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ATTITUDE TOWARDS TECHNOLOGY OF B.Ed. STUDENTS

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ABSTRACT:
       The present study was explored to find out the attitude towards technology of B.Ed. students. Descriptive survey method was used. 50 B.Ed. students were selected as a sample by using purposive sampling technique form 3 colleges of education in Coimbatore district. Data was analyzed by t-test and F-ratio. Findings showed that there is no significant difference in the attitude towards technology of B.Ed. students in terms of gender, subject main stream, and hours spent for technology per day.

KEYWORDS : *Attitude, Technology, Student-Teachers.*

INTRODUCTION
       Technology is more present than ever. All are interested in technology now-a-days, the educational systems are moving away from traditional content related outcomes to emphasize more learners' ability to reflect upon the given context and internalize learning during the process. Student-teachers are now faced with the challenge of teaching technologically based concepts during their teaching practices.

NEED AND SIGNIFICANCE OF THE STUDY
       One of the greatest challenges and opportunities of the 21st century will be for schools at all levels to focus more on assisting students who can succeed in school. The most important factor along with others to be considered to enhance student-teachers' attitude towards technology. In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from the student's side there must be some important steps want to take for higher performance. It must be consider students needs, requirements, abilities, capabilities and their pattern of studying etc.

OBJECTIVES OF THE STUDY
* To find out the significant difference in the attitude towards technology of B.Ed. students based on gender, subject main stream, and hours spent for technology per day.

HYPOTHESES
1. There is no significant difference in the attitude towards technology of B.Ed. students with respect to gender.
2. There is no significant difference in the attitude towards technology of B.Ed. students with respect to subject main stream.

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3. There is no significant difference in the attitude towards technology of B.Ed. students with respect to hours spent for technology per day.

RESEARCH METHOD & SAMPLE

Survey method was used for this present study. The purposive sample consisted of 50 B.Ed. students from 3 colleges of education in Coimbatore district.

DESCRIPTION OF THE TOOL

Attitude towards Technology Scale was developed by the researchers. This scale is 5-point Likert scale with 27 statements under 5 dimensions viz., i) interest in technology (5 items), ii) consequences of technology (7 items), iii) attitude towards technology (4 items), iv) teaching technology (7 items), and v) knowledge of technology (4 items). Reliability of the tool was 0.889 by using split-half method.

Data Analysis

Table 1: Attitude towards Technology of B.Ed. Students based on Gender

Gender	N	Mean	SD	t-value	Remark
Male	16	123.81	18.494	0.645	Not Significant
Female	34	120.29	16.860		

Table-1 shows that the calculated t-value 0.645 is not significant at 0.05 level. Hence, the hypothesis-1 is accepted. Thus there is no significant difference in the attitude towards technology of B.Ed. students based on gender. By comparing the mean values, male students have high attitude towards technology.

Table 2: Attitude towards Technology of B.Ed. Students based on Subject Main Stream

Subject Main Stream	N	Mean	SD	t-value	Remark
Arts	17	116.94	14.175	1.442	Not Significant
Science	33	123.73	18.468		

Table-2 shows that the calculated t-value 1.442 is not significant at 0.05 level. Hence, the hypothesis-2 is accepted. Thus there is no significant difference in the attitude towards technology of B.Ed. students based on subject main stream. By comparing the mean values, science students have high attitude towards technology.

Table 3: Attitude towards Technology of B.Ed. Students based on Hours Spent For Technology per Day

Hours Spent for Technology per Day	N	Mean	SD	F	Remark
1hrs	13	117.08	14.086	0.513	Not Significant
2hrs	21	122.76	19.720		
Above 2hrs	16	123.19	16.642		

Table-3 depicts that the calculated F-value 0.513 is lesser than the table value 8.57 at 0.05 level. Hence, the hypothesis-3 is accepted. Thus there is no significant difference in the attitude towards technology of B.Ed. students based on hours spent for technology per day.

FINDINGS

- There is no significant difference in the attitude towards technology of B.Ed. students with respect to gender.
- There is no significant difference in the attitude towards technology of B.Ed. students with respect to subject main stream.

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- There is no significant difference in the attitude towards technology of B.Ed. students with respect to hours spent for technology per day.

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