



A study on attitude towards ICT among the B.Ed., students in Karur district

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Abstract

The role of teachers is complex to meet the individual needs of the learners. The teachers face innumerable number of challenges in their daily classroom teaching. So the investigator was intended to study the attitude towards ICT among the B.Ed., students in Karur district. The objectives of the present study, is to find out the level of B.Ed., students attitude towards ICT. In the present study, the investigator followed normative survey method. The tool "Scale on Attitude towards ICT" was constructed and validated by the investigator. The reliability of the tool is 0.91 which reveals that the tool is reliable enough for data collection. The sample selected for the present study is 250 B.Ed., students in Colleges of Education from Karur District by random sampling technique. The findings of the study reveals that there is a significant difference between arts and science B.Ed., students with regard to attitude towards ICT in Karur district.

Keywords: ICT, attitude, B.Ed., students, random sampling, teachers

Introduction

The most striking invention in the field of education is the integration of Information and Communication Technology in education. The proliferation of information and communication technology has brought profound changes in the availability and accessibility of information. With the process of globalization occurring at the fast pace and availability of information in nanoseconds through electronic media the world is getting narrower day-by-day. This has serious impact on the content, methods and quality of education.

Need for the study

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. Hence effective combination of Educational Technology and teaching skills contribute solutions to the problems of the country by developing desirable understanding of attitudes, skills and abilities of the students. The role of teachers is complex to meet the individual needs of the learners. The teachers face innumerable number of challenges in their daily classroom teaching. They are to be equipped with the most relevant research works and progress taking place in the technology of Teaching; this also enhances the quality of teaching.

Objectives

1. To find out the level of attitude towards ICT among B.Ed., students in Karur district.
2. To find out the significance of difference between UG and PG B.Ed., students with regard to attitude towards ICT in Karur district.
3. To find out the significance of difference between arts

and science B.Ed., students with regard to attitude towards ICT in Karur district.

4. The level of attitude towards ICT among B.Ed., Students below 22 and above 22 years old.

Hypotheses

1. The Level of Attitude towards ICT among B.Ed., Students in Karur district is found to be average.
2. There is no significant difference between UG and PG B.Ed., students with regard to attitude towards ICT in Karur district.
3. There is no significant difference between arts and science B.Ed., student teachers with regard to attitude towards ICT in Karur district.
4. There is no significant difference between B.Ed., students below 22 and above 22 years old with regard to attitude towards ICT in Karur district.

Methodology

The investigator followed the normative survey method. The investigator constructed a tool on "Scale on Attitude towards ICT". The reliability of the tool is 0.91 which reveals that the tool is reliable enough for data collection. A 250 B.Ed., students studying in colleges of education in Karur district in District was selected as sample. They were selected through Purposive Sampling technique. The following statistical analysis were used: Percentage Analysis and Descriptive analysis.

Testing of hypotheses

Hypothesis 1

Attitude towards ICT among B.Ed., students in Karur district is average.

Table 1: Level of attitude towards ICT among B.Ed., student teachers in Karur district

Variable	Low		Average		High		Total	
	N	%	N	%	N	%	N	%
ICT Attitude	90	36	104	41.6	56	22.4	250	100

From the above table it is found out that 41.6 % of B.Ed., students falls under average, 36 % of B.Ed., students falls under low and 22.4 % of B.Ed., students falls under high category of ICT Attitude.

Hypothesis 2

There is a significant difference between arts and science B.Ed., students with regard to attitude towards ICT in Karur district.

Table 2: Difference between arts and science B.Ed., students with regard to attitude towards ICT in Karur district.

Group	N	Mean	Std. deviation	t- value	LS
Arts	143	102.85	9.763	2.319	S
Science	107	105.78	9.989		

Note: LS: level of significance, S: Significant at 0.05 level

It is evident from the table 2 that the obtained 't' value is 2.319 (df=248) at 0.05% level of significance. This is greater than the critical value (1.98) and hence the null hypothesis that there is no significant difference between arts and science B.Ed., students with regard to attitude towards ICT in Karur district is not accepted.

Hypothesis 3

There is a significant difference between UG and PG B.Ed., students with regard to attitude towards ICT in Karur district.

Table 3: Difference between UG and PG B.Ed., students with regard to attitude towards ICT in Karur district.

Qualification	N	Mean	Std. deviation	t- value	LS
UG	218	104.06	10.047	0.184	NS
PG	32	104.41	9.373		

Note: LS: level of significance, NS: Not Significant at 0.05 level

It is evident from the table 3 that the obtained 't' value is 0.184 (df=248) at 0.05% level of significance this is less than the critical value (1.98) and hence the null hypothesis that there is no significant difference between UG and PG B.Ed., students with regard to attitude towards ICT in Karur district is not rejected.

Hypothesis 4

There is a significant difference between Age group of B.Ed., students with regard to attitude towards ICT in Karur district.

Table 4: Difference between below 22 And above 23 Age group of B.Ed., students with regard to attitude towards ICT in Karur district.

Age	N	Mean	Std. deviation	t- value	LS
Below 22	150	104.43	8.971	0.640	NS
Above 22	100	103.61	11.282		

Note: LS: level of significance, NS: Not Significant at 0.05 level

It is evident from the table 4 that the obtained 't' value is 0.640 (df=248) at 0.05% level of significance this is less than the critical value (1.98) and hence the null hypothesis that

there is no significant difference between below 22 and above 22 years old B.Ed., students with regard to attitude towards ICT in Karur district is not rejected.

Findings of the study

Findings of the study are as follows:

1. The Level of Attitude towards ICT among B.Ed., Students in Karur district is found to be average.
2. There is a significant difference between arts and science B.Ed., students with regard to attitude towards ICT in Karur district.
3. There is no significant difference between UG and PG B.Ed., students with regard to attitude towards ICT in Karur district.
4. There is no significant difference between below 22 and above 22 years old B.Ed., students with regard to attitude towards ICT in Karur district.

Conclusion

In the modern era, Information and Communication Technology (ICT) is becoming part and parcel of the educational system. ICT is a medium of teaching and learning and also an assisting tool for making assignments, collecting data and documentation communicating and conducting research. ICT brings changes in the pedagogy of academic transaction. ICT is also useful for organizing and managing schools. ICT provides enjoyable environment for both teacher and learner. This shift develops a creative and interactive learning environment for both. Therefore it is imperative that teachers should be competent enough to use ICT effectively in the class room situation. Hence, it is important and need of the time for teachers to have practice and learning in ICT during their pre-service experience.

References

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