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A Study On Use Of Information And Communication Technology Among Teacher Trainees In Their Classroom

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Abstract: *Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing, and numeracy. There is a widespread belief that ICTs have an important role to play in changing and modernizing educational systems and ways of learning. Inventive use of ICT is defi ned as the use of ICT applications that hold up the learning objectives based on the requirements of the modern information society. Hence, there is a need to bring out the facts on the impact of ICT on educational trainers. This article discusses the factors which stimulate or limit the innovative use of ICT by teacher educators in Hyderabad Karnataka region of Karnataka State. Survey analysis was used to study the prospective infiuencing factors. The study indicated a limited involvement of the teacher training institutions towards the use of ICT within the curriculum.*

Key words: Information and Communication Technology , modern society , Survey analysis .

INTRODUCTION:

Computer educational software and games have become a major part of school curricula. The presence of computer technology in education has created many questions and concerns. While research over the past 10 years has supported the contention that exposure to computers is often valuable and necessary in an environment with proper teacher attitudes, specific software, and availability or access to computers, there exists a gap in research on primary school learning environments as to integrating the use of technology in their curricula and classrooms (Chai, L, 2008; Hoot & Wang, 2006);

What is known about pre service primary school teacher training is that training typically consists of a one-shot workshop that does not provide sufficient time for teachers to develop computer skills and apply them in the classroom; many workshop trainers, although expert with computers, lack knowledge of child development and have little classroom experience; technology knowledge and skills are taught in isolation, without explicit reference to their application in early childhood classrooms; and little or no follow up is provided to support teachers.(Chang & Chen, 2006, p. 444)

1.Technical Terms:

Teacher educators:-teacher teaching in B.Ed colleges

2.Objectives:

1. To study the usage of ICT from teacher educators in their Classrooms.

3.Hypothesis:

1.There is no significant difference between male and female teacher educators in usage of ICT in their class rooms.
2.There is no significant difference between rural and urban teacher educators in usage of ICT in their class rooms.

4.Sampling:

A sample of 65 teacher educators in 08 teacher education colleges were selected in Bidar and Gulbrga districts in Karnataka results from 50 teacher educators were collected and analyze among 50 teacher educators 32 were male 18 were female.

5.Methodology:

A survey was administered to teacher educators. Data were gathered regarding teacher educators perceptions towards usage of ICT. Quantitative data was analyzed using both descriptive and inferential statistics.

6.Instrument:

Survey methods was employed to collect the data researcher prepared a questionnaire to collect all necessary data required for one proposed research objective based on two hypotheses. The survey consisted of to sections. Demographic and situational data. The first section consist of five items to collect the information about teacher educators

gender age, number of teaching experience etc. the second section consist of ten items. A five point scale of use b the respondent for the ten items 1= strongly agree 2= agree 3= undecided 4= disagree 5= strongly disagree . a five point Likert types scale also used by the respondent.

7.Treatment of the Data:

The statistical package of the social sciences (SPSS) version 17.0 was used to analyzed the data. Bothe descriptive and inferential statistics were used to describe and summarize results. Ht following descriptive statistics: measures of central tendency and variability, frequencies and distributions were calculated to summarize teacher educators' responses by their demographic characteristics.

8.Analysis of the Data:

To address the objective to sturdy usage of ICT from teacher educators in their class rooms based on gender age and teaching experience, t test was used to investigate the difference between male and female teachers educators usage of ICT in the classroom as shown in table 1 there is no statistical significance between male and female teacher educators in usage of ICT in their class rooms.(m=23.79 sd=1.27) and female (m=24.94 sd=0.25) , t=1.579 p>0.05

Table - 1 t-test result for teacher educators usage of ICT based on gender

Gender	N	Mea	Std Deviation	t-test
Male	32	23.79	1.27	1.579*
Female	18	24.94	0.25	

*Not significant at 0.05 level

t test was used to investigate the difference between urban and rural teacher educators usage of ICT in the class room a shown in table 2 There is no significant difference between rural and urban teacher educators in usage of ICT in their class rooms.

Gender	N	Mean	Std	t-test
Urban	32	26.00	1.41 Deviation	1.00*
Rural	18	24.5	3.53	

*Not significant at 0.05 level

Results and Recommendations:

Research objectives and hypotheses , statistical analysis results showed there is no significant difference in teacher educator usage of ICT in class room based on gender here the female teacher educator are using ICT more than the male teacher educators. And second table shows that urban teacher educator s are using ICT more than the rural teacher educators in class rooms. Of gender location years of teaching experience.

Findings indicate that most teacher educators has shown positive interest to use ICT in class room. And viewed that to be an important factor for improving the education difficulties Result of research objective conclude that teacher educators usage of ICI' in class rooms are positive teacher educators seen to have acquired adequate skills levels for utilizing ICT in their class rooms.

1.The study assessed teacher educators usage of ICT in classrooms and identify positive responses but this study did not assess the level of financial support available to use technology therefore future study may concentrate at identifying the influence of those factors so the policy makers may benefit from such assessments
2.The study was strictly quantitative study using a survey design. 'With associate that it recommend to use a qualitative design with the same population such as focus group interviews etc.
3.A longitudinal study is also recommended in order to capture factors that may influence teacher educators usage of ICT such a study may provide more detailed description of usage ICT may serve as a check point for improvements before and after professional development efforts.
4.The policy makers has to design the programmes in the way to make the teacher educators more and more literates in ICT.

Conclusion:

According to Logan and Zevenbergen (2008), teachers must learn to develop new learning experiences with the computers. They also note that computers must be used in a way to provide access for children who have had no prior experience with computers. Tondeur, Valcke, (2004) stated that "The vast majority of teachers use computers for support in the educational practice; fewer teachers actually integrate computers as a teaching tool or learning device" (p. 408). From these studies it appears that technology in preschool classrooms is not being used effectively and creates the need to investigate what preschool teachers are currently learning in their pre service teacher training programs about the use of computers for their classroom. Is it that the training teachers received in their college classes is insufficient to enable them to be effective in using computers with their students in their preschool classroom or that teachers are just not practicing the skills they were once taught in their primary school classrooms

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