E-CONTENT READINESS OF UNIVERSITY TEACHERS- A STUDY OF GUJARAT, INDIA

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ABSTRACT

The present study aimed at preparing the demographic profile of the selected University teachers. Further, to understand their usage of computer technology for teaching related purposes, their familiarity with computers, their technological competency, their interest in usage of E-Content for teaching thirty teachers from different faculties of The Maharaja Sayajirao University of Baroda were selected for the study. The major findings highlighted that high majority of the teachers had overall readiness for using E-Content for teaching.

Keywords- University Teachers, E-Content, E-Content Readiness for teaching

INTRODUCTION

The 21st Century is the era of Digitalization. The proliferation of the rapid innovations in the technology have increased the dependency of human beings. All spheres of our lives are dependent on Internet Connectivity, thus, bringing quantum changes in our lives. The dependency on technology is more now than ever, be it Health, Employment, Education and so on.

India's primary and higher education is undergoing significant changes due to technological innovations. Indians are witnessing profitable changes in the ways the higher education systems are functioning. The technologies and approaches to educations are guaranteeing promising impact on higher Education provision. There is enormous potential of these technologies if used wisely in the educational system. They can facilitate diversity of students receiving education, flexibility in the system and greater collaborations from both Global and local educational institutes.

The Government of India (GOI) is favouring integration of technology into education by facilitating research funds, collaborations and networking with world class educational institutes. The Ministry of Human and Resource Development, GOI, has introduced several E-Content Development programmes for teachers.

'Digital India' is an active slogan propagated by Prime Minister Narendra Modi. He emphasized on the Digital India campaign has helped transform the education system in the country. India is at the cusp of the next growth revolution. The various stakeholders of the Higher Education system like students and Teachers have to be technologically ready for the usage of various E-Resources for teaching learning interactions .

According to oxford dictionary 'e-content is the digital text and images designed to display on web pages.' E-content includes all kinds of content created and delivered through various electronic media E-content is available in many subjects and almost on all levels of education. These E-Materials are popular of because of various features like flexibility of time, pace, multiple usage, cost effectiveness, user friendliness, adaptability to local conditions and place of learning.

Thus, keeping in mind the characteristics and features of digital materials, the University teachers as one of the imminent stakeholders of the educational system have to portray the readiness for adopting and developing technology for teaching.

The present investigation may help in identifying the various supporting factors as well as the expected challenges coming in the way of adopting and developing E-Content for teaching.

OBJECTIVES OF THE STUDY

1)   To prepare a profile of selected Teachers of The Maharaja Sayajirao University of Baroda.

2)   To study the readiness of the selected Teachers from The Maharaja Sayajirao University of Baroda regarding the usage and Development of E-Content for teaching.

3)   To study the readiness of the selected Teachers from The Maharaja Sayajirao University of Baroda regarding the usage of E-Content for teaching in relation with the selected variables-

a.   Age

b.   Gender

c.   Designation

d.   Discipline of Teaching

e.   Technological Competency

f.   Interest in E-Content

4)   To study the expected challenges for readiness of the selected Teachers of The Maharaja Sayajirao University of Baroda for using of E-Content.

METHODOLOGY

Population and Sample- The present investigation was carried out on 30 teachers of various faculties of The Maharaja Sayajirao University of Baroda. Stratified Random Sampling Technique was used to select sample for the study.

Measures- The data was collected using Quantitative method. The study instrument was a Structured Questionnaire prepared to collect the data from the teachers of The Maharaja Sayajirao University of Baroda

RESULTS

Frequency and percentages were calculated to analyze the data of all the close ended responses. Major Findings are as follows-

•   *Background information of the respondents*

Major finding of the pilot study revealed that Majority i.e. (73.33%) of the teachers belonged to the younger age group and a little i.e. (26.67%) of the teachers belonged to the older age group. More than half i.e. (60%) of the teachers were males whereas 40% of the teachers were females.
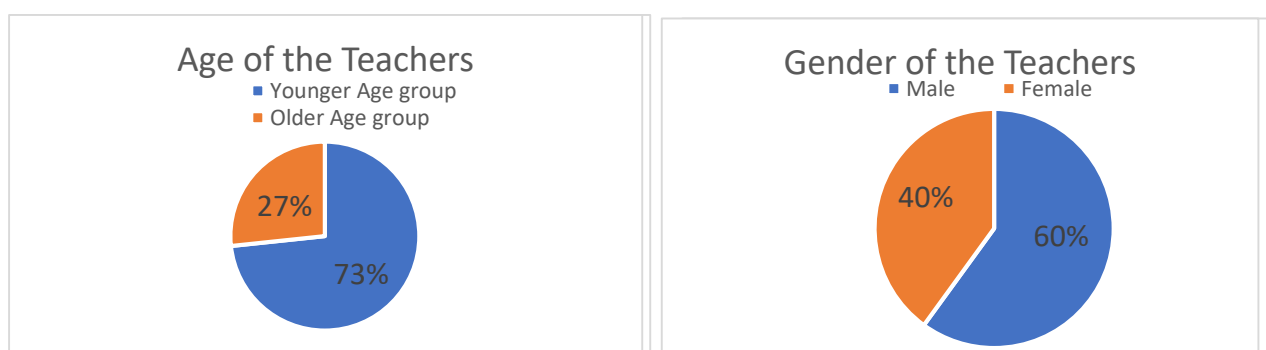

Figure-1 Percentage Distribution according to Age and Gender of the Teachers

Less than half i.e. (36.67%) of the teachers were having permanent job, whereas more than half i.e. (63.33%) of the teachers were having temporary job. Less than half i.e. (30%) of the teachers belonged to Discipline of Arts, very less i.e.(23.33%) of the teachers belonged to Discipline of Commerce whereas 46.67% of the teachers belonged to Discipline of Science.
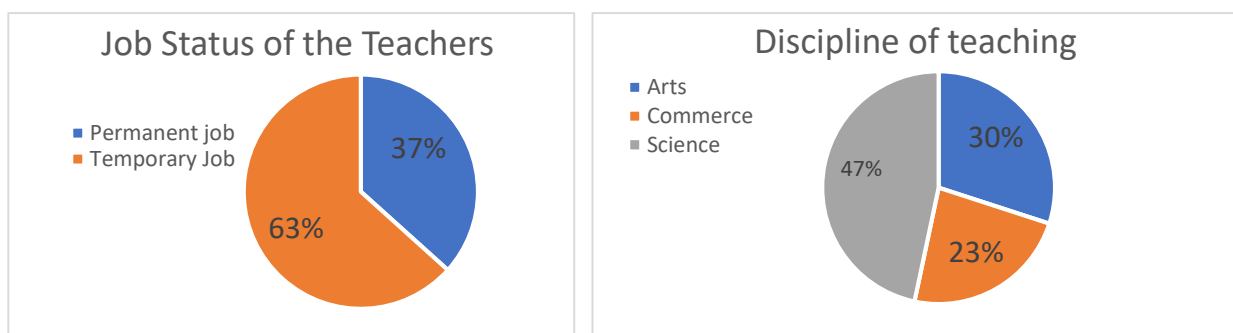
Figure-2 Percentage Distribution according to Job Status and Discipline of the Teachers

Moreover, 63.33% of the teachers had less teaching experience, whereas 36.67% of the teachers had more teaching experience. Less than half i.e. (33.33%) of the teachers were Assistant professors, half of the population i.e. (50%) of the teachers were Temporary teaching assistants, and very less i.e. (13.33%) teachers were Assistant Professors who were on 5years contract and only (3.33%) teachers were belong to Directors category.
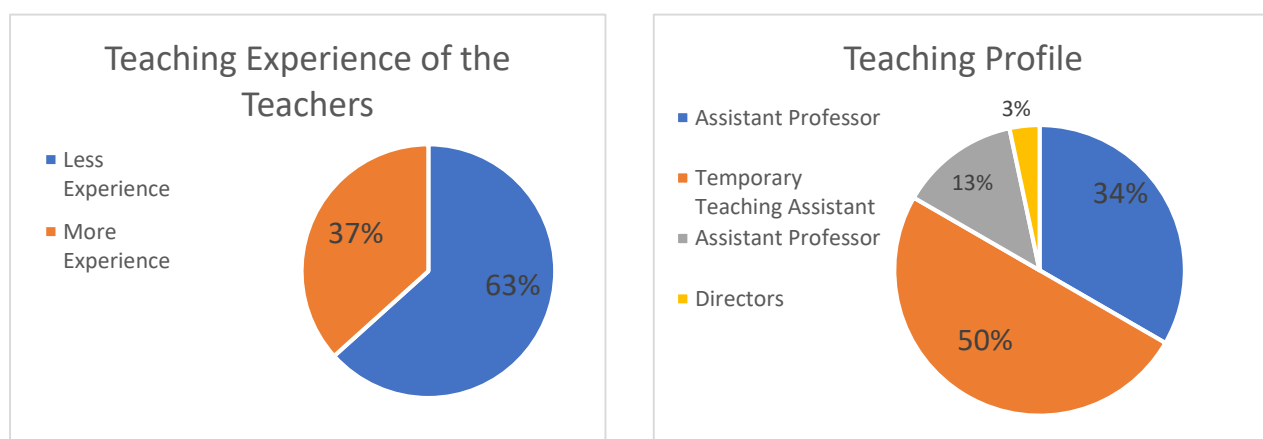

Figure-3 Percentage Distribution according to Teaching Experience and Teaching Profile

The data reveals that very high majority i.e. (93.33%) of the teacher's purpose of using computer for emailing. Secondly 90% of the teachers were using computer for data storage. Very high majority i.e. (86.67%) of the teachers using computer for making power point presentation & making notes, whereas only 43.33% of the teachers using computer for sending e-cards.
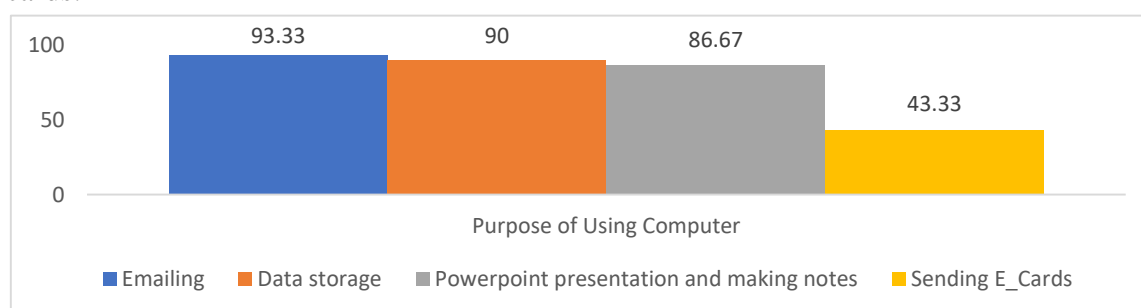

Figure-4 Percentage Distribution according to teacher's purpose of using Computer

- ***Readiness of the Teachers for using E-Content***

A high majority (i.e. 70%) of the teachers had high readiness for using e-content for their teaching, whereas nearly one-fourth (i.e. 30%) of the teachers had low readiness for using e-content.

A very high (i.e. 78.95%) of the temporary teachers had high level of readiness for e-content usage, whereas, only 21.05% of the permanent teachers had high level of readiness for e-content usage.

Moreover, a very high percentage (i.e. 73.68%) of the less experienced teachers had high level of readiness for e-content usage, whereas, very less (i.e. 26.32%) of the more experienced teachers had high readiness for e-content usage and 63.64% of the more experienced teachers had less readiness for e-content usage.

A very high percentage (i.e.77.78%) of the discipline of Arts teachers had high level of readiness for e-content usage, whereas, only 42.86% of the discipline of commerce teachers were ready for using e-content. From discipline of Science 64.02% of the teachers were ready to use e-content, whereas, more than half (i.e. 57.14%) of the Discipline of Commerce teachers had less readiness for e-content usage.

Moreover, more than half of the teachers (i.e. 66.67%) who were less interested in technology had less level of readiness for e-content usage, whereas, 61.11% of the teachers who were more interested in technology had high level of readiness for e-content usage.

A very high percentage (i.e. 75%) of the teachers more familiar with E-content had high level of readiness for e-content usage, whereas, less percentage (i.e. 27.78%) of the teachers less familiar with E-content had low level of readiness for e-content usage.

- ***Readiness of the Teachers for Development of E-Content***

Very high majority (i.e. 75%) of the older age teachers had high level of readiness for e-content development, whereas, only 72.73% of young age teachers had low level of readiness for e-content development.

A very high (I.e. 75%) of female teachers had high level of e-content development readiness. Moreover, a high majority (i.e. 72.22%) of the male teachers had a high level of readiness for e-content development.

A very high majority (I.e. 89.47%) of the temporary teachers were having high level of readiness for e-content development, whereas, 36.36% of the permanent teachers had low level of readiness for e-content development.

Moreover, a very high (i.e. 73.68%) of the less experienced teachers had high level of readiness for e-content development, whereas, very less (i.e. 36.36%) of the more experienced teachers had low level of readiness for e-content development.

A very high percentage (i.e.78.57%) of the teachers belonging to Discipline of Science had high level of readiness for e-content development, whereas, a little more than half (i.e. 57.14%) of the teachers belonging to Discipline of Commerce were ready for using e-content. Moreover, majority of teachers from Discipline of Arts (i.e. 77.78%) had readiness for e-content development.

More than half of the teachers i.e. (60%) were highly interested in teaching through e-content and a Less than half i.e. (40%) of the teachers are less interested in teaching through e-content.

More than half i.e. (60%) of the teachers were less familiar with e-content whereas only 40% of the teachers were more familiar with e-content.

Very high majority i.e. (90%) of the teachers were having high computer competency for prerequisites skills, whereas, only (10%) of the teachers were less computer competency for prerequisites skills.

Moreover, majority i.e. (76.67%) teachers were having high computer competency in advance skills whereas only (23.33%) teachers were having less computer competency in advance skills.

More than half i.e. (60%) of the teachers were more interested in usage and development of e-content for teaching whereas (40%) of the teachers were less interested for the same.

Majority i.e. (66.67%) of the teachers had more usage reasons whereas (33.33%) of the teachers had less usage reasons. Moreover, very less i.e. (36.67%) of the teachers had more development reasons which is very low, whereas majority (i.e. 63.33%) of the teachers were having less development reasons which is very alarming indicator.

More than half (i.e. 54.54%) of the younger age teachers had high usage readiness, whereas, equal percentages of distribution of elder age teachers had less & high usage readiness for e-content.

A very high (I.e. 83.33%) of female teachers had high level of e-content usage readiness, whereas, very less (i.e. 16.67%) of female had low level of readiness for e-content usage. More than half (i.e. 61.11%) of male teachers had high level of readiness for e-content usage.

Moreover, high majority (i.e. 70%) of the teachers had overall high readiness for development of e-content, whereas nearly one-fourth (i.e. 30%) of the teachers had overall low readiness for development of e-content.

Majority of the teachers had high level of readiness for development of e-content related to all aspects namely environment, human resource, financial and content.

- *Expected Challenges for readiness of the selected teachers for using E-Content*

Little less than half (i.e. 46.67%) teachers had more Barrier for usage of e-content whereas little more than half (i.e. 53.33%) of the teachers had less barriers while using e-content.

Moreover, (53.33%) of the teachers had more barriers for development of e-content whereas little less than half (i.e. 46.67%) of the teachers had less barriers for development of e-content which is very positive indicator.

CONCLUSION

Hence, considering the findings of the present investigation, it can be concluded that teachers have readiness for using and developing E-Content for teaching. The high majority of the selected teachers had high computer competency for basic n advanced skills . Further a very high percentage of the teachers also had high interest in e content usage for teaching . This is very encouraging landscape for the utilization of technology for education. Proper infrastructural facilities, technological facilities if provided and trainings and orientation programmes conducted can provide congenial environment for teachers to be completely ready for the usage and development of E-Content for teaching.

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