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THE AWARENESS OF RAICHUR DISTRICT DEGREE COLLEGE TEACHERS TOWARDS THE INTEGRATION OF ICT IN TO THE CLASSROOM

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ABSTRACT

Every student needs to acquire the necessary tools to be able to navigate through the continuous flow of information that today's global communities gather through the use of the Internet. For students to thrive in a world enabled by instructional technology, they need to be equipped with a huge number of skills to make sense of and use the information presented.

KEYWORDS : global communities ,continuous flow of information , instructional technology.

INTRODUCTION

They need to know how to learn new skills as quickly as technology creates new challenges. Many students already use computers and surf the web on their own, but there is more to instructional technology than using desktop computers and surfing the Internet. Teachers and students need to gain access to and know how to use a variety of electronic and multi-media devices. Teachers and students need to become more informed and capable users and suppliers of information. As Bybee & Loucks-Horsley (2000) contended, everyone needs to know how to collaboratively become successful across miles and various cultures.

DEFINITION OF TERMS:

ICT Integration - "The practical application of knowledge and technique especially in a particular area, here using computer hardware and software during classroom instruction". (Rogers, 2007, p. 6).



Degree college Teacher - "Teachers teaching in Degree colleges"

OBJECTIVE:

The Awareness of Raichur district Degree college teachers towards the Integration of ICT in to the Classroom based on gender, teaching subject, and teaching experience.

HYPOTHESES:

1. There is no significant difference between male and female Degree college teachers' awareness towards the integration of ICT into the classroom.
2. There is no significant difference between Degree college teachers' awareness towards the integration of ICT into the classroom based on Subject.
3. There is no significant difference between the means of Degree college

teachers' awareness towards the integration of ICT into the classroom based on teaching experience

SAMPLE:

A sample of 100 teacher educators in 20 degree colleges was selected in Raichur District in Karnataka. The data were collected from 100 degree college teachers and analyzed. Among 100 teacher educators 44 were males and 56 were females.

METHODOLOGY:

A survey was administered to Degree college teachers. Data were gathered regarding teachers' awareness towards integration of ICT. Quantitative data was analyzed using both descriptive and inferential statistics.

INSTRUMENT:

Survey method was employed to collect the data; researcher prepared a questionnaire to collect all necessary data required for one proposed research objective based on three hypotheses. The questionnaire includes items to test awareness of the competencies required to integrate ICT in the classroom.

The instrument consisted of 100 items. A five point scale was used by the respondent for the 100 items: Each Item of questionnaire having only two responses yes or no. Right answer carries 1 mark and wrong answer zero marks.

TREATMENT OF THE DATA:

The Statistical Package of the Social Sciences (SPSS) version 14.0 was used to analyze the data. Both descriptive and inferential statistics were used to describe and summarize results. The following descriptive statistics: measures of central tendency and variability, frequencies and distributions were calculated to summarize teacher educators' responses by their demographic characteristics.

ANALYSIS OF THE DATA:

Hypothesis-1: There is no significant difference between male and female Degree college teachers' awareness towards the integration of ICT into the classroom.

Table-1
T-test Results for Degree college teachers towards the Integration of ICT in to the Classroom Based on Gender

Gender	N	Mean	Std. Deviation	t-test
Male	50	78.36	10.847	3.02
Female	50	67.98	15.445	

*Significant at 0.05 level.

To address the objective "The Awareness of Raichur district Degree college teachers towards the Integration of ICT in to the Classroom based on gender, subject and teaching experience", t-test was used to investigate the differences between males and females Degree college teachers awareness of

competencies needed for the integration of ICT in the classroom as shown in table 1. There was significant difference between mean awareness score of male and female Degree college teachers' awareness towards the integration of ICT into the classroom. (M=78.36, SD=10.847) and female (M=67.98, SD= 15.445), $t=3.02, p>0.05$.

Hypothesis-2:

There is no significant difference between arts, science and commerce degree college teachers' awareness towards the integration of ICT into the classroom based on Subject.

Table-3
ANOVA Results for Degree college teachers' awareness towards the integration of ICT into the classroom based on Subject. (Arts, Science and commerce)

	Sum of Squares	df	Mean Square	F
Between Groups	9803.955	2	4901.977	45.827
Within Groups	10482.719	98	106.967	
Total	20286.673	100		

*not significant at 0.05 level

To test for statistical differences between teacher educators awareness of competencies based on Subject, one-way ANOVA was used as shown in table 3. Calculated $F=45.82$ value was less than the table value at 0.05 level hence null hypothesis was rejected and alternative hypothesis accepted i.e. There is significant difference between arts, science and commerce degree college teachers' awareness towards the integration of ICT into the classroom based on Subject.

Hypothesis-3:

There is no significant difference between the means of Degree college teachers' awareness towards the integration of ICT into the classroom based on teaching experience

Table 5
ANOVA Results for Degree college teachers' awareness towards the integration of ICT into the classroom Based on teaching Experience (Less than 10 Years, 10 to 20 Years and more than 20 Years)

	Sum of Squares	df	Mean Square	F
Between Groups	2413.897	2	1206.949	6.622
Within Groups	17679.413	98	182.262	
Total	20093.310	100		

*not significant at 0.05 level

To test for statistical differences between degree college teachers' awareness of the competencies need for the integration of ICT in the classroom based on years of teaching experience, one-way ANOVA was used. Table 5 shows there is statistical differences between the means of teachers' awareness of the competencies needed for the integration of technology in the classroom based on years of teaching experience, $F = 1.505$, $p < 0.05$.

RESULTS AND RECOMMENDATIONS:

Research objective and hypotheses statistical analysis results showed there were significant differences in degree college teacher awareness of the competencies needed for the integration of ICT into classroom instructions based on gender, Subject and teaching experience. Those variables do seems to influence teacher awareness of the competencies needed for the integration of ICT into classroom. Table 3 supports these findings.

FINDINGS INDICATE THAT

1. There was significant difference between mean awareness score of male and female Degree college teachers' awareness towards the integration of ICT into the classroom.
2. There is significant difference between arts, science and commerce degree college teachers' awareness towards the integration of ICT into the classroom based on Subject.
3. There is statistical differences between the means of teachers' awareness of the competencies needed for the integration of technology in the classroom based on years of teaching experience,

CONCLUSION:

Degree college teachers seem to be utilizing technology into their classrooms' instruction, and therefore, might be influencing future teachers to integrate technology into their own classroom instruction.

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