

# “A Study of the Challenges and Mismatch in Use of Electronic Gadgets among Teacher Educators and Teacher Trainees”

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## **Abstract:**

Educational technology is a more powerful tool for changes the teaching and learning process it can apply the essential skills to educational field. A teacher use of appropriate technological materials in the classrooms it is sustainable development of learner's desirable behaviours. The past decades of educational approaches have more use of electronic devices but a teacher and learners how can utilizations for improving the teaching and learning efficiency. Hence the conceptualization of this study will be investigate of challenges and mismatch in use of electronic gadgets of teacher educators and B.Ed. trainee teachers. The study will be consider of objectives were as examine difference between teacher educators and teacher trainees in use of electronic gadgets with respect to teaching, and the difference between male and female teacher educators in use of electronic gadgets with respect to teaching. The principal investigator will be use of stratified random sample technique for collecting data in different colleges of education in Vijayapura district. The methodology of this study as following descriptive survey method, and appropriate tool were as constructing by investigator. The principal investigator will be use of suitable statistical technique for the analyzing the data (mean, standard deviation and t test). The study will be lastly find out the challenges and mismatch in use of electronic materials classroom teaching, and suggest remedial to teacher educators and teacher trainees.

**Keywords:** Challenges of using technology, Mismatch in use of technology, Teacher Educators, Teacher Trainees, and Teacher Education.

## **Introduction:**

Educational technology is a more powerful tool for changes the teaching and learning process it can apply the essential skills to educational field. A teacher use of appropriate technological materials in the classrooms it is sustainable development of learner's desirable behaviours. The past decades of educational approaches have more use of electronic devices but a teacher and learners how can utilizations for improving the teaching and learning efficiency. There are many similar terms for electronic gadgets like electronic devices, social media, technological gadgets and ICT devices. The electronic gadgets include television, mobile

phone, computer, video game player, LCD, OHP, Slide projector, laptop, tablets, radio, digital sounds and other. They are highly attractive in young children and adolescents.

Teacher's responsibility to build better society increasing, students need to be constantly engaged in competing with effective lessons for the students in the modern society. The 21<sup>st</sup> century has provided more effective and attractive digital materials to all learners highly engaged in the digital learning. Teachers have mould to student behaviours with the help of using more and attractive teaching equipments in the class-room teaching process. It is gaining of pupil's knowledge and involvement of learning process development.

Over the past decade's world an exponential advancement has taken place in the electronic media. A television cable that has more than the common number of lines per frame so its represent show once again detail information media for any age group, especially children and adolescents are easily attracted towards this device. Technologically, as a tending to combine of sound and pictures it furnished for the most existing in fact temporal and spatial transmission of reality to its audience. Credited to encompassing spread net work; it has become a major source of information and entertainment for a broad number of our children.

Hence the conceptualization of this study will be investigate of challenges and mismatch in use of electronic gadgets of teacher educators and B.Ed. trainee teachers. The study will be consider of objectives were as examine difference between teacher educators and teacher trainees in use of electronic gadgets with respect to teaching, and the difference between male and female teacher educators in use of electronic gadgets with respect to teaching. The principal investigator will be use of stratified random sample technique for collecting data in different colleges of education in Vijayapura district. The methodology of this study as following descriptive survey method, and appropriative tool were as constructing by investigator. The principal investigator will be use of suitable statistical technique for the analyzing the data (mean, slandered deviation and t test). The study will be lastly find out the challenges and mismatch in use of electronic materials classroom teaching, and suggest remedial to teacher educators and teacher trainees.

The study will be focus on mismatch of using electronic devices in teaching of teacher educator and teacher trainees. Generation wise we have compared to using of technology device in teaching lot of differences is their because using of experiences. Hence the study will be found that the gap of using technology materials with respect to teaching.

### ***Challenges of using electronic gadgets in class-room***

1. Serving as a base of technology is not forever preferable
2. To have a difference device capabilities and instructions
3. It's easy for students to be mentally disordered
4. Technology can the conscious subjective aspect of feeling lesson time and gliding along smoothly

5. Teachers need a new professional a recent event that has some relevance for the present situation development
6. could not everyone has technology at home
7. Teachers need to shield from danger students behaviour online
8. Not all teachers 'believe' in using technology
9. Lack of the quality of being able to meet a need satisfactorily ICT assistant, infrastructure, or time
10. Capable of operating electronic devices between students and teachers

**Objectives:**

1. To study the difference between teacher educators and teacher trainees in use of electronic gadgets with respect to teaching
2. To study the difference between male and female teacher educators in use of electronic gadgets with respect to teaching
3. To study the difference between urban and rural teacher educators in use of electronic gadgets with respect to teaching
4. To study the difference between male and female teacher trainees in use of electronic gadgets with respect to teaching
5. To study the difference between urban and rural teacher trainees in use of electronic gadgets with respect to teaching

**Hypotheses:**

1. There is a difference between teacher educators and teacher trainees in use of electronic gadgets with respect to teaching
2. There is a difference between male and female teacher educators in use of electronic gadgets with respect to teaching
3. There is a difference between urban and rural teacher educators in use of electronic gadgets with respect to teaching
4. There is a difference between male and female teacher trainees in use of electronic gadgets with respect to teaching
5. There is a difference between urban and rural teacher trainees in use of electronic gadgets with respect to teaching

**Methodology:**

**Research design of the study:** The investigator has adopted the survey method of research to study the Challenges and Mismatch in Use of Electronic Gadgets among Teacher Educators and Teacher Trainees. The investigator used stratified random sampling technique for drawing sample from the population. It means the entire population was divided into a number of homogenous groups to get more accurate representation. The

stratification was done on the basis of gender and location of colleges of education. The purpose will be examining the differences of using electronic gadgets with respect to teaching.

### ***Statement of the Problem:***

The existing study investigates the differences in the using electronic gadgets factor of the teacher educators and teacher trainees. The study also examines the difference in the demographic variables. The present study entitled “**A Study of the Challenges and Mismatch in Use of Electronic Gadgets among Teacher Educators and Teacher Trainees.**”

### ***Demographic Variables:***

- i. Gender- Male / Female
- ii. Location- Urban / Rural

### ***Selecting of the Sample:***

For the present study, stratified randomization technique was adopted. Population for the present study comprised of student teachers and teacher educators of teacher training programme institutions of Vijayapura district. The sample for the present study comprised 50 student teachers and 50 teacher educators from different colleges of education Vijayapura district, with equal number of rural and urban.

Sl. No	Type of Teachers	Urban		Rural		Total
		Male	Female	Male	Female	
1	Teacher Educators	13	12	12	13	50
2	Teacher Trainees	12	13	13	12	50
	Total	25	25	25	25	100

### ***Tool:***

Use of Electronic Gadgets in Teaching (UEGT): Principal Investigator Constructed tool with the help of subject expert and applying to test and retest method.

### ***Collection of Data:***

The principal investigator visited the colleges of education, personally first contact to college principle have explained the information about tool subject and seems to teacher educators and teacher trainees distribute the tool were collecting required data from respondents of various colleges.

### ***Statistical Techniques:***

**Mean:** It has been used to describe the average of an entire sample of scores.

**Standard Deviation:** The standard deviation, a measure of variability, is a measure of the extent to which scores in distribution, on an average deviate from their mean.

**‘t’ test:** ‘t’ test is test of the significance of the difference between two means is known as ‘t’ test. In the present study ‘t’ test was applied to find out the significance of mean difference of different demographic variables.

**Results and Discussion:**

The data generated for the present study were analyzed using appropriate statistical techniques. Then the data were interpreted and relevant and important conclusions were drawn. The results thus obtained were tabulated and conclusions were drawn in the following way.

**Hypothesis 1:** There is a difference between teacher educators and teacher trainees in use of electronic gadgets with respect to teaching.

**Table1:** Table indicating the use of electronic gadgets with respect to classroom teaching of teacher educators and teacher trainees.

	N	Mean	SD	't'-Value	Significant
Teacher Educators	50	34.80	34.83	2.25	Significant
Teacher Trainees	50	39.20	31.15		

**Interpretation 1:** From the result of table No.1 it can be seen that, a significant difference was observed between teacher educators and teacher trainees with respect to their using of electronic gadgets with respect to teaching. On observation, it is found that the obtain value of 't' is found to be greater than the table value at 0.05 level of significance. So, the obtained value becomes significant and hence we accept the original hypothesis and reject the alternate hypothesis. It is observed that a mean value of 4.4 is in the favour of teacher trainees. Therefore, teacher trainees are high using of electronic gadgets with respect to teaching in practice classrooms. It can be concluded that the mismatch in use of electronic gadgets with respect of teaching teacher educators.

**Hypothesis 2:** To study the difference between male and female teacher educators in use of electronic gadgets with respect to teaching

**Table2:** Table indicating the use of electronic gadgets with respect to classroom teaching of male and female teacher educators.

Teacher Educators	N	Mean	SD	't'-Value	Significant
Male	25	28.63	12.96	2.32	Significant
Female	25	34.56	14.77		

**Interpretation 2:** From the result of table No.2 it can be seen that, a significant difference was observed between male and female teacher educators with respect to their using of electronic gadgets with respect to teaching. On observation, it is found that the obtain value of 't' is found to be greater than the table value at 0.05 level of significance. So, the obtained value becomes significant and hence we accept the original hypothesis and reject the alternate hypothesis. It is observed that a mean value of 5.93 is in the favour of female teacher educators. Therefore, female teacher educators are high using of electronic gadgets with respect to teaching in the classrooms. It can be concluded that the mismatch in use of electronic gadgets with respect of teaching male teacher educators.



**Hypothesis 3:** There is a difference between urban and rural teacher educators in use of electronic gadgets with respect to teaching

**Table3:** Table indicating the use of electronic gadgets with respect to classroom teaching of urban and rural teacher educators.

Teacher Educators	N	Mean	SD	't'-Value	Significant
Urban	25	22.56	11.45	0.33	Not
Rural	25	20.78	09.25		Significant

**Interpretation 3:** From the result of table No.3 it can be seen that, a significant difference was observed between urban and rural teacher educators with respect to their using of electronic gadgets with respect to teaching. On observation, it is found that the obtain value of 't' is found to be less than the table value at 0.05 level of significance. So, the obtained value becomes non significant and hence we accept the alternate hypothesis and reject the original hypothesis. It is observed that a mean value of 1.78 is in the favour of urban teacher educators. Therefore, urban teacher educators are high using of electronic gadgets with respect to teaching in the classrooms. It can be concluded that the mismatch in use of electronic gadgets with respect of teaching urban teacher educators.

**Hypothesis 4:** There is a difference between male and female teacher trainees in use of electronic gadgets with respect to teaching

**Table4:** Table indicating the use of electronic gadgets with respect to classroom teaching of male and female teacher trainees.

Teacher Trainees	N	Mean	SD	't'-Value	Significant
Male	25	30.45	13.25	1.56	Significant
Female	25	34.58	14.27		

**Interpretation 4:** From the result of table No.4 it can be seen that, a significant difference was observed between male and female teacher trainees with respect to their using of electronic gadgets with respect to teaching. On observation, it is found that the obtain value of 't' is found to be greater than the table value at 0.05 level of significance. So, the obtained value becomes significant and hence we accept the original hypothesis and reject the alternate hypothesis. It is observed that a mean value of 4.13 is in the favour of female teacher trainees. Therefore, female teacher trainees are high using of electronic gadgets with respect to teaching in the classrooms. It can be concluded that the mismatch in use of electronic gadgets with respect of teaching male teacher trainees.

**Hypothesis 5:** There is a difference between urban and rural teacher trainees in use of electronic gadgets with respect to teaching

**Table4:** Table indicating the use of electronic gadgets with respect to classroom teaching of urban and rural teacher trainees.

Teacher Trainees	N	Mean	SD	't'-Value	Significant
Urban	25	28.36	14.25	2.14	Significant
Rural	25	35.63	16.34		

**Interpretation 5:** From the result of table No.5 it can be seen that, a significant difference was observed between urban and rural teacher trainees with respect to their using of electronic gadgets with respect to teaching. On observation, it is found that the obtained value of 't' is found to be greater than the table value at 0.05 level of significance. So, the obtained value becomes significant and hence we accept the original hypothesis and reject the alternate hypothesis. It is observed that a mean value of 7.27 is in the favour of rural teacher trainees. Therefore, rural teacher trainees are high using of electronic gadgets with respect to teaching in the classrooms. It can be concluded that the mismatch in use of electronic gadgets with respect of teaching urban teacher trainees.

#### **Findings:**

1. That the teacher trainees have high using of electronic gadgets with respect to teaching of classrooms when the compared of teacher educators. It can be revealed that the more knowledge, understanding about the using of electronic devices in classroom teaching.
2. That the female teacher educators have high using of electronic gadgets with respect to teaching of classrooms when the compared of male teacher educators. It can be revealed that the more knowledge, understanding about the using of electronic devices in classroom teaching.
3. That the urban teacher educators have high using of electronic gadgets with respect to teaching of classrooms when the compared of rural teacher educators. It can be revealed that the more knowledge, understanding about the using of electronic devices in classroom teaching.
4. That the female teacher trainees have high using of electronic gadgets with respect to teaching of classrooms when the compared of male teacher trainees. It can be revealed that the more knowledge, understanding about the using of electronic devices in classroom teaching.
5. That the rural teacher trainees have high using of electronic gadgets with respect to teaching of classrooms when the compared of urban teacher trainees. It can be revealed that the more knowledge, understanding about the using of electronic devices in classroom teaching.

#### **Educational Implications:**

1. Providing creative opportunities and situations for the teacher trainees and in active participating in extra-curricular co-curricular activities will enhance their intra and inter personal talents with efficiency in teaching.
2. Seminars, discussions on using of electronic gadgets with respect to teaching improve of teacher educator and teacher trainees.

3. The teacher educator can be encouraged for group learning to improve their using of electronic gadgets with respect to teaching.

**Conclusion:**

The study was revealed that the challenges of using electronic gadgets with respect to teaching, as well as study has reflected that little bit mismatch using in electronic gadgets of teaching in various demographic variables, government and NGO must be organize of seminars, trainings, workshops for appropriate using of electronic gadgets in the teaching and learning skills, hence the development of teacher educators applying different approaches of teaching. Training programme curriculum must be technological oriented construction and all teacher educators and trainees practices in the classrooms.

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