



A Study of Opinions of Primary Teachers Towards Digital Education

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1. Introduction

It's a very well-known fact that nothing is constant in this world and the only constant in life is a change. The said fact is very true for this present era of modern or digital world that grows and evolves in various different ways. The technology has shown its power to transform our lives as we know it and the traditional classrooms have been influenced by the variance of this technology in our life. This has created a war of words to decide the benefits of the either system of education i.e. either the New or Modern or Smart or Digital system is beneficial or the old tradition education system.

As we all know the Traditional education has been imparted in schools since centuries across the globe in classrooms using the tools of a blackboard / whiteboards, chalkboard, textbooks, assessments, and assignments. The students took admissions in these physical schools and attended classes across the week. These classes were controlled and monitored by the teachers who stood at the head of the class and gave out instructions for the students to follow their instructions. It has a face-to-face interaction between the student and mentor.

But in case of digital/smart education system, a variety of digital tools ranging from smart phones, tablets, laptops, projectors, starboards, digital textbooks, etc. are used for instructions and illustrations. In this system the main focus is using audio-visual tools to engage the student. The physical assignments as in traditional system are now being relieved by the digital or online assignments. In this smart education system, the mentor or educator is a guide who helps the students to navigate their learning process via independent learning systems such that they are customized and personalized to suit the learning style and pace of the student. The digital learning classrooms do not need the students to attend them physically as learning can take place mainly online. The student can attend and learn the course anytime, anywhere at a self-paced manner.

The digital learning classrooms do not need the students to attend them physically as learning can take place mainly online. This is the prime reason that they can offer their students a larger number of courses compared to traditional educational institutes.

2. Statement of the problem

It is necessary to clear the subject. The study of the subject is very important to know the level of clarity of what is the opinions of teachers towards digital education during such pandemic situation.

A Study of Opinions of Primary Teachers Towards Digital Education.

In present research the study has been conducted to know the opinions of primary teachers towards digital education in context to various variables like gender and types of school board.

3. Defining the Keywords of the Problem

Key words clarification will make the study helpful.

3.1 Digital Education

3.1.1 Theoretical Definition

Digital education is the ingenious use of digital technologies and tools throughout teaching and learning and is frequently known as Technology Enhanced Learning (TEL) or digital learning. Digital learning needs a blend of technology, instruction, and digital content

3.1.2 Operational Definition

In present research the teaching learning process held in schools through smart phones, tablets, laptops, projectors, starboards, digital textbooks, with different app like Zoom, Google Meet or Google Classroom are known as Digital Education

4. Variables of the Study

In the present study, opinions of Primary teachers are the dependent variable. The researcher proposes to check and verify the effect of independent variables like the gender (Boys/Girls) and Types of Board (GSEB and others), of Ahmedabad City.

5. Objectives of the Research

The objectives of the present study are as under.

1. To study the Opinions of Primary Teachers towards Digital Education.
2. To study Opinions of Primary Teachers towards Digital Education of Ahmedabad city in context to Gender.
3. To study Opinions of Primary Teachers towards Digital Education of Ahmedabad city in context to types of Board.

6. Hypothesis of the Research:

The null hypotheses formed by researcher are as follows.

H₀₁ There will be no significant difference between the mean score of male and female primary teachers on opinionnaire.

H₀₂ There will be no significant difference between the mean score of primary teachers of GSEB and CBSE on opinionnaire.

7. Importance of the Research

The importance of the present research is following.

7.1 For Teachers

1. Gives teachers an opportunity to enhance their teaching skills, required as of modern age.
2. Shorter but quality discussion rather than long hours of monotonous teaching.
3. No role to control class.
4. With slides and other digital way can make subject more interesting for students.
5. No students limit in class – N number of students can learn through e-class at a time.

7.2 For Students

1. Make student self-motivated, develop accountability in students.
2. Ensure students never missed out studies.
3. Come to know digital tools and technologies.
4. Vast and wide variety of courses can be opted online, thus expands learning opportunities for students.
5. If lectures are pre-recorded than students can learn / go through it at their convenient time.
6. 24 hours resources – can find solutions and answers anytime.
7. Anywhere and anytime learning creates a new world of opportunity.
8. Allowing students to progress at their own rate / pace.

9. E-study material means no mess at home and easy accessibility through various digital tools.

7.3 For Parents

1. Lesser monetary investment with better results.
2. As children are studying from Home, no worries about their security.
3. Transparency & connections to classroom.
4. Able to trek progress of their child better than before with online classes.
5. Save time and expenses to travel upto school.

7.4 Schools

- No physical facilities required to be provided either to students to any teachers. Instead, no school premises required at all for digital education.
- Cost savings.
- Digital Exam / Evaluation saves lots of papers and physical examinations also.

8. Population of Study

In the present study all the primary school teachers teaching in private English medium schools of Ahmedabad city in GSEB and CBSE are the population of study

9. Sampling

The researcher has selected total 100 primary school teachers out of which 56 teachers were from GSEB and 44 teachers were from CBSE. From GSEB teachers 20 teachers were male and 36 teachers were female. While 44 primary teachers 5 teachers were male and 39 teachers were female.

The present study has been conducted in Ahmedabad city. Ahmedabad is unique in its features, it is developed, cultured and heritage city. Ahmedabad has English medium schools affiliated with GSEB and CBSE too. From the various schools of Ahmedabad district shown in population 4 schools were selected.

10. Research Method

In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

11. Tools of the Study

In present research researcher has used self-made opinionnaire to know the opinions of primary school teachers towards digital education. The opinionnaire contains 36 statements with five-point rating scale.

12. Data Collection of the Study

Researcher gave opinionnaire to the primary teachers. when teachers filled the tool, researcher collected from all the teachers and make sure that all the scales have been collected or not. She collected all the data and gratitude her thanks to the teachers and principal for their cooperation in data collection.

13. Analysis and Interpretation of the Data

In order to analyze and interpret the data obtained by the administering the opinions of primary teachers. The following statically techniques are used with the help of computer aid

1. Mean
2. Standard deviation
3. 't' score

The test of the significance of the difference between two mean is known as 't' score.

14. Limitation of Research

The following are the delimitations of the study

1. The present study was limited to the primary teachers of Ahmedabad city.
2. The present study was limited to the Primary teachers of English medium.
3. The present study was limited to the primary teachers of 2020-21.
4. The present study was limited to the primary teachers of Private schools only.

15. Testing of Hypothesis

The analysis and interpretation of scores on opinionnaire of primary teachers in relation to Gender is as follow.

The standard error of Mean t-value and the significant level of score of opinionnaire of male and female teachers are computed for testing null hypothesis. This detail is given in below Table- 1.

Table- 1: Statistics of male and female Primary teachers

Gender	N	Average	Standard Deviation (SD)	Standard Error of mean	t-score	Significance level
Male	25	16.35	7.45	1.20	7.76	0.01
Female	75	25.66	5.79			

In above table 1 we can see that mean values of male and female teachers are 16.35 and 25.66 respectively. The S.D. value is 7.45 and 5.79. SED is 1.20. with the help of all these values computed t is 7.76 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis.

Ho₁ There will be no significant difference between the mean score of male and female primary teachers on opinionnaire. is not accepted. Therefore, we can say that there is significant difference between the mean score of male and female teachers. Opinions of female teachers are higher than that of male teachers. It means there is an effect of gender on Opinions of primary school teachers towards digital education.

Analysis and Interpretation of scores in context to Types of School Board

The analysis and interpretation of scores on opinionnaire of teachers of in relation to Types of School Board is as follow.

Standard Error of Mean, t-value and significant level of scores on opinionnaire of primary teachers of GSEB and CBSE

The standard error of Mean, t-value and the significant level of score on opinionnaire of primary teachers of GSEB and CBSE are computed for testing the null hypothesis. This detail is given in below Table-2

Table- 2: Statistics of primary teachers of GSEB and CBSE

Types of School Board	N	Average	Standard Deviation (SD)	Standard Error of Mean	t-score	Significance level
GSEB	56	17.55	7.39	1.9	1.60	NS
CBSE	44	14.46	6.99			

In above table 2 we can see that mean values of primary teachers of GSEB and CBSE are 17.55 and 14.46 respectively. The S.D. value is 7.39 and 6.99. standard error of mean is 1.90. With the help of all these values computed t is 1.60 which is not higher than the tabulated value 1.96 at 0.05 level so null hypothesis

Ho₂ “There will be no significant difference between the mean score of primary teachers of GSEB and CBSE on opinionnaire.” is not accepted. Therefore, we can say that there is not significance difference between the average score primary teachers of GSEB and CBSE on opinionnaire. It means there is no effect of Types of Board on Opinions of primary school teachers towards digital education.

16. Findings

1. Opinions about digital education of female teachers are higher than that of male teachers. It means there is an effect of gender on Opinions of primary school teachers towards digital education.
2. There is not significance difference between the average score primary teachers of GSEB and CBSE on opinionnaire. It means there is no effect of Types of Board on Opinions of primary school teachers towards digital education.

17. Conclusion

In this pandemic situation digital education is an only the hope of education. In present research the researcher has taken opinions of primary school teachers towards digital education. The researcher has used self-made opinionnaire to collect the opinions of primary teachers of GSEB and CBSE schools. The effect of gender is there on opinions while no significant effect is there on opinions of teachers.

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