

# Awareness Regarding Usage of Computer Based Technology in Teaching by Teacher Educators

Dr. Nisha Duggal

Assistant Professor, Mata Sahib Kaur Khalsa Girls College of Education, Patiala

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## ABSTRACT

Teacher educators are the key components in any system of teacher education. Unless they are trained we cannot expect any qualitative change to come out of the system of teacher education. Teachers are strongly encouraged to integrate computer technology in their teaching. While new technologies increase teacher's training needs, they also offer part of the solution. Technology can provide more flexible and effective ways for professional development for teachers. Hence, it is important and need of the time for teacher educators to perform their tasks effectively in the classroom while integrating computer technology as part and parcel of the educational system. The present study aimed to find out awareness among teacher educators to implement computer technology based education including internet surfing for browsing literature and use of power point slides and LCD projector. The study reveals that there is significant difference between awareness and application of the same among male and female teacher educators.

**Keywords:** Computer Technology, Teacher Educators

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## INTRODUCTION

Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of the teacher. This shows the importance of the teacher. One can realize how important education is which makes one a teacher. In the present scenario teachers need to help their students in how to learn how to grow in future. In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. This is necessary if the teachers really want to survive in the ICT savvy world of education.

All these expectations may be met only through need-based, goal-oriented and meaningful in-house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject-based courses, interdisciplinary and holistic approaches to education and quality research and by enriching the existing libraries and making use of the user- friendly ICT with contextually appropriate and firm pedagogical scaffolding. The teacher educators and individual teacher ought to sincerely and persistently work hard toward this goal.

### Need of the Study

Today we are living in a world of science and technology, where an explosion of knowledge is taking place. New technologies have provided new possibilities for the teaching profession. Computer based Technology includes electronic networks embodying complex hardware and software linked by a vast array of technical protocols. It can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment". It is an important part of the private and work lives of most people, including those who support young children's learning and development, whether as parents, family members, caregivers, or early childhood educators.

The teacher can interact with students of different ages from infants to adults, students with different abilities and students with learning disabilities. If a student is to be prepared for the future, then it is essential that the teacher is aware of the realities of the world in psychology and technology. Hence, it is important and need of the time to practice and learning of such experience for teachers. The present study aimed to find out awareness among teacher educators to implement computer based education.

## REVIEW OF RELATED LITERATURE

A number of studies have been undertaken by the researchers in the field of teacher education with ICT. Swamy (2010) undertook a study on, Internet awareness and competence among high school students and teachers. He found that the Mahiti Sindhu project had significantly enhanced the awareness of Internet among the teachers who were involved with the project and the training programme was able to create awareness regarding Internet competence in the high school students. Muthuchamy (2010) conducted a study on the higher secondary students' perception towards ICT. He found that students studying in rural and urban schools differed significantly in their perceptions towards ICT. Goel (2006) conducted a study on the use of Internet in teacher education and found that a sizeable number of teacher trainees make use of Internet for email, surfing and research. Gulhane (2013) conducted a study on integrating ICT in teacher education and after implementing the ICT module a large number of trainees were found to use ICT and internet for their seminars and assignments.

### Statement of the problem:

Awareness Regarding Usage Of Computer Based Technology In Teaching By Teacher Educators

### Objectives:

The study was conducted to achieve the following objectives:

1. To measure the level of awareness among teacher educators to implement Computer based teaching.
2. To find out significant difference between the mean values of awareness towards technology based teaching among female and male teacher educators.
3. To find out significant difference between the mean values of awareness towards internet surfing for browsing literature among female and male teacher educators .
4. To find out significant difference between the mean values of awareness towards use of power point slides and LCD projector among female and male teacher educators .

### Hypothesis

1. There is no significant difference between the awareness towards computer technology based teaching among women and men teacher educators.
2. There is no significant difference between the awareness towards internet surfing for browsing literature among female and male teacher educators .
3. There is no significant difference between the awareness towards use of power point slides and LCD projector among female and male teacher educators .

### Tool Used

Investigator constructed a rating scale to know awareness of teacher educators towards ICT. The rating scale consisted of 50 items with a four point scale such as strongly agree, agree, disagree and strongly disagree. Validity was established with help of opinion of experienced school teachers and teacher educators. Purpose of the construction of the tool was conveyed to all the judges.

They were provided with the initial draft of the tool. Experts comments included modifications and additions. These were made and the revised version of test was prepared. Reliability of this tool was established by split half method. It was found to be 0.91

### Sample

Investigator randomly selected 80 teacher educators from twenty private teacher training institutes. The questionnaires were given to them.

### Nature of the study

Survey method of research was employed for the study.

### Data Analysis

Different statistical techniques such as mean, standard deviation (SD) AND 't' test were used to analyze the data. The following table (no.1) shows that average mean scores and SD of teacher educators awareness towards technology based education. It is revealed that 78% of the teacher educators are aware to implement computer based education as part and parcel of educational system.

**Table I**

Component	N	Mean %	SD
Teacher educators	80	78.31	6.09

Table 2 shows that there is significant difference at 5% level in mean scores among women and men teacher educators on level of awareness onwards technology based teaching. Hence the null hypothesis that there is no significant difference between the awareness towards technology- based teaching among women and men teacher educators is rejected.

**Table: 2**

Dimension	N	Mean	SD	t-test	Level of significant
Female teachers	50	47.91	18.91	1.99	Significant at 0.05 level
Male teachers	30	33.07	13.01		

Table 3 shows that there is significant difference at 5% level in mean scores among female and male teacher educators on level of awareness towards internet surfing for browsing literature. Hence the null hypothesis that there is no significant difference between the awareness towards internet surfing for browsing literature among female and male teacher educators is rejected.

**Table: 3**

Dimension	N	Mean	SD	t-test	Level of significant
Female teachers	50	61.57	8.19	3.7	Significant at 0.05 level
Male teachers	30	37.62	8.60		

Table 4 shows that there is significant difference at 5% level in mean scores among female and male teacher educators on level of awareness towards usage of powerpoint slides and LCD projector. Hence the null hypothesis that there is no significant difference between the awareness towards usage of powerpoint slides and LCD projector among female and male teacher educators is rejected.

**Table: 4**

Dimension	N	Mean	SD	t-test	Level of significant
Female teacher educators	50	54.44	10.03	8.08	Significant at 0.05 level
Male teacher educators	30	46.05	12.06		

## FINDINGS AND DISCUSSION

The salient findings of the study are the following

1. 78% of the teacher educators are aware to implement computer based education as part and parcel of educational system.
2. Significant difference was observed among women and men teacher educators on level of awareness towards computer based education.
3. A female and male teacher educator shows significant difference on level of awareness towards internet surfing for browsing literature.
4. It was found that male teacher educators are more inclined towards the usage of powerpoint slides and LCD projector than female teacher educators.

### Educational Implications

Computer technology has revolutionized the entire concept of education and teaching-learning process. The need for improved levels of educational participation for overall progress is well recognized. This has necessitated improvement in the system of teacher education so as to prepare quality teachers. The result of the study shows that teacher

educators are having awareness to integrate computer technology in the education system. Governments and managements should support teacher education institutes by giving more financial assistance to buy computer technology based equipment. The authorities must ensure proper training to maintain the gadgets of education technology. It is the challenging task for teachers to have learning and practice computer technology.

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