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ORIGINAL ARTICLE

SOCIAL FACTOR ATTITUDE FOR SHAPING FUTURE CLASSROOM - A CORRELATIVE STUDY

Ravindra L. Ambekar

Principal
DIET, Akola

Abstract:

presently the social factor related to school system more aware for the classroom practices in the stage of curriculum teaching learning language, co-curriculum activity educational values and the system of examination. In study for compeer the relationship for teacher, student and parent for his curriculum, co-curriculum activity, educational value, examination method, and learning experience.

KEYWORDS:

social , curriculum , classroom ,future .

INTRODUCTION:

The role of social factor attitudes play in their ability to learn is important for the classroom and teacher change the negative attitudes into positive along with curriculum and other part of the classroom practices matter basics and handle classroom problems, teachers and parent need to know how students think and how their attitudes organize in classroom. A number of parts from the subject matter for the social factor making the attitude of future classroom. The social aspects of the classroom how classroom arranged various value for the society influence for future classroom attitude. Presently teacher attitude for the future classroom is different because the pre-service teacher training program curriculum and approach is old and the new concept and experiences for the implementing in the class this is new approach. Student attitude for our classroom is different for the various socio economical and various school system generally student hope her classroom without tress, various activity, and no examination organize in the classroom. Students hope for his teacher, he or she is given respect to him. Parent attitude for the future classroom his son or girls adept the maximum competency and she or he success in the competitive market in our society all the achievement fulfill in the classroom hope for parent in the future classroom.

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OBJECTIVE OF THE STUDY:-

-To correlative study the teacher attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.
-To correlative study the student attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.
-To correlative study the parent attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.

HYPOTHESIS OF THE STUDY :-

-There is no significance relationship between teacher attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.
-There is no significance relationship between student attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.
-There is no significance relationship between parent attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.

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.
-Teacher, student and parent are the social factor in this study.

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 connecting 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 students doing the learning for these schools 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 scales 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.

ANALYSIS OF DATA – The correlation statistical technique used for analyzing data.

There is no significance relationship between teacher attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.

Sr. no	Attitude factor	Curriculum	Examination	Co-curriculum activity	Educational value	Educational Technology	Learning experience
1	Curriculum	-	-.293**	.230*	-.286**	-.246*	-.084
2	Examination	-	-	.210*	.185	-.427**	.034
3	Co-curriculum activity	-	-	-	.536**	.204*	-.094
4	Educational Value	-	-	-	-	.296**	-.203*
5	Education Technology	-	-	-	-	-	-.050
6	Learning experience	-	-	-	-	-	-

Above table show that, relationship between teacher attitude for future classroom with in the factor of classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience. There are negative significant correlations between curriculum and examination system, curriculum and co-curriculum activity, curriculum and educational technology. But there is no significant relationship between curriculum and learning experience attitude for teacher.

There is significant relationship between examination system and co-curriculum activity, examination and educational technology. But the there is no significant relationship between examination system and educational value, examination system and learning experience in the classroom.

There is significant positive relationship between co-curriculum activity and educational value, co-curriculum activity and educational technology. But there is no significant relationship for the co-curriculum activity and learning experience attitude for teacher in future classroom.

There is significant positive relationship educational value and educational technology. But the significant negative relationship between the attitude for educational value and learning experience in the future classroom.

There is no significant relationship between educational technology and learning experience attitude for teacher in future classroom.

There is no significance relationship between student attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.

Sr. no	Attitude factor	Curriculum	Examination	Co-curriculum activity	Educational value	Educational Technology	Learning experience
1	Curriculum	-	-.344*	.674**	.359**	.344**	.019
2	Examination	-	-	.157	.096	-.556**	.074
3	Co-curriculum activity	-	-	-	.545**	.040	-.046
4	Educational Value	-	-	-	-	.232*	-.031
5	Education Technology	-	-	-	-	-	.363**
6	Learning experience	-	-	-	-	-	-

Above table show that, relationship between student attitude for future classroom with in the factor of classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience. There are negative significant correlations between curriculum and

examination system and there is positive significant relationship between curriculum and co-curriculum activity, curriculum and educational technology. But there is no significant relationship between curriculum and learning experience attitude for student.

There is no significant relationship between examination system and co-curriculum activity, examination and educational technology and examination system and learning experience. But there is negative significant relationship between examination system education technology for student in the future classroom.

There is significant positive relationship between co-curriculum activity and educational value but the co-curriculum activity and educational technology, co-curriculum activity and learning experience attitude for student is no significant relationship.

There is significant positive relationship educational value and educational technology. But the attitude for educational value and learning experience in the future classroom there is no significant relationship.
There is positive significant relationship between educational technology and learning experience attitude for teacher in future classroom.

There is no significance relationship between parent attitude for classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience.

Sr.no	Attitude factor	Curri culum	Examin ation	Co-curriculum activity	Educatio nal value	Educational Technology	Learning experience
1	Curriculum	-	-.272**	.045	.021	-.236*	-.148
2	Examination	-	-	.524**	-.035	-.416**	.210*
3	Co-curriculum activity	-	-	-	-.344**	.092	.245*
4	Educational Value	-	-	-	-	-.328**	-.382**
5	Education Technology	-	-	-	-	-	.205*
6	Learning experience	-	-	-	-	-	-

Above table show that, the relationship between parent attitude for future classroom with in the factor of classroom curriculum, co-curriculum activity, examination system, classroom knowledge, educational technology and learning experience. There are negative significant correlations between curriculum and examination system, curriculum and educational technology. But the curriculum and co-curriculum activity, curriculum and educational value, curriculum and learning experiences are not significant attitude for parent in future classroom.

There is significant attitude for the relationship between examination system and co-curriculum activity, examination and learning experience, examination and educational technology. But there is no significant relationship between examination system and educational values attitude for parent in the context of future classroom.

There is significant relationship between co-curriculum activity and educational value, co-curriculum activity and learning experience. But there is no significant relationship between co-curriculum activity and educational technology attitude for student in our classroom.
There is significant negative relationship between educational value and educational technology, Educational value and learning experience attitude for future classroom.
There is positive significant relationship between educational technology and learning experience attitude for parent in future classroom.

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