UTILITY OF POWERPOINT PRESENATATIONS AMONG HIGH SCHOOL AND HIGHER SECONDARY SCHOOLTEACHER IN CLASSROOM TEACHING

M Gopala Krishna, Ph.D.

Asst. Professor, University College of Education, Adikavi Nannaya University

Rajamahendravaram. mgopalakrishnaji@gmail.com

Introduction

Power point is the most popular presentations software today. It provides tools to create powerful presentations that combine text, graphics, video, and sound. Its multimedia features make it an excellent teaching and learning tool in the classroom. Most teachers have probably been exposed to a power point presentation. Only a few though might have applied PowerPoint in the classroom. The main idea of this paper is to find out the accessibility of PowerPoint presentations among the high school and higher secondary schoolteachers in classroom teaching. it is found that more than 68% of the high school and higher secondary school teacher in selected government and private schools in East Godavari District in Andhra Pradesh state lack the fundamentals working knowledge of computers. Among the remaining 32% of teachers, 12%of teachers are fluent in utilizing the computer in preparing and projecting self-learning the materials using internet; 20%of the teachers possess good skills in utilizing the computer but complain that the school and administrative authorities do not provide the facilities to them as and when they are needed; hence they stay afar without committing themselves to use such aids in classroom.

The common problem, which we are facing till today with the present-day teacher of higher secondary level teachers, is that the method of teaching remains static. In the recent years, in various programmable instructions have been heralded in the field of education. Computer laboratories haven been set up and Liquid crystal Device (LCD) projectors were provided in order to equip the school with effective teaching-learning processes. Beyond the previsions made by the government in the recent year to achieve effective teaching, the question is whether and to what extent the teachers are making use of these available facilities. This study analyses the accessibility of power point presentations among the high

and higher secondary schoolteacher in classroom teaching, in selected schools of Pondicherry state. Setting modern strategies in teaching is the primary objective at the high school and higher secondary level as focused in the Tenth plan (2002-2007), Birla-Ambani Report 2002. According to the plan, funds we are released in the plan, funds were released in order to improve the information and technical standards at information and higher secondary school, along with an LCD projector. Even after such provisions were made, effective usage of these teaching. Learning aids remains a dream.

Power point in the classroom

Power point is a higher-powered, user- friendly software tool used for presenting information in a dynamic slide show format. Power point can also from the basis or media to create quick interactive classroom aids in the form of slide- show presentations. These classrooms can be both virtual and

Traditional. Power point content can be easily exchanged, edited and evolved to enliven a collaborative environment. "The primary goal of any classroom Power point presentation isn't to entertain, but rather to teach." Many teacher use the presentation software Power point in the classroom as   a teaching and learning tool. Power point provides opportunities for teachers and students to incorporate multimedia to enliven their presentations. PowerPoint provides opportunities multimedia to enliven their presentations. Power point bestows the ability to bring in many different kinds of media, including graphic images, coloured background, photograph, sound files, video clip, animations, and of course, text.

Objective of the study

TO find out the accessibility of PowerPoint presentations among the high school and higher secondary teacher. To find out the usability of LCD projectors by the high school and higher secondary teacher. To find out the adaptability among teachers in utilizing these in classroom teaching learning process.

Sample

The total sample size is 80 teacher, with different age groups, gender, educational qualifications, specialization, computer knowledge and viability, area and school, whose accessibility in utilizing the Power point presentation in classroom teaching at the high and higher secondary school level were considered for the present study. The study was done at random in selected government and private school in East Godavari District in Andhra Pradesh state.

Materials used

The questionnaire consists of the following aspects regarding the attitude of high school and higher secondary teachers in implementing the innovative tools in teaching and the adaptability of teacher in learning the fundamental system-based approaches such as power point presentations ; liner or branched programming; and utilizing them in the classroom teaching .The investigators constructed the questionnaire teacher's system Competency scale.

Procedure

The scale was administered to the subjects and each item was rated according to their order of obtained preference. The results were tabulated and analysed

The t-value obtained in table 1, represents the significance in the Mean scores of the accessibility of power point presentations among the high school and higher secondary school teachers in selected high schools and higher secondary schools East Godavari District in Andhra Pradesh state. The t-value obtained in table 2, represents the significance in the mean scores of attitude, adaptability and computer fluency of high school and higher secondary teachers with regard to their accessibility of PowerPoint presentations in classroom teaching.

Purpose and the Nature of the Test

Construct Measured: Teacher's System Competency scale

Population for which designed: Teacher working at the high school and higher secondary level

Method of Administration   : Group and individual

Subtests   : Attitude, adaptability and Computer Fluency

Number of items   : 80

Type of scale   : Rating Scale

Scoring Procedure   : Mechanical; Statistical Package SPSS 10.0 is used to analyse the data

Time required   : 45 minutes

Reliability   : Internal consistency is found to lie between 0.64 to 0.81.by using Guttmann's Formula and Alpha Reliability analysis

Validity   : Median validity was assessed for fixed criteria and it is found to be acceptable.

Table-1: C-R Values representing the power point Accessibility among the Teacher

S. No.	Sample	Sub-sample	N	mean	S.D	T-value	Level of significance
1	sex	Male female	40	52.43	19.31	1.01	Not significant
			40	48.26	17.48		
2	Qualification	Graduate postgraduate	55	37.91	14.39	4.01	1%
			25	26.16	11.01		
3	Schools	Government private	50	43.00	18.63	3.71	1%
			30	29.80	13.14		
4	Subjects	Arts science	40	37.21	17.08	4.15	1%
			40	39.43	17.17		
5	Coaching	Self others	35	27.53	14.92	0.58	Not significant
			45	34.58	16.68		
6	Area	Rural urban	35	28.06	12.31	4.12	1%
			45	41.27	16.42		
7	Computer knowledge	NIL Necessary knowledge*	50	47.91	18.91	1.99	5%
			30	33.07	13.06		
8	Work Environment	Independent Dependent**	20	21.41	9.11	10.22	1%
			60	53.21	18.24		

Note:

1) Necessary knowledge to prepare PowerPoint presentations and to make use of these presentations as aid in classroom teaching.

2) Indicates the administrative and organizational barriers in utilizing the system in order to prepare PowerPoint presentations and to project it in the classroom as a teacher may not have enough freedom to utilize the computer laboratory and to access the LCD projector as and when it is needed.

Analytical Discussion

The total sample size is 80 teachers working in the high school and higher secondary level classified under gender, educational qualification, specialization, computer knowledge and feasibility, area and type of school.

Table-2: C-R Values indicating Attitude, Adaptability and Computer Fluency

S. No	Sample	Sub- sampal	N	Mean	S.D	t-value	Level of significance
1	Attitude	Govt.school teacher private schoolteacher	45 35	37.18 26.24	19.14 11.50	3.17	1%
2	Adaptability	Self Others	45 35	34.63 27.97	16.73 12.08	2.07	5%
3	Computer fluency	Nil Fundamental Knowledge	50 30	47.19 33.07	17.07 12.97	4.18	1%

a) There is a high significant relationship between the fundamental knowledge of PowerPoint accessibility in classroom teaching.

b) There exists a good significant relationship between the fundamental knowledge of computers among the teachers and classroom teaching.

c) The level of adaptability towards PowerPoint utility in classroom teaching is found to be more with the Science teachers teaching Art subjects.

d) Urban teachers are found to utilize PowerPoint presentations more with the Science teacher when compared with the rural teachers.

e) There is a high significant difference among the dependent group (who face personal efficacy administrative and organizational dairies in utilizing the PowerPoint presentations and LCD's as and when it is required); when compared with the independent working environment group (who utilize the PowerPoint presentations and LCD' as and when it is required).

f) There seem to be no significant difference among the teachers who by themselves (self) take the initiative in learning to prepare Power point presentations with that of those preparing PowerPoint presentations from other sources (Others).

g) There is no significant difference between the male and female teacher with respect to their accessibility of PowerPoint presentations in classroom teaching.

h) Private schoolteachers are found to use PowerPoint presentations comparatively more tan the government schoolteachers.

i) Attitude of private schoolteacher in using the PowerPoint presentations in classroom teaching seems to differ significantly than the government schoolteachers.

j) There is no significant difference between the high schoolteachers and higher secondary schoolteachers in using the PowerPoint presentations in classroom teaching

Suggestions and conclusions

The present study is an exploratory one and the result may be considered Provisional. The result may be considered provisional. The result of this study depend on the factors regarding the personal fluency of the teachers in preparing PowerPoint presentations and the knowledge of using LCD projectors; and the administrative factors in providing the available resources for their utilization.

BASED ON THE ANALYSIS SOME OF THE SUGESTIONS ARE LISTED below.

These can bring into reality, an ingenious system of education.

a) Educate the teachers in computer fundamentals, M S-office and access to Internet.

b) Enable them to prepare P o w e r P o i n t presentations.

c) Make them aware of the innovative trends in teaching – learning processes.

d) Provide them periodical in-service training programs though which provisions can be made to enrich their computer knowledge from one level to another.

e) Make them aware of the effectiveness and the strategy that these modern teaching aids facilitate in the classroom teaching learning process.

f) Ensure the accessibility and independence in utilizing the computers, LCD's and other equipment.

g) Enhance their grand with regard to the proficiency and expertise.

References

Angelo, T.A & patricia, K. (1993): classroom assessment techniques: A Handbook for college teachers. Jossey-Bass San Francisco

Best J. W(1977): Reseacrch ib Eccation. New Delhi: prentice Hall of India P. LTD.

David, J. (1996): PROFESSIONAL Status of Teachers, NCTE, New Delhi.

European Union (2016): Education and training monitor 2016 revised from https://ec.europa.eu/education/sites/education/monitor 2016-sk_en.pdf

Fanning, (1996). Expanding the Definition of teachological literacy in Schools.

Garrett, H . E. (1981): "Statistics in Psychology and Education, "VAKILS, Feffer and Simens Ltd., Bombay.

John W .BEST., (1977) Research in Education ", Englewood Cliffs Ltd.

(Means, B., Olson, K.& Singh , R.(1955, September). Beyound the Class room: Resturing Scools with technology. Phi Delts Kappan, 77(1), 69-72. http:// WWW.cmis.dc. Dt. 11.02.2006

Sharma A.P. (1998) Towards a MEANING FUL Education, University News. Vol.36 No.10.

Siddiqui M. H. (2004) Challenges of Educational Technology, APH Publishing Corporation, New Delhi .

Vashist, S. R (2003) Research in Educational Techology. Book Enclave, Jaipur.