

Vol 5 Issue 9 June 2016

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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Review Of Research



ATTITUDE OF TEACHER TRAINEES TOWARDS ICT TEACHING STUDYING IN T.E.I.S OF RAICHUR DISTRICT OF KARNATAKA STATE



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ABSTRACT

Education is accepted to play a key role in achieving community development in the process of globalization through its technological development. This can be achieved by introducing information and communication technology (ICT) in teaching learning process. For the past three years the Government of Karnataka has introduced information technology (IT) as a subject in schools. In this study the researcher has made an attempt to study the influence of sex, location of the school, age and level of teaching on attitude of future teachers i.e. teacher trainees towards ICT teaching.

KEYWORDS :process of globalization through , technological development , information and communication technology (ICT)

1.INTRODUCTION

We are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives - from working to socializing, learning to playing. The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognize that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones.

As technology becomes more and more embedded in our culture, we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

It is widely recognized that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy. Learning and Teaching Scotland aims to provide resources for practitioners, parents and pupils to engage with these

technologies in order to inform and enhance the learning experience.

A wide range of factors have been investigated into, in relation to the attitude of teachers towards teaching. But the results are contradictory.

A.C. Mathur (2012) found teachers have a favourable attitude towards their ICT profession, and that factors like 'designation', 'age', 'sex', and experience do not influence the attitude. Raghavendra (2009) reported no significant difference between junior lecturers and senior lecturers in their attitude towards teaching. Mohan Suhas (2011) found that women teachers have a more favourable attitude towards ICT teaching than men teachers.

In this study the researcher has made an attempt to study the influence of sex, location of the school, age and level of teaching on attitude of teachers towards ICT teaching.

2. SIGNIFICANCE OF THE STUDY:

As a teacher plays very prominent role in molding 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 unfavorable towards the usage of most modern technology in the field of education in future when they go for teaching. So it is better as the government has introduced ICT in the syllabus of teacher trainees and has provided opportunity for the teacher trainees to develop power point presentations in the subject which may encourage them to prepare lessons based on multimedia techniques. The introduction of ICT in education will encourage and motivate the students to explore new areas of advancement with reference to its latest developments in various subjects. Hence in this study investigator attempted to find out the level of attitude of teacher trainees and compared same with the working teacher.

3. OBJECTIVES:

The study has the following objectives:

To find out whether there are differences in the attitude towards ICT teaching among the different groups of teacher Trainees, such as

- a. Men and women.
- b. Rural and urban Teacher trainees.
- c. Teacher trainees and those teachers teaching in secondary schools.

4. HYPOTHESES:

In respect of the above objectives, the following hypotheses have been framed:

- a. Men and women teacher trainees differ significantly in their attitude towards ICT teaching.
- b. Rural and urban Teacher trainees differ significantly in their attitude towards ICT teaching.
- c. Teachers who belong to different age groups differ significantly in their attitude towards ICT teaching.
- d. Teachers teaching in high schools and those teaching in higher secondary schools differ significantly in their attitude towards teaching.

5. METHOD OF STUDY:

Stratified proportionate random sampling technique has been adopted for the selection of the sample. 100 teacher trainees and 100 teacher trainees studying in TEIs of Raichur District of Karnataka state have been included.

Teacher trainees Attitude Scale towards ICT teaching was administered to the above sample.

The scale prepared by investigator herself. The attitude scale consists of 90 statements and it is a five point scale. High scores indicate more favourable attitude towards ICT teaching.

6. ANALYSIS OF DATA AND DISCUSSION:

Table 1
Comparison of the Mean Attitude towards ICT Teaching
Scores of Teacher trainees

Sl. No.	Sub-samples	Number	Mean	Standard deviation	T-value	Significance at .01 level
1	Men	60	220.39	29.93	2.12	Not significant
	Women	40	227.05	29.52		
2	Rural school	50	225.93	31.16	1.67	Not significant
	Urban school	50	220.69	29.06		
3	Teacher trainees	100	225.20	31.77	1.79	Not significant
	Secondary School teacher	100	219.89	27.63		
	Total Sample	200	222.82	29.97		

The mean and standard deviation of the total group are 222.82 and 29.97 respectively (vide Table I). In this scale a teacher can score a maximum of 360. Hence, the attitude of the total sample towards ICT teaching is more favourable.

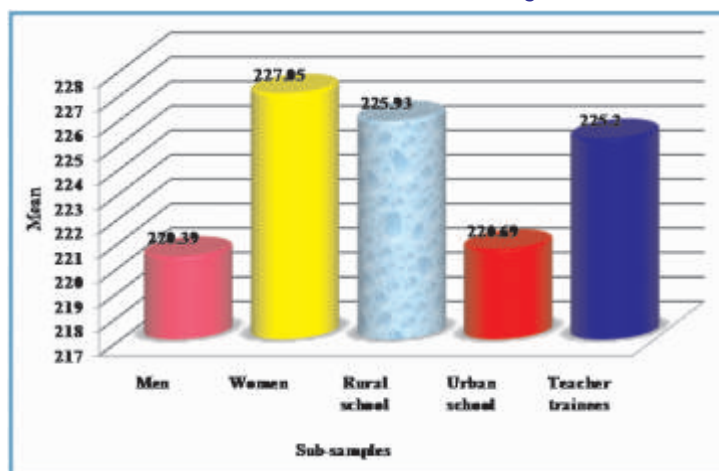
In order to determine whether the difference between the mean attitude towards ICT teaching scores of men and women teacher trainees is significant or not the 't' was applied. The 't' value was found to be 2.12 and it is not significant at 0.01 level (vide Table-1). Hence, the null hypothesis is accepted. It is concluded that men and women teacher trainees do not differ in their attitude towards ICT teaching.

With a view to find out whether the difference between the mean attitude towards ICT teaching scores of rural and urban teacher trainees is significant or not the 't' test was applied. The 't' value was found to be 1.67 and it is not significant at 01 level (vide Table-1). Hence the null hypothesis is accepted. It is concluded that rural and urban teacher trainees do not differ in their attitude to ICT teaching.

In order to determine whether the difference between the attitude towards teaching scores of teacher trainees and secondary school teachers is significant or not the 't' value test was applied out. The 't' value was 1.79 and it is not significant at 0.01 level (vide Table-I). Hence, the null hypothesis is accepted. It is concluded that teacher trainees and secondary school teachers do not differ in their attitude to ICT teaching.

Graphy-1

Comparison of the Mean Attitude towards ICT Teaching Scores of Teacher trainees



7. FINDINGS:

1. The attitude of the total sample of teacher trainees towards teaching is favourable.
2. Men and Women teacher trainees do not differ in their attitude towards teaching
3. Rural and urban area teacher trainees do not differ in their attitude towards teaching.
4. Teacher trainees and secondary school teachers do not differ in their attitude towards teaching.

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