

A Study of Attitude of Trainee Teachers Towards Using ICT in Teaching

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Abstract: *This study was conducted to find out attitude of trainee teachers towards information and communication technology in teaching. The sample consisted 150 trainee teachers in B.Ed colleges from Aurangabad district. Researcher has constructed Attitude towards use ICT in teaching scale as data collection tool for this research. The results showed that Majority of the Trainee Teachers i.e. about 68% have a positive attitude about the benefits of using ICT in teaching.*

Keywords: ICT, Teachers, Communication

1. Introduction

The introduction of ICT has caused a paradigm change in the fields of education in last two decades. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more crucial and this importance will continue to grow and develop in the coming years. The teacher and learner must be very well equipped to use technology for improving learning outcomes. Educational reforms include successful designing and implementation of ICT in teaching learning process, which is the key to success. It involves use of computers, computer software and other devices to convert, store, and process, transmit and retrieve information and includes the services and application associated with them. (UNESCO (2002).

1.1 What is ICT?

ICT is an abbreviation that stands for: 1. Information-it covers the topics such as meaning and value of information; how information is controlled; the limitations of ICT; legal considerations; how data is captured, verified and stored for effective use; the manipulation, processing and distribution of information; keeping information secure and designing networks to share information. 2. Communication networks of sending and receiving equipment, wires and satellite links. (a) Internal networks-Local Area Network (LAN) (b) external networks-Wide Area Network (WAN). 3. Technology-collection of techniques, knowledge of how to combine resources to produce desired products, to solve problems, fulfil the needs or satisfies wants; it includes technical methods, skills, processes, techniques, tools and raw materials.²

1.2 ICT in Teacher Education

Traditionally learning was a linear process which was based on deficit model of student, and process of transfer, and reception was individualized and facilitated by division of content into small units and, but advent of ICT has transformed the concept of education. In the past 10 years, online instruction has become very popular. Technology encourages teachers to take on new and expanded roles, both inside and outside the classroom. It is for the teacher to determine how ICT can best be used in the context of

culture, needs and economic conditions. Therefore ICT should be a part of teacher training. At the same time it is important to see the attitude of the trainee teachers towards the usefulness of ICT in teaching.

A research on 'attitude of trainee teachers towards using ICT in Teaching' was conducted.

Under this topic the investigator made an attempt to study the attitude towards using ICT in teaching among the trainee teachers in B.Ed. colleges from Aurangabad. A self-constructed and standardized Attitude scale towards using ICT in teaching has been used to collect the data for this research. Following are the details of the study.

1.3 Aim and Objective of the Study

To study attitude of trainee teachers towards using ICT in Teaching

2. Methodology

Descriptive survey research is used in this study.

2.1 Sample

The present study was conducted on a sample of 150 B.Ed. students from B.Ed training colleges of Aurangabad district. The investigator adopted stratified random sampling techniques. Out of 150 students 46 male students and 104 female students were identified.

3. Limitations of the Study

- 1) The study was limited only to B.Ed colleges in Aurangabad
- 2) The study was limited only to 150 Trainee Teachers
- 3) The results of the study was based on responses given by Student Teachers to the attitude scale constructed by researcher.

3.1 Data Collection Tool

Researcher has constructed Attitude towards use ICT in teachingscale as datacollection tool for this research. The

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Attitude towards use of ICT in teaching was measured in the areas like Planning of Teaching, use of ICT during actual teaching and use of ICT after teaching. It is a five point scale with 15 items.

3.2 Data Analysis

Questionnaire was used for data collection purpose. Following were the points given

1. Strongly Agree,
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

Scale received from sample were evaluated and the data were analysed using the statistical techniques to arrive at meaningful conclusions

4. Results

- 1) Majority of the Trainee Teachers i.e. about 68% have a positive attitude about the benefits of using ICT in teaching. (Trainee Teachers strongly feel that using ICT in teaching is beneficial- about 18%. Trainee Teachers agree that using ICT in teaching is beneficial- about 50 %.)
- 2) Some of the Trainee Teachers i.e. is about 20 % feel that ICT is not beneficial in teaching. (Trainee Teachers strongly disagree that using ICT in teaching is beneficial- about 4%. Trainee Teachers disagree that using ICT in teaching is beneficial- about 16 %.)

Table 1: Attitude towards using ICT in teaching among Trainee Teachers

Attitude -use of ICT beneficial in teaching?	Number of Trainee Teachers	Percentage (%)
Strongly Agree	27	18
Agree	75	50
Undecided	18	12
Disagree	24	16
Strongly Disagree	6	4

5. Discussion

Theoretical knowledge of technologies in education is not sufficient unless and until the practical aspect of teacher training is not adopting ICT. A successful teachers training program is one which develops teaching skills and capacity to face the challenges in present scenario. ICT use is not to make content attractive, but it is used to organize, share and collaborate the information and communicate in an effective manner making teaching learning more productive. To prepare students for a multiple career life-path, we will need teachers capable of developing learning plans for students who are ready to fulfil their capacity as a whole person adaptable for whatever career paradigm that will emerge.

Research studies indicate that educational use of ICT is challenging for teachers (Hammond, et al. 2009).³ ICT is expected to change teachers' pedagogical practices; meanwhile integration is seen to be based on teachers' attitudes and knowledge (Cullen et al. 2011).⁴ Attitudes and pedagogical beliefs are traditionally examined as teachers'

individual perceptions and individual choices (Sang, et al. 2010)⁵.

It also helps in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees. ICT helps teachers in preparation for teaching. In order to introduce ICT in preservice teacher education different methods and strategies are applied. Different tools are used such as word processing, Database, Spreadsheet etc. Various technology based plans are used to help the teachers for their practice teaching. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.

ICT helps Teacher to communicate properly with their students. So ICT bridges the gap between teacher and students. ICT helps Teacher to pass information to students within a very little time. ICT is helpful for designing learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes).

6. Conclusion

According to study, majority of the trainee teachers have a positive attitude towards use of ICT in teaching. It has also been observed that there are still some trainees who are not comfortable or not well acquainted with use of ICT. Therefore it is important to integrate ICT in teacher education. ICT has a positive impact on education but nonetheless the manner in which the subject is taught has a greater effect than the mere use of ICT. Likewise the attitude of the educational establishment and the attitude of society and government has a large impact of how ICT is perceived and thus how effectively it is used.

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