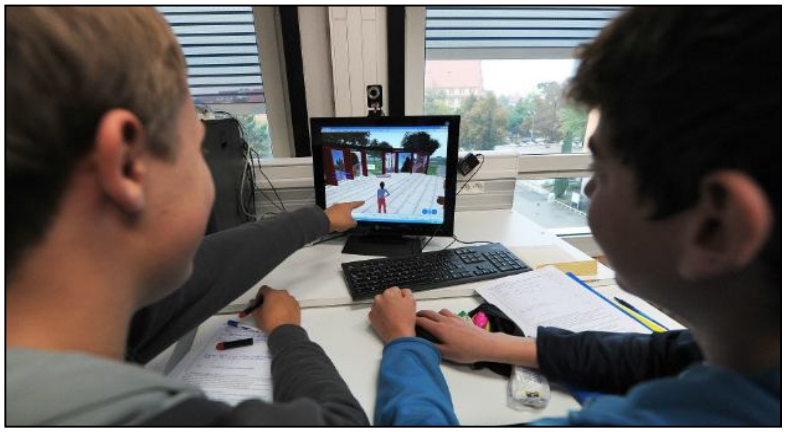
ISSN: 2249-894X Impact Factor :3.8014(UIF) Volume - 6 | Issue - 1 | October - 2016

Review Of Research

A STUDY TO MEASURE COMPUTER KNOWLEDGE OF TEACHER EDUCATORS WORKING IN B.ED. INSTITUTIONS OF KALABURAGI CITY

Amarnath Reddy
Assistant Professor and Principal ,
Global College of Eduction, Bidar.



ABSTRACT

The progress, welfare and prosperity of a nation mainly depend on rapid and sustained growth in the quality and extent of education so the teachers have more responsibility in molding the character of student and help them to grow in development of students in all aspects.

KEYWORDS : *progress, welfare and prosperity.*

INTRODUCTION

In such cases student teachers must be trained very well in their study days. So to train the student teachers the teacher educators must be in a position to enable the student teachers to suit well in their class rooms in their future days.

Today in every lifestyle computers play a dominant role. The education system is also widely used this for storing data, e-learning, time table management, testing etc.... So the usage of computers is much more dominated in the process of teaching and learning and other aspects in the educational process.

Computer technology can viewed as an effective vehicle "to transform classroom learning communities with students, teachers and community members all playing a vital role in directing the course of education".

Here a teacher plays a pivotal role in the process of teaching learning. Hence the knowledge of computers and using skills gained enormous importance for today's teachers. Teachers are expected to know the usage of that in academic process.

King, Stacy. L (2005) in his study was to investigate the effects of technology professional development for secondary teachers towards the usage of that in teaching and learning process, found both male and female teachers use more are less same effectiveness in the teaching and learning process.

Ganesh, Tirupalavanam(2003) in his study reveals the practices of computers use in elementary education : perceived opportunities.. the major findings of the study that the schools need to establish clear academic goals and how the computer technology will help achieve these school goals and employ new models of professional development that go beyond the training paradigm.

NEED OF THE STUDY:

The knowledge of computers among teacher educators of B.Ed. institutions is much more necessary than the previous days so researcher wanted to know the "knowledge of computers" in this regard.

STATEMENT OF THE PROBLEM:

The problem taken up by the researcher is,

"A study to measure computer

knowledge of teacher educators working in B.Ed. institutions of Kalaburagi City".

OBJECTIVES OF THE STUDY:

The following are the objectives of the present study:

a. To find the Knowledge of Computers" of teacher educators of B.Ed institutions with different sub variables"

HYPOTHESIS OF THE STUDY:

a. There is no significant difference between the score of computer knowledge of teacher educators who are working in Government, Private Aided and Private Un Aided Institutions

b. There is no significant difference between the score of computer knowledge among Male and female teacher educators.

c. There is no significant difference between the score of computer knowledge among Arts and Science teacher educators.

d. There is no significant difference between the score of computer knowledge among teacher educators with different length of service.

METHODOLOGY:

This is the descriptive survey method to determine the "Knowledge of computers" of teacher educators.

Sample:

4l male and 39 female teacher educators working in different B.Ed institutions were selected randomly as the sample of the study

Tools:

The tool used to collect data for the present study is "The rating scale to know the use of computer among teacher educators" developed by Investigator himself.

Sl. No	Type of Institution	Male	Female	Total
1	Government	08	16	24
2	Private Aided	17	10	27
3	Private Un-Aided	16	13	29
	Total	41	39	80

Analysis and interpretation of data:

Table-1: Difference between Computer Knowledge scores with Government, Private Aided and Private Un Aided Institutions

Table shows the Computer Knowledge scores in Single classification ANOVA with respect to the variables type of Institution.

SV	SS	DF	MS	F	Significant
BG	4701.947	2	2350.973	37.50689	Significant
WG	4513.04	72	62.68111		
TOTAL	9214.987	74			

There is no significant difference between the scores of computer knowledge of teacher educators who are working in Government, Private Aided and Private Un Aided Institutions. (Table-1)

From the table it is seen that the obtained 'f' value in respect of type of institution is 37.50 significant at 0.05 levels of significance. Indicates that the above said null hypothesis is rejected and the alternate hypothesis is "There is a significant difference between the scores of computer knowledge of teacher educators who are working in Government, Private Aided and Private Un Aided Institutions".

Table-2: Difference between Computer Knowledge scores with Government, Private Aided and Private Un Aided Institutions:

Variables	Number	Mean	SD	t-value
Govt.	24	54.29	22.33	0.6965
Pvt. Aided	27	50.70	12.50	
Govt.	24	54.29	22.23	1.12
Pvt. Un-aided	31	60.41	16.57	
Pvt. Aided	27	50.76	12.50	2.53
Pvt. Un-aided	31	60.41	16.57	

To find the difference among the type of institution Researcher used t-test for further analysis (Table-2)

From table -3, we can understand that,
The obtained t-value is less than the table value, so the accepted hypothesis is

a) There is no significant difference between the score of computer knowledge of teacher educators who are working in Government, and Private Aided Institutions.

b) There is a significant difference between the scores of computer knowledge of teacher educators who are working in Government, and Private Un Aided Institutions. But in this case of Private Aided and Un Aided Institutions, the obtained t-value (2.53) is greater than the tabled value so the hypothesis is rejected and the revised hypothesis is,

c) There is significant difference between the scores of computer knowledge of teacher educators who are working in Private Aided and Private Un Aided Institutions.

Further the mean value clearly shows, the mean scores of Private Un Aided (M^{-}60.41) is higher than the private Aided Institutions (M=50.76); is in favor of private Un aided school. It shows that private Un aided school teacher educators having better computer knowledge than Private Aided Institutions teacher educators.

Table-3: Difference between Computer Knowledge scores with sub variables:

Variables	Sub Variables	Number	Mean	SD	t-value
Gender	Male	41	49.46	14.26	3.1500
	Female	39	61.43	19.16	
Subject	Arts	43	54.30	18.16	0.5395
	Science	37	56.45	17.43	
Teaching Experience	Less than 10 years	48	53.00	18.5	1.9107
	More than 10 years	31	60.65	16.6	

a. There is no significant difference between the scores of computer knowledge among Male and female teacher educators. (Table-3)

From the table the obtained t-value is greater than the table value, so the above hypothesis is rejected and the hypothesis is "There is a significant difference between the score of computer knowledge among Male and female teacher educators". Further the mean value of Male scores (M=61.43) is greater than the mean value of female scores (M=49.46). It indicates that Male teacher educators are more computer knowledge than the female teacher educator.

b. There is no significant difference between the scores of computer knowledge among Arts and Science teacher educators.

c. There is no significant difference between the scores of computer knowledge among teacher educators with different length of service.

The above said hypothesis 3 and 4 are accepted as it is because of their t-values which are less than the table t-value

MAJOR FINDINGS OF THE STUDY:

The present study reveals that

a) The teacher educators who working in Private Un-aided institutions than the teacher educators working in Government and Private aided institutions.

b) The male teacher educators showing better computer knowledge compare to female teacher educators of irrespective of type of institutions.

c) Both the teacher educators from Science and Arts background having same computer knowledge, irrespective of type of institutions.

d) Both the teacher educators who are having the teaching experience of less than 10 years of service with that of more than 10 years experience had same computer knowledge, irrespective of type of institutions.

EDUCATIONAL IMPLICATIONS:

So to cope with the present changing trends, in teacher education institutions there is a need to make our teacher educators to cope with the present scenario of institution setup and there is a need of the hour is to provide ample of opportunity to operate the computer either by giving the computers to each individual or make them to work in group. By that, at least we can make them more effective teacher educators in our teacher training institutions.

REFERENCE:

1. **King, Stacy. L (2005) :** Effects of technology on professional development for secondary teachers towards the usage of that in teaching and learning process, Louisiana Tech University.

2. **Amriddin Kamsin(2005):**Is E-learning the solution and substitute for Convention) Learning, University of Malaya Malaysia

3. **Ganesh,Tirupalavanam(2003) :** Practices of Computers use in elementary education: perceived and practiced opportunities Ph.D thesis Arizona State University

Amarnath Reddy

Assistant Professor and Principal , Global College of Eduction, Bidar.