

Research Article

Differential perception of teachers' effectiveness in the use of instructional technology

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SUMMARY : Instructional technology can be defined as a system of thoughts and processes which helps in optimizing the way curriculum is taught in the classrooms. Its effective use by the teachers would require them to understand its various dimensions *viz.*, design and development of instructional methods which include setting instructional objectives, implementation of the instructional strategy, management of classroom teaching and evaluation of what has been taught and understood by the students. In the present study, teachers' effectiveness in the use of instructional technology was assessed with respect to its use in classroom teaching covering four dimensions- design and development of instructional materials or methods, implementation of instructional strategy, classroom teaching management and evaluation, teachers self- evaluation and student evaluation were used to find out the teaching effectiveness of the teachers. The study was conducted at the College of Agriculture (Jorhat) and the Biswanath College of Agriculture (Sonitpur) under Assam Agricultural University with a view to measure the effectiveness of teachers in their use of instructional technology in classroom teaching. Both teachers and students of these colleges were the respondents and selected by using a proportionate random sampling design. A total of 70 teachers and 130 students were selected for the study. The data were collected by administering structured questionnaires. The percentage, frequency, mean, standard deviation, co-efficient of variation, Chi-square test, Pearson's product moment co-efficient of correlation, multiple regression and 'z' test of significance for difference of two means, were used in statistical analysis and interpreting the data.

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