

USE OF COMPUTERS BY TEACHERS IN SENIOR SECONDARY SCHOOLS OF KAITHAL DISTRICT

RITA SAINI AND B.S. YADAV

Assistant Professor in Teaching of Computer Science, Kurukshetra University, Kurukshetra
Associate Professor, Kurukshetra University, Kurukshetra

Abstract:

The present study attempts to study the status of use of computers by teachers in senior secondary schools. Fifty teachers from private schools were selected from five schools randomly. The result reveals that computers were available for students, teachers and administrative staff and also for library. It was found majority of teachers spend less than five hours on computers per week. They did not get sufficient time to use computers. The study revealed that the teachers were quite apprehensive about the use of computer in their teaching, but they are looking forward to the challenge. The teachers use computer for their teaching and for recreational purposes. The teachers felt that the use of computer is partially integrated in the studies of their institution.

KEYWORDS:

Computer.

INTRODUCTION

A computer has a lot of applications in all the fields. The presence of computer cannot be ignored in any field of life. For the best use of computer everywhere, it is necessary that people must know the advantages of computer and also its uses in daily life. It is a powerful aid for representing and solving complex problems. In technological environment teachers can learn valuable lifelong skills such as self & peer assessment, planning a task of significant length, budgeting time, working in a team, and other resources etc.

JUSTIFICATION OF THE STUDY

Research studies indicate that use of lecture method/text books by the teachers failed to clarify the subject matter to the students. Hence they need some effective devices and instructional techniques to carry out their teaching tasks successfully and effectively. At present most of the efforts are made in providing computers, training to teachers and producing softwares and use of computers in schools is the need of the hour. Few research studies have been conceived to investigate its actual use in teaching- learning process. Since in our country, there is no optimum use of computer in schools by teachers. Hence, the present study was undertaken by the investigators.

OBJECTIVES

1. To study the availability of infrastructure for the use of computers.
2. To study the support provided to teachers regarding the use of computers by the school.
3. To study the use of computers by the teachers.
4. To study the competency of teachers in using computer for teaching- learning process.

Please cite this Article as : RITA SAINI AND B.S. YADAV , USE OF COMPUTERS BY TEACHERS IN SENIOR SECONDARY SCHOOLS OF KAITHAL DISTRICT: *Tactful Management Research Journal* (Dec ; 2013)

USE OF COMPUTERS BY TEACHERS IN SENIOR SECONDARY SCHOOLS OF KAITHAL DISTRICT

DELIMITATIONS OF THE STUDY

1. The study is confined to the five private schools of Kaithal district of Haryana state.
2. The study is confined only to the senior secondary schools
3. The study is confined only to the schools which are affiliated by Central Board of Secondary Education.
4. The study is confined only to the fifty teachers.

RESEARCH METHOD

Keeping in view the nature and purpose of the study the investigators selected survey method for data collection.

SAMPLE

In order to achieve the objectives of present study five private schools of Kaithal district affiliated by Central Board of Secondary Education were selected randomly. Out of these five selected schools 50 teachers (10 from each school) were selected randomly.

TOOL USED

A questionnaire developed by Nishant Yadav (2007) to study the views of secondary school teachers regarding the use of computer in senior secondary schools was used.

STATISTICAL TECHNIQUES USED

In order to determine the use of computer by teachers in senior secondary schools the frequency and percentages were calculated for different items.

RESPONSES OF TEACHERS REGARDING THE USE OF COMPUTERS IN SENIOR SECONDARY SCHOOLS

Sr. No.	Item	SV Sr. Sec. School	KVM Sr. Sec. School	AN Sr. Sec. School	N Sr. Sec. School	AS Sr. Sec. School	Respondent	Percentage (%)	
1	Does your Institution has the availability of computers	Yes	10	10	10	10	10	50	100
		No	-	-	-	-	-	-	-
2 (i)	No. of students in your Institute	1800	2000	1500	2500	1000			
2 (ii)	No. of teachers in your Institute	50	60	40	72	32			
2 (iii)	No. of computers in your Institute	50	50	32	60	28			
2 (iii) a	No. of computers for staff use	10	10	8	12	4			
2 (iii) b	No. of computers for administrative use	3	3	2	4	2			
2 (iii) c	No. of computers for students use	35	34	20	41	21			
2 (iii) d	No. of computers for library use	2	3	2	3	1			
2 (iii) e	Teacher-computer ratio	5:1	6:1	5:1	6:1	8:1			
2 (iv)	Availability of Internet connection	Yes	10	10	10	10	10	50	100
		No	-	-	-	-	-	-	-
2 (iv) a	Type of Internet connection	B.B	B.B	B.B	B.B	-			
2 (v)	How many teachers can use internet simultaneously	10	10	8	12	-			
3	Are you competent enough to use computer?	Yes	7	6	7	10	6	36	72
		No	-	-	-	-	-	-	-
		Partially	3	4	3	0	4	14	28
4	If yes, then tick suitable option	MS-Word	6	7	10	10	8	41	82
		MS-Excel	5	6	7	6	6	30	60
		MS-Power Point	4	4	4	4	4	20	40
		E-mail	4	4	4	6	3	21	42
		Internet	5	5	4	7	4	25	50
		Multimedia	4	3	2	6	2	17	34

USE OF COMPUTERS BY TEACHERS IN SENIOR SECONDARY SCHOOLS OF KATHAL DISTRICT

5	Time spent per week	More than 8 hrs	3	3	2	3	2	13	26
		5-8 hrs	2	2	2	2	2	10	20
		2-5 hrs	4	3	4	4	4	19	38
		less than 2 hrs	1	2	2	1	2	8	16
6	How confident you are about the use of computer in your teaching	Very confident	4	5	3	4	2	18	36
		Looking forward to challenges	1	1	1	2	1	6	12
		Little apprehensive	5	4	6	4	7	26	52
		Very apprehensive	-	-	-	-	-	-	-
7	For what purpose do you use computer & Internet	For teaching	2	2	3	4	1	12	24
		For maintaining records	2	1	1	4	1	8	16
		For Recreational work	6	7	6	2	8	29	58
8	Does your institution provide any computer training to teachers?	Yes	10	-	-	-	-	10	20
		No	-	10	10	10	10	40	80
9	Does any incentives is given to the teachers of your institute to learn computer?	Yes	-	-	-	-	-	-	-
		No	10	10	10	10	10	50	100
10	How well do you feel that use of computer is integrated into the teaching-learning process in your institution?	Well integrated	4	5	4	7	3	23	46
		Partially integrated	5	5	5	3	6	24	48
		Little integrated	1	-	1	-	1	3	6
		No integrated	-	-	-	-	-	-	-

INTERPRETATION

It is evident from the table that all the schools have the availability of computers in their respective schools. Computers are available for students, teachers, and administrative staff and for library. Table reveals that there is single computer for five to eight teachers. Teachers have to share computers with fellow teachers. Table reveals that four schools have internet connection facility and eight to twelve teachers can use internet simultaneously. It is evident from the table that 72% teachers consider themselves competent enough to use computer. 28% teachers are partially competent to use computer. 82% teachers can use MS-Word. The teachers who can use MS-Excel are 60%. 40% teachers can use MS-Power point. 42% teachers can use E-Mail and 50% teachers can use internet. Only 34% teachers can use multimedia. It is evident from the above table that 26%, 20%, 38% and 16% teachers spent more than 8 hrs, 5 to 8 hrs., 2 to 5 hrs. and less than 2 hrs. on computer per week respectively. Above table reveals that 52%, 12% and 36% teachers are little apprehensive, looking forward to challenges and very confident respectively about the use of computer in teaching. It is evident from the table that 24%, 16% and 58% teachers use computer for teaching, for maintaining records and recreational work respectively. 46%, 48% and 6% teachers feel that the use of computer is well integrated, partially integrated and little integrated respectively into the teaching learning process in the institution. Only 20% teachers are getting computer training while 80% teachers are not getting computer training in their schools. Mostly teachers agree that the schools do not provide any training and incentives to the teachers for the use of computers in classrooms.

MAIN FINDINGS

Findings pertaining to the availability of infrastructure for the use of computers.

It was found that all the schools had computers and all schools had except one internet connections. Computers were available for students, teachers and administrative staff and also for library. The study revealed that only eight to twelve teachers get opportunity to use internet simultaneously. Therefore the schools should provide sufficient access to the teachers regarding the use of internet.

Findings pertaining to the support provided to teachers regarding use of computers by the school.

It was found that teacher-computer ratio in the secondary school was very high. There was a single computer for five to eight teachers. The teachers had to share computers with fellow teachers. It means that the schools did not have sufficient infrastructural support provided to the teachers. Further it was found that the schools did not provide any training or incentives to the teachers for the use of computer. The teachers did not get any extra technical support from the schools to learn computers apart from the provision of computers for staff use.

Findings pertaining to the use of computers by the teachers.

It was found that majority of teachers spend less than 5 hours on computers per week. They did not get sufficient time to use computers. The study revealed that the teachers were quite apprehensive about the use

USE OF COMPUTERS BY TEACHERS IN SENIOR SECONDARY SCHOOLS OF KAITHAL DISTRICT

of computer in their teaching, but they are looking forward to the challenge. The teachers use computer for their teaching and for recreational purposes. The teachers felt that the use of computer is partially integrated in the teaching-learning process in their institution.

Findings pertaining to the competency of teachers in using computers for teaching-learning process.

The study revealed that 72% of the teachers were competent in using computers, whereas 28% of the teachers were partially competent. Most of the teachers had basic knowledge of computers and did not have much advance knowledge about multimedia and internet tools.

REFERENCES

- (1) Buch, M.B. (1994) "Fifth Survey of Research in Education (1988-1992)" N.C.E.R.T. NEW Delhi.
Case, A.J. (1985) "Computer utilization in private school of Hawaaii" Dissertation Abstract International, Vol. 45(1).
(2) Biswas, A. And Das, A. (2001) "Computer Education Curriculum for School : An Integrated Approach", Journal of Indian Education 27(1); 13-15.
(3) Kaushik, Suman (2009) " use of information and communication technology in secondary schools, directorate of distance education, kkr.
(4) Lunning, B.E. (1986) "Integrating the computer into classroom instruction" Dissertation Abstract, vol. 746(7).
<http://en.wikipedia.org/wiki/informationtechnology>.