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ORIGINAL ARTICLE

PRE-SERVICE TEACHERS' ATTITUDE TOWARDS USING CYBER RESOURCES.

GUNWANT DHATRAK

Assistant Professor
Govt. College of Education, Bhandara.(M.S.)

Abstract:

This study is aimed to investigate the effect of computer training workshop on pre service teachers' attitude towards using cyber resources. The sample of 100 B.Ed. trainees was selected. The equivalent group design was used. The trainees in experimental group were exposed to computer training. The effectiveness of computer training was determined by comparing the scores of pretest and post test. The pre-service teachers were found to possess positive attitude towards using cyber resources. The significant effect of computer training workshop on pre service teacher's attitude towards using cyber resources was found. Implications for teacher training and suggestion for further research are provided.

INTRODUCTION:

The modern age is an age of computers. The computers influence many aspects of our social and work lives. As we move into a technology based society, it is important that, student's classroom experiences with technology be equitable and unbiased. The teacher is a key to effective implementation of the use of computers and related technology in educational system.

The teacher of modern age has to use variety of sources to keep his knowledge updated. Internet is the most useful source of modern age. The Internet is helpful to the teachers for vast use. Using Internet teacher can get easily the information and references required for his teaching learning process. To make the teaching process more interesting teacher must understand and have the capability to use internet and other cyber resources. The attitude of teachers towards using cyber resources is a subject prime importance. The success of students learning with computer technology will depend largely on attitude of teachers and their willingness to embrace the technology (Teo, 2006). Gaining an appreciation of the teachers' attitude towards using cyber resources may provide useful insight into technology integration and acceptance and usage of technology in teaching and learning.

OBJECTIVES:

1)To measure pre service teachers' attitude towards using cyber resources.
2)To study attitude towards using cyber resources of control group and experimental group.
3)To compare the attitude towards using cyber resources of control group and experimental group.
4)To study the effect of computer training workshop on pre service teacher's attitude towards using cyber resources.

HYPOTHESES:

1.There is no significant difference between attitude towards using cyber resources of control group and

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experimental group.
2.There is no significant difference between mean scores of pretest and post test of control group.
3.There is no significant difference between mean scores of pretest and post test of experimental group.

SCOPE AND LIMITATIONS:

1.This research is confined to the Bhandara city.
2.It includes B.Ed. trainees of 2012-2013 session.
3.It is restricted to the study of attitude towards using cyber resources.

RESEARCH METHOD:

Survey testing method and Experimental method were used for the present study.

RESEARCH DESIGN:

Equivalent Group Design.

Group	Test	Variables	Test
Control Group	TC_1	Dependent variable - Lack of Implication	TC_2
Experimental Group	TE_1	Independent variable- computer training workshop	TE_2

SAMPLE:

50 pre service teachers were randomly selected. Based on the scores obtained in pre test they were divided into two equivalent groups of 25 each, namely control group and experimental group.

TOOLS:

The Attitude towards using cyber resources (ATUCR) developed by Dr. S. Rajshekhar was used to measure pre service teacher's attitude towards using cyber resources.

ANALYSIS OF DATA :

Mean, S.D. and't' test were used.

Table 1

Groups	N	Mean	SD	't' score	Hypothesis Accepted/ Rejected
Control Group	25	91.58	11.80	2.83	Rejected
Experimental Group	25	98.56	7.85		Significant

Table 1 shows that calculated't' value is 2.83 This value is found to be significant Hence hypothesis 1 stands rejected. It means there is significant difference between attitude towards using cyber resources of control group and experimental group.

Table 2

Factor	N	Mean	SD	t score	Significant/ Insignificant	Hypothesis Accepted/ Rejected
Pre Test	25	91.04	11.15	0.16	Insignificant	Accepted
Post Test	25	91.58	11.85			

Table 2 shows that calculated't' value is 0.16. This value is found to be Insignificant Hence hypothesis is accepted. It means there is no significant difference between mean scores of Pre test and Post test of control group.

Table 3

Factor	N	Mean	SD	t score	Significant/ Insignificant	Hypothesis Accepted/ Rejected
Pre Test	25	90.96	11.01	2.81	Significant	Rejected
Post Test	25	98.56	7.85			

Table 3 shows that the't' value for difference between scores of pretest and post test of Experimental group is 2.81 and it is more than the table value. The difference between the means is found to be significant hence hypothesis 3 stands rejected. It means there is significant difference between mean scores of pretest and post test of Experimental group.

CONCLUSION:

1.The pre service teachers found to possess the positive attitude towards using cyber resources.
2.The significant effect of computer training workshop was found on pre service teacher's attitude towards using cyber resources.
3.There is no significant difference between mean scores of pre test and post test of control group.
4.There is significant difference between mean scores of pre test and post test of experimental group.

SUGGESTIONS:

1.Computer training should be included as a compulsory part of teachers training programme.
2.Teacher trainers should emphasize on communication and information technology in their teaching.
3.Digital communication media should be used.
4.The skills to use modern technology should be inculcated among teachers.
5.Sufficient opportunities should be provided to the teachers to develop positive attitude towards digital media.
6.The teacher training institutes should provide a fearless atmosphere to develop favorable attitude towards computer use in teaching learning process.

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