



ORIGINAL RESEARCH PAPER

Information Technology

AWARENESS OF PRIMARY TEACHERS TOWARDS EDUCATIONAL TECHNOLOGY

KEY WORDS: Educational Technology, Primary Schools, Likert Scale

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ABSTRACT

In the present paper, author has discussed awareness of Educational Technology amongst the primary teachers. The sample survey is based on Municipal Schools, district panchayat primary schools as well as private primary schools of Bhavnagar city. Total 831 teachers were involved in the sample survey. The statistical analysis is based on Cronbach -Alpha method and Split-Half method. Reliability of the Procedure was checked by Cronbach -Alpha method. On the basis of present study mean deviation has been found 46%. The familiarity of Education Technology is more amongst the Municipal Schools, district panchayat primary Schools than private primary schools.

INTRODUCTION

Educational technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in the field of education. The role of educational Technology in improving the quality of education is self appraised, but most of the teacher don't use Educational Technology in their daily use of teaching due to lack of awareness of educational technology(Amardeep & Singh,1988).

Current educational reform efforts in the United State and all over the world are getting ambitious goals for schools, teachers and students(NEGP, 1991; NRC 1993)

The National Research Council (NRC) in its publication(1999) has argued that the use of technology in teacher education involves much more than simply adding technology to an existing course structure (NRC, 1999).

Motivation of this paper is to know the awareness regarding Educational Technology among primary school teachers. Teacher education programmes around the primary teachers continue to be the challenged to prepare prospective teacher to use technology, meaningful in their instructions implies that in primary education, programmes must become proficient at technology use and must come do understand content specific pedagogical.

In the paper, the researcher has designed the tool to know the awareness of primary school teachers toward Educational Technology, and to know the effect of awareness in context of some variable such as sex, school type, age, socio economic status etc. For this, a scale of awareness was prepared to measure the effect of awareness of primary teachers.

OBJECTIVES

1. To study the awareness of primary teachers about educational technology.
2. To study the effect of sex, type of school, age and socio economic status on awareness of the primary teachers towards educational technology.

METHODOLOGY

In the present paper, following methodology has been adopted:

SAMPLE

In the present study around 831 teachers of Bhavnagar Nagar Palika primary schools and 74 teachers from private primary schools of Bhavnagar city were selected. In this sample 25 schools from private and 25 from government primary schools were selected randomly. There were total 278 persons in this sample, of which 100 were male and 178 were female teachers. Sample was divided into two groups according to the type of schools. In sample, 140 teachers were from Nagar Palika school and 138 teachers from private schools. In the sample 102 teachers were of age upto 35 and 176 above 35 years. In sample 69 teachers were from backward(SC,ST, OBC) casts and 209 were from general category.

TOOL

Educational Technology Awareness Scale was used to measure the awareness of primary teachers. Originally the Scale was prepared by Amardeep and Singh(1995) in English version. It was translated by Dr. Chandrakant Bhogayata in Gujarati version. In this scale 30 components regarding Educational Technology were included. 15 components were regarding educational teaching aids, 8 components regarding technique and 7 components were regarding methods. The scale was prepared on five point scale which is known as Likert Scale. The reliability of this scale was found by Cronbach-Alpha method (0.93) and Split-Half method (r=0.97). The validity was found by factorial method which was found 0.90 in this scale.

DATA COLLECTION

Data Collection was done on the basis of selected sample by the author herself. She had visited 88 primary school of Bhavnagar Nagar Palika and 98 private schools. The investigator visited primary teachers personally for data collection. When the selected teacher of particular sample was not available at school, the investigator had their home to fill-up the Educational Technology Awareness Scale.

PROCEDURE

To know the awareness of teachers about Educational Technology the marks were arranged in frequency distribution and descriptive statistical calculation was done. In the present study, T-test was used. Reliability of test was checked by Chronbak-Alpha method and validity with graph and data analysis. Later on graph theory and frequency distribution was drawn for data analysis.

CONCLUSION

The following conclusions were made from the analysis of the collected data.

1. Mean deviation of awareness of teacher about Educational Technology was less by 46%. This result is very well supported by Amardeep & Singh(1998).
2. 30 Points included in the Educational Technology awareness test were ranked chronologically.
3. Large number of teachers of primary school have average Knowledge about the Educational Technology.
4. On the basis of present study, it has been observed that type of school have an effect on the awareness of teacher towards Educational Technology. In Comparison to private primary schools have shown more awareness about the Educational Technology.
5. Sex does not have any effect on the awareness of the teacher about Educational Technology.
6. Age does not have any effect on the awareness of the teacher about Educational Technology.
7. Socio Economic Status does not have any effect on the awareness of the teacher about Educational Technology.

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