

## UTILIZATION OF ICT AMONG B. Ed STUDENT – TEACHERS

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### **Abstract**

*The present study belongs to normative survey method. The variables are based on student teachers gender, locality and major subject. The researcher randomly selected 100 student teachers from various colleges of B. Ed institutions in Salem district. The survey conducted through web platforms (wat's up and e-mails) with Google form questionnaire, which contained 20 statements about the utilization of ICT, samples 45 male and 55 female B. Ed student teachers. The statistical techniques used in the study are mean. Standard deviation and t- test. The level of utilization among B. Ed student teachers found to be 100 %. There is no significant difference among the student teachers based on gender, locality and major subjects on the utilization of B. Ed student – teachers.*

**Keywords:** *Information Communication Technology, Utilization, Student – Teachers, Perception and Difficulties.*

### **Introduction**

Nowadays we live in is a result of constant changing world. The changes that we have all born witness represent a significant period in our lives. Due to lockdown, people are started working from home, students began to learn from home through online format with Google applications. This sudden change event has transformed the world and has brought everyone into a new digital era. Information communication technology ensures the possibility of learning through online platforms with innovative teaching – learning among school society. It provides new way of learning for students and teachers. It opens many opportunities for students and teachers for continuous lifelong learning. ICT utilization broadly helps students with special needs and offers lots of programs for better learning.

### **Review of Related Literature**

ICT supports student - centred and self-directed learning. Students are now able to engage in the use of computers (Castro Sánchez and Alemán 2011). They can build new knowledge through accessing, selecting, organizing, and interpreting information and data. Moreover learning through ICT, students became familiar of using information and data from various sources, and critically assessing the quality of the learning materials. ICT helps to produce a creative learning environment for students' new understanding in their areas of learning (Chai, Koh and Tsai 2010). ICT offers more creative solutions to different types of teaching and learning inquiries. For instance, in a reading class, e-books are commonly used in reading aloud activities and help to pronounce correctly. Students can access all kinds of texts books from beginning to advanced levels through computers, laptops, Personal Digital Assistants (PDAs), or

iPads, especially, these reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs.

### **Need and Significance of the Study**

In this digitally transformed world teacher educational institutions facing number of problems when using and integrating ICT in classrooms for future generation students and teachers. More than one and half years the schools and colleges began to teach classes through online mode. It is important for prospective teachers to know about the uses of ICT for effective teaching for generations. Covid- 19 opened the way for digital learning and it's the only solution in the pandemic crisis while the world in lockdown. More over it makes the teachers for continuing education, current updates, and helps to know new teaching methods with techno teaching. So it's important to analyse the utilization among teachers of upcoming generation.

### **Objectives of the Study**

- To find out the level of ICT utilization among B. Ed student – teachers.
- To find out the ICT utilization among B. Ed student teachers with respect to gender, locality and major subject.

### **Hypothesis of the Study**

There is no significant difference in the utilization of ICT among B. Ed student - teachers with respect to their gender, locality and major subject.

### **Delimitation of the Study**

- The study has been limited to Salem district only.
- The study has been restricted to B. Ed student teachers only.
- This study adopted only the survey method.
- This study focused mainly on the variables like gender, locality of the college and major subject.

### **Methodology of the Study**

Normative survey method was used as the method of research for the present study. The variables used in the study are gender, locality and major subject. The investigator developed the tool to measure the utilization of ict among the B. Ed student – teachers.

### **Size of the Sample**

The simple random sampling technique was followed in the study. The investigator selected 200 student teachers among various teacher education institutions in Salem district as samples of the present study.

### Tools used for the Study

To analyse the utilization of ICT among student teachers the researcher used self made questionnaire which contains 20 items and its reviewed by experts in educational institutions and found reliability and validity 0.76 it highly reliable, agree , strongly agree and undecided were followed.

### Statistical Techniques used

The statistical techniques uses by the researcher are mean, standard deviation and t- test.

### Analysis of Data

**Table 1 Level of Utilization of ICT Among B. Ed Student Teachers**

Samples	N	Percentage %
Student –teachers	200	100

The above table one showed that the level of ICT utilization among B. Ed student – teachers and it was found to be 100 %. Out of 200 students taken for the study 45 percent are boys and 55 percent are girls.

**Table 2 Showing the Mean Difference of B. Ed Student Teachers Utilization of ICT on the Basis of Gender**

Gender	N	Mean	Standard deviation	T test	Significance 0.05 level
Male	45	37.21	9.3664	0.036372	NS
Female	55	34.31	8.2603		

The above table- 2 revealed that the calculated t value 0.0363 was lesser than the table value 0.05 at level of significance. Hence the framed null hypothesis was accepted.

**Table 3 Showing the Mean Difference of B. Ed Student Teachers Utilization of ICT on the Basis of Locality**

Locality	N	Mean	Standard deviation	T test	Significance 0.05 level
Urban	53	30.97	5.9458	0.1463	NS
Rural	47	32.38	5.4425		

The above table- 3 revealed that the calculated t value 0.1463 was lesser than the table value 0.05 at level of significance .Hence the framed null hypothesis was accepted.

**Table 4 Showing the Mean Difference of B. Ed Student Teachers Utilization of ICT on the Basis of Major Subjects**

Major	N	Mean	Standard deviation	T test	Significance 0.05 level
Arts	50	30.6	5.9594	0.4164	NS
Science	50	30.2	7.5587		

The above table- 4 revealed that the calculated t value 0.4164 was lesser than the table value 0.05 at level of significance .Hence the framed null hypothesis was accepted.

### Findings of the Study

- The level of utilization among B. Ed student teachers was found to be 100%
- There is no significant difference in the utilization of ICT among the male and female student teachers.
- There is no significant difference in the utilization of ICT among the rural and urban student teachers
- There is no significant difference in the utilization of ICT among the arts and science student teachers.

### Discussion and Conclusion

There are many frameworks done for ICT literacy and ICT skills, conferences and workshops are conducted for awareness of ICT uses for better teaching through innovative and creative way. On noticing the above calculated t- value, presently especially during covid 19 number of teaching institutions started classes with digital or technological way, so that the student teachers came to know about the utilization of ICT in the digital era and the result showed that there is no significant difference among the student teachers with respect to their gender, locality and major subject. Hence the framed null hypothesis accepted.

ICT has brought everything available at the finger touch. In today's era ICT has occupied every aspect of life and research is one of them. ICT has its prominent importance in research and allied aspects of it.

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