

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

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Abstract: Advances in Information Technology and its widespread integration into the field of education has made IT an indispensable requisite in the teaching learning process itself. The present study was conducted to find out the attitude of rural and urban 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. 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 locale.

1. INTRODUCTION

Education systems around the world are adopting IT in the teaching and learning process to better prepare students with the skill and knowledge for the 21st century. Nowadays, IT facilitates not only the delivery of lessons but also the learning process itself. Advances in Information Technology and its widespread integration into the field of education has made IT an indispensable requisite in the teaching learning process itself. The digital divide that is prevalent in most of the developing countries around the globe has resulted in significant differences with regard to the extent of how IT is being utilized in the teaching learning process. However, even in areas where the economy and infrastructure is favorable and despite strong Government policies with regard to IT in education, there are many instances where IT still has not found a strong foothold in the process of teaching and learning. The reasons for such instances are many and one of the most significant causes is the negative attitude of the teachers towards IT. This has resulted in stark differences in the achievements of learners and their resulting preparedness for the competitive world of the 21st century.

The Rationale of the Study

The digital divide that pervades in most developing countries has resulting in varying levels of the integration of IT in the education process. There are significant differences among metropolitan, urban and rural areas in the access to and the use of IT in the classroom environment as well as in the learners' home. Moreover, there are glaring differences in the knowledge and use of IT between the younger and older generation of teachers with the former having a consequential advantage. However, in spite of all these other factors, the attitude of the teachers themselves towards IT in education plays a crucial role in the success or failure of the integration of IT in the teaching-learning process. The locale of the teachers dictates the availability of IT resources, as well as their access to those resources and their subsequent use in the teaching activities. The availability of IT resources, the teachers' and learners' exposure to the same is determined by whether they reside in a metropolitan, urban or rural area and this in turn can play an important role in shaping their attitude towards the use of IT in the field of education. So, a need was felt to undertake the present study to find out the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl.

Statement of the Problem

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

Research Questions

1. What are the attitudes of rural and urban secondary school teachers towards IT?
2. Does the availability of IT facilities and resources in their respective schools influence the attitudes of rural and urban secondary school teachers towards the use of IT in teaching-learning?
3. Is there any relationship between the attitudes towards use of IT in education and the locale of secondary school teachers?

Objectives of the Study

1. To compare the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the impact of IT.
2. To compare the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the usefulness of IT for students.
3. To compare the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the productivity of using IT in teaching.
4. To compare the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the teachers' interest and acceptance of using IT in teaching.
5. To compare the overall attitude of rural and urban 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 rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the impact of IT.
2. There is no significant difference between the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the usefulness of IT for students.
3. There is no significant difference between the attitude of rural and urban 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 rural and urban 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 rural and urban 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 of 163 secondary school student-teachers currently 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's and 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 rural and urban B.Ed. Multimode Student-Teachers in IASE, Aizawl towards the impact of I.T

Group	N	Mean	S.D	t-value
Rural	118	23.36	4.83	0.01 ^{ns}
Urban	45	23.35	4.82	

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 0.01 which is found not significant at 0.01 and 0.05 level of significance.

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

Group	N	Mean	S.D	t-value
Rural	118	27.14	5.21	0.2 ^{ns}
Urban	45	26.96	5.19	

Analysis of data vide Table-2 shows that the calculated t-value is 0.2 which is not significant at 0.01 and 0.05 level of significance.

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

Group	N	Mean	S.D	t-value
Rural	118	25.42	5.04	0.03 ^{ns}
Urban	45	25.16	5.02	

The analysis of Table-3 indicated that calculated t-value is 0.03 which is not significant at 0.01 and 0.05 level of significance.

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

Group	N	Mean	S.D	t-value
Rural	118	31.19	5.59	0.31 ^{ns}
Urban	45	30.89	5.56	

Analysis of data vide Table-4 revealed that the calculated t-value is 0.31 which is not significant at 0.01 and 0.05 level of significance.

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

Group	N	Mean	S.D	t-value
Rural	118	0.39	0.62	0.01 ^{ns}
Urban	45	0.35	0.59	

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

4. FINDINGS

1. According to the present study, there is no significant difference between the attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards the impact of IT.
2. There is no significant difference between attitude of rural and urban B.Ed. Multimode student- in IASE, Aizawl towards the usefulness of IT for students.
3. In the present study, it was found that there is no significant difference between the attitude of rural and urban B.Ed. Multimode student- in IASE, Aizawl towards the productivity of IT for teaching.
4. The study indicated that both rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl have the same attitude towards teacher's interest and acceptance of IT as there is no significant difference in their attitudes.
5. The study also revealed that there is no significant difference between the overall attitude of rural and urban B.Ed. Multimode student-teachers in IASE, Aizawl towards information technology in education.

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 covering a wider population and also including greater number of background variables.

5. DISCUSSION AND CONCLUSION

Technology has become an indispensable part of our daily life. In the field of education, technology has been instrumental in overcoming the geographical barriers to a great extent and has provided even the remote areas with access to valuable educational resources playing a significant part in the attempt to provide equal opportunities to the learners. However there are still great variations in the availability of these educational resources, the quality thereof, and the ease by which both teachers and learners can access them. It can be expected that these will result in corresponding variations in the IT related skills of the educators, the process of integration of IT the classroom, the quality and comprehensiveness of teaching, the subsequent achievements of learners, as well as the attitude towards IT itself. The study found that there was no significant difference in the attitude of rural and urban school teachers towards the use of IT in education. However, this does not indicate whether there is a positive or negative attitude toward integrating IT in the teaching learning process. It is just an indication that the attitudes of teachers in rural and urban areas do not differ significantly. It is recommended that further studies are conducted regarding the matter with a bigger population and with more variables.

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