Research Paper　　　　　　　　　　　　　　　**Education**

Attitude of B.Ed. Student-Teachers Towards Using ICT in Relation to Social Intelligence

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ABSTRACT　　*The present study was carried out to know the attitude of B.Ed. student-teachers towards using Information and Communication Technology (ICT) in relation to Social Intelligence (SI). 150 samples were used in the present study. Normative survey method was adopted and data were analyzed using 't' test. Significant difference was found in the attitude of B.Ed. student-teachers towards using ICT with respect to gender and medium of instruction and no significant differ-ence was found in the level of Social Intelligence among B.Ed. student-teachers.*

KEYWORDS : Attitude, Information and Communication Technology (ICT) , Social Intelligence

INTRODUCTION

In today's competitive world, education is a necessity for man in or-der of priority after food, clothing, and shelter. It is the panacea to any problem. It is only education that promotes good habits, values and awareness of anything. Nowadays technology plays an important role in continuing the communication of education through known and unknown persons. It is the only way by which a desired change and upliftment in the society can take effect. In a nutshell, education is the backbone of every one's life and society.

Professions which require interacting with people, working in teams, etc. require a high level of social intelligence. Teaching, too, is a pro-fession, which demands a high level of social intelligence because it deals with people with whom constant interaction takes place. It is recommended that teachers be made aware of the importance of Social Intelligence as it is responsible for setting the culture of each institution .When teachers begin to focus on improving their own so-cial competencies, they may be motivated to improve their own social awareness to develop their careers.

Information and Communication Technology (ICT) has influenced all aspects of human life. Teacher education cannot be an exception. The impact of ICTs in our daily lives has been steadily increasing. This fact influences the change of attitudes towards ICT. In the present age of globalization, the education systems around the world are increas-ing pressure to use ICT and enhance the knowledge and skills of the teachers as well as of the students. ICT is an important instrument, which can transform the present isolated, teacher centred, book-cen-tred learning environment into a rich student-centred environment. With the growth and advent of new Information and Communication Technologies (ICTs) and their integration into higher education and teacher education programmes, ICTs have brought about a paradigm shift from the old traditional teaching- learning process to a new par-adigm of teaching-learning.

Information and Communication Technologies (ICTs) are making dy-namic changes in the society. Integration of ICT into teaching learning process leads to meaningful and sustainable learning experiences. It is possible to take the process of learning beyond the boundaries of classroom by exploring the new possibilities of ICT. Teacher education programmes have the critical role to provide the necessary inputs in adapting pre-service and in-service teacher education to deal with the current demands of society and economy. They need to model the new pedagogies and tools for learning with the aim of enhanc-ing the teaching-learning process. Moreover, teacher education pro-grammes must also give guidance in determining how the new tech-nologies can best be used with reference to the cultural needs and economic conditions of their country. The major objectives of incul-cating ICT in teacher education are (i) to improve the teacher's knowl-edge base and skills through ICT integration, (ii) to develop skills for online and offline information processing and developing learning resources, and (iii) to prepare teachers to be innovative and self-di-rected, lifelong learners.

SIGNIFICANCE OF THE STUDY

Quality teacher education is essential for the prospective teacher. The quality of teachers that determines the overall effectiveness of a sys-tem of education depends upon their own education. It is necessary to update the knowledge and skills of B.Ed. student-teachers on the school curriculum and technological changes. Social intelligence has become a vital component in the human wellbeing and success of any profession. It is the ability of an individual to react to social sit-uations of daily life and to get along well with others. It includes an awareness of situations and the social dynamics that govern them. The knowledge of interaction styles and strategies can help a person achieve his or her objectives in dealing with others. It also involves certain amount of self-insight and a consciousness of one's own per-ceptions and reaction patterns. Different professions require different levels of social intelligence.

Accelerating technological change, rapidly accumulating knowl-edge, increasing global competition and rising workforce capabilities around the world make acquiring 21st century skills essential. Pro-spective teachers are required to prepare for careers, to acquire new knowledge, to learn new technologies and facilitate rapid information process and to maintain a good level of social intelligence. This makes the investigator find out the B.Ed. student-teachers' attitude towards using ICT in relation to social intelligence.

OBJECTIVES OF THE STUDY
- To study the attitude of B.Ed. student-teachers towards using ICT in relation to social intelligence.
- To find out the attitude of B.Ed. student-teachers towards using ICT in relation to social intelligence with reference to the vari-ables of gender, marital status, locality, medium of instruction and family status

HYPOTHESIS
B. Ed student-teachers do not differ significantly in their attitude to-wards using ICT in relation to social intelligence with reference to gender, marital status, locality, medium of instruction and family sta-tus.

METHOD
Normative survey method was used.

SAMPLE
Simple random sampling technique was used for the study. Only 150

B.Ed. student-teachers studying in the College of Education were taken as sample for the study. Among them 58 were men and 92 women.

TOOLS USED IN THE STUDY

Attitude of B.Ed. student-teachers towards ICT Scale constructed by Dr.S.Rajasekar, Annamalai University, Tamilnadu was used as a tool for the collection of data.

The social intelligence scale formulated by Dr.N.K.Chadha and Usha Ganesan and modified by the investigator was adopted. The scale consisted of nineteen statements which were related to measure the ICT competency level.

RESULTS AND DISCUSSION

B. Ed. student-teachers do not differ significantly in their attitude towards using ICT to acquire social intelligence with reference to the demographic variables.

Table 1 showing the 't' test values for ICT and social intelligence

	Variables	N	Mean	Std. Deviation	't' test	Level of significance
Social	Male	58	33.10	2.647	0.637	NS
	Female	92	33.75	7.427		
ICT	Male	58	90.14	8.418	2.048	Significant at 0.05 level
	Female	92	93.08	8.646		
Social	Married	36	34.44	10.945	1.077	NS
	Unmarried	114	33.20	3.257		
ICT	Married	36	92.31	8.902	0.290	NS
	Unmarried	114	91.82	8.606		
Social	Rural	77	33.55	2.859	0.094	NS
	Urban	73	33.45	8.175		
ICT	Rural	77	91.99	8.663		NS
	Urban	73	91.89	8.696	0.068	
Social	Tamil	94	33.46	7.390	0.111	NS
	English	56	33.57	2.536		
ICT	Tamil	94	90.77	9.093	2.181	Significant at 0.05 level
	English	56	93.91	7.523		
Social	Joint Nuclear	103 46	33.22 34.04	3.071 9.931	0.763	NS
ICT	Joint Nuclear	103 46	91.64 92.54	8.098 9.915	0.585	NS

The above table shows that the calculated 't' value (2.048 – gender, 2.181 – medium of instruction) is greater than the table value (1.96) at 0.05 level of significance in the case of ICT with reference to gender and medium of instruction. Hence the hypothesis is not accepted in these cases but the calculated 't' value is less than the table value in all the other cases. Hence the hypothesis is accepted in all these cases. It means that men and women B. Ed. student-teachers have a similar attitude towards using ICT.

And, the mean value for the attitude of B.Ed. student-teachers towards using ICT was found to be 91.99 and 91.89 and for social intelligence is 33.55 and 33.45 with respect to urban and rural students respectively. The t-value (0.068, 0.094) is found to be not significant at 0.05 level. Hence the null hypothesis is accepted.

It can be inferred from the present study that both men and women B.Ed. student-teachers comfortably involve themselves in the social affairs. There are coeducational institutions and girls are studying in such institutions. Both of them show that there is no difference between them in their social intelligence.

The rural and urban B.Ed. student-teachers know how to socialize. This is because they are participating together in the social activities. This has to be continued and social interaction has to be maintained with students and other related personalities for furthering good behaviour of the students.

And, B. Ed student-teachers do not differ significantly in their attitude towards using ICT in relation to social intelligence with reference to marital status, locality and the family status.

They also do not differ significantly in their social intelligence with reference to gender and medium of instruction in the case of ICT.

B. Ed. student-teachers differ significantly in their attitude towards using ICT with reference to gender and medium of instruction in the case of ICT. The 't' test results reveal that women B.Ed. student-teachers are better than men B.Ed student-teachers. This may be due to the fact that female B.Ed. student-teachers are more eager to learn about new technologies and they are getting opportunities, to utilize the information effectively. Generally all the students want to enrich their knowledge to develop themselves. Further, they may like to become effective teachers   and they may attempt to empower themselves with proper knowledge of basic computer skills, word processing, spread sheet, power point presentation and internet with their subject for improving their skill and teaching competency. Further, they may spend more time in strengthening their level of ICT competency through individual practice.

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