REVIEW OF RESEARCH
IMPACT FACTOR : 5.7631(UIF) UGC APPROVED JOURNAL NO. 48514 ISSN: 2249-894X
VOLUME - 8 | ISSUE - 6 | MARCH - 2019

# ATTITUDE TOWARDS USING NEW TECHNOLOGY IN TEACHING AND TECHNOPHOBIA OF B.Ed. TRAINEES

**K. Manikandan[1] and Dr. A. Magalingam[2]**
[1] Research Scholar, Department of Pedagogical Sciences, TNTEU, Chennai, Tamil Nadu.
[2] Assistant Professor, Department of Pedagogical Sciences, TNTEU, Chennai, Tamil Nadu.

**ABSTRACT :**

*The present study was explored to find out the level of attitude towards using new technology in teaching and technophobia of B.Ed. trainees. Survey method was adopted for this study. The simple random sample consists of 850 B.Ed. trainees in Cuddalore district. Self-made tools were used to collect the data. Data was analyzed using by t-test. Results found that there is no significant difference in attitude towards using new technology and technophobia of B.Ed. trainees with respect to gender and age.*

**KEYWORDS :** *Attitude towards using New Technology, Technophobia, B.Ed. Trainees.*

## INTRODUCTION

Worldwide there has been a strong push to get educational technology into the hands of teachers and students yet it remains a reality that most teachers across the world continue to struggle with their day to day challenges in classrooms and remain completely unexpected by technology even today. The primary reason for this is that most technology integration initiatives developed for schools ignore to look at the specific pain areas and real life challenges that teachers experience in classrooms. Not only should the solution address the pain areas of the teacher but also follow a path which blends seamlessly with their own individual traditional teaching styles. There is a need to provide them with digital content that is mapped precisely to curriculum. The method also needs to be simple, minimally invasive, user friendly and have minimal dependence on teachers own skills. Equally essential is ongoing handholding support from training to maintenance.

## NEED FOR THE STUDY

Various technological and social developments have been reshaping almost all aspects of human life. Some of the knowledge, skills, abilities, competencies and personal characteristics that were necessary for life in previous centuries have now become irrelevant, while others have become critical. The majority of these changes are associated with the proliferation of new technologies, particularly ICT. The capacity to apply ICT in various areas of human life has become an important contributor to human well being and the prosperity of society. Enhancement of smart classroom knowledge is the top priority of social, economical and educational policies of many international organizations and individual countries. However, the need for advanced technology skill has emerged quite suddenly and the concept of smart classroom is still very new.

Every B.Ed. trainee has a unique opportunity and vital role to play in contributing to the overall development of both child and school. So they should possess to use smart classroom, develop

communication skills, attitude towards new technology and reduce technophobia. Many people believe that the student's mind is the most critical factor in successful teaching. If B.Ed. trainees have warmth, empathy, enthusiasm and humor, teachers are much more likely to be successful than if teachers lack their characteristics. In fact many people argue that without the attributes an individual is unlikely to be a good professional. Attitude towards using new technology of a B.Ed. trainees influences directly and indirectly to the society. So every B.Ed. trainees should do his work knowledge about using smart classroom, communication skills, attitude towards new technology and technophobia.

As far as the studies reviewed by the researcher are concerned, the areas related to teachers, their pedagogy and new technology are hardly touched. The present study "Attitude towards Using New Technology in Teaching and Technophobia of B.Ed. Trainees" therefore, is undertaken.

## OBJECTIVES OF THE STUDY

- To find out the level of attitude towards using new technology of B.Ed. trainees in terms of gender and age.
- To find out the level of technophobia of B.Ed. trainees in terms of gender and age.
- To find out where there is any significant difference between male and female B.Ed. trainees in their attitude towards using new technology and technophobia.
- To find out where there is any significant difference in attitude towards using new technology and technophobia of B.Ed. trainees with regard to age.

## HYPOTHESES

1. There is no significant difference in attitude towards using new technology of B.Ed. trainees based on gender.
2. There is no significant difference in attitude towards using new technology of B.Ed. trainees based on age.
3. There is no significant difference in technophobia of B.Ed. trainees based on gender.
4. There is no significant difference in technophobia of B.Ed. trainees based on age.

## METHODOLOGY

Survey method was used to study the attitude towards using new technology in teaching and technophobia of B.Ed. trainees. A sample of 850 B.Ed. trainees was chosen in Cuddalore district. Attitude towards Using New Technology Scale' and 'Technophobia Scale' developed by investigator.

## Data Analysis

**Table 1: Level of Attitude towards using New Technology of B.Ed. Trainees**

| Variables | Category | N | Low | | Medium | | High | |
|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % |
| Gender | Male | 384 | 157 | 40.9 | 196 | 51.0 | 31 | 8.1 |
| | Female | 466 | 190 | 40.8 | 250 | 53.6 | 26 | 5.6 |
| Age | Below 25 years | 632 | 249 | 39.4 | 346 | 54.7 | 37 | 5.9 |
| | Above 25 years | 218 | 98 | 45.0 | 100 | 45.9 | 20 | 9.2 |

From Table-1, 40.9%, 51% and 8.1% of the male B.Ed. trainees have low, medium and high level of attitude towards using new technology respectively. 40.8%, 53.6% and 5.6% of female B.Ed. trainees have low, medium and high level of attitude towards using new technology respectively.

Table-1 also shows that 39.4%, 54.7% and 5.9% of age below 25 years B.Ed. trainees have low, medium and high level of attitude towards using new technology respectively. 45%, 45.9% and 9.2% of

age above 25 years B.Ed. trainees have low, medium and high level of attitude towards using new technology respectively.

**Table 2: Level of Technophobia of B.Ed. Trainees**

| Variables | Category | N | Low | | Medium | | High | |
|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % |
| Gender | Male | 384 | 56 | 14.6 | 262 | 68.2 | 66 | 17.2 |
| | Female | 466 | 84 | 18.0 | 312 | 67.0 | 70 | 15.0 |
| Age | Below 25 years | 632 | 100 | 15.8 | 435 | 68.8 | 97 | 15.3 |
| | Above 25 years | 218 | 40 | 18.3 | 139 | 63.8 | 39 | 17.9 |

From Table-2, 14.6%, 68.2% and 17.2% of male B.Ed. trainees have low, medium and high level of technophobia respectively. 18%, 67% and 15% of the female B.Ed. trainees have low, medium and high level of technophobia respectively.

Table-2 also depicts that 15.8%, 68.8% and 15.3% of age below 25 years B.Ed. trainees have low, medium and high level of technophobia respectively. 18.3%, 63.8% and 17.9% of age above 25 years B.Ed. trainees have low, medium and high level of technophobia respectively.

**Table 3: Attitude towards using New Technology of B.Ed. trainees based on Gender**

| Gender | N | Mean | SD | t-value | Remark |
|---|---|---|---|---|---|
| Male | 384 | 287.21 | 6.346 | 1.446 | Not Significant |
| Female | 466 | 286.31 | 11.587 | | |

From Table-3, the calculated t-value for attitude towards using new technology (1.446) is less than the table value (1.96) at 5% level of significance. Hence the hypothesis-1 is accepted

**Table 4: Attitude towards using New Technology of B.Ed. trainees based on Age**

| Age | N | Mean | SD | t-value | Remark |
|---|---|---|---|---|---|
| Below 25 years | 632 | 286.71 | 9.800 | 0.058 | Not Significant |
| Above 25 years | 218 | 286.75 | 8.962 | | |

Table-4 reveals that the calculated t-value for attitude towards using new technology (.058) is less than the table value (1.96) at 5% level of significance. Hence the hypothesis-2 is accepted.

**Table 5: Technophobia of B.Ed. trainees based on Gender**

| Gender | N | Mean | SD | t-value | Remark |
|---|---|---|---|---|---|
| Male | 384 | 76.22 | 20.694 | 0.250 | Not Significant |
| Female | 466 | 75.85 | 22.363 | | |

From Table-5, the calculated t-value for technophobia (0.250) is lesser than the table value (1.96) at 5% level of significance. Hence the hypothesis-3 is accepted.

**Table 6: Technophobia of B.Ed. trainees based on Age**

| Age | N | Mean | SD | t-value | Remark |
|---|---|---|---|---|---|
| Below 25 years | 632 | 76.11 | 20.968 | 0.188 | Not Significant |
| Above 25 years | 218 | 75.77 | 23.432 | | |

From Table-6, the calculated t-value for technophobia (0.188) is lesser than the table value (1.96) at 5% level of significance. Hence the hypothesis-4 is accepted.

## Educational Implications

1. Yoga and meditation could be conduct in the B.Ed. trainees for their knowledge, attitude and reduce phobia.
2. Once in month recreational activities could be conducted to the technology of the B.Ed. trainees.
3. The B.Ed. trainees could be allowed to attend seminars and workshops for develop their techno pedagogy skill.
4. B.Ed. trainees are to be encouraged for use technology in the classroom.
5. B.Ed. trainees are to be trained to cultivate self concept.

Suggestions for Further Research

- A similar study may be undertaken for arts college students, school teachers, school students and polytechnic students.
- This study can be extended to college teachers.
- The sample is taken only from Cuddalore district only. It can be extended to other districts.
- Some more background variables were included in this study.
- Some more dimensions were included and can be taken into account for further investigation.

## CONCLUSION

In today's materialistic and highly competitive world, man seems to be losing their identity and direction. Fast growing technological changes have put a lot of pressure on them that blinds their vision for other alternatives of growth and survival. Man seems to have become a machine forgetting their true essence and original needs with which they came to earth. Career, competition, jobs, more money, higher status, etc. are the slogans of the day. Breath a moment, give a chance to us for self-reflection. Find some relevance of values not only with our career and career planning, but also with our life and success. Even though there are some limitations in the present study, it is evident that the level of attitude towards using new technology and technophobia are positive correlated. This implies that if the knowledge increases the other will automatically increase. So attempts are to be made to improve knowledge and attitude of B.Ed. trainees in order to overcome their technophobia.

## REFERENCES

1. Aggarwal, J. C. (2013). Modern in Educational Technology. New Delhi: Black Prints.
2. Cotterell, John. (2007). Social Networks in Youth and Adolescence. Second Edition, Routledge.
3. Liang Ting (2014) conducted a study on The Design of Computer Multimedia Material for English Language Learning. International Journal of Indian Psychology, Vol. 2, Issue 3, No.6.
4. Mishra, R.C. (2005). Teaching of Information Technology. New Delhi: APH Publishing Corporation.
5. Sharma, R.A. (2008). Information and Communication Technology in Teaching. Meerut: Surya Publications.
6. Sharma, R.A. (2008).Educational Technology. Meerut: R.Lall Book Depot, pp.42-44.
7. Srinivasan, T.M. (2002). Use of Computers and Multimedia in Education. Jaipur: Aavishka Publishers.
8. Thanavathi, C. (2012).Teacher Education. Thoothukudi: Perumal Publications.
9. Thanavathi, C. (2018).Teacher Education in India: Secondary Level. Salem: Samyukdha Publications.
10. Thanavathi, C., (2017).Advanced Educational Research and Statistics. Salem: Samyukdha Publications.
11. Thanavathi, C., (2017).Advanced Techniques of Instruction. Sale