

PERSPECTIVES OF ICT USE AMONG FUTURE TEACHERS

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Abstract

This survey was done to find out how potential instructors felt about using ICT. From the Madurai district's District Institute of Education and Training, 100 future teachers have been selected in total. In this investigation, the random sampling method was applied. The data was statistically examined using the mean, standard deviation, and "t" test, and the study found that prospective instructors have a favourable attitude toward ICT. Additionally, the study found that there is no statistically significant difference between the mean scores of attitude toward ICT among prospective teachers with respect to demographic variables. The level of attitude toward ICT among prospective teachers in the District Institute of Education and Training is 52% moderate and 40% high.

Keywords: *Attitude, prospective teachers, ICT*

Introduction

Because technological innovation is a never-ending process and inventions are always being made, ICT is used extensively in all aspects of daily life. With the use of ICT in teaching and learning in the twenty-first century, there have been rapid developments in ICT and by ICT in teaching methodologies and learning styles. There are many different ICT products that are relevant to education and are available, such as teleconferencing, email, audio conferencing, radio broadcasts, interactive radio counselling, interactive voice response systems, audiocassettes, and CD ROMs, etc. These products have been used in education for a variety of purposes. The use of ICTs has clearly had an impact on teaching, learning, and research in the field of education.

The primary driver and organiser of the ICT implementation in schools ought to be the teacher. In their educational efforts, instructors ought to be conscious of social change. They must participate in the worldwide transformation of teaching and learning. This puts the function of teachers or other educators in sharp relief.

The goal for teacher education institutes is to develop a new generation of educators who will successfully integrate the new learning technologies into their classroom practises. Trainers and aspiring teachers must have the abilities to use ICT tools in order to take full advantage of all of their educational benefits. Although future teachers receive training in a variety of ICT abilities, fostering a positive attitude among them will significantly alter how ICT tools are used in the teaching-learning process. The goal of the current study was to

determine whether prospective teachers at DIET in the Madurai district have a favourable attitude toward information and communication technologies (ICT).

Need and Significance of the Study

The cornerstones of teacher education are teacher educators. For those who want to become teachers, high-quality teacher preparation is crucial. Their knowledge and abilities must be updated to reflect changes in the educational curriculum and technology. Their personal education has an impact on the quality of teachers, which affects how effective a system of education is overall. Future educators should get ready for careers that call for them to learn new subjects, pick up new skills, and master new technologies. This prompts the researcher to look into how prospective teachers feel about using ICT.

Objectives of the Study

The study's goals are to: 1. Evaluate potential teachers' attitudes toward ICT at the District Institute of Education and Training (DIET).

To determine whether there are any notable differences in prospective teachers' attitudes toward ICT based on a variety of demographic factors, including gender, age, location, marital status, father's educational background, and mother's educational background.

Hypothesis of the Study

1. Prospective teachers have a strong and favourable attitude toward ICT.
2. There is no statistically significant difference in the mean scores of prospective teachers' attitudes toward ICT across a range of demographic factors, including gender, age, location, marital status, father's educational background, and mother's educational background.

Method

The District Institute of Education and Training used the normative survey method to ascertain how prospective D.El.Ed teachers felt about ICT.

Sample

From the Madurai district's District Institute of Education and Training, 100 potential teachers were ultimately chosen.

Tool

The investigator created a rating scale for attitudes toward ICT.

Data Interpretation

The tool was used to gather data, and SPSS was used for analysis. Calculations were made for the means, standard deviations, and the "t" test.

Hypothesis

Table 1 ICT Attitudes of Prospective Teachers at Various Levels

Sl. No.	Variable	Low		Moderate		High	
		No	%	No	%	No	%
1.	Attitude of ICT	8	8	52	52	40	40

The above table classified the 100 prospective teachers' attitudes toward ICT into three levels: low, moderate, and high. Out of 100 potential instructors, 40 (40%) had a high level attitude toward ICT, 52 (52%) had a moderate attitude, and 8 (8%) had a low attitude toward the technology.

Table 2 The ICT-Related Attitudes of Prospective Teachers, by Mean and Standard Deviation

Variable	Maximum score	Mid value	Mean	Standard deviation
Attitude of ICT	200	100	118.11	36.34

The maximum score in Table 1 above is 200, and the mean value is 118.11, which is higher than the mid value of 100, indicating that prospective teachers have a positive attitude toward ICT.

Table 3 Significant Differences between the Means of Prospective Teachers' Attitudes toward ICT in Relation to Demographic Factors

Sl. No.	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	15	129.2	27.965	1.475	NS
		Female	85	113.5	39.390		
2.	Age	17 – 19	58	115.9	39.995	0.013	NS
		19 & above	42	115.8	36.035		
3.	Locale	Rural	69	113.3	35.418	0.991	NS
		Urban	31	121.5	43.849		
4.	Marital Status	Married	13	126.5	38.519	1.073	NS
		Unmarried	87	114.3	38.115		

5.	Father's qualification	Illiterate Educated	20 80	109.5 117.5	36.946 38.558	0.839	NS
6.	Mother's qualification	Illiterate Educated	28 72	105.9 119.7	36.173 38.501	1.637	NS

NS - Non significant, S - Significant

The above table demonstrates that the calculated "t" values are less than the table value at (1.475, 0.013, 0.991, 1.073, 0.839, and 1.637). Since there is no significant difference in the mean scores of attitude toward ICT among prospective teachers with respect to gender, age, locality, marital status, father's educational qualification, and mother's educational qualification, the null hypothesis is accepted.

Findings

- There are 52% prospective teachers with a moderate attitude toward ICT and 40% with a positive view. And prospective instructors have a favourable view toward ICT.
- Regarding various demographic factors like gender, age, location, marital status, father's educational background, and mother's educational background, there is no statistically significant difference in the mean scores of attitude toward ICT among prospective teachers of D.El.Ed.

Discussion

Because of how today's classroom has changed due to the usage of electronic media, prospective instructors have a good attitude toward ICT and their level is moderately high. Smart virtual classrooms, web-based learning, computer-mediated learning, etc. allow future teachers to learn anything they choose whenever they want from anywhere at their own speed. The 21st century's technological advancements have increased the favourable perception of ICT.

In terms of several demographic factors like gender, age, location, marital status, father's educational background, and mother's educational background, the mean scores of prospective teachers' attitudes toward ICT are not statistically significant. This is due to the fact that all students constantly seek to expand their knowledge in order to grow personally. Additionally, if they want to advance their standing as teachers, they might try to arm themselves with the correct knowledge of fundamental computer functions, word processing, spreadsheets, power point presentations, and the internet. Additionally, they might invest a lot of effort in improving their attitude toward ICT by engaging in more individual practise.

Conclusion

The current analysis has amply clarified and illuminated the prospective instructors of DIET in the Madurai district's attitude toward ICT. It is essential at this time. Through computer practical sessions, the teacher educators also hope to change their attitude about ICT. Since all students must have a basic understanding of computers in order to be placed in the teaching profession, prospective teachers must improve this skill. Thus, the future teachers were able to succeed in their task of developing their level and attitude toward ICT while also enhancing their basic computer application skills. This demonstrates better teachers than the norm and makes our aspiring teachers the most adaptable to surviving in a cutthroat society.

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