

Computer Awareness of Secondary School Teachers of District Kishtwar: A Study

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ABSTRACT

*The objective of the research was to find out the computer awareness of secondary school teachers of district Kishtwar. The study which was descriptive in nature and was conducted on 210 secondary school teachers belonging to different private and government higher secondary schools of district Kishtwar. The teachers were sampled by using simple random technique (Lottery Method) whereas, higher secondary schools were purposively selected. Data were collected by using a standardized tool developed by Dr. Vishal Sood and Mrs. Reena. The major findings of the study were; 85 Teachers i.e., (40%) out of 210 were found as such who had an **Extremely High Awareness** about Computers. 47 Teachers i.e., (22%) out of 210 were found as such who had **High Awareness** about Computers. 50 Teachers i.e., (23%) out of 210 were found as such who had an **Above Average Awareness** about Computers. 28 Teachers i.e., (13%) out of 210 were found as such who had an **Average Awareness** about Computers. No Teacher out of 210 were found as such who had **Below Average, Low or Extremely Low Awareness about Computers**.*

Introduction

Technology plays an important role in accelerating economic growth and promoting development. Perhaps no another single technological innovation during the second half of the 20th century that has touched so many lives, then the computer. Computers and computerized devices have become an integral part of society. Infact, now in the first quarter of the 21st century, people use them in schools, homes, offices and the workplace. It has become imperative to know basic computer skills to survive in the world. Computer awareness is awareness of the computer's importance, knowledge of what

computers are and how they work and interact (ability to interact will computer).

In a world where technology is rapidly advancing it is crucial for teachers to stay up – to – date with the latest computer advancements and possess a working knowledge of various software applications, operating systems, and internet tools. The teacher's computer awareness test serves as a means to evaluate a teacher's competence in these areas and identify areas for improvement. The test is likely to cover a range of topics including basic computer operations, such as file management, creating and editing documents, using spread – sheets, and sending emails. It many also assess a teacher's knowledge and understanding of

operating systems, such as windows or MacOS, and their ability to navigate and customize the interface.

Additionally, the test may explore a teacher's proficiency in utilizing educational software and digital tools, such as interactive whiteboards, multimedia applications, online platforms and educational websites. This includes understanding how to effectively incorporate these tools into lesson planning, student engagement, and assessment

- 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 students and help them to grow in development of students in all aspect. 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 computer 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 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.

- **Computer skills are essential among teachers in today's digital age”:-** In today's digital age, computer skills have become essential for success in many areas of life, including education, work and personal pursuits. Computers and digital devices have revolutionized how we live and work, making accessing information, communicating with others, and completing task easier. There are some computers skills for every teacher to master that can be regarded as been mandatory.

1. Word processing skills.
2. Spreadsheet skills.
3. Database Management skill.
4. Electronic presentation skills.
5. Internet Navigation skill.
6. Email Management skills.
7. Networking skills.
8. Touch typing.

It has become extremely hard for all us to keep abreast with the constantly evolving computer- based technology. This is especially the case with educators who are now, out of sheer necessity, required to stay a step ahead to preserve their relevance in their careers. Now a day's teachers have to make use of desktop PCs,

laptop PCs, and even mobile devices like tablets while carrying out their core duties. Also, these professionals must be knowledgeable of computer related technologies. This, of course, includes the World Wide Web, email, desktop conferencing, video conferencing to name but a few among other skills for resume, As a skilled Educator, you will have to aim for uncommon excellence and proficiency in this computer oriented era.

In July 2020, India's HRD Ministry was renamed Education Ministry and it unveiled the Nation Education policy (NEP) 2020, a revolutionary regulation with ground breaking changes in India Education. This policy, while focusing on various aspects of education, weaves in technology at every stage.

The NEP has been welcomed by Educators all over the country who insisted it was long due. In the last few years, India has turned itself in to an information focused society and it has become the need of the hour to embrace technology in the field of education. The NEP 2020 states that one of the main drivers of the education system will be "extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management"

It has become even more relevant in the current pandemic situation when virtual learning is the new normal, to re imagine

conventional learning and teaching techniques. This policy drafts a vision of education for the new generation which will help to build a self- reliant India.

According to the policy, a dedicated e – education unit and a National Educational Technology Forum (NETF) will be set up to boost digital content, infrastructure and capacity building. Through NETF, Artificial intelligence, Machine learning, computing devices and other software and hardware will be incorporated in to education at all levels to improve classroom process, boost student progress, support teacher's development and streamline administration and management.

Some of the key aspects of NEP2020 dealing with technology:-

Primary Education: - Recognizing technology as an aid for teachers, bridging language barriers, creating digital libraries, enabling greater access to education, specifically for differently abled children. Coding to be introduced in school curriculum as an important skill for student to develop. Technology can be effectively used for teacher education and online teacher training.

Professional and Higher Education.

Technology to be a part of professional Education. Technology to be used to achieve 100% literacy has been proposed. For this, quality technology – based

option for adult learning has to be introduced.

Review of the literature: -

Various research studies have been conducted on computer awareness of teachers. some of them have been presented below in a chronological manner;

1. Lee, M (2021) Lee's mixed – methods research delved in to the role of administrative policies in shaping teacher's computer awareness. The study highlighted that favorable policies, along with collaborative work environments, contribute to a conducive atmosphere for enhancing technology integration skill.
2. Johnson, B (2020): - Johnson conducted a longitudinal study to examine the evolution of teacher's computer awareness across different generations. The research highlighted the need for ongoing training to bridge the gap between technologically adopts younger educators and those from older generations.
3. Smith, D. (2020) smith's work cantered on understanding the influence of attitudes toward technology on teacher's computer awareness. The study revealed that educators who perceive technology as a valuable

pedagogical tool are more likely to invest in improving their computer skills, underscoring the importance of positive attitudes.

4. Brown, R, and Johnson, L (2019):- Brown and Johnson's study investigated the correlation between teacher's computer awareness and student outcomes. The research demonstrated a positive relationship, suggesting that teachers with higher technology skills tend to facilitate better learning outcomes among students.
5. Jones C, & Williams, L. (2019). Through a Qualitative approach, Jones and Williams investigated the barriers and facilitators that impact teacher ability to integrate technology. The study identified time constraints as common obstacles, while supportive administrative policies and collaborative environments were found to enhance computer awareness.
6. Smith, A (2018):- In a cross – sectional survey, smith explored the digital literacy levels among educators and the impact of training programs on their computer awareness. The study found that while younger teachers tend to have higher computer awareness, professional development initiatives

significantly improved the technological skills of veteran educators.

7. Wilson, E (2018):- Wilson's research explored the generational differences in teacher's computer awareness. The study showed that millennials exhibit higher comfort levels with technology compared to older generation, highlighting the need to tailor training programs to cater to different age groups.
8. Martinez, J and Rodriguez, S (2017) :-Focusing on the impact of computer awareness on teaching practices, Martinez and Rodriguez explored how educators with strong technology skills incorporate interactive multimedia resources into their pedagogy. Their findings suggested that these practices lead to increased student engagement and improved knowledge retention.

These examples showcase diverse approaches taken by educationists to explore the nuances of teachers' computer awareness, from understanding barriers and facilitators to investigating the impact on pedagogy and student outcomes. Each researcher contributes valuable insights to the ongoing discourse

surrounding technology integration in education.

Statement of the problem

The problem under study was worded as, "computer Awareness' among the Higher secondary school Teachers of District Kishtwar: A Study

Objective

To main objective of the study was to find out the computer awareness among the higher secondary school teachers of District Kishtwar.

Delimitation of the study

study was conducted on 210 teachers only.

Study was conducted on 15 higher secondary schools of district Kishtwar only.

Sample and sampling technique: -

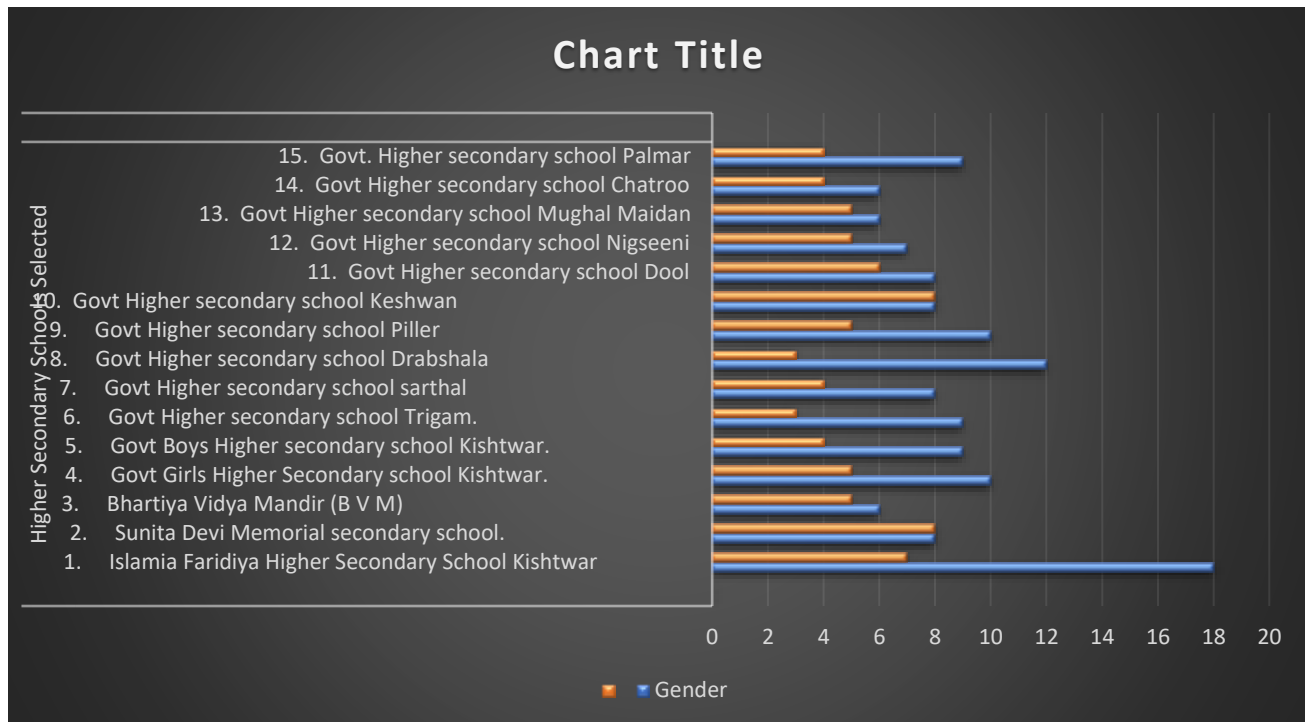
The current study was descriptive in nature. The sample of the study consisted of 210 teachers from 15 higher secondary schools belonging to district Kishtwar. out of 210 sampled teachers 134 were male and 76 were female teachers. The teachers were sampled by using simple random sampling technique (lottery Method) and the higher secondary schools were sampled by using purposive sampling technique. Fifteen Govt and private secondary schools were used for

collection of data. Gender equality was maintained wherever possible and the

respondents were from diverse socio-economic status.

Table 1.0 Depicts the brief sample of the study

Gender		
Higher Secondary Schools Selected	Male	Female
1. Islamia Faridiya Higher Secondary School Kishtwar	18	07
2. Sunita Devi Memorial secondary school.	08	08
3. Bhartiya Vidya Mandir (B V M)	06	05
4. Govt Girls Higher Secondary school Kishtwar.	10	05
5. Govt Boys Higher secondary school Kishtwar.	09	04
6. Govt Higher secondary school Trigam.	09	03
7. Govt Higher secondary school sarthal	08	04
8. Govt Higher secondary school Drabshala	12	03
9. Govt Higher secondary school Piller	10	05
10. Govt Higher secondary school Keshwan	08	08
11. Govt Higher secondary school Dool	08	06
12. Govt Higher secondary school Nigseeni	07	05
13. Govt Higher secondary school Mughal Maidan	06	05
14. Govt Higher secondary school Chatroo	06	04
15. Govt. Higher secondary school Palmar	09	04
Total	134	76



Tools

For data collection Teacher's Computer Awareness Test (TCAT-svr) developed by Dr. Vishal Sood and Mrs. Reena was used.

Data Collection Procedure

Data were collected from 15 different Government and private higher secondary schools of district Kishtwar. After taking the prior permission from the principals of the selected Higher Secondary Schools, the respondents selected for the current study were made aware about the objective of the

research and were assured that their responses will be used for research purpose only and will be kept confidential.

Statistical Technique

The data were analyzed with help of Percentage.

Findings:

The major findings of the research were:

- 85 Teachers i.e., (40%) out of 210 were found as such who had an ***Extremely High Awareness*** about Computers.

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