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Attitude of B.Ed Teacher Trainees' towards Information and Communication Technology (ICT) in Kamrup (R) District of Assam

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ABSTRACT

A teacher plays very prominent role in moulding up tomorrow's citizen; the teachers should possess training in using the most modern technologies in the field of education. So the attitude of teacher trainees is very important as it is a tendency which helps them to be favourable or unfavourable towards the usage of most modern technology in the field of education in future when they go for teaching. Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. Teacher education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. For many teacher education programmes, this daunting task requires the acquisition of new resources, expertise and careful planning

The nature of this paper is based on descriptive study. In this paper, the investigator tried to seek B.Ed. trainees' attitude towards Information and Communication Technology (ICT).Investigator used questionnaire for data collection at three teacher education institution namely, Teacher Education College, Boko, Chhaygaon and Mirza.

1. Introduction

ICT is an extensional term for information technology .ICT plays an important role in teaching learning process. It makes the teaching learning process vibrant. It helps in improve teaching skill. ICT is the type of technology employed in the shape of tools, equipment and application support. This helps in the collection, storage, retrieval, use, transmission, manipulation and dissemination of information as accurately and efficiently as possible for the purpose of enriching the knowledge, developing communication, decision-making and problem solving ability of the user. In educational sectors, the use of ICT is recent one, earlier ICT in education means only to use Television and Radio programmes on education, slide projectors, tape recorder, overhead projector, print media and graphical materials. But in the modem days, the modem ICTs are combination of both hardware and software. Like, Computers (desktops, laptops, palmtops, tablets), Application software such as word processing, spreadsheets, power point presentations, excel and multimedia software, Social networking software, internet, intranet, digital video camera, Computer database, data storage systems like ROM, RAM, CD, DVD, digital libraries, Virtual laboratories, E-mail, Blogs, World Wide Web (WWW), Hypermedia and hypertext resources, virtual classrooms, social networking and what not virtually, telephones and mobiles. Their use ineducation is tremendous. It has revolutionized the educational system; it is helpful to all the persons connected to it, students, teachers, parents, administrators, researchers, and the whole educational system.

2. Definition of ICT

ICT is a "Diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information". These technologies include computers, the internet, broadcasting technology and telephony etc. (Tinio, 2007).

ICT stands for the seamless incorporation of technology to support and enhance student engagement in meaningful learning and for attainment of curriculum objectives. ICT will increase the role of the teacher in the classroom. ICT on its own can never evoke learning so the role of the teacher is must.

3. Why Teacher use ICT?

1. Motivating learners by combining text, sound, colour and moving images that enhance content for easier learning.
2. Facilitating acquisition of basic skills through drill and practices.
3. Enhancing teacher training by improving access to and the quality of teacher training. Teachers' Attitude.
4. It helps the teacher to designed educational environment.
5. ICT helps the teacher to communicate properly with their students. So, ICT bridge the gap between teacher and students.
6. It removes the traditional methods of teaching and prepare teacher to apply modern methods of teaching.
7. Its help the teacher to pass information to students with a very little time.
8. ICT plays an important role in student's evaluation.
9. It helps in effectiveness of classroom.
10. It helps in improve teaching shills.

The concept of attitude has been a major focus of theory and research in the social and behavioral sciences. Attitudes are generally positive or negative views towards a person, place thing or event. Similarly, teachers from positive or negative attitudes towards children in schools. Teachers can have attitudes towards as such or towards a particular class as well as towards individuals. Once a teacher forms a particular attitude towards children, accordingly teacher is likely to behave with them.

4. Definition of Attitude

"A psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor." Along the way many functions that were initially ascribed to attitudes have been reassigned to other cognitive structures and the accumulating body of empirical findings drew many of classic assumptions into question.

5. Review of related literature:

it helps the researcher to avoid the duplication of research. Many more studies have been conducted on attitude of B.Ed trainee's towards ICT. Only one review has been cited which more relevant to the topic.

Abbott and Faris (2000) Examined pre- service teachers 'attitudes towards the use of computers before and after a semester long technology literacy course. The result showed that positive attitudes toward computers increased after the course because of the instructional approaches, meaningful assignments requiring technology and supportive faculty. Thus, the author claimed that teacher education programs should teach pre-service teacher not only how to use hardware and software, but also how to incorporate computers into their teaching strategies and activities. The author also noted that small groups and collaborative learning are the most appropriate when introducing new hardware and software because more advanced and experienced teachers can assist those who need more technology learning support.

6. Rationale of the study:

From the review it is found that no any study has been conducted on attitude of B.Ed teachers trainee's towards ICI in Kamrup (M) district of Assam.ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is broadly used in educational world. The teacher use ICT for making teaching learning process easy and interesting. The scenario of classroom is changing. It is the need of hour to apply the ICT as the concept of smart classroom has come to digitalize the education system. So the research has undertaken this study.

7. Statement of the problem:

Attitude Of B.Ed Teacher's Trainee's Towards ICT In Kamrup (R) District Of Assam.

8. Research question:

the researcher has want to know the following questions

1. What is the attitude of B.Ed Teacher's Trainees' towards ICT?
2. What are the difference between male trainee's and female trainees' towards ICT?

9. Objectives of the Study:

To answer the above questions the researcher has designed the following objectives.

1. To find out the level of attitude towards ICT of B.Ed. trainees.
2. To study the difference between male and female B.Ed. trainees attitude towards ICT.

10. Hypothesis:

1. There is no significant difference between male and female B.Ed. Trainees' attitude towards ICT.

11. Methodology

Methodology is the heart of the research. Descriptive survey method is used for the present study. The present study focused to find out the level relationship between male and female teachers' trainee attitude towards ICT.

Population

All the B.Ed. teachers' trainee's of Kamrup (M) district are the population of the present study.

Sampling

For the present study100 B.Ed. teacher trainees' have been selected by using stratified random sample technique from 3 teacher training institutions from Kamrup (M) district.

SL No	Name of the Institute	Sample size
1	Teacher Education College of Boko	25
2	Chhaygaon college of teacher education	25
3	Mirza college of teacher education	50

Tools Used:

Self developed standardized Attitude Scale for scheduled caste students.

A Five-point attitude scale was constructed by adopting the step given by Likert (1932) and standardized to measure the attitude. of B.Ed teachers trainees towards ICT

Collection and Editing of Statements:

The investigator developed 35 statements for B.Ed teachers trainees towards ICT. All the statements got edited by the subject and language experts, since it is described as acriteria by Thurston and Chave (1929), Wang (1932), Bird (1940), Edwards and Kilpatrick (1948). After the completion of the editing 35 statements respectively were retained in the preliminary draft of this attitude scales

Try out:

The preliminary draft of 35 statements was administered to a sample of 30 students. Each statement, in this attitude scale were followed by five responses such as SA, A, U, D, and SD. The respondent was to put the tick (□) mark on any one option as per his/her willingness. The meaning of SA, A, U, D and SD are given as under:-

SA = strongly agree, A = Agree U = Undecided,
D = Disagree, SD= strongly disagree.

The weightage for positive statements was given 5, 4, 3, 2 and 1 points to SA, A, U, D and SD respectively. After try out the number of item selected for these scales were 25 statements. The minimum score of a student on this attitude scale could be 25 (25 x 1 = 25), whereas the maximum score on this attitude scale could be 125 (25x5 = 125). Like that the minimum score of a parent on this attitude scale could be 25 (25 x 1 = 25), whereas the maximum score on this attitude scale could be 125 (25x5 = 125).

Preparation of Final Draft:

The preliminary draft of 25 statements was administered on a sample of 30 students. The scoring work was done as per the weightage, which has been reflected in the previous step. As per the procedure upper 25 percent and 25 percent lower cases in terms of attitude score were taken to compute the't' value of statements of these three scales.. The't' value of 25 statements were found greater than 1.75 therefore 25 statements were retained in the final draft of the attitude scale which measuring the attitude of of B.Ed teachers trainees towards ICT.

Reliability and Validity:

For computing the reliability of the attitude scales, the investigator used the 'Test–Re-Test' method. The co-efficient of reliability came out to be 0.90, in this scale, which indicates a quite high amount of reliability of the constructed scale. The content validity was censured by making used of the opinions of the content experts.

12. Delimitations of the study

I. Present study was delimited to B.Ed. trainees only.

II. Present study was delimited to B.Ed. trainees of Kamrup (M) district only.

13. Analysis & Interpretation:

Data were collected through field survey. After collecting the data it has been arranged and organized accordingly. The data has been analyzed with help of advance statistics such as mean, standard deviation and t test**.**

Objective I: To find out the level of attitude towards ICT of B.Ed. trainees.

Level of the attitude	Ranges of Scores	Percentage
Higher Level	66-100	24%
Moderate Level	33-65	65%
Below average	1-32	11%

From the above table it is revealed that the attitude of B. Ed teachers Trainee's towards ICT in higher level is 24%, moderate level 65% and below average is 11% respectively. It is found that majority of teacher trainees have positive moderate attitude towards ICT.

Objective II: To study the difference between male and female B.Ed. trainee's attitude towards ICT.

	N	Mean	SD	SED	t	Level of Significant
Male	50	65	7	1.5	1.33	Not Significant
Female	50	63	8			

Table 2: Form the above table it is revealed that the calculated t value is less than at both the level of 0.05% level and 0.01% level of significance. It means that there is no significant difference of attitude between male and female teachers trainee towards ICT. Hence hypothesis is accepted.

14. Conclusion

Teaching occupies an honourable position in the society. ICT helps the teacher to update with the new knowledge, skills to use the new digital tools and resources. In this study, researcher has found the B.Ed. Trainees' have positive moderate attitude towards the use of ICT. It is found that there is no significant difference of attitude of male and female teacher trainees towards ICT. The findings underscore need to introduce B.Ed. Trainees' to more courses on ICT with hands-on practices. So, as to promote effective integration of ICT throughout the curriculum by B.Ed. trainees'.

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