An Assessment of the B.Ed. College Teachers' Attitude towards ICT

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Abstract: Both within and outside of the classroom, the world has changed due to recent technological advancements, making it far more fascinating and engaging for students to study about. The expectations on education have changed as a result of advancements in the use and dissemination of knowledge and information technologies. Recent years have seen a significant increase in interest in educational research due to the integration of information and communication technology (ICT) into both real and virtual classrooms, as well as teaching and learning. Thus, the researcher's goal in this paper is to ascertain the attitude of B.Ed. college teachers toward ICT and determine if there are any notable differences in attitude toward ICT amongst the teacher subgroups that were chosen (gender, computer knowledge). The researcher employed 100 student teachers from Paschim Medinipur and Purba Medinipur who were employed by B.Ed. colleges for this purpose. The Simple Random Sampling Technique was used to choose the sample. Samuel Gnanamuthu and Krishnakumar R. created and validated the Teachers' Attitude towards ICT Scale. The 20 items on the teachers' attitude toward ICT scale include five response options: strongly disagree, agree, disagree, disagree, and strongly agree. The study's conclusions show that B.Ed. college instructors have a positive attitude toward ICT. The attitudes of B.Ed college instructors who are computer literate and those who are not vary greatly about ICT.

Keywords: Technologies, Knowledge, High Schools, Instructors.

Introduction: Learned predispositions toward certain elements of our surroundings are known as attitudes. They might be aimed at specific individuals, problems, or organizations in a good or bad way. Prejudice is a component of attitude that occurs when we assume something without providing supporting data. Whatever the facts, if someone has preconceived notions about someone accused of a crime, they may believe them to be guilty. Prejudice in favor of something is another possibility. However, when the term "prejudice" is used without qualifier, it usually denotes an unfavorable assessment made on the basis of insufficient evidence.

Generally speaking, an attitude is made up of three fundamental parts: thinking, feeling, and responding. The first element is belief; it deals with an individual's ideas on the subject at hand. Value is the subject of the second facet, which concerns whether or whether the individual is indifferent, repulsed, or drawn to the subject at hand. The third component is a behavioral propensity.

According to Alloport (1985), "attitude is defined as the mental status of readiness organised through experience upon the individuals response to all objects and situation with which it is related. Attitudes are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favour of disfovour". Attitude may be considered as hypothetical constructs in which a person's diverse thoughts, feeling and tendencies to act are arranged into a more or less coherent pattern.

According to Morgus (1934), "Attitude is literally mental postures, gender for conduct to which each new experience is referred before is made". According to Cantrill (1934), "Attitude is more or less permanent enduring state of readiness of mental organisation which predisposes an individual to react in a characteristic way to any subject or situation with which it is related. Thus attitude may be regarded as a readiness or preparation for response".

Review of Literature: Matthiasdottir et al. (2003) focused on how instructors utilize ICT tools, how they feel about using it in the classroom, and how it connects to their instruction. One private school and fourteen Icelandic high schools participated in the research project. Out of 906, 423 replies, or 47% of the total, were provided. The authors created the questionnaire in 2002 specifically for this research. The study's primary conclusions were that Icelandic high school teachers used the Internet often. Instructors looked for resources online to utilize in their lessons, and they exchanged essays and projects with students. The majority of teachers (81%) thought that using computers in the classroom was desirable, therefore they were supportive of the use of ICT. However, they were not fully using the possibilities that ICT provides, such as interactive assessments and online debates. They also didn't think that using ICT in the classroom would improve student performance.

A research titled Student-teachers' Competence and Attitude toward Information and Communication Technology: A Case research at a Nigerian University was conducted by Mudasiru & Modupe (2011). This study's primary goal was to look at student teachers' attitudes and level of competency with regard to information and communication technologies. 382 student teachers who were randomly selected from the five departments of the University of Ilorin's Faculty of Education in Ilorin, Kwara State, Nigeria, were the participants. The participants in the concurrent teacher education programs were undergraduate student teachers. Chi-square, means, and percentages were used to analyze the data obtained from a questionnaire. The majority of student teachers had a good attitude toward using ICT, and the findings showed that they are proficient with a limited number of fundamental ICT tools. Overall, there was no discernible difference seen in the attitudes or ICT usage of male and female student instructors. It follows that the student instructors were not proficient enough to fully integrate ICT into the curriculum. This emphasizes how important it is to enhance the ICT components of teacher education curricula in developing country institutions.

In 2012, Mirunalini and Anandan carried out a survey study on student teachers' attitudes on ICT. Finding out what teacher candidates at teacher training institutes thought about information and communication technologies was the goal of the current research. 250 student instructors made up the study's sample size, which was chosen using the random sampling technique. The

"Attitude on ICT" instrument was created by the researchers and consists of five elements on a four-point grading scale. The mean, standard deviation, and "t" test were the statistical methods used in this investigation to analyze the data. The study's main conclusions were (a) that teacher candidates had strong opinions on ICT. (b) There is no discernible difference in the teacher trainees' attitudes toward ICT between the teacher training institution's trainees based on gender, age, educational background, or management style; and (c) it is discovered that the female trainees exhibit more positive attitudes than the male trainees when it comes to the multimedia component.

Significance of the Study: When using ICT in the classroom, instructors should focus more on information filtering, analysis, and discrimination than on the technology themselves. It seems doubtful that fundamental skills-based technology training will successfully integrate technology into the classroom. Teachers must take part in rigorous curriculum-based technology training that goes beyond teaching them the fundamentals of computers to teaching them how to smoothly integrate ICT into the curriculum in order to successfully integrate technology into the classroom. Teachers now only needed to feel at ease and secure using ICT-infused teaching techniques, rather than needing to be experts in a wider range of technological applications. Although teachers need to be proficient in a few ICT programs, their understanding of instructional techniques of integration was a stronger predictor of success, indicating that instructional ways of integrating technology should get more attention.

Objectives: The present study has been carried out with the following objectives-

- ✓ To find out the B.Ed college Teachers' Attitude towards ICT.
- ✓ To find out whether there is any significant difference between the selected subgroups of B.Ed college Teachers with respect to their Attitude towards ICT. (Gender, Computer Knowledge)

Hypothesis:

Hp1-B.Ed college Teachers' Attitude towards ICT is High.

Hp2-There is no significant Difference in Attitude towards ICT in respect of gender, and Computer Literacy

Methodology: One hundred B.Ed. college professors from Paschim Medinipur and Purba Medinipur participated in the current research. The Simple Random Sampling Technique was used to choose the sample.

Samuel Gnanamuthu and Krishnakumar R. created and validated the Teachers' Attitude towards ICT Scale. The 20 items on the teachers' attitude toward ICT scale include five response options: strongly disagree, agree, disagree, disagree, and strongly agree.

Distribution of Sample:

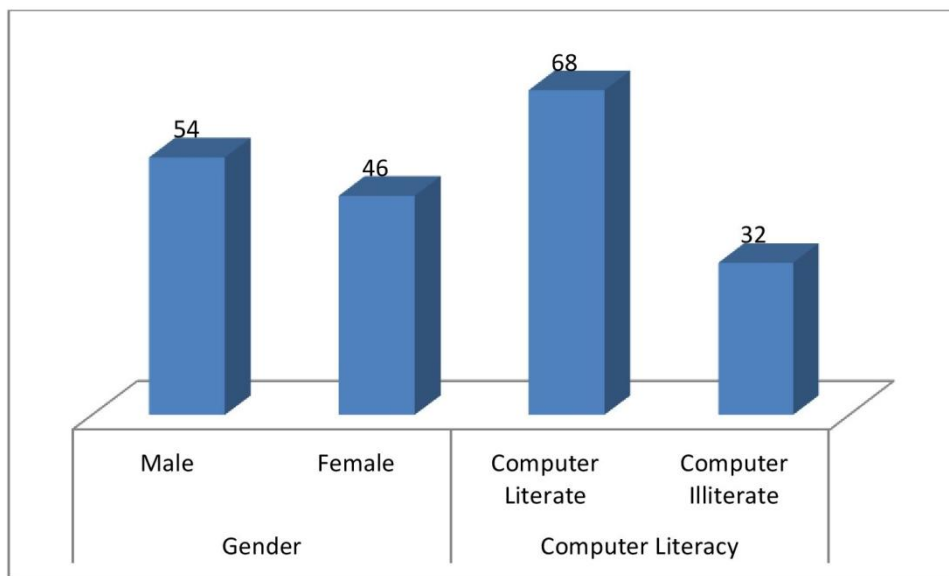| Group	Sub Group	N
Gender	Male	54
	Female	46
Computer Literacy	Computer Literate	68
	Computer Illiterate	32

Fig. showing distribution of sample

DATA ANALYSIS AND INTERPRETATION:

Table 1- Descriptive Statistics for B.Ed college Teachers' Attitude towards ICT

Variables	Values
N	100
Minimum	3
Maximum	78
Mean	47.536
Median	49
Mode	45
SD	15.8621
SEM	0.7093
Skewness	-0.3918
Kurtosis	2.4366

From the above table it is clear that the mean score for attitude towards the ICT is 47.53 and SD is 15.86 with the minimum range 3 and maximum 78. The skewness value is -0.39 and kurtosis value is 2.43. The research hypothesis is analyzed in the light of the mean scores for the total group. One can score the maximum of 80 for teacher Attitude. The higher the mean score is the indication of high level of teacher Attitude. The mean score of the total sample for the present study is found to be 47.53 which are higher than the mid value of 40. Hence it is concluded that the B.Ed college teachers have high level of Attitude towards ICT. So the research hypothesis is accepted.
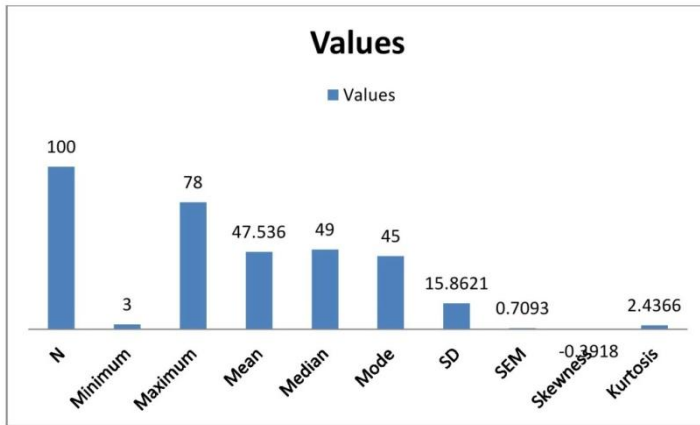
Fig. 1 showing descriptive statistics of the attitude towards ICT

Table 2- Difference between Male and Female B.Ed college Teachers in their Attitude towards ICT Scores

Variable	Sub-Groups	N	Mean	S.D	df	't' value
Attitude	Male	54	46.13	8.36	**98**	0.59
	Female	46	45.14	8.24		

The "t" value for attitude has been determined in order to determine if there is a significant difference between the two subgroups' scores on attitudes toward ICT.The table shows that attitude has a computed "t" value of 0.59, which is not significant at the 0.05 level. As a result, the study hypothesis is accepted, and it is determined that there are no significant differences in the attitudes of male and female college instructors about ICT.

Table 3-Difference between B.Ed college Teachers having Computer Knowledge and Teachers who do not have Computer Knowledge in respect of their Attitude towards ICT Scores

Variable	Sub-Groups	N	Mean	S.D	df	't' value
Attitude	Computer Literate	68	51.46	7.96	**98**	2.39
	Computer Illiterate	32	47.34	8.14		

The "t" value for attitude has been determined in order to determine if there is a significant difference between the two subgroups' scores on attitudes toward ICT.The table indicates that the attitude toward ICT has a computed "t" value of 2.39. This difference is determined to be statistically significant and meets conventional standards for significance. As a result, the study

hypothesis is disproved, and it is determined that there are notable differences in the attitudes of B.Ed. college professors who possess computer skills and those who do not.

Findings:

- B.Ed college teachers' attitude towards ICT is high
- B.Ed college teachers having computer knowledge and teachers who do not have computer knowledge differ significantly in their Attitude towards ICT.

Conclusion: Gender is not the only element that influences computer attitudes; there are several other aspects as well. Teachers at township schools would have a less positive attitude than those from high and middle class societies, since social standing is another aspect that influences computer attitude. Yet, no discernible gender variations in computer attitude were discovered (Bovee, Voogt, & Meelissen, 2007). According to Sindhwani, A. (2012), college instructors in Haryana had a favorable outlook on ICT usage. In this era of advanced technology, the professors believed that using ICT was vital and required. As a result of their seeming natural acceptance of technology as an essential component of education, their research suggests that teachers' attitudes and views of ICT are mostly favorable.

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