Distance Education B.Ed., Students Attitude Towards the Use of Ict in Teaching

P. Ravikumar*,Dr. S. Rajasekar**

*Ph. D. Research Scholar, Department of Education, Annamalai University, Annamalai Nagar.
**Professor and Head, Education Wing, (DDE), Annamalai University, Annamalai Nagar.
Corresponding Author: P. Ravikumar

Abstract: *An attempt has been made in this paper to study the attitude towards the use of ICT in teaching distance education B.Ed., students. Normative survey method has been used in the present study. The random sampling technique has been used in the selection of the sample of as many as 900 (DDE) B.Ed., students studying in Annamalai University in Tamil Nadu, The scale for measuring the attitude towards the use of ICT in teaching and personal information from where used for collecting the data. The findings of the study show that majority of the distance education B.Ed., students show neutral level of attitude towards the use of ICT in teaching and the same trend has been seen in respect of the sub-samples, too.*
Keywords: *Attitude towards the use of ICT in teaching, (DDE) B.Ed. Students.*

I. Introduction

An attitude is often defined as a tendency to react favourably or unfavourably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus defined, attitudes cannot be directly observed but must be inferred from over behaviour, both verbal and non-verbal. (Anastasia), Attitude denotes the sum-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic.(Thurstone 1929). Allport G.W (1935) defined an attitude as "mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all subjects and situations with which it is related". An attitude is enduring system that includes a cognitive component of a feeling component and an action tendency. Attitudes involve on emotional component.

An attitude can be understood as an emotion that has an influence on the behaviour of the human beings people's reactions and responses towards certain things largely depend on now they perceive them in this context. According to Morgan (1934), "attitudes are latterly mental postures, guides for contact to which each now experience is referred before a response is made" some teachers believe that use of ICT in teaching is an attention to responses in the use of ICT is teaching in a "positive or negative emotional relationship with or posture towards that use of ICT in teaching. . The attitude towards the use of ICT in teaching is the total score obtained by the respondents after the administration of the scale to measure the attitude towards the use of ICT in teaching.

II. Objectives Of The Study

The following are the objectives formulated for the present study. To study:

1. The level of distance education B.Ed., students their attitude towards the use of ICT in teaching.
2. The significant difference between the male and female distance education B.Ed., students in respect of their attitude towards the use of ICT in teaching.
3. The significant difference between the locality in rural areas students and urban areas students distance education B.Ed., students in respect of their attitude towards the use of ICT in teaching.
4. The significant difference between the educational qualification in UG and PG distance education B.Ed., students in respect of their attitude towards the use of ICT in teaching.
5. The significant difference between the having own computer and not having own computer in distance education B.Ed., students in respect of their attitude towards the use of ICT in teaching.

Hypotheses

1. The level of distance education B.Ed., students their attitude towards the use of ICT in teaching have a neutral level.

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2. There is no significant difference between the male and female in distance education B.Ed., students' attitude towards the use of ICT in teaching.
3. There is no significant difference between the locality in rural areas students and urban areas students distance education B.Ed., students in their attitude towards the use of ICT in teaching.
4. There is no significant difference between the educational qualification in UG and PG distance education B.Ed., students in their attitude towards the use of ICT in teaching.
5. There is no significant difference between the having own computer and not having own computer in distance education B.Ed., students in their attitude towards the use of ICT in teaching.

Method Of The Study
Normative Survey method has been used in the present study.
Sample Of The Study
Random sampling technique was used for the selection of sample as many as 900 (DDE) B.Ed., students studying in Aannamalai University.
Tool Used In The Study
The following tool is used in the present study: attitude towards the use of ICT in teaching scale (ATUITS) constructed and validated by Rajasekar, S. (2011)

Scoring Procedure
  The Likert- type scale calls for graded response to each statement on a five-point scale ranging from "strongly agree" to "strongly disagree". The points are usually denoted by "Strongly Agree (SA)", "Agree (A)", "Undecided (UD)", "Disagree (DA)" and "strongly Disagree (SDA)". The different points on the scale are assigned arbitrary weights, for example, 5,4,3,2 and 1 in the order of "Strongly Agree" response to "Strongly Disagree" response for the statements. Here the "Strongly Agree" response bears a weight of 5. The total scores for an individual can be obtained by adding his / her scores for the entire individual items.
  It may be recalled that each statement is followed by five different responses of "SA", "A", "UA", "DA" and "SDA", in the attitude towards the use of ICT in teaching scale. As already indicated weight are given for the response category in respect of each statement was taken individually and the number of students who responded "SA", "A", "UD", "DA" and "SDA" was found out in both the high and low groups separately. An individual score ranges from 37 to 185 the maximum score that one can get in this is 185.
Statistical Techniques Used In The Study
The following statistical techniques were used for analysis and interpretation of the data in the study.
❖ Descriptive analysis: mean and standard deviation.
❖ Differential analysis: t-value.

Analysis And Interpretation
  Mean and standard deviation were used to find out the level of attitude towards the use of ICT in teaching. Test of significance (t-test) were used in order to find out the significant difference between the means of distance education B.Ed., students in respect of attitude towards the use of ICT in teaching. From the table-1, it is inferred that the majority of the distance education B.Ed., students a neutral level of attitude towards the use of ICT in teaching. Out of the entire sample of the distance education B.Ed., students as much as 2.9% of the B.Ed., students have relatively a very highly favourable attitude towards the use of ICT in teaching, 18.8% of them have relatively a favourable attitude towards the use of ICT in teaching, 46.1% of them have a neutral attitude towards the use of ICT in teaching, 25.9% of them have relatively unfavourable attitude towards the use of ICT in teaching, and only 6.3% of them have relatively a highly unfavourable attitude towards the use of ICT in teaching. This finding reveals that majority of the B.Ed., students have a neutral attitude towards the use of ICT in teaching. This trend is seen in respect of the sub samples, too.

Table-1 The Level Of Attitude Towards The Use Of Ict In Teaching Of
Distance Education B.Ed., Students Of The Entire Sample And Its Sub-Sampls

Levels	Entire Sample	Gender		Locality		Educational qualification		Having own computer	
		Male	Female	Rural	Urban	UG	PG	Yes	No
High Favourable	2.9%	2.7%	3.1%	3.2%	2.6%	3.3%	2.4%	3.1%	2.6%
Favourable	18.8%	18.6%	18.9%	19.1%	18.3%	17.5%	20.6%	18.1%	19.7%
Neutral	46.1%	46.5%	45.8%	45.8%	46.5%	47.8%	43.8%	42.9%	50.4%
Un Favourable	25.9%	24.7%	26.9%	26.1%	25.6%	25.1%	26.9%	27.2%	24.1%
High Un Favourable	6.3%	7.5%	5.3%	5.8%	7.0%	6.3%	6.3%	8.7%	3.2%

Table-2 The Mean And The Standard Deviation Of The Attitude Towards
The Use Of Ict In Teaching Scorees Of The Entire Sample And Its Sub-Sampls

S. No.	Sample	Sub -Sample	N	Mean	S.D	't' Value	Significant at 0.05 level
1	Entire Sample		900	103.42	17.13	-	-
2	Gender	Male	413	102.51	16.93	1.472	Not Significant
		Female	487	104.19	17.28		
3	Locality	Rural	517	103.40	17.35	0.030	Not Significant
		Urban	383	103.44	16.86		
4	Educational qualification	UG	521	103.70	16.68	0.582	Not Significant
		PG	379	103.03	17.75		
5	Having own computer	Yes	519	103.65	17.13	0.471	Not Significant
		No	381	103.10	17.16		

Important Findings
1. Majority of the distance education B.Ed., students have a neutral level attitude towards the use of ICT in teaching.
2. There is no significant difference between the male and female in distance education B.Ed., students in their attitude towards the use of ICT in teaching.
3. There is no significant difference between the locality in the rural and urban area distance education B.Ed., students in their attitude towards the use of ICT in teaching.
4. There is no significant difference between the educational qualifications UG and PG in distance education B.Ed., students in their attitude towards the use of ICT in teaching.
5. There is no significant difference between the having own computer and not having own computer in distance education B.Ed., students in their attitude towards the use of ICT in teaching.

Conclusion

The present investigation has revealed that majority of the distance education B.Ed., students shows neutral level of attitude towards the use of ICT in teaching. The sub-samples of the present study such as the shows there is no significant gender, locality, educational qualifications and having own computer shows no significant difference in it.

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