A Comparative Study on the Attitude of Male and Female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards Information Technology (IT) in Education

BENJAMIN LALMUANAWMA FANAI[1], EVA LALRAMPARI[2]

[1] Assistant Professor, IASE, Aizawl

[2] Head of the Department-Education, St Xavier's College, Lengpui, Mizoram.
and Research Scholar in the Department of Education, Mizoram University

Abstract: **The use of Information Technology in education has opened a new era of knowledge and its successful integration, to a large extent, depends on the attitude of teachers towards the same. The focus of the present study was to find out the attitude of male and female B. Ed. multimode student-teachers in IASE, Aizawl towards information technology in education. The sample consists of 163 student-teachers. The statistical techniques like mean, standard deviation and t-test were used for data analysis. Results of the findings indicated that all student-teachers in B.Ed. multimode in IASE, Aizawl are having positive attitude towards information technology in education. It also revealed that no significant differences are found among all student-teachers irrespective of their gender.**

Keywords: **Attitude, B.Ed. Multimode, Student-teacher, Information technology.**

1. INTRODUCTION

Advances in information technology have caught the attention of many educators and researchers. Education systems around the world are under increasing pressure to integrate new technology into their teaching methods so as to impart the necessary knowledge and skills required for them to succeed in the 21st century. IT based instructional methods are now considered an effective alternative to traditional teaching methods. Positive teacher attitudes towards information technology in education are critical if technology is to be effectively integrated into the school curriculum. As such, the groundwork must be laid at the trainee or pre-service teacher's level. To do otherwise is to produce future teachers with underdeveloped skills in the use of technology. Using technology enables teachers to arrange their environment and adjust their instructional strategies. It is imperative to understand the dimensions that influence secondary school teachers' attitudes towards computers as a means for effective preparation of teachers to face the challenges in the information age.

The rationale of the study

Today, it is widely agreed that technology will remain in schools indefinitely as it increases the options and opportunities for improving teaching and learning in the field of education. Technology enables the teacher to cater to the different learning styles through the use of the wide gamut of devices and applications which better ensures permanent learning. This in turn leads to a more productive transmission and construction of knowledge in the classroom saving both time and effort on the part of the teacher and the taught. However, teachers need to be adept and proficient users of the appropriate technology otherwise the teaching learning process will be counter-productive. Skills and efficiency in technology, as in other fields, require a positive attitude towards the same. This is especially true with regard to technology given the fact that it is one if not the most rapidly evolving fields with consistent emergence of new and better hardware and

applications. This necessitates that a student-teacher keeps himself updated with the latest technologies used in education. In order to do this a teacher needs a positive and inquisitive mindset towards the use of technology in the teaching learning process. So, we can say that positive attitude is a pre-requisite for positive results. Therefore, the present study is necessary as it would provide us with the knowledge of the attitude of secondary school student-teachers towards the use of IT in education.

Statement of the problem

The problem for the present study has been specifically stated as **"*A Comparative Study on the Attitude of Male and Female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards Information Technology (IT) in Education"***.

Research questions

1. What are the attitude of secondary school teachers towards IT?

2. Does the availability of IT facilities and resources in their respective schools influence the attitude of secondary school teachers towards the use of IT in teaching-learning?

3. Is there any relationship between the attitude towards use of IT in education and the gender of secondary school teachers?

Objectives of the study

1. To determine the attitude levels of all B.Ed. Multimode student-teachers in IASE, Aizawl towards the use of IT in education using "Attitude Scale towards Information Technology for Teachers (ASTITT-NI)".

2. To compare the attitude of the male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the impact of IT.

3. To compare the attitude of the male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the usefulness of IT for students.

4. To compare the attitude of the male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the productivity of using IT in teaching.

5. To compare the attitude of the male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the teachers' interest and acceptance of using IT in teaching.

6. To compare the overall attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards information technology in education.

Hypotheses of the study

For the present study the following Null Hypotheses has been formulated:

1. There is no significant difference between the attitude of the male and B.Ed. Multimode student-teachers in IASE, Aizawl towards the impact of IT.

2. There is no significant difference between the attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the usefulness of IT for students.

3. There is no significant difference between the attitudesof male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the productivity of using IT in teaching.

4. There is no significant difference between the attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the teachers' interest and acceptance of using IT in teaching.

5. There is no significant difference between the overall attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards information technology in education.

Delimitation

Due to time constraints the present study is delimited to all the student-teachers of B.Ed. Multimode (2016-2018 Batch) in IASE, Aizawl.

2. RESEARCH DESIGN

In the present study, descriptive normative survey method has been used.

Population of the Study

The population of the study consists of all the student-teachers currently undergoing training in B.Ed. Multimode Programme (2016-18) at IASE, Aizawl. This consists of 400 in-service secondary school teachers from different districts of the state.

Sample of the Study

The sample of the study consists of163 secondary school student-teacherscurrently undergoing training in B.Ed. Multimode Programme(2016-18) at IASE, Aizawl.

Tools and Techniques used for Data Collection

For the purpose of the present study, Dr. (Mrs.) Fatima Islahi'sand Dr. (Mrs.) Nasrin's Attitude Scale towards Information Technology for Teachers which consisted of 30 items has been used. The four component areas of the scale are:

1. Impact of IT.
2. Usefulness for Students.
3. Productivity for Teaching.
4. Teacher's Interest and Acceptance.

Procedure of Data Collection

The data was collected from all B.Ed. Multimode student-teachers in IASE, Aizawl. This was done during the contact hours arranged for them by the Institute. Before conducting the test, instructions were explained carefully to each teacher and they were told that there was no fixed time limit to complete the questionnaire; usually an individual took 10-15 minutes to complete the questionnaire.

Procedure of Data Analysis

After the administration was conducted, scoring was done on a five (5) point rating scale ranging from Strongly Agree to Strongly Disagree. There were 30 items (18 positive and 12 negative) in the test. Data were analysed and interpreted by using relevant statistical tools such as Mean, Standard Deviation and t-test. These were presented with the help of appropriate tables and graphical representations.

3. DATA ANALYSIS

Table-1: Comparison of the attitudes of male and female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards the impact of IT

Group	N	Mean	S.D	t-value
Male	116	23.55	4.85	0.8^{ns}
Female	47	22.89	4.78	

Note: **n.s = not significant**

* = Significant at .05 level of significance

** = Significant at .01 level of significance

As per Table-1, the calculated t-value is 0.8 which is found not significant at 0.01 and 0.05 level of significance.

Table-2: Comparison of the attitudes of male and female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards the usefulness of IT for students

Group	N	Mean	S.D	t-value
Male	116	27.25	5.22	0.62^{ns}
Female	47	26.70	5.17	

Analysis of data vide Table-2 shows that the calculated t-value is 0.62 which is not significant at 0.01 and 0.05 level of significance.

Table-3: Comparison of the attitudes of male and female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards the productivity of IT for teaching

Group	N	Mean	S.D	t-value
Male	116	25.39	5.04	0.62[ns]
Female	47	24.85	4.99	

The analysis of Table-3 indicated that calculated t-value is 0.62 which is not significant at 0.01 and 0.05 level of significance.

Table-4: Comparison of the attitudes of male and female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards teacher's interest and acceptance of IT

Group	N	Mean	S.D	t-value
Male	116	31.30	5.59	0.69[ns]
Female	47	30.64	5.54	

Analysis of data vide Table-4 revealed that the calculated t-value is 0.69 which is not significant at 0.01 and 0.05 level of significance.

Table-5: Overall comparison of the attitudes of male and female B.Ed. Multimode Student-Teachers in IASE, Aizawl towards Information Technology in Education

Group	N	Mean	S.D	t-value
Male	116	0.4	0.63	1.89[ns]
Female	47	0.23	0.48	

As per Table-5 the calculated t-value is 1.89 which is not significant at 0.01 and 0.05 level of significance.

4. FINDINGS

1. The study revealed that there is no significant difference in the attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards the impact of IT.

2. It had been found that both male and female B.Ed. Multimode student-teachers in IASE, Aizawl have no significant difference in their attitude towards the usefulness of IT for the students.

3. The study indicated that the attitude of male and female B.Ed. Multimode student-teachers in IASE Aizawl have no significant difference towards the productivity of IT for teaching. This revealed that male and B.Ed. Multimode student-teachers in IASE, Aizawl possessed the same attitude towards productivity of IT for teaching.

4. The study also revealed that there is no significant difference between the attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards teacher's interest and acceptance of IT.

5. The study indicated that there is no significant difference between the overall attitude of male and female B.Ed. Multimode student-teachers in IASE, Aizawl towards information technology in education.

5. SUGGESTIONS

1. The present study was conducted only among B.Ed. Multimode student-teachers (2016-2018 Batch) in Institute of Advanced Study in Education, Aizawl. It can be extended to other batches of B.Ed. Multimode student-teachers.

2. A study in the similar line may be undertaken by including more number of background variables.

6. DISCUSSION AND CONCLUSION

Technology impacts every aspect of our lives, and it is an accepted part of our daily life. In education, technology increases the options and opportunities for educational practices. Today, it is widely agreed that technology should be used in education, and we can conclude that technology will remain in schools indefinitely. Therefore, a comparative

study on the attitudes of B.Ed. Multimode student-teachers in IASE, Aizawl towards information technology in education provided us with the knowledge and importance of the attitudes of teachers towards the development and uses of information technology for teaching. The study indicated that teachers who are familiar with computers and information and communication technology differed in their attitude towards integrating ICT in education when compared to the teachers who are not familiar with technology. The study also reveals that the teachers have to realize that if the students are to achieve a high level of competency and competitiveness, they have no other choice but to adopt technology as an essential tool in the field of education.

The teacher by virtue of his position and role is the most important agent of transmission and enrichment of culture in today's society. Having to deal with human material Teachers play a pivotal role during the most impressionable period of the students' lives and as such he or she is bound to make massive impact on the personality, character, intellectual growth, attitudes and values of the students. In view of this crucial role, unless teachers are fully comfortable with new approaches to integrating IT in teaching, providing students with computers and educational content alone will have limited impact on the teaching and learning process. Therefore, it is essential for teachers to understand that IT-based education only changes their role, rather than minimizing or eliminating their role altogether.

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