

ICT Awareness of Student Teachers in Relation to Gender, Educational Qualification and Locality of the College

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Abstract: *The present study aims at investigating the ICT awareness of student teachers in relation to gender, educational qualification and locality of the college. Normative survey method was adopted for the present study. The sample of 200 student teachers studying in B.Ed. colleges in Cuddalore districts of Tamilnadu, India have been chosen through the random sampling technique. ICT awareness test and personal information form were used to collect the data. The data were subjected to descriptive and differential analysis for verifying null hypothesis. The result revealed that the student teachers have average level of ICT awareness. Besides, it is inferred that there is no significant difference between the background variables such as gender, educational qualification, and locality of the college. Thus it is suggested that teacher educators can work on improving the ICT awareness of student teachers.*

Keywords: Awareness, ICT, student teachers.

1. Introduction

As of today, a particular dimension of technology has come to permeate nearly all aspects of human life: Information and communication technology. Information and communication technologies (ICTs) are a diverse set of technological tools and resources used to communicate and to create, disseminate, store, and manage information. ICTs can be divided into two groups: old ICT namely radio, tape recorder, slide and TV, OHP, photographic films etc and the new ICT namely video conferencing, e-learning, e-mail, blogs, twitter, Skype, whatsapp etc. It can provide access to information sources, enable communications, creating interacting learning environment and promote change in methods of teaching. These new ICTs have a very large potential for education in larger quantity and better quality. Educational uses of ICTs have made an enormous contribution to improving education. ICTs make it possible for people in widely dispersed location to participate in virtual learning communities. Virtual learning communities are learning groups based on shared purpose, rather than on distinctions of location or age. Through the ICTs, learners can be drawn together from almost anywhere in the world, and can construct their own formal or informal learning groups. Such communities may be cross barriers of time, geography, age, ability, culture, and gender and socio-economic status. Education is facing a significant challenge in preparing students and teachers for our future knowledge based society at a time when most teachers are not awareness to use ICTs and the majority of existing school buildings, even in the most developed countries, is not equipped to integrate the information and communication technologies. Teachers need ICT awareness to train how to use and maintain ICT equipment and software. In-service workshops, commercial training programmes abound, many of which make aware of ICTs to deliver the training.

2. Review of Related Studies

Beena and Madhu (2012) conducted a study on the ICT awareness of M.Ed. trainees. They highlighted the various impacts of ICT on contemporary teacher training institutions of education and explore potential future developments. They argued the role of ICT in transforming teaching and learning and seek to explore the awareness of teacher educators about use of information and communication technology for effective teaching learning process and how this will impact on the way programs will be offered and delivered in the teacher training institutions. They found that male M.Ed. students possess significantly higher awareness of ICT in education than female M.Ed. students and management of the M.Ed. College does not effect on the awareness of use of ICT in education.

Philomina and Amutha (2016) investigated that information and communication technology awareness among teacher educators. They intended to appraise the awareness among teacher educators in Tiruchirappalli district in India. The sample of the present study consists of 42 teacher educators. Descriptive analysis was used to analyze the data. They found that Indian teacher educators awareness towards ICT differs regarding gender and subject. When compared with M.Ed. and M.Phil. scholars, Ph.D. scholars surpassed the M.Ed. and M.Phil. scholars in terms of ICT awareness in different dimensions. They recommended that creation of appropriate instructional and infrastructural facilities for ICT integration in all the teacher education institutions is made mandatory.

Bindu (2017) carried out a study on attitude towards, and awareness of using ict in classrooms: a case of expatriate Indian teachers in UAE. The data were collected through both questionnaire and interview. At the first phase of the data collection 57 teachers from 7 Indian curriculum schools were selected through consecutive sampling technique and 10 teachers, who were also subject coordinators, were selected through purposive sampling at the second phase.

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Researcher found that teachers have a positive attitude towards using ICT irrespective of their gender and age. However, the ICT awareness of teachers is at the average level and is influenced by their gender and age. She suggested that ICT use for educational purposes should be given greater consideration than it currently receives.

Objective of the Study

The study has following objectives:

- 1) To find out the level of ICT awareness of student teachers.
- 2) To find out the ICT awareness of student teachers with respect of (i) gender, (ii) educational qualification, and (iii) locality of the college.

Hypotheses of the Study

The following null hypotheses have been formulated based on the above objectives:

- 1) The ICT awareness of student teachers is low
- 2) There is no significant difference in the ICT awareness of student teachers with respect of (i) gender, (ii) educational qualification, and (iii) locality of the college.

3. Methodology

Normative survey method of research is adopted in the present study. The present investigation has been conducted in Cuddalore districts of Tamilnadu, India. Random sampling technique involving lottery method has been employed in the selection of 200 student teachers form 4 B.Ed. College. ICT awareness test constructed and validated by the investigator was used to collect the data.

4. Analysis and Interpretation

Mean and standard deviation were used to find out the level of ICT awareness of student teachers and the details are given in the table-1. Test of significance (t-test) were used in order to find out the significant difference between the mean of student teachers of the pairs of gender, educational qualification, locality of the college in respect of ICT awareness and the details are given in the table-2.

Table 1: Mean and Standard Deviation of ICT Awareness of Student Teachers

S.No	Variable	Number	Mean	Standard deviation
1	ICT awareness	200	47.15	3.34

Table 2: Differential analysis of ICT awareness score of student teachers with reference to background variables

Background Variables	Categories	N	Mean	SD	't' Value	Significance at 0.05 level
Gender	Male	84	46.89	4.00	0.87	Not Significant
	Female	116	47.33	2.78		
Educational qualification	Graduate	134	47.11	3.13	0.21	Not significant
	Post graduate	66	47.22	3.76		
Locality of the college	Urban	104	47.29	3.33	0.65	Not Significant
	Rural	96	46.98	3.37		

5. Findings of the Study

- 1) The mean score of ICT awareness is 47.15. This implies that the level of ICT awareness among student teachers is average.
- 2) The calculated t-value is 0.87 is lesser than the table value at 0.05 level of significant. This indicates that there is no significance between the male and female student teachers in respect to ICT awareness.
- 3) The calculated t-value is 0.21 is lesser than the table value at 0.05 level of significant. This indicates that there is no significance between the graduate and post graduate student teachers in respect to ICT awareness.
- 4) The calculated t-value is 0.65 is lesser than the table value at 0.05 level of significant. This indicates that there is no significance between the student teachers who are studying in the college located in urban and rural area in respect to ICT awareness.

6. Conclusion

ICT awareness among student teachers is average. The future of education will be profoundly affected by forthcoming ICT. So students teachers will have more aware the ICT to prepare for lifelong learning in the face of unrelenting changes.

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