

Attitude of Student-Teachers of B.Ed. Towards The Use of Information-Communication-Technology

Paper Submission: 15/10/2021, Date of Acceptance: 23/10/2021, Date of Publication: 24/10//2021

Abstract

Information communication technology becomes the integral part of life and our education systems, It has being used at all stages of education. During COVID schools, colleges and university around the world were closed but lessons didn't stop when innovative educators turned to remote learning technologies. Now beyond classroom ICT has been integrating in teaching learning process. The successful integration of ICT in classroom of beyond classroom is only possible when teachers have positive attitude towards use of ICT. Therefore, it attempted to study the attitude of B.Ed. student-teachers, who are studying in college of education for being well trained prospective teachers. For present study 120 student-teachers from four education colleges, affiliated to Chaudhary Charan Singh University, Meerut (located in Bulandshahr District) were selected with help of random sampling techniques. "Attitude scale towards information communication technology for teachers constructed by Dr. Nassin and Dr. Fatima (Aligarh) was used for data collection. No difference was found in attitude of B.Ed. student-teachers towards use of information communication technology in relation to their subject stream, medium of instruction and gender.

Keywords: Attitude, student-teachers, Information-communication technology.

Introduction

At present scenario the education systems around the globe are highly motivated to implement information communication technology to continue and to improve teaching learning process. As education systems of world respond to today's challenging needs, they have started, use of online platforms. The challenges of using and integrating information communication technology in teaching learning process have being become even complicated. The teacher must be skilled with integration of ICT. Teacher education consists of some sets of activities and events which are deliberately intended to help student-teachers to acquire knowledge, skills, habits and attitudes etc, which enable them to competent in teaching profession. Teacher education includes all the activities and experiences that help to prepare candidate to assume the responsibilities effectively. Information communication technology has brought a different platform for teaching learning-process in classroom. It is exemplified by the internet, online classes, webinars, interactive multimedia apps are obviously of great signiference for teachers. It needs to be effectively implemented by every teacher from every stream or medium of instruction. In teacher education it is a necessity for every student-teacher to practice teaching-learning-process with information communication technology, they must be skilled in use of information communication technology. It has modernized training and curricula of teacher education. The implementation of ICT by teacher largely depends on the attitude of the teachers towards using ICT. So, it is very essential to study about attitude of student-teachers towards implementing information communication technology in teacher-training college.

Need and Significance

The whole educational system has been collapsed during the lockdown period of the COVID-19 not only in India but across the world. Now online teaching learning process became a pedagogical shift from traditional method to the modern approach, from classroom to zoom, from face to face to virtual and from seminar to webinars.

Integration of ICT in classroom creates an environment that lead to sustainable learning experiences to students. This integration helps students for constructive thinking. It has been possible to bring the learning process beyond the boundaries of classroom with help of ICT. All over the world,

Kavita Tiwari
Assistant Professor,
Dept. of Education,
I.P.(P.G.) College,
Campus-2
Bulandshahr, Uttar
Pradesh, India

most of the recent research are being conducted for qualitative improvement of teaching learning process mediated through ICT is more or less explicitly considering possibilities of technology how to facilitate interaction between teacher and student. Limitation of time and place has been broken through integration of ICT with teaching learning process.

The review of literature revealed that use of ICT plays a vital role in teaching learning process, where the attitude of teachers was found mostly positive. Therefore, the use of ICT in teaching learning process affect the willingness of students and teachers, where more attention should be paid to their learning experiences. In teacher education colleges it helps the student-teachers to improve the overall efficiency of being a teacher. Student-teachers who have not developed favorable attitude towards integrating ICT in TLP, its adoption would not have given fruitful results.

Thereby the significance of the present study felt by the researcher probing into the attitude of students-teachers towards the use of ICT in relation to subject stream, medium of instruction and gender.

Review of Literature

So many researches have been conducted in this field, some researches are presented here-

Poul and Mondal (2012) focused on "Integration of ICT in school education an analytical study Burdwan district in west Bengal, India". The results revealed that had a significant association between ICT and the quality of secondary education. No variation was found regarding the effect of ICT on quality of education in terms of gender.

Agarwal and Ahuja (2013) studied on "Attitude of student teachers towards the use of ICT and its impact on their academic achievements". Results were found that the student-teachers had a positive attitude towards the use of ICT and no significant impact of attitude was found towards the use of ICT on academic achievement of student teachers belonging to the science stream.

Nagmani and Mathuswami (2013) conducted a research on teachers professional use of ICT in secondary schools in Tamilnadu. This research revealed that school location and the age variable had a significant influence on the use of computers for managing documents, general purpose and academic purpose. Gender had no significant influence in the above usage categories.

A released report from the education quality foundation of India (2015) research study carried out in five state of India for secondary schools revealed key findings regarding the use of ICT in teaching learning process. Findings were that ICT was used most frequently to promote learning of science subject. For other subjects limited use was found. Shafeeq and Imran (2016) focused work on "teachers attitude towards the use of ICT in classroom teaching" The study revealed that 81.5 % of teachers had a favorable attitude towards ICT. Science/Mathematics teachers mean score of attitude was found of more than the mean score of other streams.

Birwal (2017) found secondary teachers had same attitude towards ICT. Gender and type of school management were not barrier to that.

Tyagi and Imrana (2017) worked on "A study of attitude towards ICT of secondary school teachers in relation to their gender and types of school. The major findings of the study showed that

1. The female teachers have more favorable attitude toward ICT than the male teachers
2. The Govt. school teachers have more favorable attitude towards use of ICT than private school teachers.

Moudgill, Lakhanpal and Sharma (2018) conducted "Comparative study of attitude of humanities and science teachers towards ICT in Himachal Pradesh. The findings were revealed that no significant difference was found in the attitude towards the use of ICT in teaching science and humanities and in relation of gender.

Beri and Sharma(2019) studied the research on “ Teachers attitude towards integrating ICT in teacher education” in Haryana State. Findings of this study revealed that some teachers-educators were not embedding ICT into practice during the teaching learning process due to some reasons, mainly short of self-confidence in using ICT skills.

The review of literature revealed that the use of ICT plays a vital role in teaching learning process, where the attitude of the teachers was found mostly positive student-teachers can use ICT in different ways. It helps the student-teachers to improve the overall efficiency of being a prospective teacher. Thereby the significance of the present study was felt by researchers probing into the attitude of student teachers towards use of ICT in relation to subject stream, medium of instruction and gender.

Statement of Problem

Comparative Study of Attitude of student-teachers of B.Ed. towards the use of information communication technology in relation to subject, stream, medium of instruction and gender”

Key terms :- Attitude: It is tendency or predisposition to respond favourably or unfavourably towards a stimuli such as object, person or situation, here it is towards ICT.

Student-teacher:-The student studying in B.Ed. class after completion of UG/PG degree through regular mode in college of education.

Information communication technology:- Here it refers to diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

Objective of the Study

1. To compare mean scores of attitude of student-teachers of B.Ed. towards the use of ICT in relation to their medium of instruction.
2. To compare mean scores of attitude of student-teachers of B.Ed. towards ICT in relation to their subject stream.
3. To compare mean scores of attitude of student-teachers of B.Ed. towards ICT in relation to their gender.

Hypotheses

1. There is no significant difference between mean scores of attitude of English medium and hindi medium student-teachers of B.Ed. towards the use of ICT.
2. There is no significant difference between mean scores of attitude of science and arts stream student- teachers of B.Ed. towards the use of ICT.
3. There is no significant difference between mean scores of attitude of male and female student-teachers of B.Ed. towards the use of ICT.

Method

The researcher has adopted the survey method of research to study the attitude of student –teachers of B.Ed. towards the use of ICT. The study conducted on sample comprised of student-teachers selected from four college of education affiliated to CCS, University Meerut. The population comprised of student-teachers of B.Ed. studying in college of education affiliated to CCS, University and located in Bulandshahr district (U.P.)The random sampling method was applied for selection of colleges and stratified random sampling technique was used for selecting student-teachers total 120 student-teachers were taken into consideration to their subject-stream, medium of instruction and gender.

Tools

For the collection of data researchers used “Attitude scale towards information-communication technology for teacher. “Constructed by Dr. Narrin (Aligarh) and Dr. Fatima Islahi (Aligarh). Tool has five point attitude scale comprising of 30 items. The Cronbach reliability of the tool is 0.89.

Data Analysis

After data collection, researcher analyzed the data with helps of t-test.

1. There is no significant differences between mean scores of attitude of English medium and hindi medium student-teachers of B.Ed. towards the use of ICT.

Table-1
Medium of instruction wise Mean, SD and t-value of attitude of student-teachers

Medium of Instruction	N	M	SD	t-value	Remark
English medium	40	103.75	15.19	0.26	Not Significant
Hindi Medium	80	103	14.5		

From the table no-1 revealed that the mean scores of English medium student-teachers is 103.75 and SD is 15.19. The mean scores of Hindi medium student-teachers is 103 and SD is 14.5. The calculated 't' value is 0.26 which is less than the table value at 0.05 level. From this, it is reflected that the medium of instruction did not effect the attitude of student-teachers of B.Ed. towards use of ICT.

Thus, the hypotheses there is no significant difference between mean scores of attitude of English medium and Hindi medium student-teachers of B.Ed. towards the use of ICT is not rejected.

There is no significant difference between mean scores of science and arts stream student-teachers of B.Ed. towards the use of ICT.

Table-2
Subject stream wise Mean, SD and t-value of attitude of student-teachers

Subject Stream	N	M	SD	t-value	Remark
Arts Stream	70	103.57	16.14	0.58	Not Significant
Science Stream	50	101.8	16.37		

From the table no-2 it is interpreted that the mean scores of arts stream student-teachers is 103.57, when SD is 16.14. The mean scores and SD of science student-teachers are 101.8 and 16.37 respectively. The calculated 't' value is 0.58 which is less than the table value at .05 level. From this it can be said that attitude of science and arts stream student-teachers is similar. Thus, the hypothesis-there is no significant difference between mean scores of attitude of science and arts stream student-teachers of B.Ed. towards the use of ICT. is not rejected.

There is no significant difference between mean scores of male and female student-teachers of B.Ed. towards the use of ICT.

Table-3
Gender wise Mean, SD and t-value of attitude of student-teachers

Subject Stream	N	M	SD	t-value	Remark
Male Student Teachers	60	104.5	16.14	0.38	Not Significant

Female Student Teachers	60	103.33	17.99		
-------------------------	----	--------	-------	--	--

From the table no-3 it is revealed that the mean scores of male student-teachers is 104.5 and SD is 15.85. The mean scores and SD of female student-teachers are 103.33 and 17.99 respectively. The calculated value of 't' is 0.38 level which is less than the table value at 0.05 level. From this it can be said that attitude of male and female student-teachers of B.Ed. towards use of ICT is same.

Thus, the hypothesis-there is no significant difference between mean-scores of attitude of male and female student-teachers of B.Ed. towards the use of ICT. is not rejected.

Findings

From the analysis and interpretation of data, the study can be concluded with the findings as follows:-

1. There is no significant difference found between English medium and hindi medium student-teachers of B.Ed. in their mean scores of attitude towards the use of ICT.
2. There is no significant difference found between science and arts stream student-teachers in their mean scores of attitude towards the use of ICT.
3. There is no significant difference found between male and female student-teachers in their mean scores of attitude towards the use of ICT.

Conclusion

The present study is concluded that medium of instruction, subject-stream and gender have not affected the attitude of student-teachers of B.Ed. attitude of student-teachers towards use of ICT is positive. Because it helps the students-teachers to make their teaching and learning easier and faster, it allows them to meet the diversified needs. It can be said that knowledge, skills and positive attitude towards ICT will be highly helpful to student-teachers for being competent professional.

Suggestions

1. Comparative study can be conducted for private and government teacher education institutions.
2. Study can be done by selecting sample of the basis of residential background of trainees.
3. Same study can be done by selecting student-teachers of distance learning of B.Ed. and regular mode B.Ed.

References

1. Agarwal, D. and Ahuja, S. (2018): *Attitude of student-teachers towards the use of ICT and its impact on their academic achievement*, *Indian Journal of Applied Research*, 3(7), 186-187.
2. Agarwal, J.C. (2004): *Teacher and Education in Developing Country*, UBS publishers, New Delhi.
3. Goel, D.R. (2006): *Quality Concern in Teacher Education*, Vadodra, CASE, MSUB. *Educational technology in India's Higher Education (2017)*:<http://edugyan.in>.
4. Jaiswal, D (2011): *Role of ICT in Teacher Education*, *Edutrack*10(11).
5. Pandey, A, Pandey. A.K.(2020): *ICT in Teaching and Learning in Indian science*, *Journal of critical reviews*, 7(9) <http://dx.doi.org>.
6. Sudhakar, S.B. (2007): *Technological Advances and Role of ICT in Teacher Training and Higher Education*, *University news*, 45(26), 12June-25July.
7. Tyagi, Nishi Imrana (2017): *A study of attitude towards Information and Communication Technology of secondary school teachers in relation to their gender and types of school*, *International Journal of E-Government and E-Business research*, 2(1), Jan-June.
8. *Use of Information and communication technology in secondary school*, (2015): <https://niti.govt.in>.