



Attitudes Towards the use of ICT in the Classroom

Dr. Rajubhai Pargi

I/C. Principal

Sarvoday College of Education

(M.Ed. Course), Derol.

E-Mail. Rajubhaipargi136@gmail.com

Abstract

The purpose of this study is to investigate teacher trainees attitudes towards the use of ICT in the classroom. One hundred teacher trainees from B.Ed. class participated in the study. A survey was conducted for this study. Self made five point attitude scale used for this study. The results show that teacher trainees' attitudes towards ICT are highly positive but the use of them in class is scarce and it is subjected to innovative processes.

Keywords – Teacher trainees' attitudes, ICT use

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Introduction

Information And Communication Technologies (ICT), including computer application, mobile technology or recording and communication systems have become essential and highly relevant items in teaching and there is a general feeling that pupils must learn how to use this kind of technologies since being at school. These new demands towards the educative centres, at the same time, have brought about an increasing interest in ICT teacher training because they enable the acquisition of specific abilities, knowledge and experiences for the teaching profession. However, effective ICT use in class is a complex process that demands time and institutional support.

Topic of this Study

For this study the topic was as follow

“Attitudes towards the use of ICT in the classroom”

Objectives of this study

Objectives for this study were

- 1) To know the attitude of teacher trainees’ towards the use of ICT in the classroom
- 2) To know the difficulties that teacher trainees’ observe in their implementation of ICT during lessons.

Questions of this study

Questions for this study were

- 1) What is the attitude of teacher trainees’ towards the use of ICT in the classroom?
- 2) Which type of difficulties that teacher trainees’ observe in their implementation of ICT during lessons?

Importance of this study

Importance of this study are as following

- 1) From this study we know the teacher trainees’ attitude towards the use of ICT in the classroom.
- 2) We know the Difficulties faced by teacher trainees’ in the classroom while using the ICT.

Limitations of this study

This study conducted only for teacher trainees' of B.Ed. colleges from Ankleshwar City. From these colleges this study included only the teacher trainees of Amity B.Ed. College of Education.

Sample of this study

One hundred and thirty four teacher trainees from Amity B.Ed. College Of Education were used as sample for this study. These students are from final year B.ed.

Research Method of this study

For this study survey method used to know the teacher trainees' attitude towards the use of ICT in the classroom.

Construction Of the tool

For this study self made five point attitude scale was use as a tool to know the attitude of teacher trainees towards the use of ICT in the classroom.

Data collection

For this study One hundred and thirty four teacher trainees of Amity B.Ed. College of Education attitude are collected about the use of ICT in the classroom. The survey contained attitude towards use of ICT and use of computer resources in the classroom and level of satisfaction towards the using of ICT.

Data Analysis

Descriptive statically analyses (frequency and percentage) used to analyses of data collected for this study.

Findings

- 2) Teacher trainees are highly positive to use ICT in their practice lesson because it's effects are visible in long term.
- 3) They believe that ICT helps the students to experience things more actively and to reason better.
- 4) They believe that ICT makes the course content more lively.
- 5) From their point of view ICT can help students to acquire understanding and insight and also knowledge which remains superficial.
- 6) They also accept a danger of using ICT is that students don't think anymore and hard to see what they have learnt.
- 7) Compared to a regular lesson, a lesson with ICT is more effective.
- 8) ICT makes things more easy and encourage students to explore situations.
- 9) ICT pushes students towards trial and improvement approaches.

- 10) Using ICT makes students enthusiastic.
- 11) They also accept the limitation to use of ICT that teachers don't have enough time to integrate ICT in their teaching but mixture of ICT use with other teaching format is important.
- 12) The drawback of the use of ICT in the lesson limits their freedom as a teacher and also difficult to be in full control of lessons that use ICT .
- 13) When they use ICT in their lesson, they have to be very clear to students on what they should do with the ICT.

Conclusion

The study investigated the attitudes of teacher trainees towards the use of ICT in the classroom. Results suggest that teacher trainees had positive attitudes with regard to the use of ICT as teaching tools. The degree is between neutral and positive. The high predication to use technologies contrasts with the real use teachers give to ICT in class but they hardly ever use them on a regular basis.

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