A STUDY ON ICT IN RELATION TO SELF–CONCEPT AND SELF-CONFIDENCE OF TEACHER TRAINEES

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ABSTRACT:

Education is a journey which never ends; it starts with birth and continues till death. The all-round development of a nation depends on its education system. Education is a dynamic process to bring progress in all aspects of society. However the formal education of a person passes through certain stages and a student's achievement in those stages can be related to the family relationship he/she has or home environment he/she is exposed to.

KEYWORDS*: future progress of man , achievement of science and technology.*

1. INTRODUCTION

In India our education system is divided into primary, secondary, and higher education. Although every stage has its own importance in shaping people's life, the role of secondary teacher education is very crucial we have to give proper training so that they become good teachers. This study reveals the relationship of ICT use of teacher trainees in with his self-concept and elf-confidence.

2. ICT TRAINING FOR TEACHER TRAINEES:

Teacher training must deal with at least two aspects. First, teachers need technical training to learn how to use and maintain ICT equipment and software. Such technical training is being offered to teachers in a wide variety of ways. Pre-service university –based courses, in-service workshops, commercial training programmes and other opportunities abound, many of which make use of ICTs to deliver the training. Second, since 'integration of technologies into curricula requires changes of huge technologies in to curricula requires changes of huge magnitude', training in how to integrate ICT use into the effective ICT is necessary. Such training should include effective ICT teaching methods and the use of discipline-specific applications.

3. DIFFICULTIES OF TEACHERS IN ICT TRAINING:

Teachers who want to use technology also may find that educating themselves enough to be able to use a particular piece of hardware or software can require considerable amounts of extra time and effort. Teachers may also need more knowledge about how to organize and effectively manage their students in technology-based environments. One of the barriers to increasing technology training for teachers is the many competing priorities for limited staff developments time. This makes scheduling technology training difficult. States have multiple instructional goals, approaches, and philosophies they want teachers to learn about

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and use. Some teachers observe that the content of training they receive is inadequate; there seems to be focus on basic training in the mechanics of operating machines, with little training about integrating technology into various subjects or learning to use it as a pedagogical tool. Many teachers have not had the opportunity to observe and learn about the wide range of Educational Technology usage particularly how Educational Technology can be incorporated in various ways in different curricular areas.

4. SELF-CONCEPT :

One's self-concept (also called self-construction, self-identity or self perspective) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, racial identity, and many others. Generally, self-concept embodies the answer to "Who am I?" Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is clearly defined, consistent and currently applicable to one's attitudes and dispositions. Self-concept is made up of one's self-schemas. Additionally, self-concept interacts with self-esteem, self-knowledge, and social self to form the self. Self-esteem refers to the evaluation or comparison of one's self-concept and self-schemas to form one's overall self-worth.

Various studies have examined the effects that success and failure can have on an individual's self-concept. Individuals often form their self-concept based on past experiences of success or failure, attributing the outcome to their own personal worth. By doing this, individuals can commit the fundamental attribution error. In this case, the error may arise when the person falsely believes that a specific aspect of who they are determined the positive or negative outcome. By attributing a negative outcome to oneself, self-concept can be unnecessarily harmed. However, attributing positive outcomes to oneself can increase self-concept. These attributions can even have an effect on self-perception, achievement behaviors in the future, and expectancies. Austin and Vispoel (1998) found strong links between where an individual attributed success or failure and, specifically, musical self-concept.

5. SELF-CONFIDENCE:

Today, in globalized world we notice that most of the persons don't have confidence in themselves and this lack of confidence affects their performance adversely in their professional life in spite of having good enough values, qualities, abilities and potential.

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

Self-confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. But this faith is guided by more realistic expectations so that, even when some of their goals are not met, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy.

Two main things contribute to self confidence: self efficacy and self esteem. A child gains a sense of self efficacy when that child sees themselves mastering skills and achieving goals that matter in those skill areas. This is the confidence that, if a child learn and work hard in a particular area, will succeed and it's this type of confidence that leads people to accept difficult challenges and persist in the face of setbacks.

6. RATIONALE FOR THE STUDY:

Teacher Education institutions are faced with the challenge of preparing a new generation of teachers to effectively uses the new learning tools in their teaching practices. For many teacher education programmes, this daunting task requires the acquisition of new resources, expertise and careful planning. On examining the B.Ed., curriculum prescribed by the National Council for Teacher

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Education (NCTE) it is found that has recommended the removal of dead wood from the curriculum and the incorporation of Computer Education. It is also insisted that the B.Ed Student-Teachers should be trained in utilizing Computers and Liquid Column Display (LCD), Computer software, Internet, Tele conference, Video conference, Blogs etc. The Investigator who was intended to know to what extent the B.Ed. Student -Teachers are Utilizing the ICT devices in teaching. The imported thing is that many factors teacher effects on utilization of ICT in teaching So it become necessary to which who much effecting on utilization of ICT. There for investigator selected Self-concept and self- confidence Hence he was motivated to take up the study "A STUDY ON ICT IN RELATION TO SELF – CONCEPT AND SELF-CONFIDENCE OF TEACHER TRAINEES."

7. OBJECTIVES:
1) To study the level of ICT Usability, Self-concept and Self- confident of teacher trainees of Colleges of Education
2) To study the relationship of ICT Usability, Self-concept and Self- confident of teacher trainees of Colleges of Education

8. HYPOTHESIS:
1. There is no signification difference in ICT Usability and Self-concept of teacher trainees of Colleges of Education.
2. There is no signification difference in ICT Usability and Self-confident of teacher trainees of Colleges of Education.
3. There is no signification difference in Self-concept and Self-confident of teacher trainees of Colleges of Education.
4. There is no signification difference in ICT Usability of teacher trainees of different management Colleges of Education.
5. There is no signification difference in Self-concept of teacher trainees of different management Colleges of Education.
6. There is no signification difference in Self- confident of teacher trainees of different management Colleges of Education.
7. There is no signification difference in ICT Usability, self-concept and self-confident of teacher trainees of Colleges of Education.
8. There is no relationship between different variables of teacher trainees of Colleges of Education:

9. DESIGN OF THE STUDY:
        Design is the heart of research upon which the entire process of research is carried out. In this study, the investigator followed Survey method to study the ICT utilization, Self-concept and Self-confidence among teacher trainees. Thus this study attempts to explore the relationship between ICT utilization, Self-concept and Self-confidence. The significance of difference between teacher trainees in different variables of the study related to their sex, management, locality, Subject of the teacher trainees were studied.

9.1.   Sample:
        In the present research sample was taken from various Colleges of Education affiliated to Mysore University, Mysore. Total 400 teacher trainees were randomly selected.

9.2.   Tools Used:
The following tools have been used:
1. ICT Utilization prepared by Investigator
2. Self-concept questionnaire by R.K. Saraswat.
3. Agnihotri's self confidence inventory

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9.3.   Statistical techniques used:

Mean, Standard deviation and t- test Statistical techniques were used

10. ANALYSIS OF THE DATA:
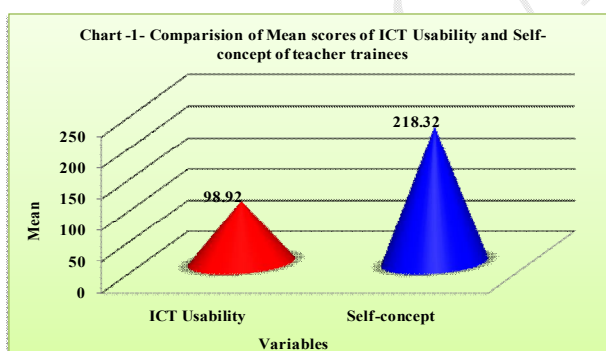
Analysis of the data based on Hypotheses

H_01: There is no signification difference in ICT Usability and Self-concept of teacher trainees of Colleges of Education.

Table-1: Mean, S.D. and t-test of scores of ICT Usability and Self-concept of teacher trainees

	Factor	N	Mean	S.D.	t
Variables	ICT Usability	400	98.92	7.252	4.212**
	Self-concept	400	218.32	7.442	

** Significant at 0.05 Level

The above Tabl-1 reveals that the 't' value 4.212 of the average Mean scores of ICT Utilization and Self-concept of teacher trainees is Significant at 0.05 level. Hence hypothesis H_01 hypothesis rejected and alternate hypothesis is accepted i.e. there is significant difference between the scores of ICT Usability and Self-concept of teacher trainees of Colleges of Education
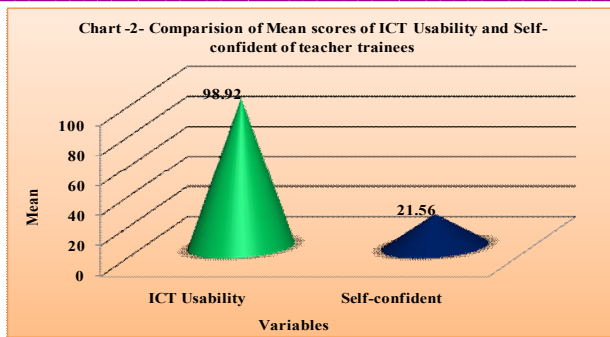

Chart -1- Comparision of Mean scores of ICT Usability and Self-concept of teacher trainees

H_02: There is no signification difference in ICT Usability and Self-confident of teacher trainees of Colleges of Education.

Table-2: Mean, S.D. and t-test of scores of ICT Usability and Self-confident of teacher trainees

	Factor	N	Mean	S.D.	T
Variables	ICT Usability	400	98.92	7.252	3.212**
	Self-confident	400	21.56	8.401	

** Significant at 0.05 Level

The above Table -2 reveals that the 't' value 3.212 of the average Mean scores of ICT Utilization and Self- confident of teacher trainees is Significant at 0.05 level. Hence hypothesis H_02 hypothesis rejected and alternate hypothesis is accepted i.e. there is signification difference in ICT Usability and Self-confident of teacher trainees of Colleges of Education.
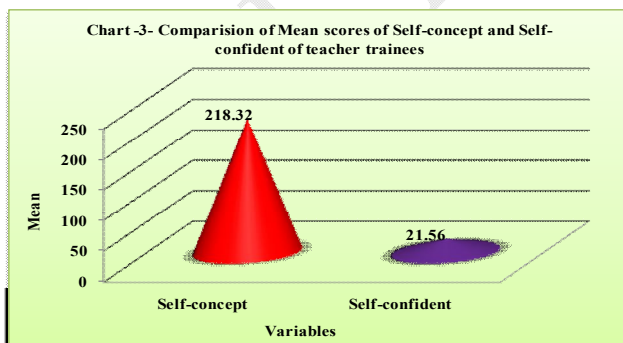
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H₀3: There is no signification difference in Self-concept and Self-confident of teacher trainees of Colleges of Education.

Table-3: Mean, S.D. and t-test of scores of Self-concept and Self-confident of teacher trainees

	Factor	N	Mean	S.D.	t
Variables	Self-concept	400	218.32	7.442	4.987**
	Self-confident	400	21.56	8.401	

** Significant at 0.05 Level

The above Table -3 reveals that the 't' value 4.987 of the average Mean scores of Self-concept and Self- confident of teacher trainees is Significant at 0.05 level. Hence hypothesis H₀3 hypothesis rejected and alternate hypothesis is accepted i.e. there is signification difference in Self-concept and Self-confident of teacher trainees of Colleges of Education.

H₀4: There is no signification difference in ICT Usability of teacher trainees of different management Colleges of Education.

Table-4: F-test of scores of ICT Usability and Self-confident of teacher trainees

Factor	Sources	Sum of Squares	df	Mean Square	F	Sig.
ICT Usability	Between Groups	0.3892	14	0.0278	0.0401	1.0000
	Within Groups	266.6083	385	0.6925		
	Total	266.9975	399			

Above table represents the result of ANOVA between the ICT Usability of teacher trainees of different management Colleges of Education. From the table it has been found that F ratio is 0.0401 which is not significant. It shows significant difference of ICT Usability among teacher trainees of different management Colleges of Education. Therefore the null hypothesis H₀4 can be accepted.

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H$_0$5: There is no signification difference in Self-concept of teacher trainees of different management Colleges of Education.

Table-5: F-test of scores of Self-concept of teacher trainees of different management Colleges of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7953.8716	2	3976.9358		
Within Groups	182809.1684	397	460.4765	8.6366	0.0002
Total	190763.0400	399			

Above table represents the result of ANOVA between the Self-concept of teacher trainees of different management Colleges of Education. From the table it has been found that F ratio is 8.6366 which is significant. It shows significant difference of Self-concept among teacher trainees of different management Colleges of Education. Therefore the declarative hypothesis can be accepted.

H$_0$6: There is no signification difference in Self- confident of teacher trainees of different management Colleges of Education.

Table-6: F-test of scores of Self- confident of teacher trainees of different management Colleges of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.3122	2	2.6561		
Within Groups	14092.0653	397	35.4964	0.0748	0.9279
Total	14097.3775	399			

Above table represents the result of ANOVA between the Self-concept of teacher trainees of different management Colleges of Education. From the table it has been found that F ratio is 0.0748 which is not significant. It shows no significant difference of Self- confident among teacher trainees of different management Colleges of Education. Therefore the Null H$_0$6 hypothesis can be accepted.

H$_0$7: There is no signification difference in ICT Usability, self-concept and self-confident of teacher trainees of Colleges of Education.

Table-7: Mean, S.D. and t-test of ICT Usability, self-concept and self-confident of teacher trainees of Colleges of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7321300.4817	2	3660650.2408		
Within Groups	268776.4175	1197	224.5417	16302.7634	0.0000
Total	7590076.8992	1199			

Above table represents the result of ANOVA between the ICT Usability, self-concept and self-confident of teacher trainees of different Colleges of Education. From the table it has been found that F ratio is 8.6366 which is significant. It shows significant difference of ICT Usability, self-concept and self-confident among teacher trainees of different management Colleges of Education. Therefore the declarative hypothesis can be accepted.

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H$_0$8: There is no relationship between different variables of teacher trainees of Colleges of Education:

Table-8: Mean, S.D. and t-test of ICT Usability, self-concept and self-confident of teacher trainees of Colleges of Education

		ICT	Self-concept	Self- confidence
ICT Utilization	Pearson Correlation	1	-0.851	0.822
	Sig. (2-tailed)	.	0.655	0.662
	N	400	400	400
Self-concept	Pearson Correlation	-0.851	1	0.629
	Sig. (2-tailed)	0.985	.	0.565
	N	400	400	400
Self- confidence	Pearson Correlation	0.822	0.629	1
	Sig. (2-tailed)	0.662	0.565	.
	N	400	400	400

From above table, it can be seen that 'r' value is 0.851, which is significant. Therefore we can conclude that there is significant relationship between ICT Utilization and Self-concept of teacher trainees.

From above table, it can be seen that 'r' value is 0.822, which is significant. Therefore we can conclude that there is significant relationship between ICT Utilization and Self-confident of teacher trainees.

From above table, it can also be seen that 'r' value is 0.629, which is significant. Therefore we can conclude that there is significant relationship between Self-confident and Self-concept of teacher trainees.

11. FINDING:

1. There is significant difference between the scores of ICT Usability and Self-concept of teacher trainees of Colleges of Education.
2. There is signification difference in ICT Usability and Self-confident of teacher trainees of Colleges of Education.
3. There is signification difference in Self-concept and Self-confident of teacher trainees of Colleges of Education.
4. There is significant difference of ICT Usability among teacher trainees of different management Colleges of Education.
5. There is significant difference of Self-concept among teacher trainees of different management Colleges of Education. Therefore the declarative hypothesis can be accepted
6. There is no significant difference of Self- confident among teacher trainees of different management Colleges of Education.
7. There is significant difference of ICT Usability, self-concept and self-confident among teacher trainees of different management Colleges of Education. Therefore the declarative hypothesis can be accepted.

12. CONCLUSION:

In the present study the investigator has tried to study the relationship of ICT Utilization, Self-concept and Self-confidence. There is significant difference between the scores of ICT Usability and Self-concept and Self-confidence of teacher trainees of Colleges of Education. Hence all institutions of teacher educations must be taken care of personal aspects like Self-concept and Self-confidence.

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