ORIGINAL RESEARCH PAPER

Social Science

AWARENESS OF EDUCATIONAL VIDEO GAMES AMONG MIDDLE SCHOOL TEACHERS

KEY WORDS: educational video games, awareness, middle school teachers.

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ABSTRACT

Educational Video Games can clearly consume the attention of children and adolescents. However, it is important to assess the extent that educational video game technology had an impact on childhood education.so the teachers are aware about the educational video games. In this paper consists as 300 middle school teachers from sivagangai, Pudukkottai and Tiruchirappalli district in Tamilnadu, India. The sample has been chosen through stratified random sampling technique. Educational Video Games Awareness Inventory (EVGAI) was constructed and validated by the investigator has been used to collect the data from 300 middle school teachers. Analyses of the data were done by using descriptive analysis and differential analysis. The findings of the study revealed that the level of educational video games awareness of middle school teachers is average, the sub- sample Gender and Educational qualification of middle school teachers do not differ significantly in their educational video games awareness and locale of the student differ significantly in their educational video games awareness.

INTRODUCTION

The educational use of video games is central to the broader area of learning with video games and throws up one or two unique problems related to educational scope. We still lack an exclusive overview (on the use of video games for education) focused on the implications of using video games within an educational context. The educational setting presents unique problems in terms of methods, focus, and relevant research questions.

The first research overviews within the broad area of learning from video games have appeared within the past 10 years. These serve as a viable starting point in combination with overviews that are more recent, inclusive, and thorough. In addition to the literature on learning from video games, there are a number of useful overviews of learning from simulations. These have quite a different scope, with a focus more on simulations than on video games.

However, even attempts at overviewing the broader field of learning from video games are skewed in some way. Some of the problems within the field reflected in these overviews are: 1) Lack of separation between different ways of using video games for learning 2) underdeveloped theory on facilitating learning through video games 3) weak theoretical knowledge of video games incomplete use of previous literature owing to the variation in terminology, place of publication, and researcher backgrounds.

NEED AND IMPORTANCE OF THE STUDY

The educational use of video games is characteristic in that the learning experience has a specific goal. There is little doubt that we can learn from video games (like any other activity in life), but the harder questions relating to who, what, where, why, and how quickly we learn are not readily solved. Unfortunately, many researchers still settle for examining whether we learn from video games, neglecting to examine whether the results from a video game differ from those of other activities in, for example, efficiency and requirements (for example the monumental work by Gee, 2003). The lack of control groups in research set-ups demonstrates this vividly. In most studies, researchers examine the effect of a course which includes video games without making any comparison with a similar course without video games (e.g. Adams, 1998; Kafai & Neulight, 2005; Squire, 2004), although there are exceptions (e.g. Lieberman, 2001; Wiebe & Martin, 1994). Problems related to the use of control groups suggest that it is useful to look at alternative methods to experimental set-ups, e.g. ethnographic classroom research, cultural studies, and design-based research.

An important distinction when determining the educational use of video games is the different game titles used. The first, most obvious category, is commercial educational video games, often known as edutainment. Edutainment focuses on teaching the player certain specific skills: mostly algebra, spelling, problem-solving, and other basic skills. Edutainment titles include Math Blaster, Pajama Sam and Castle of Dr. Brain. Edutainment titles have a strong educational component but often do not reflect the motivational drive of commercial titles (Facer et al., 2003; Leyland, 1996).

OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To study the level of middle school teacher on educational video games awareness.
2. To investigate whether there is any significance difference between Male and Female teachers with respect to their educational video games awareness.
3. To examine whether there is any significance difference between Rural and Urban teachers with respect to their educational video games awareness.
4. To examine whether there is any significance difference between educational qualifications of teachers of UG and PG with respect to their educational video games awareness.

METHOD OF THE STUDY

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

POPULATION

The Population of the study includes all the middle school teachers working in government, aided and private schools of sivagangai, Pudukkottai and Tiruchirappalli district.

SAMPLE OF THE STUDY

The sample consisted of 300 middle school teachers selected by stratified random sampling technique.

TOOLS USED IN THE PRESENT STUDY

Educational Video Games Awareness Inventory (EVGAI) constructed and validated by the investigator has been used to collect the data from the middle school teachers

STATISTICAL TECHNIQUES USED

Descriptive statistics namely mean, standard deviation, t-test and ANOVA was computed for the variables in the study.

ANALYSIS AND FINDINGS

Hypotheses- 1

The middle school teachers have high educational video games awareness

Table – 1

variable	N	Mean	S.D
Educational Video Games Awareness	300	38.42	11.38

The Level of Educational Video Games Awareness

Norms have been worked out for the awareness of middle school teachers on Educational Video Games. The 'Z' scores have been calculated for the conversion of raw scores and interpretation of awareness level and are given in table-1

Scoring Procedure

Usage Level	Score Range	No. of Teachers	Percentage (%)
Low	0 – 25	52	17.33
Average	36 – 50	160	53.33
High	51 – 75	88	29.33

From the above table-1, the mean and standard deviation of educational video awareness of middle school teachers is found to be and respectively and hence the hypothesis is rejected and is concluded that the middle school teachers have average level on educational video games.

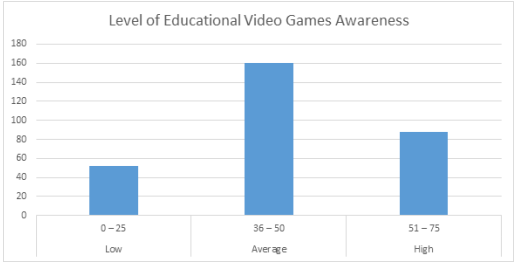

Figure- 1

Hypotheses: 2

There is no significant difference between Male and Female middle school teachers in respect of their educational video games awareness.

Table -2: Educational Video Games awareness scores with regard to Gender

Sub-Sample		N	Mean	S.D	't' value	Significant at 0.05 level
Gender	Male	112	38.46	11.190	0.06	Not Significant
	Female	188	38.39	11.55		

The above Table-2 indicates that the calculated value of 't' 0.06 in significant at level. Hence, the null hypothesis is not rejected. It is concluded that the Male and Female middle school teachers do not differ significantly in their educational video games awareness

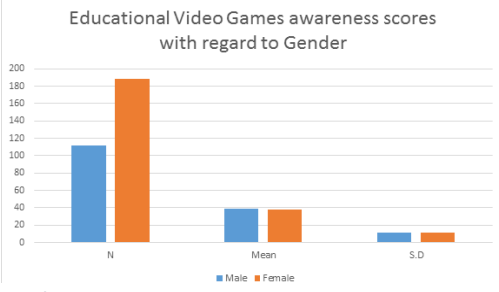

Figure – 2

Hypotheses: 3

There is no significant difference between Rural and Urban middle school teachers in respect of their educational video games awareness.

Table -3: Educational video games awareness scores with regard to Locale of the Teachers

Sub-Sample		N	Mean	S.D	't' value	Significant at 0.05 level
Locale of the Teachers	Rural	163	39.18	11.72	1.57	Significant
	Urban	137	37.57	10.94		

The above Table-2 indicates that the calculated value of 't' 1.57 in significant at level. Hence, the null hypothesis is rejected. It is concluded that the Rural and Urban middle school teachers differ significantly in their educational video games awareness.

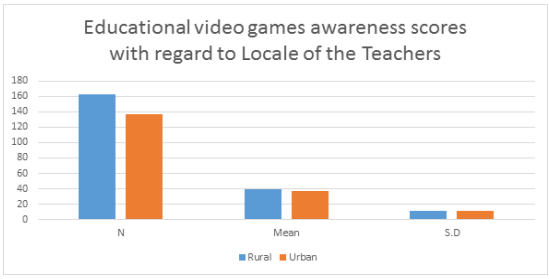

Figure- 3

Hypotheses: 4

There is no significant difference between Graduate and Postgraduate middle school teachers in respect of their educational video games awareness.

Table -4: Educational Video Games awareness scores with regard to Educational Qualifications

Sub-Sample		N	Mean	S.D	't' value	Significant at 0.05 level
Educational Qualification	UG	183	38.27	11.06	0.38	Not Significant
	PG	117	38.68	11.94		

The above Table-4 indicates that the calculated value of 't' 0.38 in not significant at 0.05 level. Hence, the null hypothesis is not rejected. It is concluded that the educational qualifications middle school teachers UG and PG do not differ significantly in their educational video games awareness.

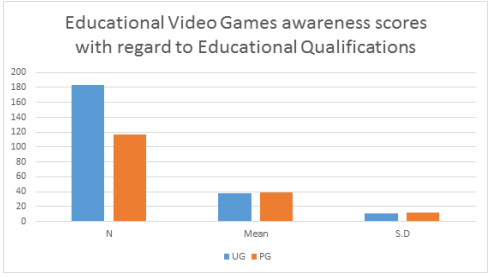

Figure - 4

FINDINGS OF THE STUDY

The following are the important findings of the present study.

- The middle school teachers have average level on educational video games awareness.
- There is no significant difference between Male and Female middle school teachers in respect of their educational video games awareness.
- There is no significant difference between Rural and Urban middle school teachers in respect of their educational video games awareness.
- There is no significant difference between Graduate and Postgraduate middle school teachers in respect of their educational video games awareness.

CONCLUSION

Based on the findings of this study, the level of educational video games awareness among middle school teachers is average. By providing training, invited talk, lecture, seminar and conference on educational video games may increase the level of awareness on educational video games.

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