

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ATTITUDE AMONG THE TEACHER EDUCATORS AT B.Ed., LEVEL

M. BALASUNDARAM. MSC.,M.Phil.,M.Ed.,M.Phil.,(PhD)
Research scholar, Bharathiar university Coimbatore, (EXT)
Assistant professor in mathematics,
TSM college of education, Kaniyamoor Village,
Kallakurichi Taluk, Villupuram 606 201.
Tamilnadu. India.

Dr. D.VINODH KUMAR.,
Ma.,(Eng).,Ma.,(Eco)., M.Ed., PGDHF., Ph.D.,
Assisant professor College of education,
Tamilnadu open university,
Chennai. 600 015.
Tamilnadu. India.

ABSTRACT

The importance of ICT in empowering teachers and learners, and enhancing teaching and students' achievement has been highlighted in several studies. Similarly, the digital divide between the developed and developing nations had been of a serious concern to educators. The paucity of studies on ICT integration in the developing nations needs to be addressed so as to ensure total integration of ICT in the school curriculum. This study examined empirically student-teachers' competence and attitude towards information and communication technology. The data collected through a questionnaire were analysed using descriptive and differential statistics. Attitude towards Information and Communication Technology Scale, constructed and validated by Rajasekar, S., (2014) will be used in the present study, and normative survey method used for this study. Findings revealed that majority of the student-teachers have neutral attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, a significant difference was established between male and female student-teachers' attitudes and use of ICT. The implication is that the student-teachers lacked the necessary competence in the full integration of ICT in the curriculum. This underscores the need to improve the ICT contents of teacher education programs in universities in developing nations.

Key Words: *Information and communication technology, Attitude, and B.Ed., students.*

INTRODUCTION:

ICT plays a critical role in information societies' educational systems. In these societies, the stakeholders of educational policy, redesign and reconstruct their educational systems based on the new educational paradigms such as constructivist theory so that both teachers and students develop the necessary knowledge and skills sought in this digital age. Hence, most countries around the world are focusing on approaches to integrate ICT in learning and teaching to improve the quality of education by emphasizing competencies such as critical thinking, decision-making, handling of dynamic situations, working as a member of a team, communicating effectively. ICT has emerged as one of the most important aspect of human life.

Students are the future pillars of society must be able to solve different challenges by improving their technical skills, not only with all the problems, but also to overcome the problem and do their job. Attitude of prospective teachers is important in the present education system because without the knowledge of ICT a teacher can't be a perfect teacher. His own interest is important for the future of students. In the present scenario internet is used very commonly with the help of internet one can get the desired information in seconds. Therefore, it is a high time when every teacher must be aware of the Information communication technology.

RELATED STUDIES:

Hashim, M. (2010) conducted a study on assess the antecedents of ICT attitude of distance education student at the institute of education development. The antecedents studied were computer anxiety, confidence, liking and usefulness. Five hundred students were the units of analysis for this study and the response rate was 56.8%. Even in this information age, the findings showed that there are still some students who are uncomfortable with using ICT or educational technology for e-learning.

Yusuf and Balogun, (2011) conducted a study on "Student-Teachers "Competence and Attitude towards Information and Communication Technology: A Case Study" this study examined empirically student-teachers' competence and attitude towards information and communication technology. Gender influence on their competence and attitude were also examined. Participants were 382 student-teachers (181 males and 201 females) from the Faculty of Education, University of Ilorin, Nigeria. The data collected through a questionnaire were analyzed using percentages, means, and chi-square statistics. Findings revealed that majority of the student-teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female student-teachers' attitudes and use of ICT. The implication is that the student-teachers lacked the necessary competence in the full integration of ICT in the curriculum. This underscores the need to improve the ICT contents of teacher education programs in universities in developing nations.

Ali Semerci and Kemal Aydın, M., (2018) conducted a study on high school teachers' attitudes towards ICT use in education. With this regard, we examined whether the teachers' attitudes significantly differ according to their gender, age, teaching experience, ICT experience, ICT skills and ICT training. The participants consisted of 353 teachers working in different high schools in Ankara in the academic year 2016-2017. Research results illustrated that teachers have a high level of positive attitude towards ICT use in their classes, yet there is no significant difference between teachers' ICT willingness by their gender, age, teaching experience, ICT experience, ICT skills and ICT training. However, they have significantly different negative attitude (ICT anxiety) towards ICT use in education by their ICT experience, ICT skills and ICT training.

NEED AND SIGNIFICANCE OF THE STUDY:

ICT is being considered as the backbone of the education system in the modern days. Today the students learn through internet based system, submit their assignment on line, hold discussion with the educators and counselors. The use of ICT in education has many advantages like: rapid education, flexibility in time and place, high speed in creating new programs compared to the systems of videos, changing the style of the teacher from lecturing to guiding and monitoring, creating classes without walls and getting the ready study material. Hence the investigator is very much interested in studying about the interest, attitude and utilization of information and communication technology (ICT) among the teacher educators at B.Ed., level. Hence, the present study has a high need and importance.

STATEMENT OF THE PROBLEM:

The ICT attitudes have opened up new ways of teaching and learning. ICT paves the ways for the newest form of teaching and learning, which is effective, worthy, expensive and fast. Using ICT the teacher educators can teach the students very effectively in any field, any were any time creating possible longer contact time and effective learning. They can get unlimited wealth of data and information for their research and studies through ICT. The problem stated for the present study has been given as **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ATTITUDE AMONG THE TEACHER EDUCATORS AT B.Ed., LEVEL.**

DEMOGRAPHIC VARIABLES USED:

The following were the demographic variables used in the present study.

Sex	:	Male / Female
Locality of the College	:	Urban / Rural
Residence	:	Urban / Rural
Marital status	:	Married / Unmarried
Subject	:	Arts / Science

OBJECTIVES OF THE STUDY:

The following are the objectives formulated by the investigator for the present study.

To study:

1. The favourableness or unfavourableness attitude towards ICT of the teacher educators at bed level.
2. The significance of the difference in attitude towards ICT between
 - a. The male and female teacher educators.
 - b. The teacher educators working in the education colleges located in the urban area and in the rural area.
 - c. The teacher educators residing in the urban area and in the rural area.
 - d. The married and un married teacher educators
 - e. The teacher educators teaching arts subjects and science subjects.

HYPOTHESES:

The following are the hypotheses framed from the objectives formulated by the investigator for the present study.

1. The Teacher educators show a favorable attitude towards ICT.
2. There is no significant difference in attitude towards ICT between
 - a. The male and female teacher educators.
 - b. The teacher educators working in the education colleges located in the urban area and in the rural area.
 - c. The teacher educators residing in the urban area and in the rural area.
 - d. The married and un married teacher educators
 - e. The teacher educators teaching arts subjects and science subjects.

METHOD:

Normative survey method has been used in the present investigation.

TOOLS USED:

Attitude towards Information and Communication Technology scale constructed and validated by Rajasekar, S., (2014) will be used in the present study.

SAMPLE:

Random sampling technique has been used in the present investigation. As many as 450 Teacher educators were involved in the research study have been situated in the villupuram district of Tamilnadu, India.

DELIMITATION:

The study has been confined only to the Teacher educators were involved in the research study have been situated in the villupuram of Tamilnadu, India.

STATISTICAL TECHNIQUES EMPLOYED:

The following statistical techniques has been employed in the present investigation

- i. Descriptive analysis and
- ii. Differential analysis

The obtained results computed after the statistical technique has been furnished in the following tables given below.

TABLE 1

**THE MEAN AND THE STANDARD DEVIATION OF THE ATTITUDE TOWARDS
INFORMATION AND COMMUNICATION TECHNOLOGY SCORES OF THE ENTIRE
SAMPLE AND ITS SUB-SAMPLES**

S.NO	SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION	't' VALUE	SIGNIFICANCE AT 0.05 LEVEL
1	Entire sample		450	97.41	22.45	-	
2	Gender	Male	114	93.07	26.01	2.15	Significant
		Female	336	98.88	20.94		
3	College locality	Rural area	159	101.31	19.41	2.90	Significant
		Urban area	291	95.28	23.71		
4	Residence	Rural area	133	100.1	19.29	1.82	Not Significant
		Urban area	317	96.26	23.58		
5	Marital Status	Married	293	95.54	23.01	2.49	Significant
		Unmarried	157	100.91	20.99		

6	Subject taught	Arts	85	101.12	20.99	1.78	Not Significant
		Science	365	96.55	22.72		

FINDINGS:

The following findings have been obtained from the above table.

1. The teacher educators show a neutral attitude towards ICT the same trend has been observed in respect of the sub-samples, too.
3. There is a significant difference in attitude towards ICT between the male and female teacher educators.
4. There is a significant difference in attitude towards ICT between the teacher educators working in the education colleges located in the urban area and in the rural area.
5. There is no significant difference in attitude towards ICT between the teacher educators residing in the urban area and in the rural area.
6. There is a significant difference in attitude towards ICT between the married and un married teacher educators.
7. There is no significant difference in attitude towards ICT between the teacher educators teaching arts subjects and science subjects

CONCLUSION

The present study investigated the attitudes of teachers educators towards ICT, and the finding shows neutral level of attitude towards ICT, use in education and whether their attitudes differ subject to the variables, such as gender, locality, residence, marital status, subject taught. Effective incorporation of ICT in teaching and learning in an educational setting may be influenced by many interrelated factors, including teacher, school and national level conditions. Yet amongst all these conditions, teachers have a central role in integration of ICT in their classes. Thus, improving teachers' ICT skills, and their attitudes are critical to an effective integration of ICT in school settings.

REFERENCES:

- Agarwal, J. C., (1996) Theory and Principles of Education, Vikas Publishing house, New Delhi .
- Best, W. John., Khan, V. James., (1990) Research in Education, Prentice Hall of India pvt. ltd., New Delhi.

Hashim et.al. (2010). Antecedents of ICT attitude of distance education students. *Turkish online journal of educational technology-TOJET*, volume 9N.1, pp. 28-36.

Yusuf and Balogun. (2011). Conduct as Student- Teachers“ Competence and Attitude towards Information and Communication Technology: A Case Study in a Nigerian University *Journal of contemporary educational technology*, 2011, 2(1), pp 18-36.

Rajasekar.S, (2014), “Attitude towards ICT Scale, Neelkamal Publications.

Semerci, A. & Aydin, M.K. (2018). Examining High School Teachers Attitudes towards ICT Use in Education. *International Journal of Progressive Education*, 14(2), 93-105.

