



THE ATTITUDE OF B.Ed. TEACHER'S TOWARDS ICT IN TRIPURA

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ABSTRACT

“Education is the most powerful weapon which you can use to change the world”

– Nelson Mandela

Human beings are one of the most tremendous creation of god, who have the capacity to create & as well as to destroy anything. One of the greatest creations of mankind is education. Though humans have made so many extraordinary things but education is much more unique and a gift for our society. So, basically education is all about how to develop an individual physically, socially, mentally, emotionally etc. Education means to draw out and nourish the inner potentialities. In educational system, 3 major elements are there such as: student, teacher and environment which plays a vital role in education. Teachers are those eminent personalities who impart and share their experiences, knowledge & their skills with the children. Therefore we can understand the importance of a teacher. As we know teachers are the backbone of the society who facilitates the children and help them to become a good citizen of our society. And it's very necessary to know how much the teacher is competent and skilful to provide the quality education. If we say quality education, ICT is a new and fresh concept that should be included in any educational system. This research is an attempt to investigate the secondary teacher educator's attitude regarding the use of ICT in Tripura. Tripura is the 3rd smallest state of India with natural beauty and valuable resources. Here, this research seeks to explore about the male & female secondary teacher educators' opinion about ICT and to compare the attitude of teacher educators belonging to rural and urban B.Ed. colleges regarding ICT.

Key words: Teacher, B.Ed. , ICT ,

Introduction

Teaching is the most dignified profession where a teacher helps the students to learn and acquire the desired knowledge and skills that can help them to adjust with their society. There are many duties which has to perform by the teacher such as – prepare lessons, research about different information's to increase the knowledge, assist students to learn, conduct parents-teacher meetings, to keep different records like – progress report and anecdotal records etc., organize workshop and seminars and many more. Now-a-days teachers willingly want to take help of ICT to perform their responsibilities appropriately. Therefore, it is very essential to know how much the teacher has ideas about ICT. Information and Communication Technology (ICT) includes some gadgets such as – computer, television, cell phone, tablets, projectors etc. The ICT also includes both internet-based devices and mobile ones which is supported by some wireless technology. We all have faced a lot in the dangerous pandemic situation in last few years, where most of the classes started in online mode . Here the teachers got the chance to use ICT at all levels of educational system to teach the students. From this, they have experienced some convenience and inconvenience while using ICT as a tool to impart knowledge and skills. To make ICT as an essential element of educational process, it's important to know about teacher's attitude regarding ICT. In Tripura there are 7 B.Ed. colleges where 5 of them belong to urban areas and two college are in rural areas. Here we can get an idea about the different thoughts of the teachers from these colleges regarding the use of ICT.

Emergence of the problem

Our information society needs a proper knowledge about technology. Use of ICT can improve the quality of both teaching and learning. It gives chance to use individuals critical thinking in a proper way. Besides this there are several barriers of ICT such as – lack of knowledge about technology, lack of appropriate hardware and software, costly, lack of experienced teachers etc. As we all know, teachers are the persons who deliver the knowledge. Therefore, it's necessary to know about the thoughts of the teachers regarding ICT. In India several research works have been conducted on ICT and teacher's attitude regarding ICT but as per my knowledge there is no research work conducted on attitude of B.Ed. teachers regarding ICT in Tripura. So the researcher decided to research on this phenomenon.

Objectives

The objectives of the study are given below-

1. To study the attitude of male and female B.Ed. teachers regarding ICT teaching.
2. To compare the attitude of B.Ed. teachers belonging to urban and rural B.Ed. colleges regarding ICT.

Null Hypotheses

- ° There is no significant difference between the attitude of male and female B.Ed. teacher's regarding ICT teaching.
- ° There is no significant difference between the attitude of B.Ed. teachers belonging to rural and urban B.Ed. colleges regarding ICT teaching.

Methodology

For collecting relevant data for this research work the descriptive survey method has been used.

Population and sample

The whole study conducted in the different districts of Tripura where the B.Ed. college's are situated. The sample is comprised of 110 B.Ed. teacher's in Tripura where the number of male teachers are 60 and female teachers are 50. The data was collected from 7 B.Ed. colleges by the stratified random sampling method.

Hereunder the name of those colleges are given from where the data was collected:

Table no.1

<u>SL.No.</u>	<u>Institution name</u>	<u>Male</u>	<u>Female</u>	<u>Locality</u>
1.	Institute of Advanced Studies in Education	11	10	Urban
2.	College of Teacher Education	3	10	Urban
3.	Tripura University	3	--	Urban
4.	Bhavan's Tripura College of Teacher Education	10	9	Urban

5.	Bhavan's Tripura Teacher Training College	11	5	Rural
6.	ICFAI	11	8	Rural
7.	Holy Cross College	11	8	Urban

Tools of the study:

For the present research work ICT Teaching Attitude Scale (ICTTAS) developed by Dr T. Pradeep Kumar, Bangalore; Karnataka was used. The scale consisted of 35 statements where 17 were positive items and 18 negative items with a five-point scale.

Data analysis

To get the appropriate result from the present study the researcher used mean, SD and t-test for analysing the relevant data.

Objective1

To study the attitude of male and female B.Ed. teachers regarding ICT teaching.

H₀₁: There is no significant difference between the attitude of male and female B.Ed. teacher's regarding ICT teaching.

Table no.2

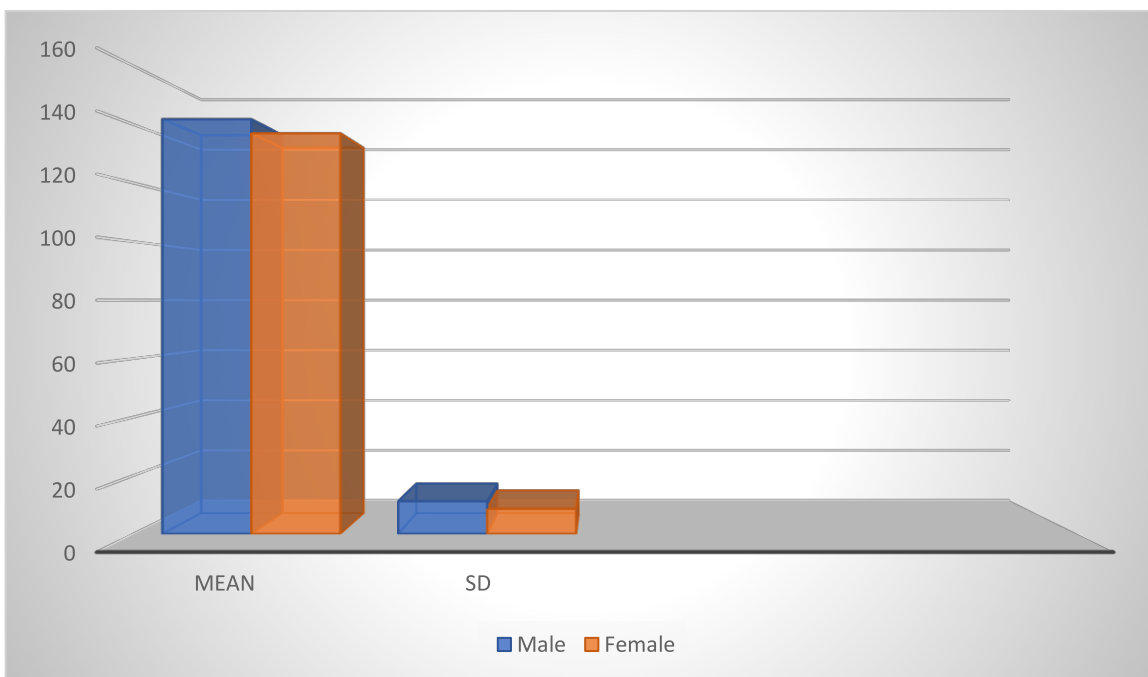
The table is showing the mean, SD and t-value of the attitude of male and female B.Ed. teachers towards ICT teaching.

	Total number of the teachers	Mean	SD	t- value	Level of significance
Male	60	141.8	11.2	2.53	0.05 level (1.98)

Female	50	137	8.6		
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Figure no.1

This graphical representation has shown the mean and SD of the attitude of male and female B.Ed. teachers regarding ICT.



Interpretation: From the above table, it can be observed that the attitude toward ICT teaching among males has, a mean score is 141.8 & SD is 11.2 and in female teachers, the mean score is 137 and SD is 8.6. After the calculation of t-test the t value is 2.53 for the degree of freedom at 108, and the level of 0.05 value is 1.98, thus the null hypothesis is rejected so it can be said that there's a significant difference between the attitude of male and female B.Ed. teachers regarding ICT teaching.

Objective2

To compare the attitude of B.Ed. teachers belonging to urban and rural B.Ed. colleges regarding ICT.

Ho2 : There is no significant difference between the attitude of B.Ed. teachers belonging to rural and urban B.Ed. colleges regarding ICT teaching.

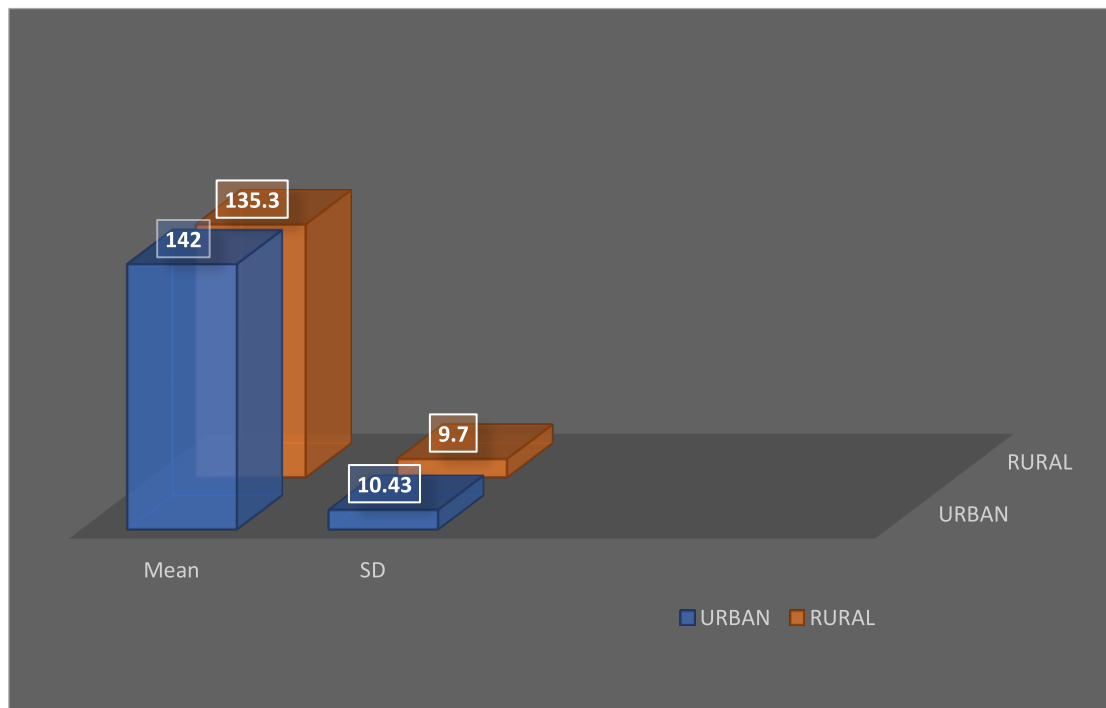
Table no.3

Hereunder the table is showing the attitude of B.Ed. teachers belonging to urban and rural B.Ed. colleges regarding ICT.

	Total number of teachers	Mean	SD	t- value	Level of significance
Urban	75	142	10.43	3.30	0.01level (2.63)
Rural	35	135.3	9.7		

Figure no.2

This graphical representation has shown the mean and SD value of the attitude of B.Ed. teacher's from Urban and Rural B.Ed. colleges.



Interpretation:

Here, it is observed that the mean and SD value of the attitude among B.Ed. teachers belonging to urban areas is 142 & 10.43 and in rural areas the mean value is 135.3 & SD is 9.7. After completing of t-test the t value is 3.30 for the degree of freedom at 108, the level of 0.01 value is 2.63, it means the null hypothesis is rejected. Thus, it's observed that there is a significant difference between the attitude of B.Ed. teachers belongs to urban and rural B.Ed. colleges regarding ICT.

STATUS OF ATTITUDE TOWARDS ICT TEACHING AMONG B.Ed. TEACHERS:

Interpretation	Percentage of Teacher
Highly unfavourable attitude	0%
Unfavourable attitude	0%
Neutral	0%
Favourable attitude	84.54%
Highly unfavourable attitude	15.45%

To interpret the results that were collected from the B.Ed. teachers regarding ICT teaching, it should be mentioned here that the maximum scores of the teachers in ICT Teaching Attitude Scale (ICTTAS) is 101-149. From the above percentage table, it can be noticed that most of the B.Ed. teachers has favourable attitude towards using ICT in teaching- leaning situation. Some of the teachers has highly favourable attitude though. It means the B.Ed. teachers felt the need of technology in education and that's why they are interested in ICT . From the calculation table we can observe that there are a slight difference among male and female B.Ed. Teachers regarding ICT teaching. And in urban colleges the teachers are more familiar with the term ICT than the rural colleges.

Findings of the study:

1. Almost 84.54% B.Ed. teachers has a favourable attitude and 15.45% teachers has highly favourable attitude towards ICT teaching.
2. The male and female teachers has some different thoughts regarding ICT teaching.
3. The B.Ed. teachers from the colleges situated in urban areas has more interest in ICT teaching than the teachers who are belonging to the college's in rural areas.

Conclusion

ICT is very important for the students as well as for the teachers. Present study focused on the teacher's attitude towards ICT and we found that most of the teachers are willing to use ICT in their classroom. Whether male or female, urban colleges or rural colleges, researcher has found some teachers who are not comfortable to use ICT in their classroom it's because they have lack of knowledge & confidence about technology. The use of technology is increasing day by day , so every teacher should have a minimum knowledge about technology and it's applications .

Limitation of the study:

1. Getting information from the B.Ed. teachers was tough.
2. This study has been limited among only 110 B.Ed. teachers because some of the teachers didn't provide the information.
3. In Tripura there are less B Ed. Colleges which is situated in rural areas.

Recommendations:

1. Use of ICT should be included in the curriculum at least 2 times a month.
2. College authority can increase confidence among the teachers by organising different seminars and webinars.
3. Training for the teachers should be included in the colleges belongs to rural and urban areas. And a special training for the female teachers can motivate the female B.Ed. teachers.
4. This study can also conduct on the B.Ed. students.

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