

## A STUDY OF ATTITUDE AND PRACTICE OF B.ED. TRAINEES TOWARDS ICT IN TEACHING

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### ABSTRACT

*The teachers in 21st century will have to deal with a world quantitatively different from that of 20th century in respect of pedagogical and technological advancement. The inclusion of information and communication technology into teacher education program will help the future teachers cop up with pattern shift in learning. It is a high time to introduce ICT based application and methodologies during the pre-service teacher training. Through ICT education the pupil teacher can develop high level cognition skills and creativity among students. It will help access online professional learning, analyze, plan and implement changes in their teaching approach. The present study aims to find out the attitude and practice of ICT in teacher education. A sample comprised of 159 B.Ed. trainees of Panipat district. Data regarding to study was collected through simple random sampling technique through survey method. Statistical techniques like mean, standard deviations and t-test were used. Finding revealed that there is no significant difference for students in attitude and practice of use of ICT based on gender and location of school. This reveals that teacher attitude and practice of ICT in teaching do not vary irrespective of their gender and location of school.*

### INTRODUCTION

Education is a natural, harmonious and progressive development of man's innate powers. It is a medium through which the society transmits its heritage of past experiences and modifications, system of values and the modes or skill of acquiring it. It is a key ingredient in economic and social development. 21st century is characterized with the emergence of knowledge based society wherein ICT plays a very crucial role. In the age of information and communication technology, no society can run without using the advanced techniques. To satisfy the needs of the 21st century education must be harnessed with technology. The teachers and learners are to be made familiar with and use ICT tools in their teaching learning process. In education sector ICT is a key input for economic development and growth. The use of ICT in education has a huge potential for the enrichment in the formal education system. It provides quality education through open, flexible and cost-effective way. The teacher can use ICT as an informative, constructive and communicative tool. ICT offers more educational benefits than other conventional teaching methods. With the integration of ICT in education a teacher can teach students to take part in this development process. There have been new directions in ICT

with regard to teaching and learning processes. ICT can be used for simulation, visualization and modeling; as cognitive tools; in wireless and computing; for e-learning environment; for facilitating learning communities.

### ICT AND ITS RELATIONSHIP WITH EDUCATOR

According to new technological age, every educator must himself be skilled in use of certain basic ICT related skills and must be able to impart the skills to their students. B.Ed. trainees should know how to use ICT as a tool of teaching and how to use ICT for processing, maintaining and interpreting data. The use of ICT in education is greatly relevant to foundation construction for the students. ICT will meet the learning and teaching demands of student's integration for wireless technology, communication and multimedia facilities. It can contribute to the transformation of learning and teaching forms. The teachers in 21st century will have to deal with a world quantitatively different from that of 20th century in respect of pedagogical and technological advancement. Black board and chalk is being replaced by computer, television, internet etc. The inclusion of ICT into teacher education program will help the future teachers cop up with

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pattern shift in learning. It is a high time to introduce ICT based application and methodologies during the pre-service teacher training.

ICT provides opportunities to the students for receiving and using information for their self-improvement. It helps them in sublimation of instinct of curiosity and construction. ICT helps them in attainment of knowledge, understanding, skill, awareness and gratitude. It also assists them in self-learning. They acquire the precision, speedy and accuracy in receiving, transforming and using information.

#### **IMPORTANCE OF ICT IN PRE-SERVICE TEACHER TRAINING PROGRAM**

1. Through ICT education the pupil trainee learn how to solve problems and to be equipped with concepts and skills of lifetime learning.
2. Incorporation with promotion of ICT into teaching we can encourage pupil teacher to apply various teaching forums such as distant teaching, individualized learning, active learning etc.
3. The use of ICT in teaching makes the education situation more multiphase and lively.
4. Through ICT education the pupil teacher can develop high level cognition skills and creativity among students.
5. It will help access online professional learning, analyze, plan and implement changes in their teaching approach.

During application of ICT teaching and learning demand should be taken into concern to decide the learning purpose and evaluation methods and tools, teaching strategy, media selection, evaluation and result evaluation and correction should be decided based on the learning objective.

#### **STATEMENT OF THE PROBLEM**

The statement of the problem is “A study of attitude and practice of B.Ed. trainees towards ICT in Teaching”

#### **OBJECTIVES**

1. To examine that ICT is being used by B.Ed. trainees in teaching practice.
2. To examine the extent of difficulty to use ICT during teaching practice.
3. To examine the capability of B.Ed. trainees in using the ICT during teaching.
4. To analyze the attitude and practice of B.Ed. trainees towards ICT
5. To identify the problems faced by B.Ed. trainees in use of ICT during teaching.

#### **HYPOTHESES**

To carry out the study the following null hypothesis are formed

1. The extent level of difficulty in the use of ICT during teaching of B.Ed. trainees.
2. There is no significant difference between the attitudes of B.Ed. trainees towards ICT in terms of gender and locality.
3. There is no significant difference between practice of B.Ed. trainees towards ICT in terms of gender and locality.

#### **RESEARCH DESIGN METHODOLOGY**

The study adopted a descriptive survey to investigate the problem. It used stratified random sampling techniques to collect data.

#### **SAMPLE**

The investigator selected 130 B.Ed. trainees in Panipat district using random sampling technique. Out of these 57 were male and 73 were female B.Ed. trainees; 68 from urban area and 62 from rural area.

#### **TOOLS**

For collection of data a questionnaire was made and interview method opted. The questionnaire method was prepared for quantitative data and interview method opted for qualitative data in this respect. A questionnaire comprises two sections pertaining to communication tools used and effectiveness of tools in teaching practice. It consisted of six tools of communication

technology. The selected tools were computer, internet, overhead projector, LCD, television, slide projector. It finds out the use and effectiveness of ICT tools in teaching practice in B.Ed. course. Interview method was used mainly to gather additional information regarding to use of ICT in teaching practice. This method was implemented on selective sample. It helps to collect the qualitative data regarding this research.

### ANALYSIS OF DATA

The data collection is done through a questionnaire. Statistical techniques like mean, standard deviations and t-test were used for analyzing and interpretation of data. The data collected through questionnaire and interview was analyzed qualitatively to supplement the interpretations.

### FINDINGS

First of all we analyzed the attitude of trainees towards the use of ICT in teaching practice. Figure 1 shows that 83% of B.Ed. trainees have a positive attitude towards the use of ICT; 10% of trainees are neutral and only 7% are negative in their attitude towards the use of ICT in teaching practice.

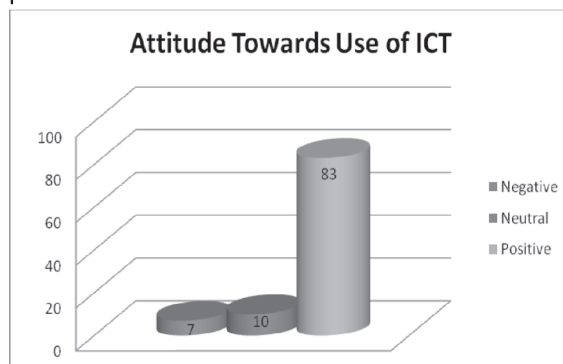


Figure 1

Figure 2 shows the extent of difficulty in use of ICT during teaching by B.Ed. trainees. It shows that 32% trainees do not find much difficulty in using ICT tools in teaching and on the other hand 57% finds it difficult.

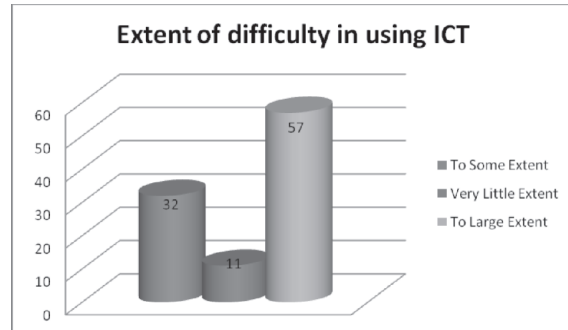


Figure 2

This analysis shows that one third of trainees are able to use ICT tools in teaching, on the other hand more than half of trainees face difficulty. The B.Ed. trainees face various problems and challenges in adoption of ICT particularly in teaching process. Some of these problems are found in the following:

#### LOW LITERACY AMONG PARENTS

Literacy level of parents is low. They are not aware of effectiveness of teaching through technology.

#### INADEQUATE INFRASTRUCTURE

There is no adequate infrastructure in the teacher training institutes. Most of them are having only basic facilities and level of usage of these facilities is also less.

#### TECHNOPHOBIA

To increase the use of ICT among students and B.Ed. trainees steps will need to be taken to overcome their technophobia. The first step is to get the teachers on board. Increasing awareness about the use of ICT in education and improving their teaching efficiency. This could help in developing positive attitude toward the use of ICT in education among teachers.

#### LACK OF GUIDELINES

There are also no clear guidelines available for the use of ICT in education. There should be clearly defined guidelines which should enable students to use the ICT in education.

### ATTITUDE

The attitude of trainees towards the use of ICT is not very optimistic. The reason might be because of no monitoring system to see whether all trainees are actually using the ICT or not.

**Table 1**

**Result of t-test of attitude and practice of B.Ed.trainees towards ICT**

	Attitude			Practice		
	M	SD	t	M	SD	t
Male	29.126	4.347	1.014	17.227	4.145	1.149
Female	29.794	2.734		17.979	3.041	
Rural	29.867	4.347	1.409	17.714	4.022	1.218
Urban	30.795	2.734		18.531	3.483	

The result of t-test presented in table 1 show that the obtained t value is below the table t value of 1.96 at 0.05 level of significance. There is no significant difference in attitude and practice of use of ICT based on gender and location of school. This reveals that trainee's attitude and practice of ICT in teaching do not vary irrespective of their gender and location of school. There is no significant difference found regarding the extent of use of communication technologies.

### CONCLUSION

The study shows that most of B.Ed. trainees want to use in their teaching practice. However it is a serious concern that a number of B.Ed. trainees do not use ICT tools in teaching. The pupil

teacher have highly appreciation for the use of ICT in teaching but a lot of teachers do not use ICT in teaching due to the reasons stated above. This may be attributed partly to additional efforts that they have to make in order to put the new system of teaching. In this modern era teachers should have ample material and technical support for using the communication tool.

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