

## ATTITUDES TOWARDS ICT AMONG B.ED. TRAINEES

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### RESEARCH PAPER IN EDUCATION

#### ABSTRACT

Teaching methodology plays a significant role in the process of education. Dr.Kalam pointed out various instructional strategies at different levels. He advises that at primary level emphasis should be on exploration, innovativeness and creativity through activities and at the secondary level, emphasis should be on experiments, problem-solving and teamwork. He does not advocate traditional methodology of teaching. He favors learning by doing and innovative techniques. National knowledge commission insisted on the increase in the enrollment in higher education. In these lines it recommended that the Universities & Colleges to be multifolded.

#### **Introduction:**

The impact of globalization insists development of ICT. ICT development enhances the learning avenues into higher level. Teachers and Teacher Educators should keep abreast of updated knowledge through ICT. The future classroom will become digitalized. The teacher should equip themselves to meet out the new technologies

development. No learners are inactive with the use of ICT. ICT developments make learner's positive attitudes enriched towards their learning. In this context the present study would focus on the Attitudes towards ICT among B.Ed. trainees.

#### **Information Technology and Teacher Education:**

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At the beginning of this century the most formal, rigid and stereotypes way of instructions were followed. But one of the major contributions of educational technology is individualization of instruction with developed abilities and capacities of an individual in the absence of traditional teachers/tutors. In the information age information literate student only can build the society. The society is undergoing numerous transformations due to rapid developments in all walks of life.

Our educational institutions cannot avoid the use of technological advancement and its role in building an enlightened society of information and communication technology empowered citizens. Technological up-gradation of educational instructions only not able to change the performance of our students without the active involvement and support of teachers who are capable of utilizing the use of ICT on teaching-learning process. Thus, Teacher Education institution should incorporate the ICT components through in-service and pre-service courses.

#### **Teacher's attitude towards ICT**

Teacher's attitudes towards ICT showed most of them have mixed feeling. The school teachers were divided in their opinions. Some are for ICT while some other against ICT. Some of the teachers who have acquaints with computer operation feel confidence about using ICT. The other teachers feel puzzled who don't have adequate knowledge of computer are not confident about handling ICT. They feel diffident about the competence to hope with the jargon associated with computers. They also feel that students may have better knowledge than them and fear that they have cut a sorry figure when their ignorance is exposed.

#### **Students attitude towards ICT**

Students who are positively disposed towards task or subject matter are likely to learn more easily. This will improve their performance and achievement in the school. The use of ICT in the classroom increasing student involvement and renders classroom activity enjoyable. It makes active participation. It enhances their clarity towards their subject.

#### **Parents' Attitude towards ICT**

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The advancement in the field of computer has changed the attitude of most of the parents towards quick and fast understanding of anything in the field of education. Only ICT can fulfill this expectation. Developing LSRW through ICT is really possible because direct observation can facilitate easy comprehension and all-round development. The parents are fascinated by the private schools where ICT facilities are available in plenty. They are not in favor of Government schools because such facilities are not available.

We encourage attitude of the students-teacher towards ICT which brings their profession effectively.

#### **Need for the study:**

No amount of technological up-gradation of educational system will change the performance of our students without the active involvement and support of teachers who are capable of exploiting the profound possibilities that information and communication Technology can offer for the teaching learning process. Regarding this it is necessary to create attitude of ICT among tomorrow's teachers. It will lead

to their willingness to learn it and resulting commitment and confidence to use it. It should be commenced from pre-service training itself.

#### **Objectives:**

- ❖ To find out the attitudes of ICT among B.Ed. Trainees.
- ❖ To enlist the impact of ICT on teaching-learning.

#### **Hypothesis:**

The following hypothesis was formulated to realize the above objectives.

- There is no significant difference of the attitudes of ICT among B.Ed. Trainees on the basis of gender.
- There is no significant difference of the attitudes of ICT B.Ed. Trainees on the basis of age.
- There is no significant difference of the attitudes of ICT B.Ed. Trainees on the basis of place.

#### **Methodology:**

In the present study survey method was employed. In this study the investigators selected 100 B.Ed. Trainees

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randomly. A tool was constructed by the investigators.

#### **Sample:**

The sample was collected through questionnaire. Sample consisted of 100 B.Ed. Trainees in Perambalur district was selected randomly. The sample distribution was given in the table.

**Table.i: Sample Distribution**

S.No.	Category	Size
01	Male	62
	Female	38
02	Above 25 years	38
	Below 25 years	62
03	Urban	50
	Rural	50

#### **Tools used in the study:**

A questionnaire for Attitudes towards ICT among B.Ed. trainees was used. It was a Linker type questionnaire. It contains 50 statements. The test-retest method was followed to find out the reliability among students teachers. The obtained 'r' value is .78 shows that the tool is highly valuable. Thus the validity

and reliability of the tool were established.

#### **Data collection:**

The questionnaire was given to 100 B.Ed. trainees and they were asked to fill it up to find out their utilization of ICT. They were instructed to feel free to fill it up and assured that is only for research purpose. So the originality drawn at from the sample without any bias. After collecting the tool it has been modified into scores. After scoring the responses the following statistics were followed.

#### **Statistical Techniques Used:**

The collected data was analyzed by applying; descriptive analysis and differential analysis. Initially all the scores were tabulated mean and S.D. were calculated. In descriptive analysis all the mean and S.D. were compared gender wise, age wise, type of institution wise and on the basis of area wise. Then, All the categories compared by applying 't' test. The significant differences were calculated and tabulated according by.

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**Table.2: Mean and SD Scores of the B.Ed. trainees in their attitudes of ICT**

S	Category	N	Mean	SD
1.	Male	62	73.44	11.23
	Female	38	71.53	12.11
2.	Above 25 years	38	70.22	17.71
	Below 25 years	62	75.67	15.77
3.	Urban	50	77.7	6.67
	Rural	50	75.3	8.21

**Data Analysis:**

The data collected was analyzed using different statistical techniques. Mean and SD were calculated for each variable to calculate 't' values which is the test of significance of the difference between two means.

**Table.3: Significance of difference between the mean scores of attitudes of ICT on the basis of gender.**

S	Category	N	Mean	SD	Cal 't'	Remark
1.	Male	38	73.44	11.23	0.0801	NSD
2.	Female	62	71.53	12.11		

Table.3 shows that the 't' value is not significant at 5% levels. Hence the stated null hypothesis that there is no significant difference between the male and female B.Ed. trainees is accepted.

The above Table.3 reveals that the attitudes of ICT among male trainees are higher than female trainees.

**Table.4: Significance of difference between the mean scores of attitudes of ICT on the basis of age wise.**

S. No.	Category	N	Mean	SD	Cal 't'	Remark
1.	Above 25 yrs.	38	70.22	17.71	1.584	NSD
2.	Below 25 yrs.	64	75.67	15.77		

Table.4 shows that the 't' value is not significant at 5% levels. Hence the stated null hypothesis that there is no significant difference between the below and above 25 yrs of B.Ed. trainees is rejected.

The above Table.4 reveals that the attitudes of ICT among below 25 yrs are higher than above 25 yrs B.Ed. trainees.

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**Table.5: Significance of difference between the mean scores of attitudes of ICT on the basis of area wise.**

S. No.	Catego ry	N	Me an	SD	Cal 't'	Rem ark
1.	Rural	50	77.7	6.67	2.285	SD
2.	Urban	50	75.3	8.21		

Table.5 shows that the 't' value is no significant at 5% levels. Hence the stated null hypothesis that there is significance difference between the urban and rural of B.Ed. trainees is rejected.

The above Table.5 reveals that the attitudes of ICT among urban area are higher than rural area of B.Ed. trainees.

**Findings:**

The major findings of study are

- The attitudes of ICT among male trainees are higher than female trainees.
- The attitudes of ICT among below 25yrs are higher than above 25 yrs B.Ed. trainees.
- The attitudes of ICT among urban area are higher than rural area of B.Ed. trainees.

**Educational implications:**

ICT is the best alternative method in teaching/learning process. Competency level of teachers has improved. ICT compete in the global pressure providing support to educational system. The use of ICTs in the classroom or in distance education does not diminish the role of the teacher; neither does it automatically change teaching practices. Experience has shown that a variety of support and enabling mechanisms must be implemented to optimize teacher use of ICTs. While traditional teacher leadership skills and practices are still important, teachers must also have access to relevant, timely, and on-going professional development. They must have the time and resources to explore this new knowledge base and develop new skills.

**Conclusion:**

ICT inculcates an ardent subject knowledge and interest among the students. It makes clear understanding of the subject. It leads long term memory traces among students. More positive attitudes towards ICT should be encouraged. If ICTs are to become effective and integral tools in education and if accountability is to be

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demonstrated monitoring and evaluation must be a priority area of focus.

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