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A STUDY OF B.ED. TRAINEES' ATTITUDE TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY

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Abstract

A teacher plays very prominent role in moulding up tomorrow's citizen, the teachers should possess training in using the most modern technologies in the field of education. So the attitude of teacher trainees is very important as it is a tendency which helps them to be favourable or unfavourable towards the usage of most modern technology in the field of education in future when they go for teaching. Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. Teacher education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. For many teacher education programmes, this daunting task requires the acquisition of new resources, expertise and careful planning.

The nature of this paper is based on investigatory study. In this paper, the investigator tried to seek B.Ed. trainees' attitude towards Information and Communication Technology (ICT). Investigator used questionnaire for data collection at three teacher education institution namely- Lingaya's Vidyapeeth, Faridabad, Shiv College of Education, Faridabad and Al-Falah University, Faridabad.

Keywords: *Information and Communication Technology (ICT), Attitude*

Introduction

ICT is the type of technology employed in the shape of tools, equipment and application support. This helps in the collection, storage, retrieval, use, transmission, manipulation and dissemination of information as accurately and efficiently as possible for the purpose of enriching the knowledge, developing communication, decision-making and problem solving ability of the user. In educational sectors, the use of ICT is recent one, earlier ICT in education means only to use Television and Radio programmes on education, slide projectors, tape recorder, overhead projector, print media and graphical materials. But in the modem days, the modem ICTs are combination of both hardware and software. Like,

Computers (desktops, laptops, palmtops, tablets), Application software such as word processing, spreadsheets, power point presentations, excel and multimedia software, Social networking software, internet, intranet, digital video camera, Computer database, data storage systems like ROM, RAM, CD, DVD, digital libraries, Virtual laboratories, E-mail, Blogs, World Wide Web (WWW), Hypermedia and hypertext resources, virtual classrooms, social networking and what not virtually, telephones and mobiles. Their use in education is tremendous. It has revolutionized the educational system; it is helpful to all the persons connected to it, students, teachers, parents, administrators, researchers, and the whole school system.

Definition of ICT

ICT is a "Diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information". These technologies include computers, the internet, broadcasting technology and telephony etc. (Tinio, 2007).

ICT stands for the seamless incorporation of technology to support and enhance student engagement in meaningful learning and for attainment of curriculum objectives. ICT will increase the role of the teacher in the classroom. ICT on its own can never evoke learning so the role of the teacher is must.

Why Teacher use ICT?

- Motivating learners by combining text, sound, colour and moving images that enhance content for easier learning.
- Facilitating acquisition of basic skills through drill and practices. This is better accomplished by educational television broadcasts that teach literacy and numeracy at basic education level.
- Enhancing teacher training by improving access to and the quality of teacher training.

Teachers' Attitude

The concept of attitude has been a major focus of theory and research in the social and beahvioural sciences. Attitudes are generally positive or negative views towards a person, place thing or event. Similarly, teachers from positive or negative attitudes towards children in schools. Teachers can have attitudes towards as such or towards a particular class as well as towards individuals. Once a teacher forms a particular attitude towards children, accordingly teacher is likely to behave with them.

Definition of Attitude

"A psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor."

Along the way many functions that were initially ascribed to attitudes have been reassigned to other cognitive structures and the accumulating body of empirical findings drew many of classic assumptions into question.

Objectives of the Study

1. To find out the level of attitude towards ICT of B.Ed. trainees.
2. To study the difference between male and female B.Ed. trainees attitude towards ICT.
3. To study the difference between rural and urban B.Ed. trainees attitude towards ICT.
4. To study the difference between Science and Art B.Ed. trainees attitude towards ICT.

Hypotheses

1. There is no significant difference between male and female B.Ed. trainees' attitude towards ICT.
2. There is no significant difference between rural and urban B.Ed. trainees' attitude towards ICT.
3. There is no significant difference between science and art B.Ed. trainees' attitude towards ICT.

Methodology

The present study was conducted with descriptive survey method. The present study focused to find out the level relationship between male and female pupil teachers' attitude towards ICT.

Population

All the B.Ed. trainees of Faridabad district.

Sampling

For the present study, 3 pre-service teacher training institutions from Faridabad district were randomly selected. Finally 100 B.Ed. trainees (shown in figure below) were selected randomly for data collection.

S. No.	Name of the Institute	Sample Size
1	Lingaya's Vidyapeeth	25
2	Shiv College of Education	25
3	Al-Falah University	50

Tool

Attitude Scale towards ICT.

Statistics

Mean, Standard Deviation, t-test.

Delimitations

I. Present study was delimited to B.Ed. trainees only.

II. Present study was delimited to B.Ed. trainees of Faridabad district only.

Analysis

Objective wise analysis of data is shown below.

Groups	N	Mean	S_{ED}	t-ratio	Level of Significance
Male	50	169.78	11.68	0.24	Not Significant
Female	50	172.92			

Table - 1: Showing the difference between male and female B.Ed. trainees' attitude towards ICT.

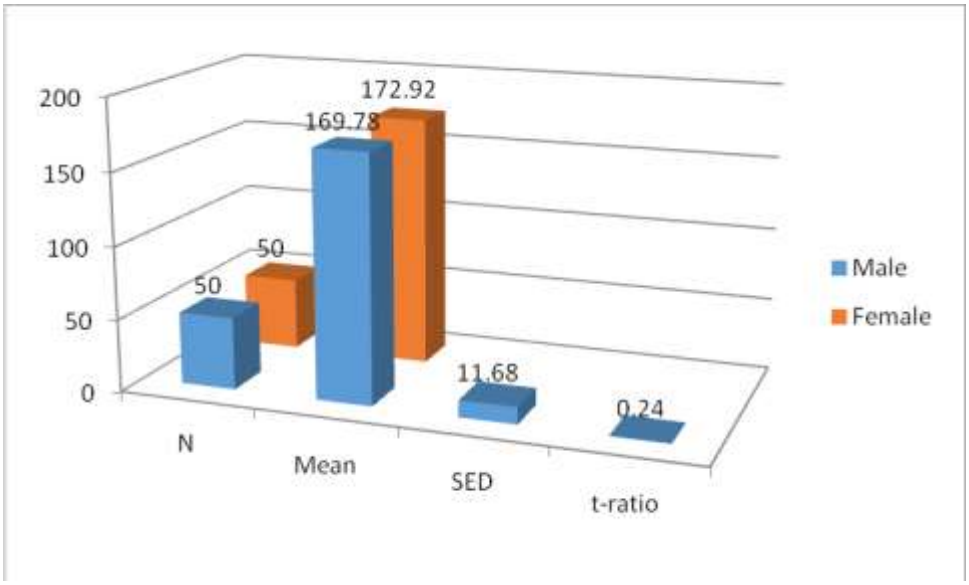

Fig-1.1: Showing the difference between male and female B.Ed. trainees' attitude towards ICT.

Analysis

Table-1 represents no significant difference between male and female B.Ed. trainees' attitude towards Information and Communication Technology. The value of relationship was 0.24, which was highly significant at 0.05 level of significance. Since, this calculated value is greater than table value. Therefore, the null hypothesis of There is no significant difference between male and female B.Ed. trainees' attitude towards Information and Communication Technology was therefore rejected.

Groups	N	Mean	S_{ED}	t-ratio	Level of Significance
Rural	50	173.06	11.61	0.27	Not Significant
Urban	50	170.16			

Table - 2: Showing the difference between rural and urban B.Ed. trainees' attitude towards ICT.

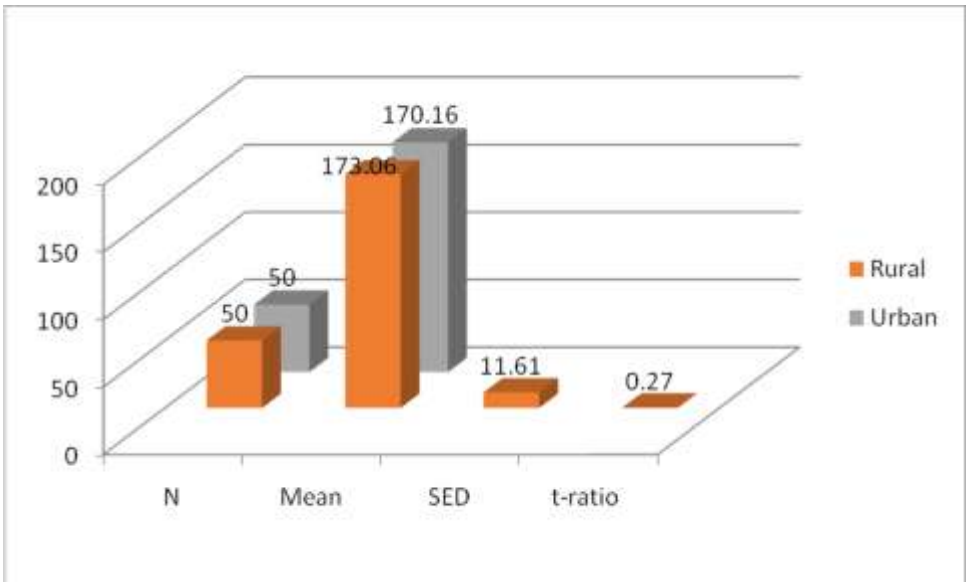

Fig-2.1: Showing the difference between rural and urban B.Ed. trainees' attitude towards ICT.

Analysis

Table-2 represents no significant difference between rural and urban B.Ed. trainees' attitude towards Information and Communication Technology. The value of relationship was 0.27, which was highly significant at 0.05 level of significance. Since, this calculated value is greater than table value. Therefore, the null hypothesis of There is no significant difference between rural and urban B.Ed. trainees' attitude towards Information and Communication Technology was therefore rejected.

Groups	N	Mean	S_{ED}	t-ratio	Level of Significance
Science	50	174.50	11.92	0.22	Not Significant
Arts	50	171.76			

Table - 3: Showing the difference between science and arts B.Ed. trainees' attitude towards ICT.

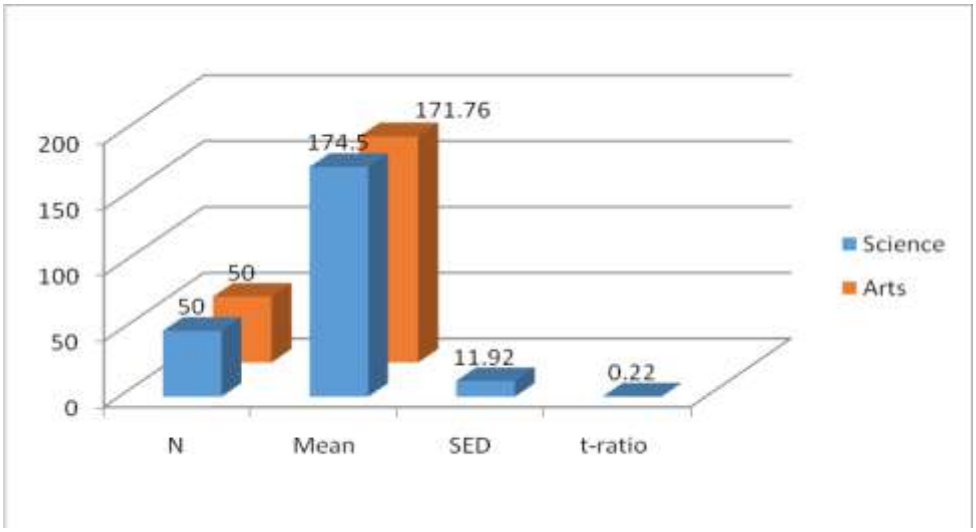

Fig-3.1: Showing the difference between science and arts B.Ed. trainees' attitude towards ICT.

Analysis

Table-3 represents no significant difference between science and art B.Ed. trainees' attitude towards Information and Communication Technology. The value of relationship was 0.22, which was highly significant at 0.05 level of significance. Since, this calculated value is greater than table value. Therefore, the null hypothesis of There is no significant difference between science and art B.Ed. trainees' attitude towards Information and Communication Technology was therefore rejected.

Conclusion

In this study, researcher was find out the B.Ed. trainees' have positive attitude towards the use of ICT. The result revealed that among the basic computer literacy sub-divisions, B.Ed. trainees' indicated competency in general computer operation, word processing, using basic internet resources including uploading and downloading. However, the same trainees' have few knowledge of the use of spreadsheet, presentation, database, and web authoring tools; and also the use of peripheral ICT equipments.

The findings underscore need to introduce B.Ed. trainees' to more courses on ICT with hands-on practices so as to promote effective integration of ICT throughout the curriculum by B.Ed. trainees'.

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