Ict Competency Among Teacher Trainees of D.t.ed Students

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ABSTRACT *The study has been conducted on a sample of 100 students to examine the level of ICT competency. The sample of the students has been taken of those students who are studying in D.T.Ed. Teacher trainees in District Institute of Education and Training, Madurai district. The random sampling technique was used in this study. The data was analyzed statistically by using mean, standard deviation and't' test and the study revealed that there is no significant difference between ICT competency with respect to gender, age, locality, marital status, and parent's educational qualification. And also the study revealed that there is significant difference between the ICT competencies with respect to parent's income.*

INTRODUCTION

India is a developing country. The main factor that made India a developing country is its educational wealth still it is poverty stricken. Eighty percentage of the population depends mostly on agriculture and out of it sixty percentages is illiterate. Thus the basis of all these problems is illiteracy. It is a main factor that can bring an end to all these rising problems among common man. Education is a powerful weapon to change the world. In recent year's information and communication technologies have been used with considerable degree of success to widen access to education, to raise its quality, to reform, reposition and to engineer. The use of new educational technologies in the teaching learning process has now become cost effective. Information and communication technologies refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.

The 21st century is the age of Information Communication Technology (ICT). During the last few decades there has been a tremendous growth in the use of ICT, which has made a dynamic impact on industries, business, societies, lives of people and education. Now, the educational institutions all over the globe are integrating ICT with the teaching –learning process in order to provide knowledge and skills to the learners to meet the challenging educational environment. Jeelani (2011) rightly remarks, 'It is only through education and the integration of ICT in education that one can teach students to be participants in the growth process in this era of rapid change'.

In any teaching environment, the teacher usually designs his method of presenting information to learners, interacts with them to clarify their doubts and evaluates learners' progress now and then. With the advancement of science and technology, teachers started supplementing their teaching with audiovisual materials. In modern classrooms, electronic media started finding its place in teaching. The use of electronic media has changed the complexion of today's classrooms. We hear nowadays 'virtual classrooms', 'web-based learning', 'computer mediated learning', etc, which enables the students to learn anything of his choice at anytime from anywhere and that too at his own pace and convenience. There-

fore, this study aims at finding out the competency of ICT among teacher trainees of D.T.Ed students.

SIGNIFICANCE OF THE STUDY

Teacher educators are the main pillars of teacher education. Quality teacher education is essential for the prospective teacher. It is needed to update their knowledge and skills in the school curriculum and technological change. The quality of teachers that determines the overall effectiveness of a system of education depends upon their own education. Accelerating technological change, rapidly accumulation knowledge, increasing global competition and rising workforce capabilities around the world make 21st century skills essentials. Prospective teachers to prepare for careers, requiring them to acquire a new knowledge, learn new technologies, and facilitate rapid process information. This makes the investigator to find the competency of ICT among D.T.Ed. Teacher trainees.

OBJECTIVES OF THE STUDY

- To find out the study of ICT competency among teacher trainees of D.T.Ed. Students of District Institute of Education and Training.
- To determine the significant difference between ICT competencies with reference to gender, age, locality, marital status, parents educational qualification and parent's income.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the mean scores of ICT competency of D.T.Ed teacher trainees with respect to
- Gender (male and female)
- Age (17-19 and 19&above)
- Locality (rural and urban)
- Marital status (married and unmarried)
- Father's educational qualification (Educated and Illiterate)
- Mother's educational qualification (Educated and Illiterate)
- Parent's annual income (Below 25000 and Above 25000)

METHOD

The normative survey method was used to find out the ICT competency among D.T.Ed. Teacher trainees of District Institute of Education and training.

SAMPLE
100 D.T.Ed. teacher trainees will be selected from District Institute of Education and training, Madurai .

TOOLS TO BE USED
ICT competency rating scale was developed by Muthupandi.P. The questionnaire consists of forty statements which is related to measure the ICT competency level.

HYPOTHESIS
Table -1
Significant difference in the mean scores of ICT competency of D.T.Ed. Teacher trainees with respect to demographic   variables

Sl. No.	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	15	1.292	27.965	1.475	NS
		Female	85	1.135	39.390		
2.	Age	17 - 19	58	1.159	39.995	0.013	NS
		19 & above	42	1.158	36.035		
3.	Locale	Rural	69	1.133	35.418	0.991	NS
		Urban	31	1.215	43.849		
4.	Marital Status	Married	13	1.265	38.519	1.073	NS
		Unmarried	87	1.143	38.115		
6.	Father's qualification	Illiterate	20	1.095	36.946	0.839	NS
		Educated	80	1.175	38.558		
7.	Mother's qualification	Illiterate	28	1.059	36.173	1.637	NS
		Educated	72	1.197	38.501		
8.	Annual income	Below 25000	62	1.053	33.69	3.773	S
		Above 25000	38	1.332	39.203		

NS - Non significant,   S - Significant

From the above table shows that the calculated 't' value (3.773) is greater than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of ICT competency of D.T.Ed. students with respect to parent's annual income" is rejected.

From the above table shows that the calculated 't' values (1.475, 0.013, 0.991, 1.073, 0.839, 1.637) are lesser than the table value (1.96). Hence the null hypothesis,"There is no significant difference in the mean scores of ICT competency of D.T.Ed. students with respect to gender, age, locality, marital status, father's educational qualification, mother's educational qualification" are accepted.

FINDINGS
- There is no significant difference in the mean scores of ICT competency of D.T.Ed teacher trainees with respect to Gender, Age, Locality, Marital status, Father's educational qualification and Mother's educational qualification.
- There is significant difference in the mean scores of ICT competency of D.T.Ed teacher trainees with respect to parent's annual income.

DISCUSSION
The mean score (1.053) of annual income is below 25000 and the mean score (1.332) of annual income is above 25000. Comparing both, below income is lesser than the above income. This reveals that the teacher trainees of annual income of above 25000 got all the facilities available at home. High income parents fulfill the needs of their children but the low income parents cannot. For example they can be provided with system, newspaper, television and internet facilities. Those teacher trainees get the knowledge of browsing and updating their knowledge. They can easily get an opportunity to attend classes for computer basic applications. So they can be able to acquire ICT competency in a better manner.

The mean scores of ICT competency of D.T.Ed teacher trainees with respect to Gender, Age, Locality, Marital status, Father's educational qualification and Mother's educational qualification are not significant. This is because all the students always 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 operation skills, word processing, spread sheet, power point presentation and internet with their subject for promoting the status. Further they may be spend much time in strengthen their level of ICT competency through wider participation in individual practice.

EDUCATIONAL IMPLICATIONS
Based on the findings, the investigator gives the following educational implications. The present investigation has clearly indicated and thrown much light on ICT competency of D.T.Ed. students of DIET, Madurai district. The following educational implications if implemented will go a long way in the development of ICT competency. So the lecturers want to improve their ICT competency through computer practical classes. Teacher trainees must develop their computer basic skills, because this is required for all the students' efficiency and placement in teaching profession. There by the teacher trainees were able to accomplish the task of attaining success by improving the skills of basic computer applications and develop their level of ICT competency. This proves better students among the normal one and making our student fittest of the survival in a competitive world.

CONCLUSION
"Education should more soulful" which must inculcates the analytical and synthetically skills among students. If any teacher educator develops on ICT and used ICT skills in teaching and learning in classrooms, he/she can attained the result as maximum as possible. ICT has tremendous potentialities to revolutionize the educational process. Its infusion in the teaching-learning process can develop new skills and knowledge among the learners. So it is necessary to develop ICT competency among teacher trainees of D.T.Ed. So it is the duty of the lecturers to nurture the teacher trainees to improve their ICT competency.

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