



A STUDY OF AWARENESS IN RECENT TECHNOLOGY BASED TEACHING – LEARNING PROCESSES AMONG B. ED STUDENT TEACHERS

R. Nalini

M.Ed. Scholar, School of Education, PRIST University, Thanjavur, Tamil Nadu.

Dr. K. B. Jasmine Suthanthiradevi*

Research Supervisor, School of Education, PRIST University, Thanjavur, Tamil Nadu.
*Corresponding Author

ABSTRACT The main objective of this study was to find out the awareness in recent technology based teaching and learning processes of B.Ed student teachers with regard to gender, locality of hailing place, educational qualification and major subjects studied. To analyze the student teachers' perception of the challenges faced in using technology based teaching - learning tools in classrooms, a quantitative research design has been used to collect the data from the student teachers from Thanjavur district. A normative survey method was adopted and the target population was 150 B.Ed student teachers. For this investigation, a questionnaire developed by the investigator and the research supervisor was used to seek information from the B. Ed. student teachers of Thanjavur district regarding to the awareness of technology based teaching – learning processes (TBTL). The result shows there is a significant difference in the use of technology based teaching - learning processes by female teachers is more than male student teachers. The study also showed a significant difference in rural and urban student teachers of B.Ed with respect to their teaching – learning processes. With regard to the educational qualification and major subjects studied (UG/PG and Arts/Science) there is no significant difference among student teachers make use of technology based teaching – learning processes.

KEYWORDS : Technology, Teaching – learning, Student teachers.

INTRODUCTION:

Now-a-days technology occupies a prominent place in the teaching-learning process. The purpose of Educational Technology is to improve the effectiveness of teaching-learning process in formal or informal setting and to utilize scientific principles to that end. Technology based teaching - learning can be defined as the development, application and evaluation of system, techniques and teaching aids to improve the process of teaching and learning. It will help the teachers to teach well as well as the learners to learn well. In this context, every teacher should be aware of Educational Technology. Learning is brought about through teaching, teaching process is the arrangement of environment within which the students can interact and study how to learn. The process of teaching learning aims at transmission of knowledge, imparting skills and formation of attitudes, values and behaviour. Teaching is a process in which the teacher and students create an interactive environment. Technology is one of the way through which the teachers and students create an interactive environment in teaching learning process and it requires major improvements in education. It only possible when one uses the technology with maturity and competency.

NEED FOR THE STUDY

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. Hence effective combination of technology based teaching and learning skills contribute solutions to the problems of the country by developing desirable understanding of attitudes, skills and abilities of the students. The role of teachers and student teachers is complex to meet the individual needs of the learners. The teachers face innumerable number of challenges in their daily classroom teaching. They are to be equipped with the most relevant research works and progress taking place in the recent technology based teaching and learning processes; this also enhances of quality of teaching.

OBJECTIVES:

- To find out whether there is any significant difference between male and female Student teachers of B.Ed course with respect to their TBTL.
- To find out whether there is any significant difference between rural and urban area Student teachers of B.Ed course with respect to their TBTL.
- To find out whether there is any significant difference between arts and science Student teachers of B.Ed course with respect to their TBTL.
- To find out whether there is any significant difference between undergraduate and postgraduate Student teachers of B.Ed course with respect to their TBTL.

HYPOTHESES:

- There is no significant difference between male and female student

teachers of B.Ed course with respect to their TBTL.

- There is no significant difference between rural and urban area Student teachers of B.Ed course with respect to their TBTL.
- There is no significant difference between arts and science Student teachers of B.Ed course with respect to their TBTL.
- There is no significant difference between undergraduate and postgraduate Student teachers of B.Ed course with respect to their TBTL.

METHOD & SAMPLE:

Normative survey method was used for this study. Few B.Ed colleges were selected through stratified random sampling technique. The sample for this study comprised of 150 B.Ed student teachers in Thanjavur District.

TOOL:

In this investigation, a questionnaire developed by the investigator was used to seek information from the B. Ed. student teachers of Thanjavur District regarding to the awareness of technology based teaching – learning processes.

Data Analysis

Mean Difference Among The Student Teachers Of B.Ed Course With Respect To Their TBTL

Sample	Sub - Samples	N	Mean	SD	't' value	Level of Significance at 0.05 level
Gender	Male	58	115.60	13.37	3.631	Significant
	Female	92	122.18	11.68		
Locality of Residence	Rural	71	117.40	19.78	5.749	Significant
	Urban	79	125.91	20.52		
Subject Studied	Arts	63	119.67	19.44	1.219	Not Significant
	Science	87	121.44	21.45		
Educational Qualification	UG	109	120.59	17.88	0.835	Not Significant
	PG	41	119.49	17.62		

FINDINGS

- There is a significant difference between male and female Student teachers of B.Ed course with respect to their TBTL.
- There is a significant difference between rural and urban area Student teachers of B.Ed course with respect to their TBTL.
- There is no significant difference between arts and science Student teachers of B.Ed course with respect to their TBTL.
- There is no significant difference between undergraduate and postgraduate Student teachers of B.Ed course with respect to their TBTL.

REFERENCES:

- Vandana, (2007). "Teacher's attitude towards computer use - Implications for emerging technology, Implementation in Educational institutions. Journal of Teacher Education

- and Research, Vol.2, No.2, pp. 1-13.
2. Gregorian, Vartan (2010). "Integration of information technologies: A Research University perspective." Cause/Effect. Vol.15.
3. Gulhane, G. L. (2011). Integrating ICT in Teacher Education, MIER. Journal of Educational Studies, Trends and Practices, 1(2).
4. Rajasekar, S., & Dineshan, P. (2013). The ICT knowledge of B.Ed. students. International Journal of Teacher Educational Research, 2(5).
5. <http://www.wikipedia.org>
6. www.google.com