

COMPARATIVE STUDY OF ATTITUDE TOWARDS THE USE OF ICT AMONG B.ED STUDENTS

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Abstract

This paper aims to reveal the Attitude towards the use of ICT among B.Ed. students and to compare the Attitude towards the use of ICT of B.Ed. students of Urban and Rural areas as well as of Govt aided and Private College B.Ed. students. The descriptive survey method was employed and data was collected from 300 B.Ed. students. The results revealed that B.Ed. students have moderately favorable Attitude towards the use of ICT. It was also found that B.Ed. students of Urban areas were found to have favorable Attitude towards the use of ICT than those of Rural areas. B.Ed. students studied in Govt. and Private schools were found to have Attitude towards the use of ICT to the same level and B.Ed. students studying in Private colleges were found to have favorable Attitude towards the use of ICT than those of Aided College B.Ed. students.

Keywords: *Attitude, ICT, B.Ed Students*

Introduction

Man has always desired for excellence. This desire has given birth to new inventions and innovations in all walks of life. Science and technology has always been instrumental in bringing efficiency and improvement in the processes and products of the human work. The world of education has also been influenced by the increased use of technology. It has provided valuable help in improving the task of the teacher, smoothening the process of teaching-learning and enriching the goals of education. With the technical advancement, sophisticated scientific instruments, mass media, hardware and software like radio, television, computer, tape recorder, films, transparencies and e-contents are being used in the field of education. Modern Information and Communication Technologies have created a “global village”, in which people can communicate easily with others across the world.

In 21st Century the world is experiencing unprecedented changes, one of them being in the field of Information and Communication Technology. Educational systems all over the world are increasing the use of ICT for teaching students. The phrase ICT had been used by academic researchers since the 1980s, but it become popular after it was used in a report to UK government by Dennis Stevenson in 1997 and in the revised National Curriculum for England, Wales and Northern Ireland in 2000. In the past few decades, Information and Communication Technologies have provided society with a vast array of new communication capabilities.

Technology has become a key mediator of human relationships not only in schools, but also in other fields, such as commerce, media and business etc. Family relationships are changing due to increased access by parents and children to technological devices. Home access to computers and other technologies is growing rapidly. Computers and other related technologies have become symbolic goods and owning them is identified

with social distinction and intellectual superiority. Parents are led to believe by companies (and schools) that investing in technology is a form of 'good parenting' and computer give children limitless options to learn, a claim that is still under debate in current literature. In the face of such trends, public perceptions of the benefits that computers and other technologies play in children's lives are varied. In such scenario knowing the prospective teachers attitude towards the use of ICT seems to be of utmost importance. So the study on this topic was carried out by keeping in view the following objectives.

Objective

1. To study the Attitude towards the use of ICT among B.Ed. students.
2. To compare mean scores of Attitude towards the use of ICT of B.Ed. students of Urban and Rural areas.
3. To compare mean scores of Attitude towards the use of ICT of B.Ed. students studied in Govt. and Private schools.
4. To compare mean scores of Attitude towards the use of ICT of B.Ed. students studying in Aided and Private Colleges.

Hypotheses

1. B.Ed. students have an average Attitude towards the use of ICT.
2. There is no significant difference between mean scores of Attitude towards the use of ICT of B.Ed. students of Urban and Rural areas.
3. There is no significant difference between mean scores of Attitude towards the use of ICT of B.Ed. students studied in Govt. and Private Schools.
4. There is no significant difference between mean scores of Attitude towards the use of ICT of B.Ed. students studying in Aided and Private Colleges.

DESIGN OF THE STUDY

In the present study, the descriptive survey method was used. B.Ed. students have been taken to find out the Attitude towards the use of ICT. Groups were made on the basis of area, type of school B.Ed students studied from (Govt. or Private) and type of B.Ed. College (Aided or Private).

SAMPLE

In the present study random sample of 300 B.Ed. students of Ludhiana district were taken.

TOOL USED

The data was collected for the variable Attitude towards the use of ICT. For this purpose following tool constructed by the researcher was used.

1. Scale of Attitude Towards the Use of ICT

Results

PERCENTAGE

This section deals with the overall percentage of scores of Attitude towards the use of ICT of the whole sample.

Attitude Towards the Use of ICT among B.Ed. students

The first objective was to reveal the Attitude towards the use of ICT among B.Ed. students. The data were analysed with the help of the mean and S.D. of the total sample and the data was grouped into three levels on the basis of Table 2.

TABLE 1: Showing Mean + S.D. and Mean - S.D. Values for the Variable Attitude Towards the Use of ICT

Variable	N	Mean	S.D.	Mean + S.D.	Mean - S.D.
Attitude towards the use of ICT	300	196.6	29.4	226	167.2

From Table 1. it can be seen that the mean scores of the total sample for the variable Attitude towards the use of ICT is 196.6 and S.D. is 29.4. When we add mean and S.D. (196.6 + 29.4) the value comes out to be 226 and when we subtract S.D. from mean (196.6 – 29.4) the value comes out to be 167.2. The subjects having scores above 226 falls under category of favorable Attitude towards the use of ICT, the subjects having scores between 226 – 167.2 falls under category of average Attitude towards the use of ICT and subjects having scores below 167.2 come under category of unfavorable Attitude towards the use of ICT. The determination levels are shown in table 4.2 and the percentages on various levels are shown in table 2.

TABLE 2: Determination Levels of Attitude Towards the Use of ICT

Levels	Scores
Favourable Attitude towards the use of ICT	226 and Above
Average Attitude towards the use of ICT	Between 226 – 167.2
Unfavourable Attitude towards the use of ICT	Below 167.2

TABLE 3: Showing Percentage of B.Ed. Students on Various Levels of Attitude Towards the Use of ICT

Variable	Levels	N	Percentage
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Attitude towards the use of ICT	Favorable Attitude towards the use of ICT	47	15.67
	Average Attitude towards the use of ICT	205	68.33
	Unfavorable Attitude towards the use of ICT	48	16

Table 3 shows that 15.67% students have favourable Attitude towards the use of ICT, 68.33% students have average Attitude towards the use of ICT and 16% students have unfavourable Attitude towards the use of ICT. So, on the basis of above results, it can be said that B.Ed. students have an average Attitude towards the use of ICT. Therefore, the hypothesis that B.Ed. students have an average Attitude towards the use of ICT is not rejected in the present study.

t-test

Comparison of Mean Scores of Attitude Towards the Use of ICT of B.Ed. Students of Urban and Rural Area

The second objective was to compare mean scores of Attitude towards the use of ICT of B.Ed. students of Urban and Rural areas. The data were analysed with the help of t-test and the results are given in Table 4.

TABLE 4: Area-Wise Mean, S.D., N and t-value of Attitude Towards the Use of ICT

AREA	MEAN	S.D.	N	t-value	Remark
Urban	200.51	29.22	148	2.22*	p<0.05
Rural	192.79	31.03	152		

*Significant at 0.05 level of significance

From Table 4 it can be seen that the t-value is 2.22 which is significant at 0.05 level. It reflects that the mean scores of Attitude towards the use of ICT of B.Ed. students of Urban and Rural areas differ significantly. Therefore, the Null hypothesis that there is no significant difference between mean scores of Attitude towards the use of ICT of B.Ed. students of Urban and Rural areas is rejected. Further the mean score of Attitude towards the use of ICT of B.Ed. students of Urban areas is 200.51, which is significantly higher than that of B.Ed. students of Rural areas whose mean score of Attitude towards the use of ICT is 192.79. It may, therefore, be said that B.Ed. students of Urban areas were found to have favorable Attitude towards the use of ICT than those of Rural areas.

Comparison of Mean Scores of Attitude Towards the Use of ICT of Govt. and Private School Students

The third objective was to compare mean scores of Attitude towards the use of ICT of B.Ed. students studied in Govt. and Private schools. The data were analyzed with the help of t-test and the results are given in Table 5

TABLE.5 Type of School -Wise Mean, S.D., N and t-value of Attitude Towards the Use of ICT

Types of School	MEAN	S.D.	N	t-value
Govt. School	193.53	28.61	145	1.76
Private School	199.47	29.82	155	

From Table 5 it is evident that the t-value for B.Ed. students studied in Govt. and Private schools is 1.76, which is not significant. It indicates that the mean scores of Attitude towards the use of ICT of B.Ed. students studied in Govt. and Private schools do not differ significantly. Therefore, the Null hypothesis that there is no significant difference between mean scores of Attitude towards the use of ICT of B.Ed. students studied in Govt. and Private schools is not rejected. It may, therefore, be said that B.Ed. students studied in Govt. and Private schools were found to have Attitude towards the use of ICT to the same level.

5. **Comparison of Mean Scores of Attitude Towards the Use of ICT of Aided and Private College Students** The fourth objective was to compare mean scores of Attitude towards the use of ICT of B.Ed. students studying in Aided and Private Colleges. The data were analysed with the help of t-test and the results are given in Table 6.

TABLE 6: Type of College-Wise Mean, S.D., N and t-value of Attitude Towards the Use of ICT

Types of College	MEAN	S.D	N	t-value	Remarks
Aided College	192.64	28.76	220	3.98**	p<0.01
Private College	207.5	28.52	80		

**Significant at 0.01 level.

From Table .6, it can be seen that the t-value for B.Ed. students studying in Aided and Private colleges is 3.98, which is significant at 0.01 level. It shows that the mean scores of Attitude towards the use of ICT of B.Ed. students studying in Aided and Private Colleges differ significantly. Therefore, the Null hypothesis that there is no significant difference between mean scores of Attitude towards the use of ICT of B.Ed. students studying in Aided and Private colleges is rejected. Further, the mean score of Attitude towards the use of ICT of B.Ed. students studying in Private colleges is 207.5, which is significantly higher than that of B.Ed. students studying in Aided colleges whose mean score of Attitude towards the use of ICT is 192.64. It may, therefore, be said that B.Ed. students studying in Private colleges were found to have favourable Attitude towards the

use of ICT than those of Aided colleges.

Conclusion

In 21st Century the world is experiencing unprecedented changes, one of them being in the field of information and communication technology. Educational systems all over the world are increasing the use of ICT for teaching students. The phrase ICT had been used by academic researchers since the 1980s, but it became popular after it was used in a report to UK government by Dennis Stevenson in 1997 and in the revised National Curriculum for England, Wales and Northern Ireland in 2000. In the past few decades, Information and Communication Technologies have provided society with a vast array of new communication capabilities. Technology has become a key mediator of human relationships not only in schools, but also in other fields, such as commerce, media and business etc. Home access to computers and other technologies is growing rapidly. Computers and other related technologies have become symbolic goods and owning them is identified with social distinction and intellectual superiority.

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