

Data Protection Awareness Among Secondary School Teachers in Surat District

Krunal G. Parmar

Researcher, Monak University

Abstract— This study investigates data protection awareness among secondary school teachers in Surat district. Using descriptive survey research, 150 teachers were selected from 50 secondary schools. The study employed a data protection awareness tool covering five dimensions: perception, awareness, attitude, teaching effectiveness, and utilization of data protection resources. Statistical techniques including mean, standard deviation, t-test, and correlation were applied. Results indicate no significant gender difference in teaching skills or data protection awareness, though a low positive correlation exists between the two variables. The findings emphasize the need to establish a data protection culture in educational institutions.

Index Terms— *Data protection, secondary school teachers, teaching skills, awareness, Surat district, educational technology.*

I. INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. Teaching is an ever-changing profession. The field of education is expanding each year as advancement is made in technology and brain-based research. To keep pace with the changing world, teachers must have current knowledge and skills of educational technology. A teacher is the one who has and gives updated knowledge to the younger generation on par with global standard.

Teacher is the yardstick who measures the achievements and aspirations of the nations. Students who are the pillars of the future society should be trained to face various challenges by improving their technical ability not only to deal with any problem but also to overcome the problem and accomplish their task.

Educators continually strive to maximize the effectiveness and efficiency of their instruction by identifying and comparing alternative methods of teaching and learning.

Data protection is an essential tool for achieving sustainability and will help in enabling better and increased access to information to enrich the teaching learning process.

II. IMPORTANCE OF DATA PROTECTION IN EDUCATION

Data protection in education is the foundation upon which a country develops. It is a dynamic force in the life of every individual influencing his physical, mental, emotional, social and ethical

developments. It is a complete development of the individuality of a child enabling him to make original contribution to human life.

III. REVIEW OF RELATED LITERATURE

Jasmine Kumar conducted a study on "professional competency of teachers and teacher educators in relation to their data protection usage" with a sample of 30 teacher educators and 50 teachers from government and aided institutions in Chennai district, Tamilnadu. The study reported that professional competency and data protection usage are significantly related.

Selvam, M. conducted a study on "attitude of matriculation teachers towards educational technology" with 79 teachers from matriculation schools in Erode, concluding that there is no significant difference in mean attitude scores with respect to gender, age, religion and marital status.

Angel Ratnabali conducted a study on "infusing data protection in teaching learning process: a reflection" and hypothesized that the CAI approach would be more effective than the traditional approach. The study found that students undergoing the CAI approach scored more in knowledge acquisition and retention tests, demonstrating that infusing data protection in teaching enhances quality education.

Illayaperumal studied "perception of student teachers towards the role of technology in education for sustainable development" with a sample of 100 student teachers from Puducherry, concluding that perceptions are above average and significant differences exist based on locality, type of selection, and community.

Priya's study on "an analysis of web usage among teacher educators and student teachers" reported that the World Wide Web is considered an important learning environment and that student teachers access the web more than teacher educators.

IV. OBJECTIVES OF THE STUDY

1. To study the data protection awareness among secondary school teachers of Surat district.
2. To study the teaching skills of secondary school teachers of Surat district.
3. To find out the relationship between data protection awareness and teaching skills of secondary school teachers of Surat district.

V. NEED FOR THE STUDY

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. Hence, an effective combination of educational technology and teaching skills contributes solutions to the problems of the country by developing desirable understanding of attitudes, skills and abilities. The role of teachers is complex, and they must be equipped with the most relevant research works and progress taking place in the technology of teaching.

VI. METHOD & PROCEDURE

Descriptive survey research was used in this study.

VII. SAMPLE

All secondary school teachers of Surat District constituted the population of the present study. Among them, 50 secondary schools were selected purposively. From each selected school, 3 secondary school teachers were selected randomly. Thus, a total of 150 secondary school teachers formed the sample.

VIII. TOOLS

A data protection awareness tool constructed by the investigator was used, comprising five dimensions: secondary school teachers' perception towards data protection, awareness towards data protection, attitude towards data protection, teaching effectiveness and data protection, and utilization of data protection resources.

IX. STATISTICAL TECHNIQUES

Mean, standard deviation, t-test and correlation were used for statistical analysis.

X. FINDINGS OF THE STUDY

1. There is no significant difference between male and female secondary school teachers of Surat district in their teaching skills.
2. There is no significant difference between male and female secondary school teachers of Surat district in their data protection awareness.
3. There is a low positive correlation between data protection awareness and teaching skills of secondary school teachers of Surat district.

XI. IMPLICATIONS OF THE STUDY

This study is helpful to establish data protection-based culture among secondary school teachers, cultivate teachers' enthusiasm for data protection, stimulate educators to start a revolution in the educational system, and enhance awareness to increase capability and independence to search for and acquire knowledge. It also exposes teachers to environments of positive world-wide competence which leads to quality-based attitudes in their future teaching process.

XII. CONCLUSION

Data protection has undoubtedly become a powerful tool that is breaking the traditional methods of education. Data protection-based teaching learning processes may lead to effectiveness and efficiency of the educational system. Most educational institutes now have data protection facilities, sensitizing the relevance and importance of data protection in teacher education. This study has attempted to examine data protection awareness among secondary school teachers.

REFERENCES

- [1] Jasmine Kumar (2007), "Professional competency of teachers and teacher educators in relation to their data protection usage," Proceedings of International Seminar held at Pereyra University.

- [2] Selvam, M. (2007), "Attitude of matriculation teachers towards educational technology – an investigation," Proceedings of International Seminar held at Pereyra University.
- [3] Angel Rathnabai (2007), "Infusing data protection in teaching learning process: A Reflection," Proceedings of International Seminar held at Paraiyar University.
- [4] Illayaperumal (2007), "Perception of student teachers towards the role of technology in education for sustainable development," Proceedings of International Seminar held at Periyar University.
- [5] Priya (2007), "An analysis of web usage among teacher educators and student teachers," Proceedings of International Seminar held at Periyar University.
- [6] Beagle, D. (2000), "Web-based learning environments: do libraries matter," School & Research Libraries, 61(4).
- [7] Webber, S. and Johnston, B. (2000), "Conceptions of information literacy: new perspective and implications," Journal of Information Science, 26(6).