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INFLUENCE OF SOCIO-ECONOMIC VARIABLES OF SCHOOL TEACHERS IN THEIR PRE-SERVICE TRAINING ON ICT

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Abstract

Pre-service training has become one of the responsible factors of individual developrnent. Changes are attested in the field of knowledge, technology and education. These have effectuated visible influence on the concept of the training. There is a continuous growing demand and discussion to further improve the design and expand the goals and means of training especially in the field of primary education. Drastic changes have been taking place in the program of primary teachers. These require a redefinition of the roles of learner, learning material, learning environment, teacher, attitude, etc. Evaluation is a systematic assessment of the worth of some objective or aim. For the continuous improvement and the growth of any organization, systematic way of valuation is necessary. In the study, purposive sampling method was used to collect the responses from 34 respondents through structured questionnaire. The

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major findings show that there is no significant difference between educational qualification & marital status of the respondents and their assessment of the training programme.

Keywords: Pre-service Training, ICT Programme, Learning Environment.

I. Introduction

Teaching as a profession has undergone massive change in the last few decades. Adapting to these changes, especially the technology to involve children has been a key challenge for educators. Our programmes in Teaching Training, Classroom Management, Subject Training, ICT (Information and Communication Technology) Skills enable teachers who have no, little or some teaching experience, with technology tools and effective pedagogical techniques to make the teaching-learning experience in the effective and gratifying way. Our teacher training focus on improving classroom practice through the usage of technology, execution of training workshop, teaching approach, impact of training workshop, attitude towards training programme, classroom organization skills, interactive teaching learning material, lesson planning, and appropriate teaching styles. Our customized teacher training programmes focus on improving the quality of teaching and learning in schools, so that greater numbers of students achieve increasing levels of proficiency in the academic subjects of Computer Science (CS) and Information Technology (IT). The objectives are:

* To create motivated teachers, capable of delivering the curriculum
* To improve teachers subject knowledge and understanding of difficult concepts of the curriculum, to enable effective transfer of knowledge.
* To expose teachers to innovative teaching methods, that are child centric and work towards bringing holistic development of the students
* To provide soft skills training for improved classroom instruction, and personal development of teachers
* To provide training for providing Life skills to students

While effective student learning will always be the focus of successful teaching, the nature of what is to be learnt, the best ways of learning and the needs of students are continually growing. Thus likely areas for professional training will include: Use of innovative teaching practices in classrooms, valuation and assessment, features of an effective lesson plan, motivation and

attitudinal change, self-development - role effectiveness, computer skills and techniques, and ICT (Information and Communication Technologies) in Education - computer based learning.

II. Literature Survey

Parthasarathy, et. al., (2017), analyzed skill development programme on the pre-service training to school teachers on computer science. This programme enhances effective and develops a systematic way of teaching and learning. It is developed in the teacher's knowledge, skills and behavioral patterns. Training programme is evaluation of the trainee's presentation and performance. The teachers usually have more or less mastery over the theoretical as well as practical aspect of their concerned subject area. But this computer science programme is of theoretical and practical information of the subject can be transferred effectively to teachers by applying suitable systems, knowledge, skills, techniques and creating conducive atmosphere.

Parthasarathy K et.al., (2016), described that, strategic planning of skill development will eliminate the skill gap in younger generation, securing their educational life and raising the global participation. To improve the labour market in every sector the government should develop training and education which are relevant to the employees in their institutions or companies

Ozge Tarhan., (2015), reported that the most important factor in fulfilling the values of the society expected from education is the teacher. Thus, in the National Education Councils, all components of the teacher training system must be evaluated in a constant questioning process and need to be improved continuously to train qualified teachers.

Barnett and O'Mahony., (2006), attempted to increase the understanding of the power of consideration by establishing the principles and practices associated with building a reflective culture that facilitate school development. The study recommended in-service teachers to observe and critique one another's teaching practices, jointly plan, deliver and evaluate teaching materials, conduct demonstration classes, discuss actual teaching and learning activities, such as lesson plans, student evaluations and curricular materials; and to explore and critique actual cases of instructional and student assessment practices. The study concluded that meaningful

school improvement only thrives when there exist a culture of reflection that focuses on teaching and learning process.

III. Objectives of the Study

- To find out the socio economic profile of the respondents.
- To find out the difference between the educational qualifications, marital status and the assessment of pre-service training on ICT programme of the respondents.
- To analyze the variations between the school system and assessment of pre-service training on ICT programme of the respondents.

IV. Methodology

For the purpose of research, the following broad variable related to teachers training, adoption of technology were identified and analyzed. Considering the background of the study, the researchers embarked upon adopting an "exploratory" research design, mostly relying on survey procedures. Primary data were collected by purposive sampling method from pre-service training teachers conducted by PASS Foundation, Chennai. The questionnaire was structured into such a way as to appraise the ICT for teaching and learning. Based on Likert's scale, the collected primary data have been calculated through SPSS. The calculations and results for ANOVA and t-test are explained. The present study is designed in the way to examine the difference between educational qualification & marital status and the assessment of pre-service training on ICT programme of the respondents. A survey of 34 teachers was taken with regardless of their educational level and experience. The vital aspects of the study in this investigation lies in understanding the perception and skill level of ICT amongst the teachers.

V. Hypotheses of the Study

Hypothesis 1: There is no significant difference between educational qualification of the respondents and their assessment of the pre-service training on ICT programme.

Hypothesis 2: There is no significant difference between marital status of the respondents and their assessment of the pre-service training on ICT programme.

Hypothesis 3: There is no significant variation between school system of the respondents and their assessment of the pre-service training on ICT programme.

VI. Data Analysis and Interpretation

Table 1: Frequency distribution of the socio-economic profile of the respondents

Variables		Frequency	Percentage
Age	20- 25 Years	15	44.1
	26- 30 Years	16	47.1
	31-35 years	2	5.9
	36 years and above	1	2.9
Educational Qualification	Under Graduate	15	44.1
	Post Graduate	19	55.9
School System	Primary School	4	11.8
	Middle School	8	23.5
	High School	15	44.1
	Higher Secondary	7	20.6
Marital Status	Married	13	38.2
	Unmarried	21	61.8
Teaching Experience	0-3 Years	22	64.7
	4-6 years	9	26.5
	7 years and above	3	8.8
Monthly Income	Upto Rs.7500/-	20	58.8
	Rs.7500/- -Rs.15000/-	13	38.2
	Rs.15001/- and above	1	2.9

Based on the table-1, it is found that, majority (47.1%) of the respondents belongs to the age group 26 to 30 years. 55.9 % of the respondents have completed their Post Graduate programmes. 44.1% of the respondents belong to high schools. 61.8% of the respondents are not married. 64.7% of the respondents are having the academic experience of upto 3 years. 58.8% of the respondents are earning their monthly salary upto Rs.7500/-.

Hypothesis 1: There is no significant difference between educational qualification of the respondents and their assessment of the pre-service training on ICT programme.

Table 2: Difference between educational qualification of the respondents and their assessment of training programme

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Execution of Training Workshop	Equal variances assumed	1.569	.219	-.274	32	.786
	Equal variances not assumed			-.264	24.792	.794
Teaching Approach	Equal variances assumed	.423	.520	-.118	32	.907
	Equal variances not assumed			-.116	27.239	.909
Impact of Training	Equal variances assumed	.434	.515	.762	32	.452
	Equal variances not assumed			.769	31.157	.448
Attitude towards Training	Equal variances assumed	.940	.340	-.042	32	.966
	Equal variances not assumed			-.043	31.872	.966
Availability of Materials	Equal variances assumed	.025	.875	.478	32	.636
	Equal variances not assumed			.489	31.894	.629

The table-2 reveals that the calculated 't' values, execution of training workshop (0.786), teaching approach (0.907), impact of training (0.452), attitudes towards training (0.966) availability of materials (0.636) are greater than the table value and the result is not significant. From the analysis, it is overall found that "there are no significant difference between educational qualification of the respondents and their assessment of the pre-service training on ICT programme".

Hence, the hypothesis-1, there is no significant difference between educational qualification of the respondents and their assessment of the pre-service training on ICT programme is accepted.

Hypothesis 2: There is no significant difference between marital status of the respondents and their assessment of the pre-service training on ICT programme.

Table: Difference between marital status of the respondents and their assessment of training programme

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Execution of Training Workshop	Equal variances assumed	.022	.882	.202	32	.842
	Equal variances not assumed			.203	26.181	.841
Teaching Approach	Equal variances assumed	.475	.495	.748	32	.460
	Equal variances not assumed			.753	26.159	.458
Impact of Training	Equal variances assumed	6.386	.017	-.159	32	.875
	Equal variances not assumed			-.177	31.969	.861
Attitude towards Training	Equal variances assumed	.980	.330	.869	32	.391
	Equal variances not assumed			.963	31.944	.343
Availability of Materials	Equal variances assumed	1.828	.186	.855	32	.399
	Equal variances not assumed			.953	31.994	.348

The table-3 reveals that the calculated 't' values, execution of training workshop (0.842), teaching approach (0.460), impact of training (0.875), attitudes towards training (0.391) availability of materials (0.399) are greater than the table value and the result is not significant. From the analysis, it is overall found that "there are no significant difference between marital status of the respondents and their assessment of the pre-service training on ICT programme".

Hence, the hypothesis-2, there is no significant difference between marital status of the respondents and their assessment of the pre-service training on ICT programme is accepted.

Hypothesis 3: There is no significant variation between school system of the respondents and their assessment of the pre-service training on ICT programme.

Table: Variation between school system of the respondents and their assessment of training programme

School System Vs Training		Sum of Squares	df	Mean Square	F	Sig.
Execution of Training Workshop	Between Groups	8.003	3	2.668	.784	.512
	Within Groups	102.114	30	3.404		
	Total	110.118	33			
Teaching Approach	Between Groups	3.520	3	1.173	.290	.832
	Within Groups	121.215	30	4.041		
	Total	124.735	33			
Impact of Training	Between Groups	17.654	3	5.885	2.159	.114
	Within Groups	81.787	30	2.726		
	Total	99.441	33			
Attitude towards Training	Between Groups	3.742	3	1.247	.432	.731
	Within Groups	86.523	30	2.884		
	Total	90.265	33			
Availability of Materials	Between Groups	6.161	3	2.054	1.112	.360
	Within Groups	55.398	30	1.847		
	Total	61.559	33			

The table-4 reveals that the calculated 'f' values, execution of training workshop (0.512), teaching approach (0.832), impact of training (0.114), attitudes towards training (0.731) availability of materials (0.360) are greater than the table value and the result is not significant. From the analysis, it is overall found that "there are no significant variance between school system of the respondents and their assessment of the pre-service training on ICT programme".

Hence, the hypothesis-3, there is no significant variance between school system of the respondents and their assessment of the pre-service training on ICT programme is accepted.

VII. Findings of the Study

General Findings

Majority 47.1% of the respondents belongs to the age group 26 to 30 years. 55.9 % of the respondents have completed their Post Graduate programmes. 44.1% of the respondents belong to the high schools. 61.8% of the respondents are not married. 64.7% of the respondents are having the academic experience of upto 3 years. 58.8% of the respondents are earning their monthly salary upto Rs.7500/-.

Hypotheses Related Findings

- There is no significant difference between educational qualification of the respondents and their assessment of the pre-service training on ICT programme is accepted.
- There is no significant difference between marital status of the respondents and their assessment of the pre-service training on ICT programme is accepted.
- There is no significant variance between school system (Primary, Middle, High and Higher Secondary School) of the respondents and their assessment of the pre-service training on ICT programme is accepted.

VIII. Conclusion

This article presents a pre-service training on ICT programme in promoting teaching & learning on the topic Basic Computer Training Programme for school teachers. Three sources of adapted information including learning difficulties, learning styles, and earning achievement were used to determine the subject materials. The developed learning situation can be used to work with an learning system by giving personal guidance and appropriate learning material to each teachers based on their learning performance. The researchers found that the professional training programme could help teachers gain more conceptual knowledge and computer skills on the topic and they had positive attitude towards learning in this learning situation. The success of this study plays an important role in enhancing the effectiveness of the entire learning situation. Teachers are leaders, may be an important resource, for building a system that can support ambitious computer skills and knowledge to the school kids in logical way. There is increasing attention to building opportunities for teachers to take on leadership roles to both improve computer skills and strengthen the science teacher’s workforce.

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