

Attitude of Teachers Trainees towards ICT Teaching

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Abstract

This study was conducted to find out attitude of teachers trainees towards information and communication technology teaching. The sample consisted 200 teacher-trainees from Moga district of Punjab state. ICT teaching attitude scale (ICTTAS) developed and standardized by T. Pardeep Kumar (2013) was used to collect the data. The statistical techniques were used the mean, standard deviation, t-value. The results showed that the factors like locality and gender of the of teacher-trainees influence attitude towards information and communication technology teaching.

Keywords: ICT, Teachers, Communication.

1. Introduction

The potentials of information and communication technology (ICT) to facilitate students' learning, improve teaching and enhance institutional administration had been established in literature. The use of information and communication technology as a tool for enhancing students learning teachers' instructions and catalyst for improving access to quality education in format settings has become a necessity for recognizing the impact of new technologies on the work place and everyday life.

Teacher education institution tries to restructure their education programmers and classroom facilities in order to husband the potentials of ICT in improving the content of teacher education. Information and communication technology as tools within the school environment include use for school administration and management, teaching and learning of ITC related skills for enhancing the presentation of classroom work teaching/learning receptive tasks teaching/learning intellectual thinking and problem solving skills, stimulating creativity and imagination for research by teachers and students and as communication tool. Information and communication technologies are computer based tools used by people to work with information and communication processing needs of an organization. Its preview covers computer hardware and software, the network and other digital device like video audio camera and so on, which convert information (text, sound, motion etc) into digital from successful integration of ICT in the education system depends largely on the competence and on the attitude of teachers towards the role of modern technologies in teaching and learning. Thus experienced teachers newly qualified and student teachers need to be confident in using ICT effectively in their teaching.

ICT is an acronym that stands for-

- * Information
- *Communication
- *Technology

1.1. Information

The nature of information (the "I" in ICT) covers topics Such as the meaning and value of information, how information is controlled. The limitations of ICT: legal consideration management of information, keeping information secure, designing networks to share information.

1.2 Communication

ICT refers to the communication of data by electronic means usually over a distance. This is often achieved via networks of sending and receiving equipment, wires and satellite links.

1.3 Technology

The word 'technology' can also be used to refer to a collection of technique in this content it. Are the currents table of humanity's knowledge of low to combine resources to produce desired products to solve problems fulfil needs or satisfy wants. It includes technical, tools and raw materials.

2. Statement of the Problem

“ATTITUDE OF TEACHERS TRAINEES TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY TEACHING”

3. Justification of the Study

Teacher is vital players in any initiative aimed at improving teaching and learning process. Moreover, ICT's at schools will have little impact if teachers are not activity involved in all phases of their integration to the curriculum. Teachers are required to decide how to make appropriate educational use of ICT in the classroom. In other words, teachers need to upgrade their skills and knowledge in the field of ICT as well as in other subject fields; teachers trainees are would be teachers so it is must to teach them with ICT so that they can teach in a better way.

4. Objectives of the Study

1. To study the level of attitude towards ICT teaching among teachers trainees.
2. To study the difference in the attitude of urban and rural teacher trainees towards ICT teaching.
3. To study the difference in the attitude of male and female teacher trainees towards ICT teaching.

5. Hypothesis

1. The level of attitude towards ICT teaching among teacher trainees is high.
2. There is no significant difference in the attitude of urban and rural teacher trainees towards

ICT teaching.

3. There is no significant difference in the attitude of male and female teacher's trainees towards ICT teaching.

6. Method

Whenever a research is proposed to be conducted, it is natural to adopt a proper plan of action for collecting data. Systematic research in education will surely save time, energy and money. Selection of an appropriate research methodology for a particular research study depends on insight and understanding of research scholar. The type of method used mostly depends on the nature of the study, as the present dealt with present status of phenomenon. Thus, Survey method of research was applied.

6.1 Population

All teacher-trainees of Urban and Rural areas studying in B.Ed. college of Moga district comprised the population of the study.

6.2 Sample

The sample of the present study comprised of 200 Teachers trainees falling in district of Punjab i.e. Moga from which 100 teacher-trainees studying in urban B.Ed. College and 100 teacher-trainees studying in rural areas were selected as a sample for the present study.

6.3 Tools of Data Collection

In the present study the following tool was used:

1. ICT teaching attitude scale developed and standardized by T. Pardeep Kumar (ICTTAS) 2013.

7. Statistics

The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

- Mean, Standard Deviation, to study the nature of distribution of scores.
- t- Value to investigate the significance of difference between various groups.

8. Data Analysis

Hypothesis-1: The level of attitude towards ICT teaching among teacher trainees is high.

Table 1. Showing mean score of attitude of teacher trainees towards ICT teaching.

S. No.	Category	N	Mean	Reject/Select
1.	Attitude of teacher trainees towards ICT teaching	200	131.2	Reject

As a result of administering attitude towards the ICT teaching scale on the sample of 200 teacher trainees, the mean score is found to be 131.2. According to table given in scale the score between 101 and 149 indicates favourable attitude towards ICT teaching.

Therefore Hypothesis 1 “The level of attitude towards ICT teaching among teacher trainers is high” is *rejected*.

Hypothesis – 2: There is no significant difference in the attitude of urban and rural teacher trainees towards ICT teaching.

Table 2. Showing the scores of the urban and rural teacher trainees towards ICT teaching.

Category	N	Mean	SD	SE _D	t-ratio	Significance Level
Urban	100	130.25	11.07	1.70	2.025	Insignificant at 0.05 level
Rural	100	126.80	12.95			

The t- value between the mean score of urban and rural teacher trainees towards ICT teaching is found to be 2.025. The degree of freedom is 198 at 0.05 levels the table value 1.97 is greater than the calculated value 2.025. Therefore it is insignificant at this level. From the above result it is clear that the obtained t-value is no significant at 0.05 levels.

Therefore hypothesis no.2 “There is no significant difference in the attitude of urban and rural teacher trainees towards ICT teaching” is *accepted*.

Hypothesis 3– There is no significant difference in the attitude of male and female teacher’s trainees towards ICT teaching.

Table 3. Showing the score of the attitude of male and female teacher’s trainees towards ICT teaching.

Category	N	Mean	SD	SE _D	t-ratio	Significance level
Male	100	127.80	11.23	1.50	2.837	Non significant at 0.05 level
Female	100	132.08	10.07			

The t- value between the mean score of the attitude of male and female students is found to be 2.837. The degree of freedom is 198 at 0.05 levels the table value 1.97 is greater than the calculated value 2.837. Therefore it is no significant at this level. From the above result it is clear that the obtained t-value is insignificant at 0.05 levels.

Therefore hypothesis no.3 “There is no significant difference in the attitude of male and female teacher’s trainees towards ICT teaching” is *accepted*.

9. Finding of the Study

On the basis of result obtained during the course of present investigation, the following findings have been draw:

1. There was favourable attitude towards ICT teaching among teacher trainees.
2. There was significant difference in the level of attitude of urban and rural teacher trainees towards ICT teaching.
3. There was no significant difference in the level of attitude of male and female teacher’s trainees towards ICT teaching.

10. Educational Implication

It will help the teacher in the understanding the child psychology, so that they should not over burden the students with work and should not over expected anything beyond the capabilities of the child.

- The school curriculum can be planned in such a way that is provides equal opportunities for participants to all the students which will definitely boost their performance both in academic and in extracurricular activities.
- The study wills the teacher in comprehending the direction of the self esteem of the students. Depending upon the level of self esteem of the students, the teacher will try to build atmosphere empathy and try to nature responsiveness and reciprocity in children in order to develop a positive and high self esteem.

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