



Attitude of B.ed. Students Towards Information and Communication Technology

KEYWORDS

Dr.M.SUGANTHI

ASSISTANT PROFESSOR, ALAGAPPA UNIVERSITY, COLLEGE OF EDUCATION, KARAIKUDI

ABSTRACT *The present study was carried out to know the Attitude of B.ED Students Towards Information and Communication Technology. 140 Samples were used in the present study. Survey method was adopted and data were analysed by using 't' test and to know the level of Attitude of B.ED Students. There is significant difference in the mean scores of Attitude of B.ED Students towards Information and Communication Technology in Acceptance , Negative Impact on Society and Productivity.*

INTRODUCTION

Teacher education means professional preparation of teachers. Education must serve as, "powerful instrument of social, economic and cultural transformation necessary for the realization of national goals". As the educational approach goes through a vast change in the newly emerging society, the teachers need to be well equipped with knowledge, which would arouse curiosity in the students to learn new things. It means the acquisition of that type of knowledge of information, skill and ability, which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means shaping and reshaping the attitudes, habits and personality of a teacher.

WHAT IS ICT?

Information and Communication Technology (ICT) generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware and software applications, and connectivity.

ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Educational systems around the world are under increasing pressure to use the new Information and Communication Technologies to teach students about the knowledge and skills they need in the 21st century. The 1988 UNESCO world Education Report, Teachers and teaching in a changing world describes the transformation of the teaching learning process and the way teachers and learners again access to knowledge and information.

The technology invites learners to be more independent and the curricula to be more dynamic. Teachers need to complement their pedagogy expertise by utilizing online facilities. Use of ICT effectively requires a change in classroom practice rather than mere acquisition of technical skills. Teachers need to familiarize themselves with possibilities, approaches and applications in the use of ICT that facilitate teaching-learning. These technologies along with overhead and computer projections have the potential to make teaching, learning and training processes more efficient and cost effective. It has opened up new possibilities of reaching out of the still unreached-disadvantaged groups and children with special needs.

Teacher education programmes at the pre-service and in-service levels must have ample scope for inducting pedagogic skills and management of technologies as important components of teaching-learning environment to enhance efficacy of transaction. These need to integrate technology-related practices with the existing methodology courses and introduce specialized courses to equip the student teachers with

skills of operating and maintaining hardware, acquiring and utilizing software of different kinds.

NEED OF ICT FOR BACHELOR OF EDUCATION

Education in Information Technology has undergone remarkable development with the introduction of a number of related courses at graduate and postgraduate level in India. Introduction of Information and Communication Technology (ICT) can provide solutions with inputs from both within and outside. In the information era the responsibility of a teacher has been strengthening by his soft skills, we could consider ICT skill is major one among the soft skills, which decides the status and potential of a teacher to provide a rich classroom environment. So the need of ICT in Bachelor arises which has its own vital role in the areas like research, power point presentation, documentation and guidance and counseling. It is necessary to have enough knowledge at Bachelor of Education level.

SIGNIFICANCE OF THE STUDY

To create learning environment, in which children are encouraged to discover independent and group work, the adaptation of experience and to prepare children for the information society, the implementation of ICT in education is unavoidable and valuable one. As we live in the World of competition, we need to acquire adequate knowledge about computer and its uses in the field of education. In an information age, where information is knowledge as well as power. It is considered to be the key to success. Information and Communication Technology has revolutionized education. Today, one cannot be ignorant about the impact of Information and Communication Technology.

B.Ed. students as Teacher should have greater access to Information and Communication Technology as to disseminate the knowledge to all those they come in contact with. This is their primary responsibility.

But there is a need to create awareness about the use of Information and Communication Technology (ICT), to familiarize the fundamental uses of ICT, to acquire knowledge of computers languages and software packages for education, to develop programming skills in computer languages for software packages in education. To develop skills in utilizing Intranet and Internet, and to utilize ICT for solving educational problems, at master degree level in education.

It is necessary and this is the right time to know about the B.Ed. students attitude towards the new technology ICT. With this idea in mind, the investigators have chosen the attitude of B.Ed. students towards Information and Communication Technology for the research.

OBJECTIVES OF THE STUDY

- To find out the level of attitude of B.Ed. students towards Information and Communication Technology (ICT)
- To find out whether there is any significant difference between male and female B.Ed. students in their attitude towards Information and Communication Technology.

NULL HYPOTHESES

- There is no significant difference between male and female B.Ed. Students in their attitude towards Information and Communication Technology.

METHOD USED FOR THE STUDY

The investigator has adopted survey method.

TOOL DESCRIPTION

The tools of investigation generally used are interview schedule or questionnaire and the like. A specified investigation should require specified tools of inquiry. If no readymade tool is available, a suitable one will be prepared in a systematic manner. The tools should be tested in a pilot sample before it is administered to the vast sample.

SAMPLE OF THE STUDY

The investigator has used stratified random sampling technique. Out of all colleges under TNTE University, the investigator selected 6 colleges randomly. 140 B.Ed. Students are randomly selected from those 6 colleges.

**TABLE - 1
LEVEL OF ATTITUDE OF B.ED STUDENTS TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY**

Dimension of attitude towards ICT	Low		Moderate		High	
	N	%	N	%	N	%
Enthusiasm	26	18.6	99	70.7	15	10.7
Anxiety	23	16.4	93	66.4	24	17.1
Acceptance	23	16.4	93	66.4	24	17.1
E-mail for classroom learning	21	15.0	97	69.3	22	15.7
Negative impact on society	26	18.6	90	64.3	24	17.1
Productivity	17	12.1	98	70.0	25	17.9
Attitude towards ICT	24	17.1	96	68.6	20	14.3

It is inferred from the above table that 18.6% of B.Ed. students have low level, 70.7%, of B.Ed. Students have moderate level and 10.7% of B.Ed students have high level of enthusiasm in using ICT. 16.4% of B.Ed. students have low level, 66.4% of B.Ed. students have moderate level, and 17.1% of B.Ed. Students have high level of anxiety in using ICT.

It is observed from the table that 16.4% of B.Ed. Students have low level, 66.4% of B.Ed. Students have moderate level and 17.1% of Students have high level of acceptance in using ICT. 15.0% of B.Ed. students have low level, 69.3% B.Ed. students have moderate level and 15.7% of B.Ed. students have perceived high level of using e-mail for classroom learning.

It is observed from the table that 18.6% of B.Ed. Students have low level, 64.3% of Students have moderate level and 17.1% of B.Ed. Students perceived that ICT had high level of negative impact on society. 12.1% of Students have low level, 70% of B.Ed. Students have moderate level and 17.9% of B.Ed. Students perceived that the ICT has high level of productivity. 17.1% of B.Ed. students have low level, 68.6% of students have moderate level and 14.3% of B.Ed. Students have high level of attitude towards ICT.

NULL HYPOTHESIS- 1

There is no significant difference between male and female of B.Ed. Students in their attitude towards ICT – enthusiasm, anxiety, acceptance, e-mail for classroom learning, negative impact on society, and productivity.

**TABLE - 2
DIFFERENCE BETWEEN MALE AND FEMALE OF B.ED STUDENTS IN THEIR ATTITUDE TOWARDS ICT**

Dimensions of attitude towards ICT	Male (N = 43)		Female (N=97)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Enthusiasm	38.60	5.99	39.56	5.03	0.91	NS
Anxiety	37.33	5.98	38.65	5.84	1.22	NS
Acceptance	36.14	6.28	38.37	5.27	2.03	S
E-mail for classroom learning	40.33	5.55	39.91	6.03	0.40	NS
Negative impact on society	32.21	5.59	34.56	6.27	2.21	S
Productivity	41.28	5.16	43.41	5.26	2.24	S
Attitude towards ICT	225.88	24.21	234.45	23.67	1.92	NS

It is inferred from the above table that there is no significant difference between male and female of B.Ed. Students in the dimensions of attitude towards ICT –enthusiasm, anxiety, e-mail for classroom learning, and attitude towards ICT. But there is significant difference between male and female B.Ed. Students in acceptance, negative impact on society and productivity in using Information and Communication Technology.

FINDINGS

- 10.7 of the B.Ed. Students have high level of enthusiasm in using ICT.
 - 17.1 of the B.Ed. Students have high level of anxiety in using ICT.
 - 17.1 of the B.Ed. Students have high level of acceptance in using ICT.
 - 15.7 of the B.Ed. Students have high level of e-mail for classroom learning in using ICT.
 - 17.1% of the B.Ed. Students have perceived that ICT has high level of negative impact on society.
 - 17.9% of the B.Ed. Students have perceived that ICT has high level of productivity.
 - 14.3% of the B.Ed. Students have high level of attitude towards ICT.
- There is significant difference between male and female B.Ed. Students in the dimensions of ICT – acceptance, negative impact on society and productivity but there is no significant difference between male and female B.Ed. Students in the dimensions of ICT-enthusiasm, anxiety and attitude towards ICT.

INTERPRETATIONS

't' test results reveals that female B.Ed. Students are better than male B.Ed. students in their acceptance, e-mail for classroom learning, negative impact on society, productivity. This may be due to the fact that female B.Ed. Students are very eager to learn about computers and they are getting opportunity to utilize the internet properly.

RECOMMENDATIONS TO EDUCATIONAL ADMINISTRATORS

1. ICT integrated programme can be organized for B.Ed. Students.
2. ICT can be given for all the B.Ed. Students.
3. Teacher's attitude towards ICT can be made positive by conducting seminars, workshops.
4. ICT integrated lessons plan can be implemented and practiced during the B.Ed. course.
5. ICT integrated lesson plan can be implemented and practiced during B.Ed. course.
6. B.Ed. trainees can be trained to teach their lessons using ICT components.

REFERENCE

BOOKS | 1. Alexis Leon and Mathews Leon (1999), Fundamentals of Information Technology, Vikas Publishing House Private Limited, New Delhi. | 2. Dennis P. Curtin, Kim Foley, Kunal Sen and Cathleen Morin (1998), Information Technology the breaking wave, Tata McGraw –Hill Publishing Company Limited, NewDelhi. | 3. James L. Hoot (1986), Computers in early childhood Education and Practices, Prentice – Hall Publishing Limited, New Jersey. | 4. Mujibul Hasan Siddique (2004), Technology of Higher Educational A.P.H.. Publishing Corporation, New Delhi. | 5. Seamus and Dunn (1987), The impact of the Computer on Education, Prentice – Hall International Publishers, New Jersey. | JOURNALS | 1. Arumugam and Sivakumar (2003), "Efficiency utilizing e-resources in teaching life sciences," Education Tracks, Vol.13, No.6, February 2003. | 2. Anisha and Annaraja (2005), "Awareness on ICT of secondary teacher education | 3. Lilly and Dr.Ganaderan, (2002), "Teachers attitude towards computer, Vol.3, No.2, October 2004. | 4. Neelam Dharmiya and Dr. Sushanta Kumar Panta (2007), "P.G.students attitude towards Internet," Education Tracks, Vol.6, No.5, January 2007. | 5. Nima M.Joseph and Dr.P.Annaraja (2006), "A study on teacher trainees attitude towards information and communication technology", DESAIDOC Bulletin of information technology, Vol.26, No.2, March 2006. | WEBSITES | www.wikipedia.com | www.eric.com | www.education.nic.in | www.education-world.com |