

The Relationship Between Preschoolers' Understanding of Their Own Emotions and Contributions to Early School Adjustment

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Abstract

The main aim of this study is to investigate the attitude of pre-service teachers towards the use of technology in learning. As specific objectives, it studied the attitudes of pre-service teachers for four dimensions: general perceptions in using technology, technological skills, benefits in using technology and barriers in using technology. A questionnaire for this study was constructed on the basis of Agyei, (2012). This questionnaire was comprised of total (40) items; (10) items for each dimension. Questionnaire survey research design and random sampling technique were used. This study was done in Mandalay Education College. There were (200) pre-service teachers as the sample of the subjects. The descriptive statistics, independent samples *t*-test, and Pearson product moment correlation were applied to analyze the attitudes of pre-service teachers. From the findings, there was significant difference among the dimensions by gender and by specialized subjects. This study found that the pre-service teachers in Mandalay Education College are less likely to use technology in their learning. Most of them have no sufficient accessibilities of technology in learning. According to the correlation coefficient results, it indicated that all dimensions are interrelated each other. It was suggested that the teacher education program should provide enough technological facilities, opportunities to use in learning and technology based curriculum to pre-service teachers.

Key words: Attitude, Pre-service teachers, Technology, Learning

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