

ICT INTEREST OF B.Ed. STUDENTS IN THE UNIVERSITY OF CALICUT

ABSTRACT

The development of the term 'ICT' is an awesome trend in Education. ICT means Information and Communication Technology. Implementation of ICT in education leads to rapid changes in all areas of education, especially in the teaching-learning process. Normative survey method is used for the present study. The sample consists of 885 B.Ed. students of the University of Calicut. The study reveals that there is no significant difference between male and female B.Ed. students in respect of their ICT interest. There is a significant difference between the B.Ed. students studying in urban colleges and those in rural colleges in respect of their ICT interest. There is no significant difference between the B.Ed. students whose educational qualification is under-graduation and post-graduation in respect of their ICT interest.

INTRODUCTION

'ICT' is one of the most important terms in education. In olden days ICT included radio and television but nowadays ICT includes newer digital technologies like computer and internet. These ICT devices have a great role in education and these are used as powerful enabling tools for educational change and reform. Appropriate use of different ICT devices will strengthen the relevance of the educational process and raise the quality of education. Now ICT makes the teaching-learning process more effective and information can be accessed and shared instantly by a single touch. The use of ICT in education will change entirely the life situation of human beings. ICT is an effective tool for the development of human knowledge that can be shared over time and distance. Because of these reasons the investigator decided to study the role of ICT in education. So this study has been undertaken for identifying the ICT interest of B.Ed. students' under the University of Calicut in Kerala State, India.

OBJECTIVES OF THE STUDY

The objectives of the study were to find out

1. the significant difference in ICT interest between male and female B.Ed. students.
2. the significant difference in ICT interest between the B.Ed. students studying in urban colleges and

those in rural colleges.

3. the significant difference in ICT interest between the B.Ed. students whose educational qualification is under-graduation / post-graduation.

HYPOTHESES OF THE STUDY

1. There is no significant difference in ICT interest between male and female B.Ed. students.
2. There is no significant difference in ICT interest between the B.Ed. students studying in urban colleges and those in rural colleges.
3. There is no significant difference in ICT interest between the B.Ed. students whose educational qualification is under-graduation / post-graduation.

METHOD OF STUDY

Normative Survey method was adopted for the study.

THE SAMPLE

Random sampling technique was adopted for the study. The sample consists of 885 B.Ed. students under the University of Calicut, Kerala State, India. The distribution of the samples is given in the following Table.

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Table 1
DISTRIBUTION OF THE SAMPLE

Gender		Locale		Educational Qualification	
Variable	Sample size	Variable	Sample Size	Variable	Sample Size
Male	430	Urban	540	UG	500
Female	455	Rural	345	PG	385

TOOLS USED IN THE STUDY

ICT Interest Inventory (III) for B.Ed. Students (2011): Developed and standardised by the investigator.

STATISTICAL TECHNIQUES USED IN THE STUDY

The following statistical techniques were used for analysis and interpretation of the data in the study.

1. Descriptive Analysis
2. t-value

ANALYSIS AND INTERPRETATION OF THE DATA

The following are the results and interpretation of the data.

Null hypothesis 1

There is no significant difference in ICT interest between male and female B.Ed. students.

Table 2
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ICT INTEREST SCORES OF MALE AND FEMALE B.ED. STUDENTS

Sub-samples	N	Mean	S.D.	't' Value	Significance at 0.05 Level
Male B.Ed. students	430	20.69	9.19	0.9	Not significant
Female B.Ed. students	455	20.13	9.38		

The details of the calculations are given in Table-II. The 't' value is found to be 0.90 which is not significant at 0.05 level. Therefore the null hypothesis is retained and it

is concluded that there is no significant difference between male and female B.Ed. students in respect of their ICT interest. Thus there is no evidence in this study to suggest that the sex of B.Ed. students can cause significant difference in respect of their ICT interest.

Null hypothesis 2

There is no significant difference in ICT interest between the B.Ed. students studying in urban colleges and those in rural colleges.

Table 3
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ICT INTEREST SCORES OF THE B.ED. STUDENTS STUDYING IN URBAN COLLEGES AND RURAL COLLEGES

Sub-samples	N	Mean	S.D.	't' Value	Significance at 0.05 Level
B.Ed. students studying in urban Colleges	540	19.62	8.76	3.04	Significant
B.Ed. students studying in rural Colleges	345	21.62	9.95		

The details of the calculations are given in Table 3. The 't' value is found to be 3.04 which is significant at 0.05 level. Therefore the null hypothesis is rejected and it is concluded that there is significant difference between the B.Ed. students studying in urban colleges and those in rural colleges in respect of their ICT interest.

Moreover, the B.Ed. students studying in rural colleges (Mean = 21.62) are found to be better than the B.Ed. students studying in urban colleges (Mean = 19.62) in respect of their ICT interest. Thus there is evidence in this study to show that the locale of the colleges where the students are studying can cause significant difference in respect of their ICT interest.

Null hypothesis 3

There is no significant difference in ICT interest between the B.Ed. students whose educational qualification is graduation / post-graduation.

Research Paper

ATTITUDE OF

The main objective of the study is to investigate the attitude of B.Ed. students towards ICT learning. In the present study, the responses were collected from higher secondary students of

INTRODUCTION

In the 21st century, all sectors of the economy are being transformed by the teachers and students making use of computers besides becoming versatile in their teaching and learning processes. Arrival of computer technology has changed the perception of education. It has knocked the door of traditional education with new technological terms by new learning methods. E-learning, e-banking, money to e-money, e-commerce, e-work information and communication technology, e-learning and e-teaching.

Attitude is associated with a person's tendency to respond in a certain way. An attitude is an internal

disposition to respond in a certain way. It is a learned response that is generally positive or negative. It is a learned response that is generally positive or negative. It is a learned response that is generally positive or negative. It is a learned response that is generally positive or negative.

OBJECTIVES OF THE STUDY

The following were the objectives of the study:
To study the attitude towards ICT learning of higher secondary school students.
To find out, significant difference in attitude towards ICT learning of higher secondary school students of different type of school and locality.

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