

Level of Interest in ICT among Prospective Teachers of MANUU

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ABSTRACT

ICT interest is very much needed for learners and teachers, especially pre-service teachers. Life in the information age had made the world realize that education could not be modernized without applying ICT in education. NCF-2005 emphasized on learning beyond the boundaries of a text book. To meet the challenges pre-service teachers need to develop interest in ICT, appreciate and apply new ICT tools for learning and teaching. Therefore the investigators felt that a study in this direction is significant and necessary. A survey was conducted with a sample of 150 students of MANUU studying in D.El.Ed, B.Ed AND M.Ed Courses with the Following objectives. (i) To find out the level of ICT interest among D.El.Ed students of MANUU. (ii) To find out the level of ICT interest among B.Ed students of MANUU. (iii) To find out the level of ICT interest among M.Ed students of MANUU. (iv) To find out the significant difference in level of ICT interest among D.El.Ed, and B.Ed students of MANUU (v) To find out the significant difference in level of ICT interest among D.El.Ed and M.Ed students of MANUU (vi) To find out the significant difference in level of ICT interest among B.Ed, and M.Ed students of MANUU. Simple random sampling technique was used. ICT Interest Inventory constructed by Dr.S.Rajasekhar in 2013 was adopted to find out the level of interest in ICT. The standardized tool covers five areas such as computer applications, new technological devices and their applications, application of internet, application of e-resources, and application of e-communication. Statistical techniques such as mean, S.D, and t-test were used to analyze the data. Findings of the study are highlighted in the research paper.

Keywords: ICT interest, Prospective Teacher

INTRODUCTION:

Today technology has developed amazingly to such an extent that one can extract and know information sitting in any corner of the world. Interest in ICT is essential. Interest is the central force that drives the whole machinery in the teaching learning process. As we all know that Interest is inborn as well as acquired. Renninger, K.A (2006) defined “interest as a relatively enduring predisposition to re-engage particular content over time as well as to the immediate psychological state when this predisposition has been activated”. ICT Interest is very much needed for every teacher and the learner as the application of ICT in teaching and learning process is enormous and inevitable.

REVIEW OF RELATED LITERATURE:

Schaffer et al. (2004, cited in Afshari et al, 2009) reported that when technology is introduced into teacher education programs, the emphasis is often on teaching about technology instead of teaching with technology. Hence, inadequate preparation to use technology is one of the reasons that teachers do not systematically use computers in their classes. Teachers lack the necessary skills and thus need to be given opportunities to practice using information communication technology during their teacher training programs so that they can see ways in which technology can be used to augment their classroom activities. To promote ICT integration in schools, school leaders should adopt strategies that make ICT part of their daily routine or tasks of the teachers. These strategies may include using e-mail as the mode of communication among staff, accessing the Intranet to download data and using a word-processor to complete lesson plans for submission.

UNESCO (2005) reported that teachers, professors, technical and administrative staff just be given training that enables them to integrate new information and communication technologies into their teaching programs. The lack of technical skills of maintaining the functionality of Computers confused teachers to integrate ICT in the classroom.

SIGNIFICANCE OF THE STUDY:

High level ICT interest among pre-service teachers will normally tempt them to make better use of ICT in classroom teaching. ICT as an integral tool in teaching and learning support high quality learning. As observed from the related literature from various scholars and past researchers collected from secondary sources i.e. textbooks, magazines, internet and journals, it Shows that to a large extent research on ICT interest on pre-service teachers is still minimal.

STATEMENT OF THE PROBLEM:**Level of Interest in ICT among Prospective Teachers of MANUU****OBJECTIVES OF THE STUDY:**

The study has been undertaken with the following objectives:

- (I) To find out the level of ICT interest among D.El.Ed students of MANUU.
- (II) To find out the level of ICT interest among B.Ed students of MANUU.
- (III) To find out the level of ICT interest among M.Ed students of MANUU.
- (IV) To find out the significant difference in the level of ICT interest among D.El.Ed, and B.Ed students of MANUU
- (V) To find out the significant difference in the level of ICT interest among D.El.Ed and M.Ed students of MANUU
- (VI) To find out the significant difference in the level of ICT interest among B.Ed, and M.Ed students of MANUU.

RESEARCH QUESTION: The present study has been designed with a view to find answer to the following question:

1. Is there any difference in level of interest in ICT among D.El.Ed, B.Ed and M.Ed students of MANUU?

OPERATIONAL DEFINITIONS OF THE KEY WORDS:

ICT Interest: Standardized tool ICT Interest Inventory scores show the level of interest in ICT.

Prospective Teachers: Students who are in professional courses such as teacher education in MANUU for two year duration in respective courses such as D.El.Ed, B.Ed and M.Ed.

METHODOLOGY:

Descriptive survey method was adopted by the investigators.

Sample and Sampling Technique:

The Sample of 150 students of MANUU studying in D.El.Ed (50 students), B.Ed (50 students) and M.Ed (50 students) was selected. Simple random sampling technique was adopted.

Tools:

An interest inventory constructed by Dr.S.Rajasekhar in 2013 was adopted to find out the level of interest in ICT. The standardized tool covers five areas such as computer applications, new technological devices and their applications, application of internet, application of e-resources, and application of e-communication with 49 items in it. The tool was modified by expert and the 30 items of the tool was taken up for the study. Reliability of the tool was

established using split-half method and its reliability found to be 0.87 and its content and construct validity has been established by consulting experts in the field.

Statistical Techniques:

The statistical techniques such as percentages, mean, S.D and t-test were used.

DELIMITATIONS OF THE STUDY:

- ✚ This study is restricted to Maulana Azad National Urdu University.
- ✚ This study is restricted to D.El.Ed, B.Ed and M.Ed students.
- ✚ This study is restricted to only one department of the university.ie;Dept of Education and Training.

DATA ANALYSIS:

OBJECTIVE: 1 To find out the level of ICT interest among D.El.Ed students of MANUU.

Table: 1 showing level of ICT interest among D.El.Ed students of MANUU.

| Level of Interest in ICT | Range of Scores | No Of Students | Percentage |
|--------------------------|-----------------|----------------|------------|
| Very High ICT Interest | 78-90 | 8 | 16 % |
| High ICT Interest | 66-77 | 22 | 44 % |
| Average ICT Interest | 54-65 | 12 | 24 % |
| Low ICT Interest | 42-53 | 8 | 16 % |
| Very Low ICT Interest | 30-41 | 0 | 0 % |

Table 1 reveals that 60% of D.El.Ed students of MANUU have high to very high level ICT Interest.

OBJECTIVE: 2 To find out the level of ICT interest among B.Ed students of MANUU

Table: 2 showing level of ICT interest among B.Ed students of MANUU.

| Level of Interest in ICT | Range of Scores | No Of Students | Percentage |
|--------------------------|-----------------|----------------|------------|
| Very High ICT Interest | 78-90 | 7 | 14% |
| High ICT Interest | 66-77 | 22 | 44% |
| Average ICT Interest | 54-65 | 18 | 36% |
| Low ICT Interest | 42-53 | 3 | 6% |
| Very Low ICT Interest | 30-41 | 0 | 0% |

Table 2 reveals that 58 % of B.Ed students of MANUU have high to very high level ICT Interest.

OBJECTIVE: 3 To find out the level of ICT interest among M.Ed students of MANUU.

Table: 3 showing level of ICT interest among M.Ed students of MANUU.

| Level of Interest in ICT | Range of Scores | No Of Students | Percentage |
|--------------------------|-----------------|----------------|------------|
| Very High ICT Interest | 78-90 | 7 | 14% |
| High ICT Interest | 66-77 | 23 | 46% |
| Average ICT Interest | 54-65 | 15 | 30% |
| Low ICT Interest | 42-53 | 5 | 10% |
| Very Low ICT Interest | 30-41 | 0 | 0% |

Table 3 reveals that 60% of M.Ed students of MANUU have high to very high level ICT Interest.

OBJECTIVE: 4 To find out the significant difference in level of ICT interest among D.El.Ed, and B.Ed students of MANUU

| Students | N | Mean | SD | df | Calculated t-value | significance |
|----------|----|-------|-------|----|--------------------|--------------|
| B.Ed | 50 | 66.98 | 8.92 | 98 | 0.469 | NS |
| D.El.Ed | 50 | 68.46 | 11.30 | | | |

Table 4 reveals B.Ed students mean is 66.98 and SD is 8.92 whereas M.Ed students mean is 68.46 and SD is 11.30. for degrees of freedom 98 obtained t-value is 0.469 and critical value of t at 0.05 level is 1.98 and at 0.01 level is 2.63. The obtained t-value is less than the critical t-value. Therefore null hypotheses is accepted i.e., There is no significant difference between level of ICT interest among D.El.Ed, and B.Ed students of MANUU

OBJECTIVE: 5 To find out the significant difference in level of ICT interest among D.El.Ed and M.Ed students of MANUU

| Students | N | Mean | SD | df | Calculated t-value | significance |
|----------|----|-------|-------|----|--------------------|--------------|
| M.Ed | 50 | 67.48 | 9.75 | 98 | 0.643 | NS |
| D.El.Ed | 50 | 68.46 | 11.30 | | | |

Table 5 reveals M.Ed students mean is 67.48 and SD is 9.75 whereas D.El.Ed students mean is 68.46 and SD is 11.30 for degrees of freedom 98 obtained t-value is 0.643 and critical value of t at 0.05 level is 1.98 and at 0.01 level is 2.63. The obtained t-value is less than the critical t-value. Therefore null hypotheses is accepted i.e., There is no significant difference between level of ICT interest among M.Ed and D.El.Ed students of MANUU

OBJECTIVE: 6 To find out the significant difference in level of ICT interest among B.Ed, and M.Ed students of MANUU.

| Students | N | Mean | SD | df | Calculated t-value | significance |
|----------|----|-------|------|----|--------------------|--------------|
| B.Ed | 50 | 66.98 | 8.92 | 98 | 0.789 | NS |
| M.Ed | 50 | 67.48 | 9.75 | | | |

Table 6 reveals B.Ed students mean is 66.98 and SD is 8.92 whereas M.Ed students mean is 67.48 and SD is 9.75 ,for degrees of freedom 98 obtained t-value is 0.789 and critical value of t at 0.05 level is 1.98 and at 0.01 level is 2.63.The obtained t-value is less than the critical t-value. Therefore null hypotheses is accepted i.e., There is no significant difference between level of ICT interest among M.Ed and D.El.Ed students of MANUU

MAJOR FINDINGS OF THE STUDY:

- ✚ 60% of D.El.Ed students of MANUU have high to very high level of ICT Interest.
- ✚ 58 % of B.Ed students of MANUU have high to very high level ICT Interest.
- ✚ 60% of M.Ed students of MANUU have high to very high level ICT Interest.
- ✚ There is no significant difference between level of ICT interest among D.El.Ed, and B.Ed students of MANUU
- ✚ There is no significant difference between level of ICT interest among M.Ed and D.El.Ed students of MANUU
- ✚ There is no significant difference between level of ICT interest among M.Ed and D.El.Ed students of MANUU

IMPLICATIONS:

- ✚ Having high level of ICT interest among pre-service teachers helps in guiding to set proper aims and objectives of education in future.
- ✚ ICT interest helps the teachers and learners in arranging proper learning environment.
- ✚ Having keen interest in ICT helps in Proper selection and organization of learning experiences.
- ✚ ICT interest among teachers and learners enhances pupil participation in teaching learning process.

CONCLUSION:

In today's world Interest and knowledge in areas such as computer applications, new technological devices and their applications, application of internet, application of e-resources, and application of e-communication has become essential for teachers as well as learners. Teachers who has ICT interest and use it in their classrooms would be able to kindle in the hearts of learners a desirable attitude towards ICT in their entire life.

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