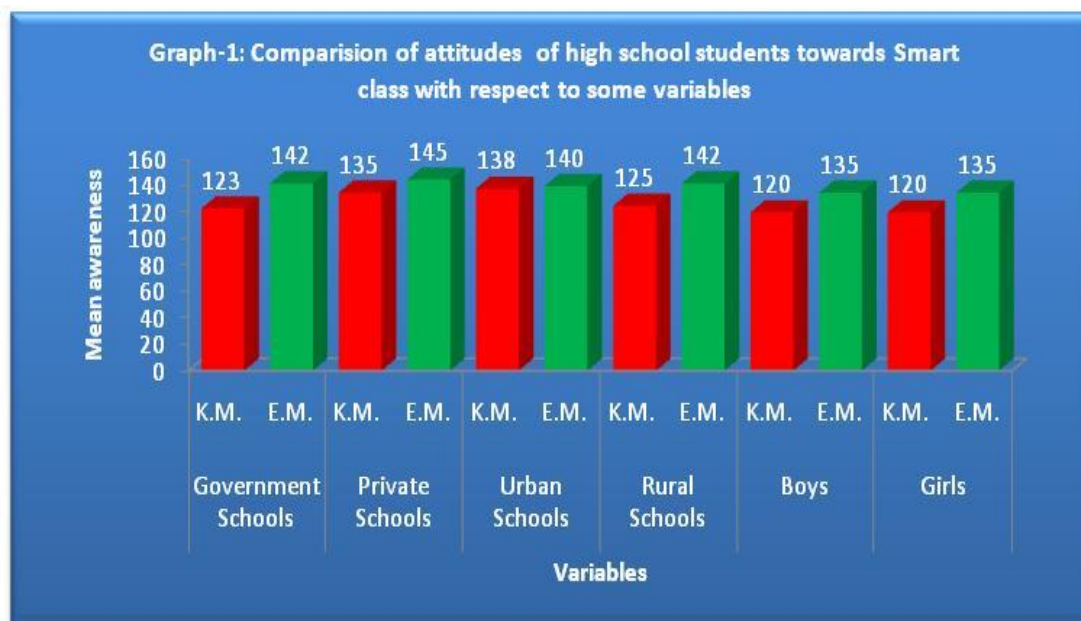
**Table-2: The mean, S.D. and t-value of attitudes towards Smart Class of the students with respect to some variables:**

Variable	Type students	N	Mean	SD	t -value	r-value
Government Schools	Kannada Medium	50	123	11.6	6.1	0.55
	English Medium	50	142	6.8		
Private Schools	Kannada Medium	50	135	8.6	4.3	0.71
	English Medium	50	145	5.4		
Urban Schools	Kannada Medium	50	138	10.2	5.2	0.62
	English Medium	50	140	6.4		
Rural Schools	Kannada Medium	50	125	9.8	4.1	0.45
	English Medium	50	142	6.2		
Boys	Kannada Medium	50	120	8.2	6.1	0.49
	English Medium	50	135	9.4		
Girls	Kannada Medium	50	120	9.6	3.5	0.42
	English Medium	50	135	5.3		

Above table-2 shows that , t- values of mean attitude values Kannada medium and English medium is significant at significant level 0.05 and 0.01 with respect to different variables. Therefore null hypothesis  $H_{07}$ ,  $H_{08}$ ,  $H_{09}$ ,  $H_{010}$ ,  $H_{011}$  and  $H_{012}$  were rejected and alternate hypothesis accepted. In all the cases English medium students were got more positive attitude towards smart class than that of Kannada medium students. This is because all most all English medium schools were providing opportunity to their student to attain smart classes. The experience and knowledge

of English medium was more when compared to Kannada medium students. Hence the attitudes of English medium students were more than that of Kannada medium students.

Table -2 also reveals that there is positive and Significant relationship between the mean attitude scores of Kannada and English medium students (the calculated r- values were more than table values at 0.05 and 0.01 significant levels.



## 11. Major Findings of the Study:

The following are the major findings of the present study.

1. English medium students were got more awareness of smart class than that of Kannada medium students. This is because all most all English medium schools were providing opportunity to their student attained smart classes.
2. there is positive and Significant relationship between the mean awareness scores of Kannada and English medium students.
3. English medium students were got more positive attitude towards smart class than that of Kannada medium students. This is because all most all English medium schools were providing opportunity to their student to attain smart classes. The experience and knowledge of English medium students was more when compared to Kannada medium students. Hence the attitudes of English medium students were more than that of Kannada medium students.
4. There is positive and significant relationship between the mean attitude scores of Kannada and English medium students.

## 12. Educational Implications:

School education in the 21<sup>st</sup> century needs to be revised to meet the requirements of holistic approach to education. Today education has become important means to human resource development. Education is the prime resource to the social and economic growth of the society. In this context school curriculum could be re arranged to meet the demands of the society. Learning is consequence of thinking and knowledge and skill have to be developed to meet the demands of modern society.

The study reveals that students have a high awareness and positive attitude towards smart class in learning, Therefore educationists should facilitate this aspect for a better outcome. Smart class helps students to think beyond textbook pattern of learning. Smart class gives importance to audiovisual aspect and it creates insight in learning. Our educational system could implement concept in more effective way.

The technology supports internet learning which gives variety of information to the students and teachers. Our educational system should encourage students to use it in proper way, Smart class promotes the habit of self-learning among the students. Smart class creates curiosity among students that knowledge of students could be enhanced.

With regard to smart class, this technology could be implemented in government schools with the financial support from the private set up. Scholastics could be encouraged to study more about this technology to create a better awareness among the parents and students. In short, use of technology in education brings a radical change in our educational system. It is sure that smart class can bring such change in teaching and learning if we handle it in more effective way.

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