A Study of Access to Training in Use of Computers by School Teachers with Reference to Motivation

M.Eswaran,
Principal, Divine College of Education, Thogai Malai Road, North Ariyavur, Trichy-09

Abstract

The study was conducted on higher secondary students in Lalgudi Taluk, Tiruchirappalli District, Tamil Nadu. A total sample of 45 Teachers was chosen. A self-made questionnaire was used to collect the data which was treated with statistical techniques. Results revealed that not significant variation in the using of computer with academic equalization and their teaching experiences.

INTRODUCTION

In a country where 20 million children need to get into the education system every year, Information Technology provides tools enabling effective delivery of education, enhancing the learning process. Information Technology is looked at as a tool to improve the delivery of education. Internet and computers are believed today to be great tools for education.

COMPUTER IN EDUCATION

Use of computers is now firmly established out all sectors of education. Computers and their applications are encountered form primary school to university and throughout the education world. Indeed, the generation in schools now is far quicker to learn how to use computer applications than most of the educators or trainers who have worked with computers for many years.

For educators and trainers computers are known as much 'tools of the trade' as are overhead projectors or video players and the key requirement is how to use such tools.

Computers have been used in schools since the first Apples were introduced in the 1970's However, their impact was limited then because there weren't enough of them and Educational computer programming was poor. As technology has advanced, educational software has become a major influence at all levels from Elementary Schools to Universities. The ability to connect computers and students together over a network such as the Internet opens up fantastic educational opportunities.

Computers are especially valuable for students with special needs. A computer's voice recognition capabilities and its connection to the internet make it possible for Special Education user to participate in learning experience from which they make have previously been exclude.

COMPUTER IN TEACHING

A teacher can be helped by developing teaching strategies that complement computer use in the curriculum. Teacher utilizing content, technology and pedagogical expertise effectively for student learning. For a subject teacher it is a tool to enhancing daily lesions and provides a new educational experience whereby essentially the student becomes a self-directed lifelong learner. Technology deployed in education can help

remove inequities between schools in rural and urban areas between government and private schools, between rich and poor schools.

NEED FOR THE STUDY

"A good teacher can be ineffective with unsuitable technique. A good technique can be unless in the hands of a teacher who does not know how to use it creativity". The teacher is free to use a variety of teaching techniques according to his abilities, interests, experiences and learning environment.

Computer Assisted Instruction is not to exclude the teacher from the classroom. Machines mean, relief from the more mechanical aspects of the teacher's work. Teachers need no longer be talking book or paper correcting automations. The possibilities of the effective use of computers in the educational scene are enormous.

Computer is bringing in a large number of exciting innovations in the field of education. The following are some of the areas where it proves to be effective in the instructional process.

- Drill and practices
- Tutorial and dialogue
- Simulation and games
- Information and handling

STATEMENT OF THE PROBLEM

In an educational system like India, utilization of computer to enhance education among the school students is not unique. So the investigator decided to do a survey related to this area. The problem selected for the study is stated as:**"A STUDY OF ACCESS TO TRAINING IN USE OF COMPUTERS BY SCHOOL TEACHERS WITHREFERENCE TO MOTIVATION"**

OBJECTIVES OF THE STUDY

- To find out whether school teacher differ in their attitude towards using computers for teaching on the basis of their academic qualification.
- To find out whether they differ in their attitude towards using computers for teaching on the basis of their teaching experience.
- To find out whether they differ in their self-motivation in using computers on the basis of their academic qualification.
- To find out, whether they differ in their self-motivation in using computers on the basis of their teaching experience.

HYPOTHESES OF THE STUDY

- There is no significant different in the attitude of school teachers towards using computers for teaching on the basis of their academic qualification.
- There is no significant different in the attitude of school teachers towards using computers for teaching on the basis of their teaching experience.
- There is no significant different in the self-motivation of school teachers in using computers for teaching on the basis of their academic qualification.
- There is no significant different in the self-motivation of school teachers in using computers for teaching on the basis of their teaching experience.

POPULATION OF THE STUDY

In this study, the school teachers teaching in various Higher Secondary Schools, irrespective of their nature of Management and other criteria but located in Lalgudi Taluk, Tiruchirappalli have been taken as the population for the study.

SAMPLE FOR THE STUDY

Surveying the entire population related to the study is an ordeal for the investigator. So the investigator has decided to select 45 school teachers from the entire school teachers' population involved in the area of study as the study randomly.

STATISTICAL TECHNIQUES

Statistical technique serves the fundamental purpose of the description and inferential analysis. The following statistical technique was used in the study.

- Mean (**M**)
- Standard Deviation **(SD)**
- 'T' Test for determine the significance of difference between two-sub groups variables.

HYPOTHESIS TESTING

Table – 1

Test of significance different in the attitude of school teachers towards using computers for teaching on the basis of their academic qualification.

Academic Qualification	N	Mean	SD	't' Value	Level of Significance
UG	22	67.59	5.77	1.86*	0.05
PG	23	64.39			

The above table shows that the computed value at 't' 1.86 is less than the critical table value of 1.98 at 0.05 level and hence it is not significant. Consequently the hypothesis is accepted and there is no significant in the attitude of school teachers towards using computers for teaching on the basis of their academic qualification.

Table – 2

Test of significance different in the attitude of school teachers towards using computers for teaching on the basis of their teaching experience.

Experience in Teaching	N	Mean	SD	't' Value	Level of Significance
Above -7 years	16	66.37	5.99	0.35*	0.05
Below -7 years	29	65.72			

The above table shows that the computed value at't' 0.35 is less than the critical table value of 1.98 at 0.05 level and hence it is not significant. Consequently the hypothesis is accepted and there is no significant in the attitude of school teachers towards using computers for teaching on the basis of their teaching experience.

Table – 3

Test of significance different in the self-motivation of school teachers in using computers for teaching on the basis of their academic qualification.

Academic Qualification	N	Mean	SD	't' Value	Level of Significance
UG	22	60.59	5.75	1.46*	0.05
PG	23	58.09			

The above table shows that the computed value at 't' 1.46 is less than the critical table value of 1.98 at 0.05 level and hence it is not significant. Consequently the hypothesis is accepted and there is no significant in the self-motivation of school teachers towards using computers for teaching on the basis of their academic qualification.

Table – 4

Test of significance different in the self-motivation of school teachers towards using
computers for teaching on the basis of their teaching experience.

Experience in Teaching	N	Mean	PSD	't' Value	Level of Significance
Above -7 years	16	59.69	5.90	0.51	0.01
Below-7years	29	58.76			

The above table shows that the computed value at 't' 0.51 is less than the critical table value of 1.98 at 0.05 level and hence it is not significant. Consequently the hypothesis is accepted and there is no significant in the self-motivation of school teachers towards using computers for teaching on the basis of their teaching experience.

FINDINGS OF THE STUDY

- There is no significant different in the attitude of school teachers towards using computers for teaching on the basis of their academic qualification. The findings show that the attitude of school teachers towards using computers for teachers remains UN affected by their academic qualification factor.
- There is no significant different in the attitude of school teachers towards using computers for teaching on the basis of their teaching experience. The findings show that the attitude of school teachers towards using computers for teachers remains UN affected by their experience in teaching factor.
- There is no significant different in the self-motivation of school teachers in using computers for teaching on the basis of their academic qualification. The findings show that the self-motivation of school teachers towards using computers for teachers remains UN affected by their academic qualification factor.
- There is no significant different in the self-motivation of school teachers in using computers for teaching on the basis of their teaching experience. The findings show that the attitude of school teachers towards using computers for teachers remains UN affected by their experience in teaching factor.

CONCLUSION

Educational Technology is one of the opportunities given by the Digital era for the teachers and students in providing their teaching learning skills respectively. The use of computers in the field of education is increasing day by day. They make the teaching learning process more enjoyable. Hence, computers are being profitably used in classroom teaching by school teachers in making the teaching learning process more effective.

In this study an attempt has been made to find out the attitude and self-motivation of school teachers in using computers for teaching and they were found to be very satisfactory due to good computer facilities and proper training.

REFERENCES

Basu, (1981) "Effectiveness of Multimedia programmed Materials in the Teaching of Physics".

Buch, (1987) Third survey of Research in Education, NCERT, New Delhi.

Collin Terry, (1983) Using Micro Computers in schools, Croom Helem Ltd., London.

Downing, (1967) An Introduction to the Teaching of Science, University of Chicago Press, Chicago.

Goldberg, Albert E., (1980) A case for universal computer literacy in educational technology.

Kulbir Singh Sidhu, (1999) methodology of research in education, New Delhi, sterling publishers Pvt.Ltd.

Kumar (1977) 'Educational Technology' New age International Publishers, New Delhi.

Kothari, C.R (2002) Research methodology. Methods and techniques, second edition, wishwa prakashan private limited, New Delhi.