Attitude Of Prospective Student Teachers Towards Use Of ICT

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Abstract

The present study aims to examine the attitude of prospective student teachers towards ICT. The investigator has adopted the survey method of research. The sample consists of 50 prospective student teachers from different Educational colleges of Kapurthala district selected by random sampling technique. The investigator developed a self-made questionnaire of 25 items to measure the attitude of the prospective student teachers towards ICT. The investigator established content validity and reliability by split-half method, and the value is 0.76. To find out the meaning, interpretation of the raw scores, the data were analysed using mean, standard deviation't' test. The findings show that prospective student teachers of mathematics and social-studies streams show high and positive attitude towards use of Information and Communication Technology (ICT).

Keywords: Attitude, ICT, Prospective Student Teachers.

INTRODUCTION

Technology is great key that social, cultural, political values have been changed. By the improvements at technology internet becomes a quite to analyze these changes and inform people about changes. By requiring the changes adaptation for these are needed factor to survive with the effect of globalization and competition. Reaching resources in a fast way and gathering them under the different points of views with the perspectives of equality and alternatives. Although Internet has advantages, it has shortcoming by creating lineation, addiction and deviance issues and communities. On the other hand, it effects the education cycle of students by providing alternatives learning styles and learning in a creative way issues as an advantages of internet. Internet is an aspect of changing life in order to be further step in life. Technological developments open wide range alternative choices to gain benefit for people's life. ICT is an important resource not only because of its unique control capabilities, but because these attributes are also isomorphic with the representations and processes involved in human learning. ICT can be employed for a range of methods that accommodate learner aptitudes and attitude. Teachers are the effective and dominating factors among the ones contributing to educational improvements. The success of any educational practices depends on the knowledge and attitude of the teachers' towards the use of ICT in teaching learning process. (Zhao, Tan and Mishra, 2001)

As colleges and universities respond to today's workforce and the demographic needs are challenged, they have begun to examine their assumptions about the teaching by the faculty and learning of the students and how knowledge is acquired and retained. For the educators who are preparing the students in the information age, the challenges of introducing and integrating ICT into education have become even more complicated. The teachers of the future must not only be accomplished with the use of ICT but also by the effective integration of ICT components into the ever sprouting curriculum. Teacher education consists of sets of events and activities which are deliberately intended to help candidates to acquire the skills, dispositions, knowledge, habits, attitudes values, norms, etc., which enable them to enter the occupation of teaching. The educational system is dependent more upon the teachers than on other faculties selecting the right type of student teachers and provide relevant professional education. Teacher education includes all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities effectively (Aggarwal, 2004) . Information and Communication Technology have brought new possibilities into the

classroom, at the same time; they have placed more demands on teachers. Information and Communication Technologies exemplified by the internet and interactive multimedia are obviously of great significance for teachers. It needs to be effectively integrated into the formal classroom teaching and learning conditions. The integration of ICTs in teaching in general and teacher education in particular is the need of the day. Its adequate recognition and fulfilment of relevant needs is crucial for integration and effective utilization of quality education programmes. . ICT has great potential for enhancing teaching in the educational setting. Teacher-students can use ICT components in different ways to aid teaching by providing information to the students. It helps the individual to improve the overall efficiency of being a teacher. For teacher Trainees who have not developed favourable attitude towards ICT as an instructional technology, its adoption in the teaching learning process would not have given fruitful results. ICT helps the teachers to appreciate and adopt emerging ICT and the related innovative practices in the instructional perspectives. It is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently (Tariq et al., 2012) . It is very obvious that it tells upon the nature and the quality of the training and practices a student teacher gets. Good expertise and the polished skill of a student teacher is reflected on the students and the quality of the education they get. From the present day Information and Communication Technology point of view, exposure of student teachers to different components of ICT and their application aspects with special reference to educational technology would ensure not only the required skills and competencies, but also make them to imbibe desirable attitude and love for the profession. So to say, “To see in order to foresee and to foresee in order to gain power” is a sound advice to the prospective student teachers. Thereby the significance of the present study is felt by the investigator probing into the attitude of prospective student teachers towards ICT.

Review of Literature

Yadav R (2015) Observed in their study "Attitude of Secondary School Teachers Towards The Use of Information Communication Technology In Education" Observed that Female teachers showed more attitudes towards use of ICT as compared to male teachers, Teachers of urban areas school showed more attitudes towards use of ICT as compared to rural area school teachers, Teachers below 40 age group showed greater attitude towards use of ICT than teachers above 40 age group secondary school teachers.

Jagadesh (2017) conducted a study on ICT Tools Usage among Faculty of Education in Teaching Learning Processes, objectives of this study were:- 1.To study the usage of ICT tools among faculty of Education in teaching learning process. 2. To rank the most used ICT tools by the faculty in effective curriculum transaction. He found that Based on the results of different ICT tools used by teachers, a rank analysis is made. Among the 20 ICT tools used by the faculty of Education, the usage of Windows office ranked the highest as it is found to be used commonly for curriculum transaction, presentations, e-assignments etc., it is followed by computers, mobile apps and digital scanners/printers. The least used ICT tools among the faculty are podcast, blogs and GPS/GIS technologies in classrooms. This reason could be the lack of awareness on these tools which has resulted in less penetration in usage. Proper training and orientation can make the usage of tools to the maximum. ICT will be a key factor in future positive change – provided they are in the possession of people who use them creatively and for the common good. In the new Millennium, nations are judged by the well being of their citizens; level of education is one of the major determinants. Computer literacy of a nation in future will be a yardstick to measure the level of education.

Pilten et. al. (2017) conducted a study on the effect of ICT assisted project based learning approach on prospective ICT integration skills of teacher candidates and he found that The purpose of the present research is studying the effects of information and communication technologies (ICT) assisted project based learning practices on ICT integration skills of pre-service classroom teachers. The research adopted a mixed method. The quantitative dimension of the research was designed with pre-test-post-test control groups. The

qualitative dimension was conducted as a case study. The work group of the research consisted of 72 pre-service teachers, who studied at the third grade of the department of the classroom teaching of a state university in the province of Konya in 2015-2016 academic year; 34 of the participants were included in the experiment group and 38 were included in the control group. ICT Self-Efficacy Perception Scale (ICTSEPS) and ICT Attitude Scale (ICT-AS) used as the quantitative data collection tools for the present research were obtained from the literature. The interview form is used to collect the qualitative data of the research was developed by the researchers in accordance with the related literature. Comparison of the data collected before and after the 12-week experimental procedure revealed that ICT assisted project based learning practices had positive effects on ICT self-efficacy perceptions and attitudes and accordingly expected ICT integration levels among pre-service teachers.

Objective of the Study

To study and compare the attitude of mathematics and social-science prospective student teachers towards use of ICT

Hypothesis of the Study

H1: There will be no significant difference between the mean scores of mathematics as well as social-science students' attitude towards use of ICT

Delimitation of the study:

1. The study was delimited to the Prospective student teachers of District Kapurthala, (Pb) Only.
2. The study was delimited to Mathematics prospective student teachers and Social-studies prospective student teachers.

Research Methodology

A good study depends on a goal oriented research design to produce better results. Many research methodologies may be employed to conduct the study in an efficient way. Research methodology includes collection, purification, compilation, classification and tabulation, statistical analysis and drawing meaningful conclusions from analysis. The present study is descriptive in nature, so survey method was used to collected data.

Sample for the Study

The present study was conducted on a random sample of 50 prospective student teachers taken from different Educational colleges of Kapurthala district. Out of 50 students, 25 students were from mathematics stream and rest of 25 students were from social-science stream.

Tool Used

Attitude scale towards ICT was developed by investigator himself.

ANALYSIS AND INTERPRETATION

H1: There will be no significant difference between the mean scores of mathematics as well as social-science students' attitude towards use of ICT

The above hypothesis is tested by employing't' test to analyse and interpret the data. The result is presented in the table below.

Table 1: Showing the Statistical Scores of Prospective Students Teacher's Attitudes Towards the use of ICT

Streams	**N**	**Mean**	**Standard deviation**	**t- value**
Mathematics students	25	94.80	9.94	0.95
Social-science students	25	94.64	9.02	
Total	50	94.72	9.394	

From the table 1.It may be observed that the mean score of mathematics prospective student teachers is higher than social-science students. But the t-value for difference in mean scores of mathematics prospective student teachers and social-science students is 0.95, which in comparison to the table value is found to be insignificant at the 0.01 and 0.05 level of significance. Hence, the hypothesis "There will be no significant difference between the mean scores of mathematics as well as social-science students' attitude towards use of ICT is accepted. It shows that students of both streams show high and positive attitude towards use of Information and Communication Technology (ICT).

Discussion and Conclusion

The present study revealed that prospective student teachers show high and positive attitude towards use of ICT. The majority of the prospective student teachers have agreed with the statements. Hence, more and more new technologies must be used in teacher education. Educators can use ICT to develop learning skills, learn in more varied ways, can work effectively at their own pace, can work independently on research and collaboratively on project work, can work flexibly away from the classroom, can receive immediate feedback when completing interactive materials created with authoring software, create multi-skill tasks. For the successful integration of technology in teaching learning process, it is essential that teachers should undertake mandatory training of Information and Communication (ICT) programmes to be competent with practical and functional knowledge of computer, internet and associated areas of ICT.

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