

ATTITUDE OF THE B.Ed STUDENTS TOWARDS THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING**1. Dr. P. VAIYAPURI RAJA, M.Sc., M.Ed., Ph.D.,****2. Dr. M. ASOKAN, M.Sc., M.Ed., M.Phil., Ph.D.,****3. Dr. M.SENTHILKUMAR, M.Sc., M.Ed., M.Phil., Ph.D.,**

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ABSTRACT

Information and Communication Technology (ICT) was very useful for presenting the information in effective manner in teaching. It is easily to understand and to make the student to observe the class with interest, by using ICT. Technically ICT plays a vital role in representing content of teaching object visually. By using audio and video, the information will reach the student easily and they will not forget the learned information. Cellular telephones, handheld computer Smart TV and PDAs, are now utilized by all. When children grow up in an ICT intensive home environment, they may gain many thousands of hours of experience in one click. The educational systems in the India have made a determined effort to provide computers and connectivity in all schools. Nowadays, it is unusual to find a school that does not have computers and Internet connectivity. Attitude is more or less permanent enduring state of readiness of mental organization, which predisposed and individual to react in a characteristics way to any subject or situation with which it is related. It is also set of complex feelings, desires, fears, convictions, prejudices or other emotional tendencies that give an individual readiness to act because of his varied experiences. Hence the investigators tend to study the attitude the B.Ed., students towards the use of ICT in teaching. Using simple random sampling technique and normative survey method 200 B.Ed., students were selected as the sample and the data were collected from them by providing the Attitude Towards The Use of ICT in Teaching Scale (ATUITS) constructed and validated by Rajasekar. S., (2014). SPSS has been used

for analyzing the collected data. The findings reveal that the B.Ed. students show favorable attitude towards the use of ICT in teaching.

KEYWORDS:

Attitude, Communication, Technology, Information.

INTRODUCTION:

Information and Communication Technology (ICT) was very useful for presenting the information in effective manner in teaching. It is easy to understand and to make the student to observe the class with interest, by using ICT. Technically ICT plays a vital role in representing content of teaching object visually. By using audio and video, the information will reach the student easily and they will not forget the learned information. Cellular telephones, handheld computer, Smart TV and PDAs, are now utilized by all. When children grow up in an ICT intensive home environment, they may gain many thousands of hours of experience in one click.

Information and Communication Technology (ICT) was very useful for presenting the information in effective manner in teaching. It is easy to understand and to make the student to observe the class with interest, by using ICT. Technically, ICT plays a vital role in representing content of teaching subject visually. By using audio and video, the information will reach the student easily and they will not forget the learned information. Cellular telephones, handheld computers, smart TV and PDAs are now utilized by all. When children grow up in an ICT intensive home environment, they may gain many thousands of hours of experience in one click.

The educational systems in India have made a determined effort to provide computers and connectivity in all schools. Nowadays, it is unusual to find a school that does not have computers and Internet connectivity. Attitude is more or less a permanent enduring state of readiness of mental organization, which predisposes and individual to react in a characteristic way to any subject or situation with which it is related. It is also a set of complex feelings, desires, fears, convictions, prejudices or other emotional tendencies that give an individual readiness to act because of his varied experiences. Many psychologists define attitudes in different ways. An attitude may result in a behavior that may be favorable or unfavorable towards the psychological object or class or objects. According to Cantril, (1934), "attitude is more or less a permanent

enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any subject or situation with which it is related”. Farris (1931) has observed that, “an attitude is a way of conceiving an object”. According to Morgan (1934), “attitudes are literally mental postures, guides for conduct to which each new experience is referred before a response is made”. According to Bogardus., (1931), “an attitude is a tendency to act towards or against some environment factors which become thereby a positive or negative value”. Sarnff., (1960) observes that attitude is a “disposition to react favorably or unfavorably to a class of objects”. Attitude towards the use of information and communication technology in teaching may result in a behavior that may be favorable or unfavorable towards the use of information and communication technology in teaching.

LITERATURE REVIEW:

GouriGosawi., (2025) studied about the Teachers’ perception and its impact on students’ attitude towards ICT integration in classrooms. ANOVA results indicated significant differences in perception between government and private school teachers. Chi-square analysis demonstrated a strong association between teachers’ training level and students’ frequency of ICT use. Thematic analysis highlighted three qualitative dimensions—teacher confidence, digital pedagogy adaptability, and institutional ecosystem. The study concludes that teachers’ perception and competence are strong determinants of students’ ICT attitudes.

Lalsangzuala. J., and Sangzuala, D., (2024) studied about the attitude of B.Ed., student teachers towards ICT in Mizoram. The research findings shows majority of B.Ed., student have positive attitude towards ICT. No significant difference occurred in the attitude of B.Ed., student in relation to the gender factor, educational qualification and stream.

KavitaTiwari., (2021) studied about the attitude of student-teachers of B.Ed., towards the use of Information Communication Technology. 120 student-teachers from four education colleges, affiliated to Chaudhary Charan Singh University, Meerut (located in Bulandshah District) were selected with help of random sampling technique. Attitude scale towards information communication technology for teachers constructed by Nassin and Fatima (Aligarh) was used for data collection. No difference was found in attitude of B.Ed., student-

teachers towards use of information communication technology in relation to their subject stream, medium of instruction and gender.

NEED AND IMPORTANCE OF THE STUDY:

Using the information and communication technology, it is easy to teach the lesson. The student will be kept focused while observing the class. Large amount of information can be represented in a simple manner by saving the time. Information and communication technology makes the way that within short duration particular information can be given to the student in an effective way. There will be no chance to make mistakes while teaching in the class room and the class will look lively. The main use of information and communication technology is to keep the class interestingly and makes the learner to understand the content taught. Hence the investigators were interested to study the attitude towards the use of information and communication technology in teaching of the B.Ed., students who were the future teachers in teaching.

HYPOTHESES:

The following were the hypotheses framed from the formulated objectives

1. The B.Ed., students shows a favorable attitude towards the use of information and communication technology in teaching.
2. There is no significant difference in attitude towards the use of information and communication technology in teaching between the male and female B.Ed., students.
3. There is no significant difference in attitude towards the use of information and communication technology in teaching between the B.Ed., students studying in the education colleges located in the urban area and in the rural area.
4. There is no significant difference in attitude towards the use of information and communication technology in teaching between the B.Ed., students residing in the urban area and in the rural area.
5. There is no significant difference in attitude towards the use of information and communication technology in teaching between the B.Ed., students studying in the English medium and in the Tamil medium.

6. There is no significant difference in attitude towards the use of information and communication technology in teaching between the B.Ed., students who belongs to the arts group and to the science group in their major subject.
7. There is no significant difference in attitude towards the use of information and communication technology in teaching between the B.Ed., students who have completed their under graduate and post graduate in their major subjects.

METHOD:

Normative survey method has been used in the present investigation.

SAMPLE:

Random sampling technique and normative survey method has been used in the selection of the sample of 200 B.Ed., students studying in Villupuram district of Tamilnadu, India.

TOOL USED:

The tool used for the present study was a five point scale viz., Attitude Towards Using Information and Communication Technology in Teaching Scale (ATUITS) constructed and validated by Rajasekar, S., (2014). The scale consists of 37 statements. Each statements has been set against the five responses viz., Strongly Agree (SA), Agree (A), UnDecided (UD), DisAgree (DA), Strongly DisAgree (SDA). Each response has been assigned the arbitrary weightage of 5, 4, 3, 2 and 1 in the order of Strongly Agree (SA) to Strongly DisAgree (SDA), for the positive statements and the scoring is reversed for the negative statements. Hence maximum score one can get is 185 and minimum score is 37 when the responses were scored. The reliability and validity of the scale has been found to be 0.71 and 0.84 respectively.

STATISTICAL TECHNIQUES USED:

The mean and standard deviation for the entire sample and its sub-samples were computed for attitude towards the use of ICT in teaching scores. The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the attitude towards the use of ICT in teaching scores.

FINDINGS:

The following are the important findings of the present investigation.

1. The B.Ed., students shows a favorable attitude towards the use of information and communication technology in teaching.
2. There is no significant difference in the attitude towards the use of information and communication technology in teaching between the male and female B.Ed., students.
3. There is no significant difference in the attitude towards the use of information and communication technology in teaching between the B.Ed., students studying in the education colleges located in the urban areas and in the rural areas.
4. There is no significant difference in the attitude towards the use of information and communication technology in teaching between the B.Ed., students residing in the urban areas and in the rural areas.
5. There is no significant difference in the attitude towards the use of information and communication technology in teaching between the B.Ed., students studying in the English medium and in the Tamil medium.
6. There is no significant difference in the attitude towards the use of information and communication technology in teaching between the B.Ed., students who belongs to the arts group and to the science group in their major subject.
7. There is no significant difference in the attitude towards the use of information and communication technology in teaching between the under graduate and post graduate B.Ed., students.

CONCLUSION:

The present investigation revealed that the B.Ed., students were found to have a favorable attitude towards the use of information and communication technology in teaching which in turn gives a very high level of achievement for students. So it can be revealed from the investigation that the B.Ed., students should develop the attitude towards use of ICT in teaching in a constructive way.

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