

ASSESSMENT OF IMPACT OF EDUCATIONAL INFORMATICS ON EDUCATIONAL MANAGEMENT IN ANAND DISTRICT

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ABSTRACT

The rationale of this study was to examine the impact of educational informatics on educational management of Anand District of Gujarat in India. Data were collected from 60 higher secondary school teachers from 11 schools. An attempt was made to get the perception of school teachers about impact of educational informatics in managerial part. It is found from the study that the impact of educational informatics not only in teaching and learning process but on the managerial aspect would be making far-reaching and revolutionizing effects.

Keywords: School Teachers, Informatics, Anand.

INTRODUCTION

The impact of ICT is seen in most human activities. Certainly, the teaching and learning field isn't exempted from this. Nowadays education is guaranteed to choose the inevitable shift from the traditional print medium to the modern digital technology. This paradigm shift helped to enhance the standard and effectiveness of teaching and learning method. ICT has arrived with several promising competences and this can be time to believe the implication of those technologies in numerous aspects of latest instructional arena. The application of these technologies into diverse pastures of teaching and learning process is called "educational informatics". The wide costs of education in enabling social, cultural and economic stability and progress has long been recognized and honored by Indian society. The purpose of the investigation was to ascertain to what extent the higher secondary school teachers are having the knowledge about the application and utilization of educational informatics in their teaching and learning process; to study the impact of educational informatics on educational management; and to examine whether the educational informatics would replace or make fundamental changes in the conventional teaching and learning process in higher secondary schools.

BACKGROUND

Government of Gujarat has been giving appropriate attention to the implementation of ICT in teaching and learning process at schools. The prime motivation behind this project was to adopt the application of ICT

in school education which in turn would facilitate state-of-the-art education arena in the state. It is noteworthy that the awareness of teachers on educational informatics is very momentous at the outset of implementing ICT in teaching and learning process in schools. Majority of the schools in the state have been following the classroom based face-to-face method of delivering knowledge for an extended period.

OBJECTIVES OF THE STUDY

The objectives of the study are:

- To ascertain the level of awareness on educational informatics among higher secondary school teachers;
- To examine the influence of educational informatics in the quality of school education and learning process;
- To establish the necessity of conducting in-service training programme on educational informatics for higher secondary school teachers; and
- To assess the influence of educational informatics in the conventional teacher and student relationship.

REVIEW OF LITERATURE

Technology use in education is becoming an increasingly significant part of higher and professional education. Research shows that there is increasing number of computers being used at home and an increasing number of technology devices are available to schools. Appropriate educational technology will be needed to improve the quality of education in non-urban regions where good teachers will not remain. National Knowledge Commission strongly recommended the use of ICT-based pedagogy, learning aids and to provide broadband connectivity to all the government and government-aided secondary schools. The National Mission on Education through ICT has been launched to leverage the potential of ICT in the teaching and learning process with an aim to enhance the Gross Enrolment Ratio (GER) in higher education by 5 percentage points by the end of the XI Plan. The technologies that can be used include computers for computer-aided instruction (CAI) and computer-aided learning (CAL), satellite-based programmes on radio, television programmes, etc. Numerous efforts have been made in the past 5 years to evolve an ICT strategy for government schools, both by the Ministry of Human Resource Development (MHRD) and the Department of Information Technology (DIT). However, a concrete strategy for a phased coverage of schools has not yet been finalized.

METHODOLOGY

The study was conducted on a representative sample of 60 teachers of 11 higher secondary schools of

Anand districts of Gujarat state. The sample was selected by using stratified random sampling techniques. Proper considerations were given to the factors while selecting the sample such as gender of teachers, locale of the school, category of schools (Government or Aided) and department of teachers such as Science and Humanities. The investigators also made an attempt to represent urban and rural areas. The investigators designed and used educational informatics awareness scale as a tool for the data collection. The study does not cover the entire schools in the District which limits the generalization of the results.

RESULTS AND DISCUSSION

The respondents of the study have got various teaching-learning experiences and majority of them follow the conventional face-to-face teaching method. Some of them have implemented the educational informatics partially. The investigators made an attempt to examine the attitudes and approaches of higher secondary school teachers towards the use of ICT in their regular teaching practice.

Awareness of Educational Informatics It was intended to collect the data regarding the teacher's knowledge about educational informatics. It was found that majority of the teachers (60.1%) were aware of the concept and it is interesting that female teachers (71.2%) were more aware of the concept as compared to their male counterparts (57.7%). It is also remarkable that teachers working in government schools (83.4%) were more aware of educational informatics as compared to their counterparts in private schools (74.5%). It is obvious that the awareness of teachers in urban area about educational informatics (48.6%) is outnumbered by teachers who are working in rural schools (63.9%). The response is varying subject wise, the reflection from language teachers is quite impressive. Their percentage share comes to 68.5 percent. Contrastingly it is less in the case of science (60.2%) humanities (57.5%) and commerce(52.8%).

Table: Awareness of educational informatics

| Attributes | Agree |
|------------|-------|
| Overall | 60.1 |
| Male | 57.7 |
| Female | 71.2 |
| Government | 83.4 |
| Private | 74.5 |
| Rural | 63.9 |
| Urban | 48.6 |
| Science | 60.2 |
| Humanities | 57.5 |

NEED FOR IN-SERVICE TRAINING

The higher secondary school teachers were asked about the necessity for in-service training on educational informatics to enhance their knowledge. The result reveals that over 87 percent of teachers were of the opinion that it is necessary. It is quite surprising that both male (87.7%) and female (87.3%) are agreed to have in-service training program.

Table: Need for in-service training on education informatics

| Attributes | Agree |
|------------|-------|
| Overall | 87.6 |
| Male | 87.7 |
| Female | 87.3 |
| Government | 87.7 |
| Private | 87.5 |
| Rural | 86.8 |
| Urban | 90.9 |
| Science | 88.9 |
| Humanities | 93.4 |

It is very clear from the below table (Table) that 75.2% of respondents (male 74.8% and female 83.4%) are strongly believing that once the educational informatics implemented in the academic environment, there would be far-reaching changes in the information seeking behavior outreaches.

Table: Impact of the implementation of educational informatics on information seeking behavior of teachers

| Attributes | Agree |
|------------|-------|
| Overall | 75.2 |
| Male | 74.8 |
| Female | 83.4 |
| Government | 75.2 |
| Private | 72.4 |
| Rural | 71.4 |
| Urban | 77.4 |
| Science | 79.6 |
| Humanities | 71.6 |

The investigators made an attempt to get the perception of school teachers about impact of educational informatics in managerial part. It is found from the study that the impact of educational informatics not only in teaching and learning process but on the managerial aspect would be making far-reaching and revolutionizing effects. 76.9% of the respondents are of the opinion and they also strongly believe that this would be more result oriented impact but on the other hand 8% of them are disagreed with the point. Male (78.4%) participants are more confident about the impact of educational informatics on managerial part and their counterparts (71.6%) are less confident. Similarly government teachers ((72.3%), teachers from rural area (75.9%) and science teachers (83.4%) are also strongly believing the impact of educational informatics on managerial facet.

Table: Impact of educational informatics on educational management

| Attributes | Agree |
|------------|-------|
| Overall | 76.9 |
| Male | 78.4 |
| Female | 71.6 |
| Government | 72.3 |
| Private | 72.5 |
| Rural | 75.9 |
| Urban | 73.9 |
| Science | 83.4 |
| Humanities | 68.5 |

CONCLUSION

It was found that majority of the teachers were aware of the concept and it is interesting that female teachers were more aware of the concept as compared to their male counterparts. It is observed that educators are believing that once the educational informatics implemented in the academic environment, there would be far-reaching changes in the information seeking behavior of the teachers. It is also concluded that educational informatics providing supporting hand in managerial aspect.

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