



TEACHER EDUCATORS PERCEPTION ON THE USAGE OF EDUCATIONAL TECHNOLOGY FOR THEIR PROFESSIONAL COMPETENCY

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ABSTRACT An attempt has been made to find out the perception of teacher educators on educational technology in relation with professional competency. As many as 300 samples were collected from the teacher educators of five districts in southern Tamilnadu. Tools constructed and standardized by the investigator were used for the data collection. It is interesting to know that there is no association between educational qualification of teacher educators and perception on educational technology, professional competency.

KEYWORDS : Perception, Professional Competency, Educational Qualification & Teacher Educators

INTRODUCTION

Educational technology is the act of systematically transforming scientific knowledge into application (Fidan, 1986, p.179). Educational technology includes planning, designing, developing and implementing learning-teaching processes (Alkan, 1997, p.14).

The impact of technology on learning has been well investigated. Kozma (1994) conducted a study to understand whether technology affects learning and the characteristics, operations and status of media that provides effective learning for the students. It was found that technology is an important element for an effective learning (Yanpar, 2008, p.193).

Use of technology in education provides better learning and fosters critical thinking. Different means used in educational technology also provides better learning experience for children (Ismajli, 2008).

NEED AND SIGNIFICANCE OF THE STUDY

Computers have changed the way that many teacher educators approach teaching. Teacher educators are now able to use computers to demonstrate dynamic processes in real time such as providing students with simulations of how gases behave at different temperatures in science classes (Hurwitz, 1999).

Computers successfully provide effective learning in science and technology education. Effective learning with technology includes principles that may require new teaching environments. Technological tools and instruments that have been used in education so far brought new methods in learning and teaching and required the use of time efficiently. Rapid advancements in science and technology make technological devices and tools useless in a short time. Technology, when used appropriately, is, no doubt, one of the most significant means of training qualified teacher educators. An attempt has been made to find out the teacher educators perception on the usage of educational technology for their professional competency and professional satisfaction.

OBJECTIVES OF THE STUDY

1. To find out whether there is significant difference between male and female teacher educators in their Perception on Educational Technology.
2. To find out whether there is significant difference between the science and arts teaching teacher educators in their perception on Educational Technology.
3. To find out whether there is significant relationship between Educational Qualification of Teacher educators and their Perception on Educational Technology.
4. To find out the relationship between Perception on Educational Technology and Professional Competency.

HYPOTHESIS

1. There is no significant difference between male and female teacher educators in their Perception on Educational Technology.
2. There is no significant difference between the science and arts teaching teacher educators in their perception on Educational Technology.
3. There is no relationship between Educational Qualification of Teacher educators and Perception on Educational Technology.

4. There is no relationship between Educational Qualification of Teacher educators and professional competency.

METHODS USED

In the present study the investigator has adopted the survey method.

POPULATION OF THE STUDY

The population of the study included all the teacher educators working in the colleges of education affiliated to Tamil Nadu Teacher Education University of Madurai, Theni, Dindigul, Virudhunagar and Sivagangai district.

SAMPLE

The sample consisted of 300 teacher educators selected by random sampling technique.

TOOLS USED

The investigators developed

1. Perception on Educational Technology Scale for Teacher educators
2. Professional Competency Scale for Teacher educators

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t-test and ANOVA is used to analyzed the collected data.

ANALYSIS AND INTERPRETATION OF DATA

Null Hypothesis: 1

There is no significant difference between male and female teacher educators in their Perception on Educational Technology.

Table: 1 Difference between male and female teacher educators in their Perception on Educational Technology.

Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value at 5% level	Remark
Gender	Male	146	20.40	5.81	0.340	1.96	NS
	Female	154	20.66	6.98			

(At 5% level of Significance of the table value of 't' is 1.96)

The above table reveals that there is no significant difference between male and female teacher educators in their perception on educational technology. Hence the null hypothesis is accepted.

Null Hypothesis: 2

There is no significant difference between the science and arts teaching teacher educators in their perception on Educational Technology.

Table: 2 Difference between the science and arts teaching teacher educators in their perception on Educational Technology.

Variables	Categories	N	Mean	SD	Calculated 't' value	Table Value at 5% level	Remarks
Subject Taught	Science	141	21.51	6.69	2.486	1.96	S
	Arts	159	19.67	6.07			

(At 5% level of Significance of the table value of 't' is 1.96)

Null Hypothesis: 3

It is inferred from the table there is significant difference between teacher educators, teaching science and arts subject. Hence the null hypothesis is rejected.

There is no significant relationship between Educational Qualification of Teacher educators and Perception on Educational Technology

TABLE: 3 Relationship between Educational Qualification of Teacher educators and Perception on Educational Technology

Background Variable	Category	Low		Average		High		df	Calculated χ^2 value	Remark
		(O)	(E)	(O)	(E)	(O)	(E)			
Educational Qualification	PG with M.Ed.	35	36	99	99	34	32	4	0.57	NS
	M. Phil(Edn)	21	20	54	55	18	18			
	Ph. D.(Edn)	9	8	24	23	6	8			

(At 5% level of significance the table value of ' χ^2 ' 4 df is 9.49)

Null Hypothesis: 4

It is inferred from the above table that the calculated ' χ^2 ' value is less than the table value for 4 degrees of freedom the null hypothesis is accepted.

There is no significant relationship between Educational Qualification of Teacher educators and professional competency.

TABLE: 4 Relationship between Educational Qualification of Teacher educators and professional competency.

Background Variable	Category	Low		Average		High		df	Calculated χ^2 value	Remark
		(O)	(E)	(O)	(E)	(O)	(E)			
Educational Qualification	PG with M.Ed.	24	29	116	114	28	26	4	2.70	NS
	M. Phil(Edn)	18	16	63	63	12	14			
	Ph. D. (Edn)	9	7	24	26	6	6			

(At 5% level of significance the table value of ' χ^2 ' 4 df is 9.49)

It is inferred from the above table that the calculated ' χ^2 ' value is less than the table value for 4 degrees of freedom the null hypothesis is accepted.

FINDINGS

1. There is no significant difference between male and female teacher educators in their Perception on Educational Technology.
2. There is significant difference between the science and arts teaching teacher educators in their perception on Educational Technology.
3. There is no significant relationship between Educational Qualification of Teacher educators and Perception on Educational Technology
4. There is no significant relationship between Educational Qualification of Teacher educators and professional competency.

CONCLUSION

An attempt has been made to find out the perception of teacher educators on educational technology in relation with professional competency. The Type equation here.result reveals that the educational qualifications of teacher educators do not influence their perception on educational technology and professional competency due to time frame and inconsistent practice.

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