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## Perception of school teachers towards using community resources to enhance scholastic achievement

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### Abstract

The purpose of this study was to measure the perception to use community resources to enhance the scholastic achievement among secondary school students. The study was conducted on 120 secondary school teacher of Mayurbhanj district of Odisha. Results provides evidence that more experinced teachers had better and positive attitude towards using community resources for academic achievement. However, teachers having low educational qualification did not have positive attitude as comapre to the teachers having more qualification. Furhter, the arts teachers have positive perception about using community resources as compare to the science teachers.

**Keywords:** Perception, school teachers, scholastic achievement

### Introduction

Using community resources in the field of education is not a new idea but most remarkable strategies to enhance the student's achievement (Parua and Sharma, 2010) [5]. However, the utilization of community resoruces is most appropriate for effective social studies instruction in India, though it is a country with multiculturalism. The growing emphasis on community based education is capable of concretising the abstract concept of the study. Community resources therefore serve as supplementary for the inadequate supply of instructional materials in school education. Effective interactive process demands appropriate utilization instructional materials and resources. Community resources stimulate student's brain and helps the learners in their pursuit of knowledge (Fadeiya, 2005) [1]. The school teachers must explore facilities to prvide community resources to students.

The community and the school inseparable. The community serves as a resource laboratory for social studies education (Olabode, 2003) [3]. The use of community resources in the teaching and learning of social studies becomes a means of promoting socio-ecological equilibrium and learners' understanding of their environment. The bland and boring textbooks negatively affected teacher attitude (Wade, 2002) [6]. So the teacher should use variety of resources to develop positive attitude to delevery good teaching in the lesson. Hence, it is important to find out the perception towards using of community resources to develop academic achievement among students.

The main purpose of this study was to find out the perception school teachers towards using community resources to enahnce scholastic achievement among students.

### Methodology

The study was based on descriptive survey research. In this study a Attitude Scale of using Community Resoirces (ASCR) developed by investigator to assess the perception of students. The scale consisted 32 items bearing bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.84 by the Person Product Moment correlation method. The validity of the scale was determined by the self rating by subject on a graphic continuum of a scale. It was found to be 0.71. The sample of the study comprise 115 Secondary school teachers from Mayurbhanj district of Odisha.

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## Analysis and Interpretation

**Table 1:** Significance difference in the attitude between more and less experienced secondary school teachers towards community resources in enhancing Scholastic achievement.

Group	N	Mean	S.D	t- ratio	Level of significance
More experienced Teachers	50	89.24	7.65	2.30	.01
Less experienced Teachers	70	85.23	8.17		

It is revealed from the Table-1 that the mean scores of more and less experienced secondary school teachers in attitude of using community resources are 85.64 and 89.23 with SD 7.65 and 8.17 respectively. The t-ratio came out from above two group is 2.31 which there is a significance different between more and less experienced secondary school teachers in the perception of using community

resources for academic purpose. However, the mean score of more experienced teachers is greater than less experienced teachers, it indicates that more experienced teachers had good and positive attitude towards using community resources for social studies as compare to less experienced teachers.

**Table 2:** Significance difference between in the perception between more and less qualified secondary school teachers towards using community resources in enhancing scholastic achievement.

Group	N	Mean	S.D	T- ratio	Level of significances
More Qualified	65	88.97	6.63	2.66	.01
Less Qualified	55	83.23	7.12		

It is revealed from the Table-2 the mean scores of more and less qualified secondary school teachers in the attitude of using community resources in social studies education 88.97 and 83.23 with SD's 6.63 and 7.12 respectively. The t-ratio came out from above two group is 2.66, which is significant at .01 level of significance. That means there is a significance different between more and less qualified secondary school teachers in the attitude of using community resources in social studies in education. However, the mean score of day scholar is less than the hosteler, it means day scholar did not perceived as much as good for using internet acadmeically.

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## Discussion and Conclusion

The finding of the present studies revealed that there is significant difference in attitude of using community resources in enhancing scholastic achievement among students. However, the less experienced teachers had not so good attitude towards using community resources in teaching as compare to their more experienced teachers. So it is suggested that school authority particularly school administration should encourage teachers to use community resources through financial support, appropriate scheduling of standard time table and organization of regular staff development programme to promote teacher efficiency. Further, there was a significant difference between the attitude of qualified and unqualified social studies teachers toward using community resources in teaching. So, there should be appropriate training programme to use community resources at the school level to create awareness and enhance the attitude of less qualified teachers.

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