



Study of effectiveness of ICT training programme for primary teachers

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Abstract:

In this age where students are given right to take education it is our duty to provide quality education from primary level. Such quality education can only possible when teachers are comforted from fatigue manual work of records. Teachers have to waste their time and energy to maintain records so they get less time and energy for teaching. If time and energy is saved, it can be utilized for quality enhancement of teaching. This can be possible with the help of ICT training. In this research paper researchers have tried to study effectiveness of ICT training programme for primary teachers. Methodology for this research is experimental method with single group pretest post test design. Sampling method was non probability purposive sampling. Quantitative data was collected through achievement test and qualitative data was collected through observations and feedbacks. Quantitative analysis was done through graph and qualitative data was analyzed using quantifications.

Keywords: ICT program-primary teachers

Introduction

Teachers play a significant role in nation building. They are pillars of the foundation of any nation. Nowadays teachers are overburdened with extra duties like election duty, janaganana and also they have the burden to keep records of their activities, results and evaluation. So teachers have to do a hard struggle to give quality education. One of the researchers, being a daughter of a primary teacher, found the problem that teachers have to keep records manually in which she found that there is repetition of format of data, in this record they have to be careful if they made any mistake they have to change the whole record again which is very hectic, even though they forget some data and if they want to add something they have to make the new record again, record includes various items which could not fit in one sheet and they are compelled to write it in one sheet and if they do so it doesn't look clear and neat. Thus observing such problems researchers started thinking about solving these problems using ICT. Researchers tried to give them knowledge not only of excel but also knowledge of Ms Word, PowerPoint and internet to help them in making their task smooth and teaching effective and interesting.

Objectives:

- To develop ICT training programme for primary teachers.
- To study effectiveness of ICT training programme.

3. Research methodology

Experimental method has been applied for the present investigation, which has been carried out by administering experiment on primary teachers.

4. Sample, Design and Research tool

In this study it was decided to carry out an experiment on 13 primary teachers of Zilha Parishad school which is non probability purposive sample.

For the present experimental research 'Pretest posttest single group design' was used. Achievement test (Which was used as pre and post test), observations and primary teachers' feedbacks were tools of data collection.

Procedure

- Preparation of achievement test
- Preparation of ICT training programme

- Administration of pretest
- Implementation of programme
- Post tests
- Data analysis and interpretation
- Conclusion.

6. Limitations

- The present research is restricted primary teachers
- The present research concern with use of Ms-Word, Ms-Excel, PowerPoint and Internet for tasks of primary teachers.

Nature of Programme

The programme include following topics

- a. Orientation about what is ICT
- b. How to use Ms-word to keep records
- c. How to use Ms-Excel for evaluation
- d. How to use PowerPoint for effective and interesting teaching
- e. How to use internet to collect and preserve information, for communication, for references and also for getting experts guidance etc.

Data collection

- In the present research quantitative data was collected by using achievement test
- Quantitative data was collected by maintaining observations and teachers' feedbacks.

8. Data analysis

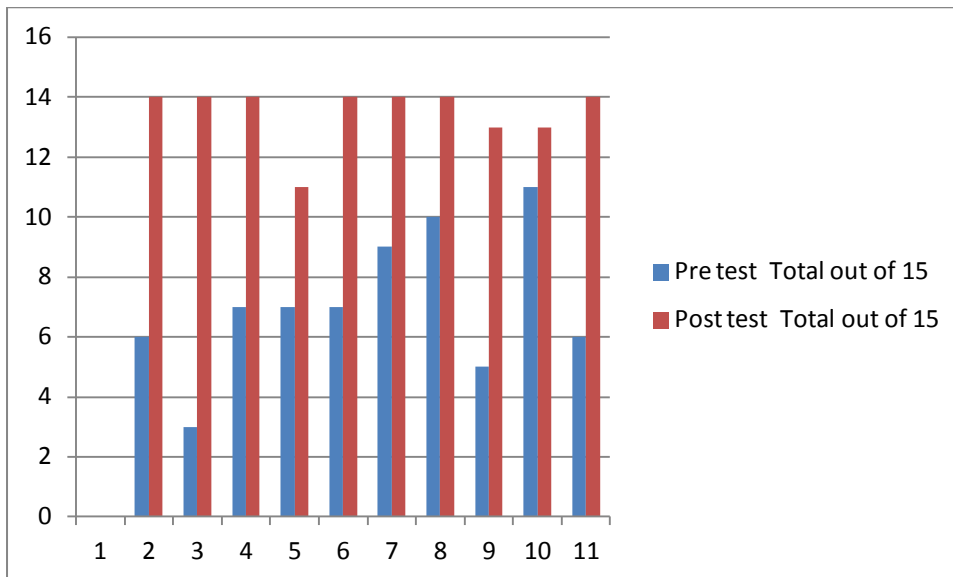
Quantitative data analysis

Marks obtain in speaking skill tests were as further:

Sr.No.	Pre test Total out of 15	Post test Total out of 15

1	6	14
2	3	14
3	7	14
4	7	11
5	7	14
6	9	14
7	10	14
8	5	13
9	11	13
10	6	15

Graphical representation of data



Graph shows that marks were increased in post test

Conclusions:

- There is significant difference between marks of pretest taken before implementation of programme and post test taken after implementation of programme.
- ICT training programme help teachers to learn ICT

Qualitative data analysis

Qualitative analysis of data collected by observation diary was done by using quantification is as follows:

Numbers in brackets indicates frequency of teachers

Teachers during pretesting were nervous and having no confidence that they can use computer (10)

Teachers were eager to know after pretest they have confidence that they will learn computer (8)

Teachers were excited to learn importance and wide range of ICT (10)

Teachers were listening carefully (10)

Teachers were very eager to answer the questions (4)

Teachers were enjoying the tasks given (8)

Conclusions:

- ICT training programme help to develop interest among teachers
- It also helps to make teachers aware of computer and its uses for their work
- It develop new attitude positive behavioral change

Analysis of teachers' feedbacks about ICT training programme

- ICT training programme and orientation makes them know the mechanism of computer which was new for them(6)
- ICT activities and practice help to develop ability to handle computer. (7)
- Teachers mentioned that it gave confidence to use computer(8)
- Teacher mentioned that content included in the programme was appropriate for them(8)
- Teacher wrote that they will use this knowledge in various ways(10)

Conclusions of the research

- 10% teachers could score 15 out of marks in post
- 60% Teachers could score 14 out of 15 marks post
- 10% teachers could score 13 out of 15 marks post
- 20% teachers could score 11 out of 15 marks post

This programme will definitely help to give quality education

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