Research Article

Attitude of Student Teachers on the Usefulness of ICT Tool in Education

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Abstract

Information and communication technology (ICT) tools contribute to high distinction course because they have credible to improve students' dynamic vigour unite students to many information sources, sustain energetic in class and out class learning environment, and let teacher to allot more time for facilitation. Consequently, use of ICT tools in instruction and learning process becomes a huge component of make enquiries for many educators. These technologies increase students' drive, self-sufficiency and self-value to learn. In addition, new technologies usually promote self-regulating and lively learning, as a result the students feel more responsible for their own education renumber of research on the input of ICT in modernizing learning and teaching, triggers attempt to incorporate these technologies in order to gain in terms of pre-eminence of education, flexibility, contact and its outlay.

Keywords: Information and Communication Technology, Instruction and Pre-Eminence.

Introduction

ICT has numerous recompenses in the instruction and learning progression. Classroom administration is one of them that gain payback from ICT. According to accomplished teacher who use ICT in their classrooms that ICT may make the classroom domineering more natural since ICT provide materials that make the class more motivating and easier to control (Cox and Webb, 2004). The continuation of several sorts of ICT tools gives the group of student's others hold up of learning particularly in terms of ocular and aural learning.

ICT and Motivation

The British educational communications and technology agency (Becta, 2003) has research about ICT and motivation, which reports that regular use of ICT across various curriculum subjects, may have a useful motivational impact on students learning (cited in Cox, 1997).

Effective Learning and Teaching with ICT

In the late of 20th century and with the beginning of 21st century, ICT has played roles from simple to vital roles especially in developed countries school. Learning and teaching process become more effective by using ICT. "The use of ICT has developed in different ways to meet the needs of learners in different curricular areas. The use of ICT can

- help learners be creative
- be a useful aid to problem solving
- provide ready access to a world of knowledge and research and
- Improve the quality of presentation.

ICT assisted students to be more creative in their learning process, and it is a beneficial support for problem solving by using different ICT facilities such as: software programs, Internet, and printer. Presentations became visual and auditory for students in addition to using software programs like power point. However, all these factors need effective teachers and managements or administrators to apply and achieve these effective benefits on students.

Literature Review

David et al., (2013) conducted a study on Attitude of teachers towards use of Information and communication technology in the implementation of biology curriculum in selected secondary schools. The major finding of the study was a significant difference in ICT with respect to gender. Ilomaki (2008) conducted a study on the effect of ICT on schoolteachers and students' perspectives at Finland. The phenomenon was investigated using a mixed methods approach. Findings: There is a significant difference between male and female in their use of skills in ICT. Male students show better skills especially purely technical issues also in schools and classrooms whereas female students are used ICT in their ordinary practices quit naturally Surasan and Tamilselvi (2016) conducted a study on access of ICT among secondary

school students in relation to their Academic achievement. The study found that was there is no significant difference between boys and girls in ICT access and there is no significant difference between rural and urban area school students in ICT access.

Need and Significance of the Study

- **Access to Variety of Education Resources**

ICT tools develop the instruction skills and education proficiency. The education resources are being widened and extend. Learners are optimistic to observe ICT tools to be used in all aspect of their studies. In particular, they require making use of the recent multimedia technology to communicate information, explain project, and order information in their work.

- **Propinquity To Information**

It has provided immediacy to education. Now in the year of technology the pace of imparting knowledge is very fast, and one can be educated anywhere at any time. Any time learning

- **Collaborative Learning**

Now it has made it easy to learn as well as educate in groups or in clusters. With online we can be joining together to do the considered necessary mission. Efficient postal system and a variety of video recording and playback systems based on computer technology all have a part to play in educational means of statement in the new millennium. The Internet and its Web sites are now well-known too many students in residential countries and among learning elite elsewhere, but it remains of diminutive suggestion to very many more, who lack the most basic means for persistence.

- **Multimedia Approach to Education**

Audio-Visual Education, setting up, training, and use of strategy and resources that engage view, sound, or both, for instructive purpose.

Statement of the Problem

"Attitude of Student Teacher on the Usefulness of ICT Tools in Education"

Operational Definition

Attitude refers to the propensity to be active in response in a constructive or unconstructive way to objects or individuals in one's situation. When we similar to or find objectionable, and

also the way the student teachers perceive knowledge and their thought process about online learning. ICT refers to Information and Communications Technology (ICT) can influence learner knowledge while teachers are digitally well-read and comprehend how to incorporate it into set of courses. Schools use a various set of ICT implements to converse, generate, spread, store, and administer information.

Objectives of the Study

- To examine the difference in student teacher attitude on the usefulness of ICT tools owing to difference in region.
- To examine the difference in student teacher attitude on the usefulness of ICT tools owing to difference in type of institution.
- To examine the difference in student teacher attitude on the usefulness of ICT tools owing to difference in stream of study.

Hypotheses of the study

- There is no significant difference in student teacher attitude on the usefulness of ICT tools owing to difference in region
- There is no significant difference in student teacher attitude on the usefulness of ICT tools owing to difference in type of institution.
- There is no significant difference in student teacher attitude on the usefulness of ICT tools owing to difference in stream of study.

Tool Used for the Study

The investigator used the standardized tool on Use of ICT tool by (Nagy & Habók, 2018) which would be administered to the student teachers to collect data. A questionnaire was framed which is designed specifically to address research objectives with regard to student teachers' attitude on the usefulness of ICT tools. The questionnaire consists of 15 questions was divided into use of ICT in teaching practice, attitude towards ICT, training experience and training needs. The questionnaire was based on a five-point Likert scale: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. Student teachers were asked to reflect on their major motivational beliefs and attitude towards ICT. All permissions were requested, and participants were assured of anonymity. It was guaranteed to the respondents that all information was only used for purpose of research and for statistical treatment. There was no conflict of interests as student teachers' participation was voluntary

Sample

The data for the study was collected from student teachers in Chennai and Tiruvallur district.

Method of the Study

The investigator had used Survey method for the study.

Table 1

Distribution of Sample

Sl. No	Name of the Colleges
1	Stella Matutina College of Education
2	Indhira College of Education

Analysis and Interpretation

H1: There is no significant difference in student teacher attitude on the usefulness of ICT tools owing to difference in region.

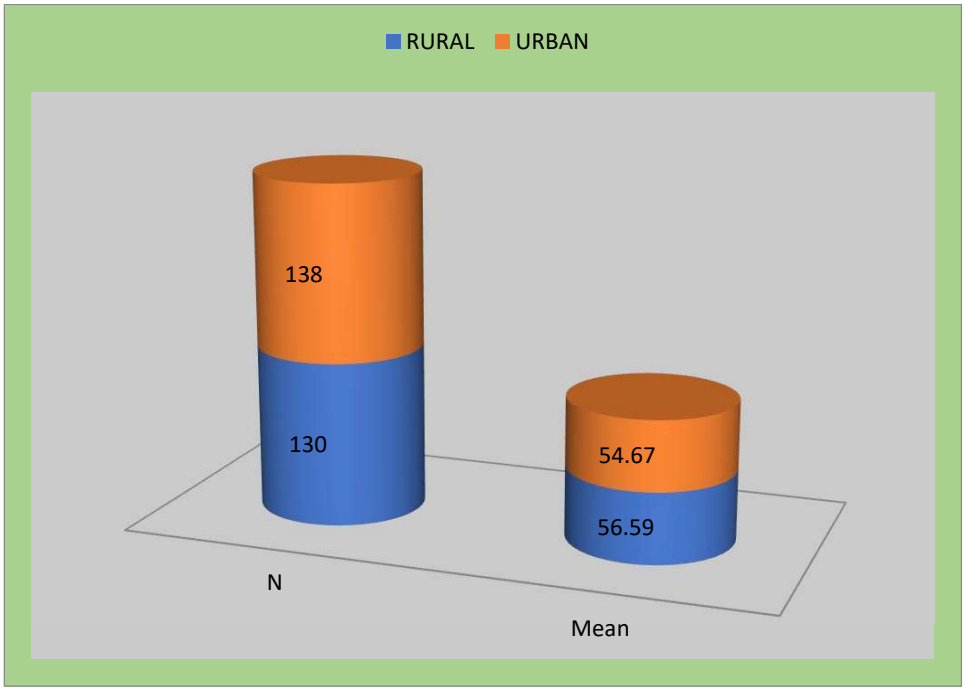
Table 2

Student Teachers Attitude on the usefulness of ICT tools Based on Region.

Region	N	Mean	Std. Deviation	t-value	df	Significant Level
Rural	130	56.59	6.179	.026		
Urban	138	54.67	7.683	.025	266	0.317

Figure 1

Pupil differences in region



The above table shows that the mean scores and standard deviation and 'p' value of region. Here the 'p' value of region is 0.31 which is greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 266. The hypothesis assumed that the there is no significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in region is accepted. Therefore, it is concluded there is no significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in region.

H2: There is no significant difference in student teacher attitude on the usefulness of ICT tools owing to difference in type of institution**.**

Table 3

Student Teachers' Attitude on The Usefulness of ICT Tools Based on Type of Institution.

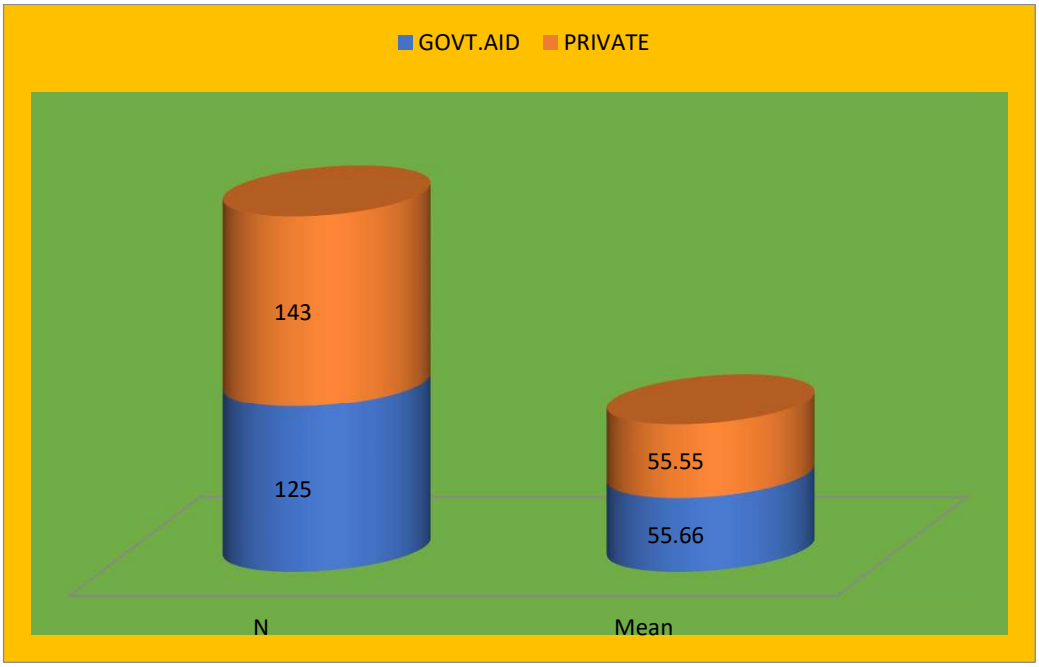
Type of Institution	N	Mean	Std. Deviation	t-value	df	Significant Level

Govt. Aided	125	55.66	6.962	.897	266	0.892
Private	143	55.55	7.144	.897		

The above table shows that the mean scores and standard deviation and 'p' value of region. Here the 'p' value of region is 0.89 which is greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 266. The hypothesis assumed that the there is no significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in type of Institution is accepted. Therefore, it is concluded there is no significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in type of Institution.

Figure 2

Pupil differences in Type of Institution



H3: There is no significant difference in student teacher attitude on the usefulness of ICT tools owing to difference in stream of study

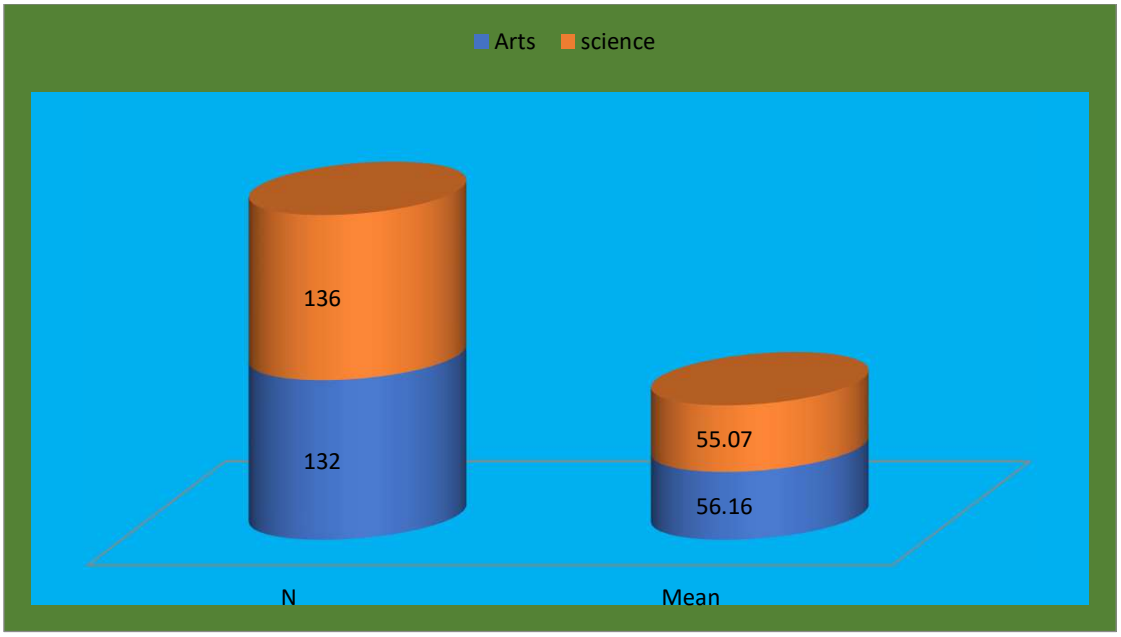
Table 4

Student teachers' Attitude on the Usefulness of ICT tools Based on Stream of Study

Stream Of Study	N	Mean	Std. Deviation	t-value	df	Significant Level
Arts	132	56.16	5.408	0.205	266	0.028
Science	136	55.07	8.321	0.202		

Figure 3

Pupil differences in Stream of Study



The above table shows that the mean scores and standard deviation and 'p' value of region. Here the 'p' value of region is 0.02 which is greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 266. The hypothesis assumed that the there is significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in stream of study is rejected. Therefore, it is concluded there is significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in Stream of study.

Findings of the Study

- The acceptance of null hypothesis in table 2 showed that there is no significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in region. These findings infer that Student teacher attitude on the usefulness of ICT tools of rural and urban are the same.
- The acceptance of null hypothesis in table 3 showed that there is no significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in Stream of study. These findings infer that Student teachers' attitude on the usefulness of ICT tools of arts and science are the same.
- The acceptance of null hypothesis in table 4 showed that there is significant difference in Student teachers' attitude on the usefulness of ICT tools owing to the difference in Type of institution. These findings infer that Student teachers' attitude on the usefulness of ICT tools of Government Aided and Private are the different.

Delimitation of the Study

- The data is collected from Chennai and Tiruvallur districts only.
- The findings of the study are limited to region, type of Institution, stream of study only.
- To collect the data only survey method is used.
- The data is collected from the population of B.Ed. college students.
- The standardized questionnaire only used on Attitude of Student Teacher on the Usefulness of ICT Tools by the investigators.

Educational Implications of the study

The outstanding characteristic of any research is that it contributes something new to the development of the area concerned. On the basis of the findings, the investigator found that the attitude towards ICT tools is squeezing the share of conventional mass media and its fast becoming a substitute to provide activity. Attitudes are the prime movers of the thought and action, which is clear from the study, on the usage of ICT tools. Attitude towards ICT tools helps the student to implement the principle of lifelong learning. Students use information and communication technology to increase a variety of educational services.

Conclusion

Worldwide educational systems are under great pressure to adopt novel technologies in the instruction and knowledge process, to prepare students with the knowledge and skills they need in the 21st century. Conversion, transformation and revolution in the situation of today's instructive system. All the processes of learning are crossing the boundaries and barriers. This tendency requires a change in knowledge competencies and skills to deal with technological advancement in networking which is necessary to establish a network between students, educators, parents, institutions and libraries the world over. Therefore, the use of technology in education improves classroom teaching learning process.

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