



# A Study of the Problems Related Using of Technology in teaching faced by the Social Science Teachers' of Kheda District

DR. DIPAK K. CHAUDHARI

Principal (OFFG.)

S.T.T.College, Kheda

## **Abstract:**

*Today, the use of technology has become essential in all the fields of human life. Education is an important process of human-building. The country which gives importance of education and research can make progress in the direction of being developed country. It is necessary that the technology should be properly and adequately used for effective education social science is an important subject at secondary level. This subject can be effectively taught through technology.*

## **1. Introduction**

In the developed state of Gujarat, the use of technology in urban schools is found to be limited so, what to talk about the backward district like kheda, This research has been taken up to find out various problems related to infrastructural facilities. Inadequate educational tools, lack of modern tools, inadequate knowledge about use of educational tools, cooperation from school and parents, etc. faced by the teachers of the subject of social science. This research highlights various problems faced by the teachers of kheda district.

## **2. Objectives of the Study**

The following are the objectives of this study.

1. To collect data on education tools and technology being used in teaching work by the teachers of the subject of soc. science.
2. To find out problems related to educational tools and technology being used in teaching work by the teachers of the subject of soc. science.

## **3. Research Questions**

The following are the research question of the Study:

1. Which educational tools and technology were used in teaching work by the teachers of the subject of Social Science?
2. Which problems related to the used of educational tools and technology in teaching work were faced by the teachers of the subject of Soc. Science.

## **4. Key Terms**

**Use of Technology:** All the tools, techniques, equipments and A&V aids are use for teaching by social science teachers`

**Social Science Teachers`:** The teachers` who teaches Social Science subject in Secondary schools

**Kheda District:** Central Gujarat`s district known as “Charotar” which is educationally backward

## **5. Importance of the Research**

Today, the uses of educational tools and technology are given much importance in the field of education. This research will help in knowing the problems faced by the teachers and the possible

remedies to solve these problems. The data obtained in the research will be useful to teachers, principals, management and the government.

## 6. Limitations of the Study

- This research is confined to secondary schools only.
- This research is confined to Gujarati medium schools only.
- This research is confined to grant-in-aid schools only.
- The tool for the research is self-made tool and its limitations are the limitations of this research.

## 7. Scope

The scope of the research consists of the teachers of soc. Science belonging to the whole Kheda district.

## 8. Sample

Purposive and Random Sampling method was used in the research in which four talukas of Kheda, Mahemdavad, Matar and Nadiad were selected. From each of these 4 districts 10 schools were selected (total-40 schools) and from these 40 schools 50 teachers were selected as the sample of the study.

## 9. Tool

For the research work, a questionnaire consisted of 5 sections according to the objectives of the research which included general information, available infrastructural facilities, available educational tools and technology uses of tools and technology and the problems faced. Various problems were detected with the use of the questionnaire. To find out the problems more effectively, several open questions were also given.

## 10. Research method

The survey method was used in the research.

## 11. Data Collection and Analysis

For this research, the data were collected with the help of questionnaire, which was sent to the teachers with the help of the students of the researcher's college. The copies questionnaire duly filled - up by the teachers were collected. The analysis of the obtained data was conducted through statistical method, in which the frequencies were drawn for the response of the various questions and the percentages of the obtained strength were drawn out through which Mostly, some, less and very less types of responses were determined. The answers of open questions given in the questionnaire were noted in separate sheets and were interpreted.

## 12. Important Finding

1. Most of the teachers were males.
2. Most of the teachers were graduates and trained graduates
3. Most of the teachers had 5 to 10 years of experience.
4. Most of the teachers have sufficient knowledge about used of technology.
5. According to the opinions of most of the teachers, the infrastructural facilities in school were inadequate.
6. No school had the facility of separate social science room
7. All the school teachers were teaching the subject of Soc. Science in the classroom.
8. No adequate facilities were there for educational tools and technology in classroom.
9. Very few schools had tools like L.C.D. Projector, OHP, Slide projector, epidiascope filmstrip projector, etc.
10. Very few schools had mechanical tools and models.

11. Most of the schools had maps, globes, charts, atlas, CD, DVD player, Tape player, pictures in sufficient proportion.
12. The teachers of very few schools made uses of computer, Internet, CD, DVD, etc. in the schools.
13. The teachers of very few schools could show the educational works broadcasted by BISAG
14. Very few school had the necessary educational CDs, DVDs,
15. Very few teachers were using educational technology for orientation.
16. Most of the teachers were using educational tools and technology for unit explanations only.
17. Very few teachers were using technology for evaluation and assignment work.
18. Very few teachers were using educational tools and technology for providing supplementary date.
19. According to most of the teachers, adequate infrastructural facilities were not available in schools for uses of educational tool and technology in teaching work.
20. Some teachers were facing problems related to damage or break-down of tools and not being repaired for further uses.
21. Very few teachers were facing problems related to being unable to administer new educational tolls.
22. Most of the teachers` were facing problems related to the bringing in or taking out the tools from classroom.
23. Most of the schools had no adequate facilities about separate room to keep the tools and maintain them.
24. Some teachers were facing the problem about not being helped by principal, management and peons in the use of educational tools.
25. Some teachers were facing problems related to being frustrated by principal, management in the use of educational tools.
26. Very few teachers faced the problem of not being helped by the students in the use of educational tools.
27. Some teachers were facing the problem of non-corporation from parents in the educational work through BISAG program before and offer the school time.

### 13. Suggestions

1. New educational tools and technology should be adequately provided to teachers and for that the principal, management and government should make due arrangements.
2. The teachers should be given practical knowledge of the uses of modern tools in karmyogi training program.
3. Periodicals and books should be prepared / published for the knowledge of educational tools and technology for the teachers and should taught to make uses of various tools in their subject.
4. The Principal management and the government should provide adequate infrastructural facilities for proper use of educational tools and technology.
5. Attempts should make to provide separate S. S. Room in each school.
6. Educational tolls and necessary literature should provided to each school in adequate proportion.
7. The DTH or BISAG programs should get a place in time table for their advantages.
8. The teachers should be encouraged to use eud. tools and technology to provide orientation, evaluation, assignment and supplementary date to them.
9. The school should make proper arrangements to immediately remain the spoiled or damaged educational tools.
10. The schools should make provision for a separate room is maintaining educational tools.
11. The principal and management should help and encourage teachers to make use of educational tools and technology in education.
12. The parents should give co-operation to teachers so that the teachers can use educational tools and technology in teaching work.

13. Seminars and workshops should be organized by the government of secondary & Higher Secondary Education Board for teachers to teach them about the various uses of educational tools and technology.
14. The government should provide financial assistance to schools so that each school has adequate tools.

#### 14. Conclusion

This study is useful in ways related to the uses of educational tools and technology in education. This study discusses on problems faced by the teachers and their remedies. The researcher believes that this research will be helpful and useful to teachers, principals, managements, parents and government and to the stakeholders in the field of education.

#### References

1. Dash, B.M., : Teaching of Social Sciences, Agara: Vinod PustakMandir, 2008
2. Purkait, B.R., : Principals and Practices of Education, London: New Central Book Agency (p) Ltd., 2014
3. Acharya, K., : Use of Technology in Teaching Issues and Problems
4. ([www.nelthchoytari.wordpress.com](http://www.nelthchoytari.wordpress.com))
5. Garfield, J.B., : Research on the Role of Technology in Teaching and Learning Statistics ([www.dartmouth.edu](http://www.dartmouth.edu))
6. Iyamy E.O.S., & : Assessment of the Use of Educational Technology by Social Ogiegbaen S.E.A., Studies Teachers in Secondary School in western Nigeria
7. ([www.ascilite.org](http://www.ascilite.org))
8. Lazary, E.J. : Critical Problems Facing Technology Education Perception of Indian Teachers ([www.schlar.lib.ut.edu](http://www.schlar.lib.ut.edu))
9. Shavers, J.P., : Electronic Technology and the Future of Social Studies in Elementary and Secondary Schools
10. ([www.bu.edu](http://www.bu.edu))
11. Morehead, P., The Continuing Challenges of Technology Integration for Teacher ([www.usca.edu](http://www.usca.edu))