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Parents Perspective on Education Technology

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Abstract

Present study is about parents perspective on educational technology. Sample constitutes parents of children studying in IX standard in recognised schools in Theni district,TamilNadu, INDIA. Though investigator included too many variables, pointed out only three variables which is significantly influencing the parents perspective on educational technology. Parents have high perspective on educational technology. Parents working in private organisation, parents possessing graduation and higher educational qualification and parents belongs to Muslim religion have high perspective on educational technology. This vividly indicates that the educational technology can be construed as a facilitating factor in the academic processes in School Education as on date.

Keywords

Perspective, Education Technology, Influencing etc.,

Introduction

First, it is necessary to divest ourselves of the notion that ET means mass media or computers; no programme that is only equipment-driven works well. Institutions have become the graveyards of a lot of useless equipment. We cannot afford to be as wasteful as we have been in the past, nor can we spend money on equipment without considering whether what we are buying is appropriate for the task at hand and whether the necessary support systems can be quickly set up. We must also realise that knowledge springs from many sources, and that whatever is of importance in the learner's environment and suitable for his/her needs is what we must find and use in any teaching-learning system by employing effective instructional designs.

Here considerable experimentation is necessary, and appropriate technologies for these designs will have to be worked out. The primary goal has to be an educational one. And to reach it, it might be necessary to tackle it by breaking it down into specific educational objectives. The same problem may exist in different localities and cultures. The systems that ET specialists (teachers, parents, and educationists) would have to think about would therefore have to be diverse. Efficient teaching-learning systems at every level, which use available resources and appropriate technologies and processes, and which are flexible enough to effect changes based on observations and evaluations, are the need of the hour.

Further, one should stop looking at knowledge as a packet to be delivered, and instead take up topics, at least at the earlier stages of the educational system, that are relevant to the child in his/her environment and let both teachers and children build a teaching-learning programme that is multidisciplinary. The vast numbers of children who need to be brought under educational systems pose a problem of scalability. Here the new technologies and the mass media can help, but they must be woven into the system in such a manner that they give good results. Interactive rather than disseminative programmes are desirable. This expertise needs to be built up. The Internet and the Web provide sources other than local ones. But it is necessary to inculcate media awareness in our children so that they do not replace the words of tradition by the mantras of advertisers. They must know that nothing is value-free (not even Donald Duck).

The major responsibility for bringing about this change falls on the shoulders of teachers. The discipline of ET is an enabling discipline designed to make the teaching of any subject more efficient and effective to meet the goals for which the subject is being taught. ET is not a subject in any syllabus except in teacher-training institutions. Information with respect to the ET needs of the curriculum have been passed on to the Focus Group on Teacher Education. Networking of teacher-training institutions and universities that offer ET courses is necessary. Building alternative systems of education in addition to schools is the need of the hour. Whatever alternative systems exist on the ground need to be made less bureaucratic in their operations, and they should also be reoriented to carry out their tasks more efficiently. Alternative models of education, distance and open-learning models, on-demand education, and similar flexible models of learning will have to be tried and established. Flexible systems, futuristic curricula, and a twenty-first-century career orientation have become necessary for young people today. Conventional definitions of livelihood options are too limited to cater to such a large number of people.

Objectives of The Study

To find out the level of parent's perspective on educational technology.

To find out the significant influence of independent variables viz., Education, Religion, Employment Kind, on dependent variables parent's perspective on educational technology.

Hypotheses of The Study

There will be average level of parent's perspective on educational technology.

There will be no significant difference in the parent's perspective on educational technology in terms of their religion.

There will be no significant difference in the parent's perspective on educational technology in terms of their education.

There will be no significant difference in the parent's perspective on educational technology in terms of their employment kind.

Methodology- in- Brief

Design : Descriptive
Method : Normative
Technique : Survey
Sample:

A stratified representative sample of 500 parents in Theni District constituted with due representation given to the variables, Viz., Gender, Residence, Religion, Children Studying School Type, Computer at Home, Education, Employment, Employment Kind,

Sending Children to Tuition, Viewing T.V after 4.00 p.m, Reading Newspaper, Helping Children in Home Study.

Tool

The following tool was constructed and standardized by the investigator

An Opinionnaire on Parents Perspective on Educational Technology

Statistical Treatments

The statistical treatments employed in the study are listed below:

I. Mean
II. SD
III. 't' test for significance of difference between the means of large independent samples.

Hypotheses Testing

HYPOTHESIS: 1: There will be low level of parent's perspective on educational technology.

Table 1:Parents perspective on educational technology

S.No	N	M
1	**500**	40.875

From the above table value it is inferred that the calculated value 40.875 is greater than the theoretical average value 31. Hence, the parents perspective on educational technology is high. This reveals that the null hypothesis is rejected and the research hypothesis is accepted.

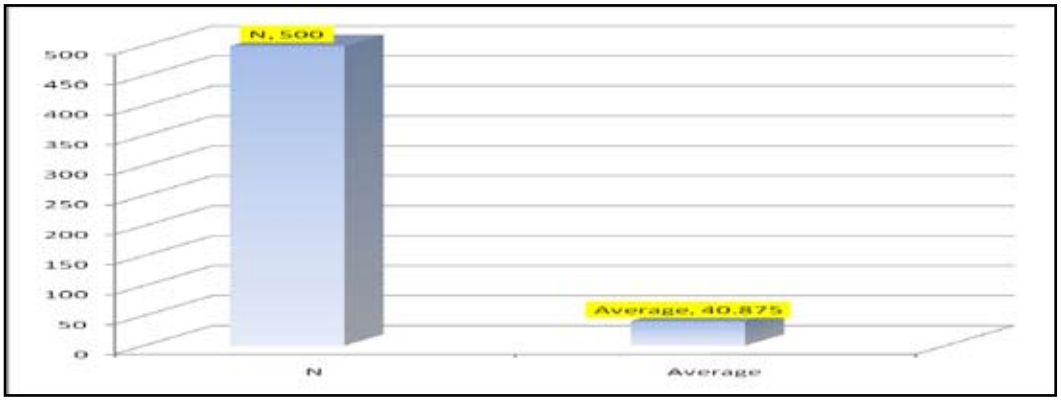

Fig. 1: Parents perspective on educational technology

Hypothesis: 2

There will be no significant difference in the parent's perspective on educational technology in terms of their religion.

Table 2: Difference in the parent's perspective on educational technology in terms of their religion

Dependent Variable	Independent Variable	N	M	Std. Deviation	't' Value	Level of significant
Perspective	Hindu	205	39.76	13.33	2.315	Significant
	Muslim	165	42.86	12.13		
	Hindu	205	39.76	13.33	1.917	Not Significant
	Christian	130	39.95	13.96		
	Muslim	165	42.86	12.13	0.122	Not Significant
	Christian	130	39.95	13.96		

The above table reveals that the obtained 't' value 2.315 is greater than the table value 1.96 at 0.05 level. So it is found that the 't' value is significant at 0.05 level for parents perspective on educational technology.

It infers that there will be significant difference between Hindu and Muslim parents in their perspective on educational technology.

The above table reveals that the obtained 't' value 1.917 is lesser than the table value 1.96 at 0.05 level. So it is found that the 't' value is not significant at 0.05 level for parents perspective on educational technology.

It infers that there will be no significant difference between Hindu and Christian parents in their perspective on educational technology.

The above table reveals that the obtained 't' value 0.122 is lesser than the table value 1.96 at 0.05 level. So it is found that the 't' value is not significant at 0.05 level for parents perspective on educational technology.

It infers that there will be no significant difference between Muslim and Christian parents in their perspective on educational technology.

Hence, the stated null hypothesis is partially rejected and the alternative hypothesis is partially accepted.

It also infers that the Hindu parents are having higher level of perspective on educational technology than the Muslim parents.

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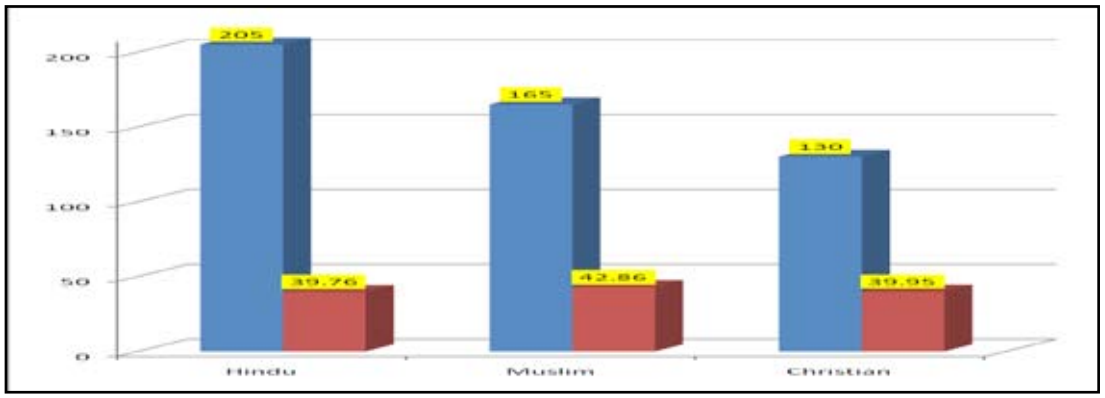

Fig.3: Difference in the parent's perspective on educational technology in terms of their religion

Hypothesis: 3

There will be no significant difference in the parent's perspective on educational technology in terms of their education.

Table 3: Difference in the parent's perspective on educational technology in terms of their education

Dependent Variable	Independent Variable	N	M	Std. Deviation	't' Value	Level of significant
Perspective	UP TO +2	235	38.69	13.85	3.458	Significant
	Graduate and higher	265	42.73	12.24		

The above table reveals that the obtained 't' value 3.458 is greater than the table value 1.96 at 0.05 level. So it is found that the 't' value is significant at 0.05 level for parents perspective on educational technology.

It infers that there will be significant difference in the parents perspective on educational technology in terms of their education. Hence, the stated null hypothesis is rejected and the alternative hypothesis is accepted.

It also infers that the parents with education graduation and higher level are having higher level of perspective on educational technology than the parents with education upto +2.

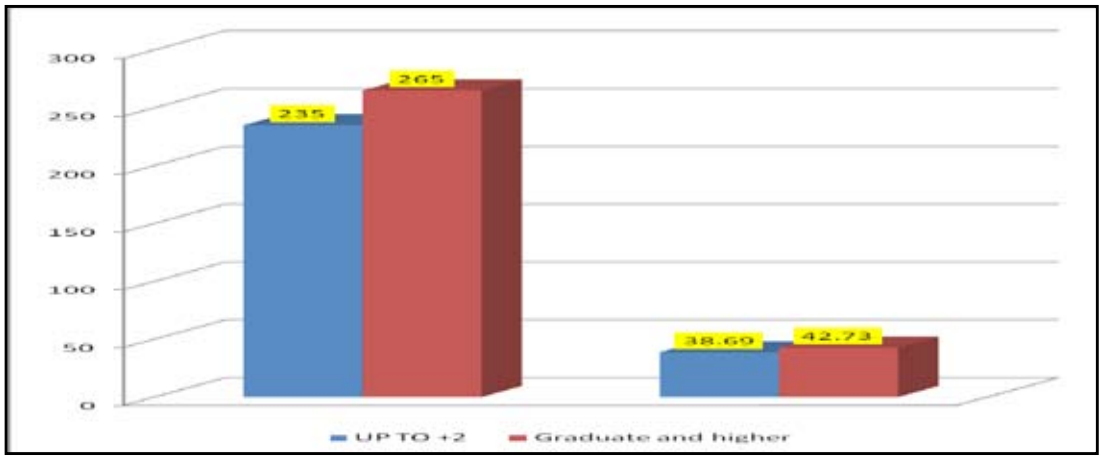

Fig. 4 :Difference in the parent's perspective on educational technology in terms of their education

Hypothesis: 4

There will be no significant difference in the parent's perspective on educational technology in terms of their employment kind.

Table 4: Difference in the parent's perspective on educational technology in terms of their employment kind

Dependent Variable	Independent Variable	N	M	Std. Deviation	't' Value	Level of significant
Perspective	GOVERNMENT	135	38.59	13.59	2.181	Significant
	PRIVATE	235	41.71	13.08		

The above table reveals that the obtained 't' value between parents working in government and private, 2.181 is greater than the table value 1.96 at 0.05 level. So it is found that the 't' value is significant at 0.05 level for parents perspective on educational technology. Hence, the stated null hypothesis is partially rejected and the alternative hypothesis is accepted. It also infers that the parents employed in private are having higher level of perspective on educational technology than the parents employed in government.

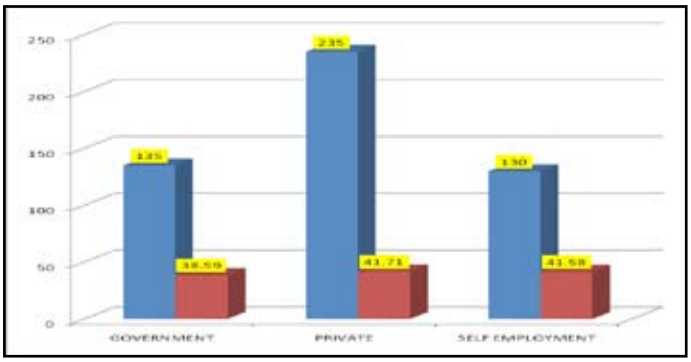

Fig. 4: Difference in the parent's perspective on educational technology in terms of their employment kind

Conclusions

The specific conclusions emerged out the present investigations are as follows:

1. The level of parents perspective on educational technology is high.
2. The parents perspective on educational technology is found more among,

- Who belongs to Muslim religion.
- Who have educational qualification is graduation and higher.
- Who are working in private organisation.

Educational Implications

The present investigation has revealed that the parents, in general are found to have high level of perspective on educational technology. This vividly indicates that the educational technology can be construed as a facilitating factor in the academic processes in School Education as on date. Hence the government has to take necessary efforts to enhance the infrastructure of schools with necessary technology inputs in tune with the demands of the space and time contexts.

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