



REACTIONS OF TEACHER TRAINEES ON DEVELOPED COMPUTER AIDED INSTRUCTIONAL PACKAGE FOR TEACHING LIFE SKILLS EDUCATION

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ABSTRACT

Computer has a significant role in every walk of life today including education. IT and computers are today part of life, and we cannot imagine a simple day without computer today. Computer aided instruction is the use of computer in implementing instructions. Computer aided instruction is such type of instruction by which any student can learn according to their need and desire. It is self-regulated method by which we can learn any time at any place without time and space boundaries. The author of this research paper has found the perceptions of teacher trainees towards CAI package developed by researcher for teaching life skills education. To check the perceptions percentage, weighted average and chi square value was calculated. The findings revealed that teacher trainees have favorable perceptions about learning of life skills education by CAI method.

KEY WORDS: Computer aided instruction, life skills education

INTRODUCTION

Today everywhere education is seen as the main way of enabling individuals and nations alike to meet the ever increasing economic, technological, social and personal challenges from education we generally expect that it is tool to prepare young people for the world of work and for economic independence; to enable them to live constructively in respectable community; and to enable them to live in a tolerant, culturally diverse and rapidly changing society. (Kermani, Stephen, Goel-2013).

Life skills education can be taught in many ways like discussion method, role play method, storytelling method, expository method etc. Computer Assisted Instruction (Computer Assisted Instructions) is one of the way to teach mathematics. Researcher have developed Computer Assisted Instructional package to teach 10 core life skills for B.Ed. teacher trainees.

LIFE SKILLS EDUCATION: A MOVE AHEAD TOWARDS QUALITY EDUCATION

A skill is a learned ability. Life skills are those competencies that assist people in functioning well in the environments in which they live. Life skills include psychosocial abilities that help people make decisions, solve problems, think critically, communicate effectively, build healthy relationships, empathize with others, and cope with the

stress and storm of life in a healthy and productive manner. Life skills are actually a combination of thinking skills and social skills. A combination of these two types of skills are needed for achieving assertive behaviour and negotiating effectively. Life skills education is an area of study emphasizing co-scholastic abilities in individuals spanning the entire life span of an individual, be it an adolescent, a youth, a middle-aged person or an older individual. Life skills promote psychosocial competence and are needed by individuals at each stage of his/her life.

CAI: AS A STRATEGY TO IMPART LIFE SKILLS EDUCATION

Life skills education is a kind of subject which needs participatory approach to develop skills, but if we are concern about only providing knowledge of life skills, then CAI can be an effective method. This is also proved by the study that CAI is more effective than traditional teaching method in providing knowledge of life skills.

CAI is an important strategy to impart life skills education because with the help of CAI we not only provide information to the students but we can easily show pictures posters, small videos, quizzes, games etc which are very important to give knowledge of life skills and it's related topics. Use of multimedia CAI improves the method of delivering the knowledge about life skills. A video on HIV is much much more



effective to provide any information about healthy life style comparatively to textual information. A good CAI programme on life skills, if available then it can save the energy, time ,and value of teacher trainers to provide information about it.

CAI is an approach which can complement and supplement if properly use with the traditional method of teaching and learning. It is a tool to actively engage and stimulate learning. Technology can provide effective solution of the problem, as with the help of technology /computer aided instruction we can present material of life skills through games, simulations, videos, it allows for repeated practice, and provides extensive feedback.

METHODOLOGY OF THE STUDY

The present study entitles

Reactions of teacher trainees on developed computer aided instructional package on life skills education.

Objectives of the study

To study the effectiveness of the developed CAI package in terms of experimental group teacher trainees response to the reaction scale/opinionnaire.

Hypothesis of the study

Response is uniformly distributed in the 5 point scale for experimental group students.

Delimitation of the study

The present study was delimited to teacher trainees of B.Ed. and only 10 core life skills of life skills education syllabus of GGSIP University was covered during experimentation of the present study.

Design of the study

The study adopts pretest posttest experimental and control group design.

Tabulated value of chi-square at .05 level

Analysis of responses on opinionnaire given by the experimental group

Statement	Calculated value of chi-square at .05 level	Significant difference	Maximum load
1 Computer Aided Instructional Package is a learner centered Method.	29.5	Yes	Positive side
2 Using computer aided instructional package I can learn at my own speed.	48.25	Yes	Positive side
3 I can learn effectively using computer aided instructional method than traditional method.	53.75	Yes	Positive side
4 In this computer aided instructional package, content was not divided into smaller units for easy learning.	31.0	Yes	Negative side
5 This computer aided instructional package covers all topics related to life skills.	47.5	Yes	Positive side
6 This computer aided instructional package is not	8.0	No	Negative side

Population of the study

The population of the study consists of all the teacher training colleges of B.Ed. of Delhi-NCR.

Sample and procedure of the study

One B.Ed. College affiliated to GGSIP University was selected on the basis of computer facilities and other requirements for conduction of the experiment. Purposive sampling technique was used to select the college by the researcher in the study. The experimental and control both groups consisted of 40 teacher trainees .Experimental group studied through the CAI package and control group through the conventional method .The total sample consisted of 80 teacher trainees .Teacher trainees in both the groups learned the same topics .i.e. 10 core life skills through the respective instructional strategy. Experiment time duration was 32 periods for both the groups.

Tools for data collection

Computer aided instruction package on life skills education developed by investigator and modified according to the advice given by experts related to the psychology and teacher education.

Reaction scale/opinionnaire developed by investigator and modified according to the advice given by expert related to the field. It was a 5 points likert type scale from strongly agree to strongly disagree.

DATA ANALYSIS AND INTERPRETATION

Data was analyzed by use of statistical technique weighted average, percentage , χ^2 . The Chi Square statistic compares the tallies or counts of categorical responses between two (or more) independent groups. Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.



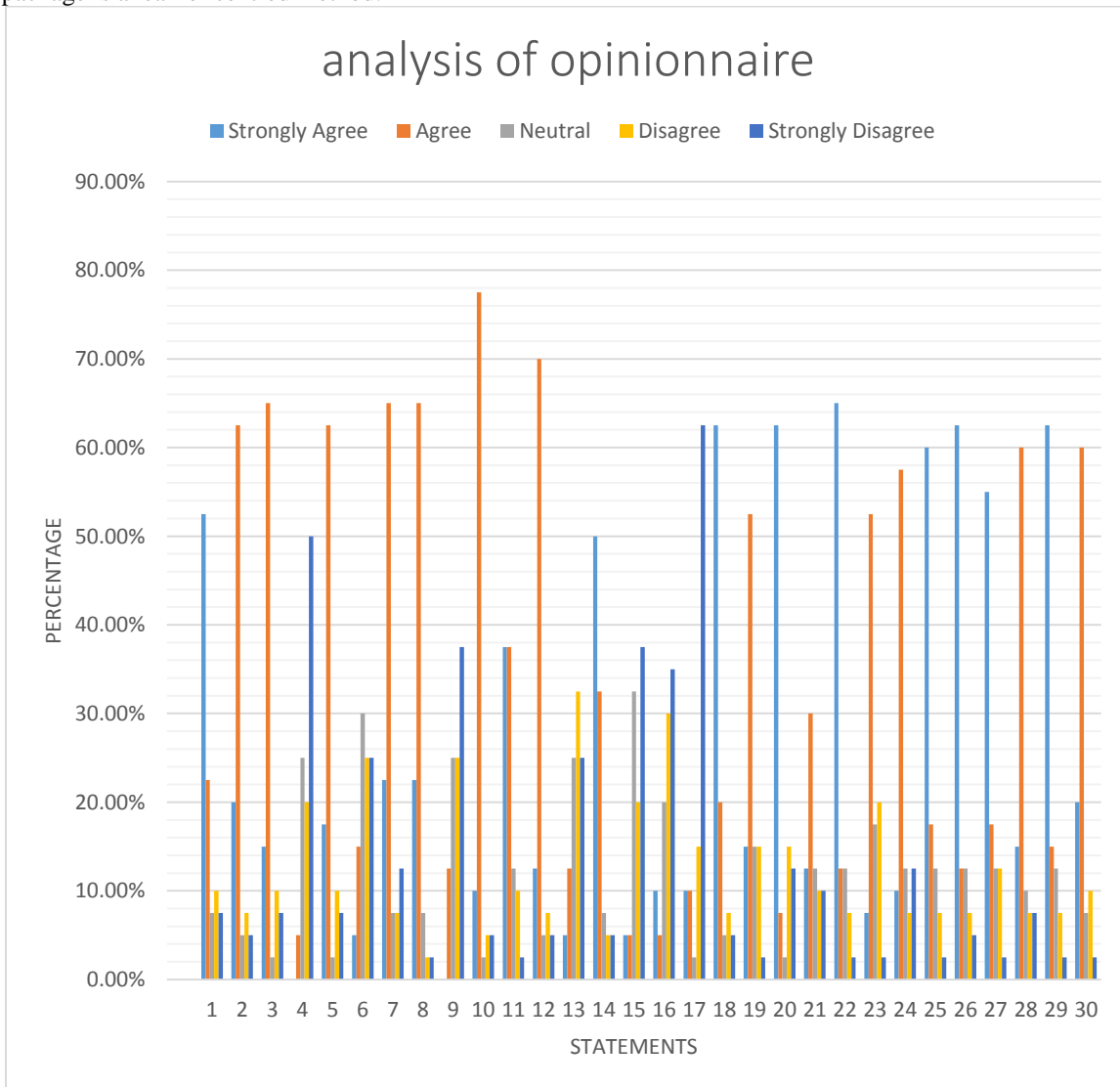
capable to provide knowledge on its own.			
7 This computer aided instructional package helped me to improve my skills.	25.5	Yes	Positive side
8 This computer aided instructional package has potential for making activities more interactive in future.	56	Yes	Positive side
9 Sufficient activities related to life skills are not present in this package.	16.25	Yes	Negative side
10 This CAI package is capable of testing the knowledge of learner effectively.	20	Yes	Positive side
11 This CAI package is a perfect combination of graphics, colours and audio leading to effective comprehension of the content.	21.5	Yes	Positive side
12 Content is free from grammatical and spelling errors.	63.25	Yes	Positive side
13 Sufficient material is not presented to illustrate the topic and presented in logical ways.	9.375	No	Negative side
14 I would like to learn other subjects by CAI.	33.25	Yes	Positive side
15 It is difficult to understand life skills by this package.	18.25	Yes	Negative side
16 It is difficult to remember the content by this package.	15.5	Yes	Negative side
17 CAI programme is itself a time consuming process.	46.75	Yes	Negative side
18 Learning life skills by this method is more interesting than traditional method.	48.5	Yes	Positive side
19 Like to learn occasionally by this method.	28.25	Yes	Positive side
20 Learning life skills by this method lasts longer.	47.0	Yes	Positive side
21 Pictures and animation as in this method make learning joyful.	14.125	Yes	Positive side
22 learning life skills by computer aided instruction is more organized than traditional method.	46.0	Yes	Positive side
23 The CAI sessions are more enjoyable than traditional sessions.	30.5	Yes	Positive side
24 The language used in the CAI package was easy to understand.	35.5	Yes	Positive side
25 Explanations as well as definitions of terms were clear.	42.5	Yes	Positive side
26 The text pictures and animations used in this package are quite balanced for the comprehension of the content.	46	Yes	Positive side
27 The font size used in the CAI package was appropriate.	33	Yes	Positive side
28 The pictures used in the CAI package was appropriately linked to the subject matter.	40.75	Yes	Positive side
29 The no of slides shown to give example on each topic were adequate.	47.0	Yes	Positive side
30 The explanation given for each topic for had clarity for better understanding of the topic.	43.25	Yes	Positive side



Frequency, percentage and chi square value of the teacher trainees perceptions on statement 1

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Average	Chi Square Value
1. Computer Aided Instructional Package is a learner centered Method.	52.5%	22.5%	7.5%	10%	7.5%	4.025	29.5

For the statement no. 1 Computer Aided Instructional Package is a learner centered Method. 52.5 % teacher trainees strongly agree and 22.5% teacher trainees agree, 7.5% teacher trainees are neutral, 10 % teacher trainees neutral and 7.5% teacher trainees strongly disagree with this statement. The Chi square of the statement is 29.5. which is more than significant value 9.49 and 13.28 at 0.05 and 0.01 level of significance respectively. From this it can be concluded that the teacher trainees opine that the computer aided instructional package is a learner centred method.





FINDINGS OF THE STUDY

Out of the total 30 statements bearing positive as well as negative nature, the computed chi square values of 28 statements were found to have statistically significant higher values at .05 level of significance. This outcome indicates that there was a significant difference between the observed and expected frequencies also and the students were found to have positive reactions and favorable perceptions towards the statements carrying such higher values.

The computed chi square values in 2 statements were not found to be significant at .05 level of significance which shows that there was no significant difference between the observed frequencies and expected frequencies.

FINDINGS

Teacher trainees in the experimental group responded on an opinionative to rate the CAI method of instruction. The overall perception of the teacher trainees regarding CAIPLSE was positive and CAI package had a significant effect on learning of life skills education of teacher trainees of that particular college. This shows that teacher trainees have favorable perceptions towards learning of life skills education by CAI package.

CONCLUSIONS AND SUGGESTIONS

Based on the findings of the study, it seems that out of 40 responses given to the 30 statements on the reaction scale, the Experimental Group made 24 responses that were positive or towards positive side. Thus clearly shows almost 80% of the statements show positive responses in the group. It should be also noted that in Experimental Group two responses were neutral towards two statements. Also in Experimental Group for the 6 statements the responses were uniformly distributed. Experimental group shows four responses toward negative side for four statements. Hence it can be concluded that overall reaction of the experimental group teacher trainees towards the CAI developed by the investigator for teaching of life skills was positive. So the innovative nature of use of CAI in learning of life skills education proves to be a adaptable and acceptable method.

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