



Attitude Towards Using New Technologies Of Prospective Teacher Educator

Dr. R. Boopathi

Assistant Professor Department of Educational Technology Tamil Nadu Teachers Education University Chennai – 600 097.

Email: boopathilara@gmail.com

APA Citation:

Boopathi, R., (2021). Attitude Towards Using New Technologies Of Prospective Teacher Educator , *Journal of Language and Linguistic Studies*, 17(1), 784-790; 2021.

Submission Date: 27/01/2021

Acceptance Date: 24/03/2021

Abstract

Rapid advances in technology have had a significant impact on the teaching-learning process. The way that current student instructional methods are taught has continuously changed due to technology. Training programmes for educators should priorities developing tech-savvy instructors who can use and incorporate technology into their lessons, particularly for educational purposes. High confidence levels in the use of technology should be attained by prospective teacher educators. In our classrooms, meaningful technology use can become more of the rule than the exception. In the current setting, prospective teacher educators' attitudes towards utilizing new technologies are a useful notion to evaluate in order to determine whether or not they possess sufficient attitudes to offer relevant suggestions for their growth. The present study studied about the attitude towards new technologies of prospective teacher educators who pursuing M.Ed Degree programme from different colleges in Namakkal District of Tamilnadu. Those prospective teacher educators' who were from the college with modernized different media gadgets from the technology labs has more attitudes towards new technologies than their colleges with computer lab.

Key Words : Attitude, New Technologies, and Prospective Teacher Educators.

Introduction: Background of Research

Regarding a specific subject, attitudes are defined as a person's favourable or negative opinion. The examination of data indicating the outcome of an activity and the assessment of these outcomes whether favourable or unfavourable determines attitudes. It's a well-known proverb that attitude dictates altitude. Research has shown a strong correlation and affinity between the attitudes of educators and how they use technology. A greater degree of computer experience was correlated with more positive attitudes towards computers.

Opportunities to consider a person's attitude and interests arise from new technologies. Research has shown that interactions between students and computers are advantageous to learning (Shankar, 1995). According to Gomleksiz (2004), teachers can achieve better and more efficient learning outcomes by implementing educational technology in their classrooms. A more efficient and successful educational system can be achieved through the wise use of technology. Technology use in

the classroom allows pupils to learn more quickly and effectively. It is becoming more and more evident through formal research how this investment affects productivity as well as the way that education is delivered.

In certain instances, it has been observed that incorporating technology into the teaching-learning process changes the roles of the teacher and students. The teacher's role may change from being the traditional wise man on stage to also acting as a side guide, and the students' role may change from being passive recipients of information to more involved partners and participants in the learning process.

In the upcoming years, educational institutions worldwide may expect to face significant challenges in effectively integrating technology and pedagogy for learning in a networked multimedia environment with fierce global competition. According to Moseley & Higgins (1999), educators who effectively included ICT into their lessons demonstrated a favourable attitude towards the tool.

Instructors who are enthusiastic about ICT in general will be enthusiastic about utilising it in the classroom. When utilised effectively, technology has the power to fundamentally change how teachers and students interact and learn. The use of educational technology affects the calibre of instruction. The way aspiring teacher educators approach their work has a big impact on how well they educate. No amount of technological advancement in educational institutions may improve student performance unless prospective teachers approach its acceptance, use, and use in the teaching-learning process with the appropriate mindset.

In our colleges and institutions, computer knowledge and use are now standard. When working in a setting where technology is required, teachers should understand the elements that contribute to students' general computer attitudes and be open to exploring the methods and strategies for efficient computer-based teaching and learning (Anderson, 2001). By streamlining the logistics of homework assignments and fostering more contact between students and teachers, technology can operate as a multiplier..

Over the past five years, there has been a massive boom of information and technology, with the creation of the World Wide Web at its heart. Many people view the web as a dynamic information source, and much of the enthusiasm surrounding it stems from its alleged capacity to provide an enormous amount of diverse information to anyone with access.

When technology usage is aligned with the instructional goal, where technology is integral to teaching, successful integration might be succeeded. . Otherwise, the use of technology alone is not a sufficient indicator of integration. Therefore, teacher educators need to place instructional technology education within the context of teachers' work.

Related Studies Outcomes

Arun Kumar Pandey, & Anamika Pandey (2020) demonstrated the benefits of ICT use in education. It has been noted that, in comparison to wealthy nations, emerging nations such as India use ICT less frequently. research to learn about ICT's global influence. In 2018, Mailavelan, P., and Baskaran, M. randomly chose 270 secondary school kids in and around Chennai, Tamilnadu, using Pachaiyappan's ICT Scale (2015). Most secondary school pupils exhibited a modest level of awareness regarding ICT, according to the data.

The findings of Malathi Thirumaal & Nachimuthu Katuppannan (2017) indicate that there is no statistically significant variation in the ICT attitude of student teachers based on their course level, such as undergraduate vs post-graduate, and that they possess an efficient degree of ICT attitude.

Higher secondary instructors have a neutral attitude towards integrating new technology into the classroom, according to Paul Albert, A. (2016). Teachers of different genders have quite different attitudes about using new technologies.

To address the teaching and learning demands, providing self-directed learning alternatives is one potential substitute. The internet offers itself as the perfect tool for independent learning (Mathai, & Arumugam, 2016). In order to satisfy the needs of the information age, technology usage must be combined with pedagogical uses of technology to promote learning for the development of lifelong learning skills and other new educational goals. The claim that ICT-enabled education improves both teaching and learning quality was contested by Jobin Joy and Srihari, M. (2015).

Problem Identification

In order to improve digital technology and the internet in their classrooms, schools, and teacher education institutions, instructors and students need to possess the necessary knowledge, skills, and abilities, according to the UNESCO World Education Report from 2002. In order to assist all students meet high academic standards, teachers and teacher educators need to adopt the appropriate mindset while utilising new digital technologies. Without enough ICT expertise, teacher educators and aspiring educators are unable to function in their classrooms and cannot be considered fully qualified ones. Thus, in this day and age of technological sophistication, the researcher is considering if prospective teacher educators have sufficient attitudes towards new technologies.

Problem of the Study

The current study's focus is on prospective teacher educators' attitudes towards using new technologies.

Methodology

The kind of lab facilities that are accessible (technology lab/computer lab) has led to the adoption of a basic survey approach with simple random sampling technique for the selection of 100 samples on the base of stratification. Of the 100 prospective teacher educators that were chosen, 39.0% and 61% were from courses with college-level resources such computer and technology labs. The type of lab facilities available was considered an independent demographic variable in this study, whereas attitude towards new technology was regarded a dependent variable.

Geographical Location

The present investigation was conducted in teacher education institutions that offering M.Ed course which located in different educational blocks of the Namakkal district, in Tamilnadu state, India.

Term and Definitions

Attitude towards New Technologies is a set of feelings or other emotional tendencies of an individual readiness towards the latest development in the field of technologies with modernized gadgets that employed for instructional purpose.

Prospective Teacher Educators are those one who are undergoing two years M.Ed. pre-service programme that offered by the Teacher Education institutions.

Objective

- To find out whether there is any significant difference between the nature of lab facilities available in their colleges (technology lab/computer lab) of prospective teacher educators with respect to their attitude towards using new technologies.

Hypothesis

- No significant difference exists between the nature of lab facilities available in their colleges (technology lab/computer lab) of prospective teacher educators with respect to their attitude towards using new technologies.

Instrument

Rajasekar, S. (2009) created and standardized the Attitude towards New Technology scale. The measure has thirty questions, all of which are positive statements on a five-point Likert-type scale (Degree of Opinion). 30 is the minimum score and 150 is the maximum. The attitude would be higher if the score were higher; the lower the score, the lower the attitude. The correlation coefficient based on the test-retest approach was determined to be 0.7662, indicating a good level of tool dependability. "Intrinsic Validity is the degree to which a test measures what it measures," according to Guilford (1954). Consequently, the Rajasekar's Attitude towards New Technology Scale's intrinsic validity was 0.8753.

Norms Evolved and Data Analysis Procedure

After the data was scored, it was gathered and used in a statistical analysis utilising the SPSS16.0 version software for additional interpretation. Following a discussion with subject matter experts and jury opinion, the attitude score level was classified as low, moderate, and high based on the distribution properties of the normal probability curve's $M \pm 1\sigma$ (Mean $\pm 1 \times$ Standard Deviation) which accounts for 68.26 per cent of the total distribution. The primary impact of the type of lab facilities on attitudes towards new technology have been investigated, and the t-test has been employed to determine whether mean differences between the chosen subgroups exist.

Findings and Discussion

To determine the significance mean score difference between the prospective teacher educators' attitudes towards using new technologies and the types of lab facilities available in the college, such as computer labs and technology labs, a "t" test was used. The results are shown in Table 1.1.

Table-1.1 t-test value for the Attitude towards using New Technologies of Prospective Teacher Educators with respect to Nature of Lab Facilities Available in the College

Variable	Nature of Lab	N	Mean	SD	SEM	t-value	Level of Significance
Attitude toward Using New Technologies	Technology Lab	39	116.59	2.62	0.420	3.33*	*Significant at 0.01 Level
	Computer Lab	61	114.93	2.27	0.292		
Entire Sample		100.0	115.58	2.53	Moderate Attitude		

Significant at 0.01 ('t' table - 2.58), and Significant at 0.05 ('t' table - 1.96). df=98

The attitude of prospective teacher educators in the Namakkal district towards using modern technologies is found to be within the mean \pm 1 standard deviation, with a mean score of 115.18 and a standard deviation of 2.53. The findings show that prospective teacher educators' attitudes about using new technologies are often moderate.

The t-value, which is 3.33, is determined to be higher than the 2.58 value in the table. Therefore, at 0.01 levels, it is significant. The research hypothesis is therefore accepted and the framed null hypothesis is rejected. In summary, prospective teacher educators have quite different perspectives on using modern technology in lab settings.

Interpretation

When it comes to their attitude towards using new technologies, prospective teacher educators whose institution offers technology labs as their type of lab facility scored higher on the mean value (116.59) than the computer lab category (114.93). Therefore, prospective teacher educators who attend colleges with lab facilities that are designed as technology labs with various technological amenities have a more positive attitude towards utilizing new technologies than those who attend computer labs. It follows that the type of lab space that the institution offers has been discovered to have an impact on prospective students' attitudes towards utilizing new technology.

Recommendations

Prospective teacher educators must understand the type of internet accessing terminals within the college campus and study the possibilities of minimum usage of technology in learning and teaching to teacher trainee. E-assignment and e-learning of content based on learning modules availability help prospective teacher educators to promote technology in the classroom. Studying about part time diploma and certificate courses in nearby computer centres thereby helps the prospective teacher educators to enhance their advanced development of technology. Prospective teacher educators should try out and study the new technological advancement such as i-pad technology's merit and demerits before going to adopt in actual classroom.

The institution should introduce technology "mentor" guidance to prospective student educators within the college campus especially computer instructor or another teacher educator who uses technology more. This could be more helpful and guide in incorporate technology in the classroom.

The Teacher Training Institution should sign MOU with WIPRO, INTEL, etc that offers training to faculty Members and M.Ed. students at minimum cost and implemented during the course work of prospective teacher educators.

Implications

Free Wi-Fi enabled campus, and AI Power point Maker revolutionized power point presentations that are available for teaching content and methodology in web and online resources. This could be more helpful for prospective teacher educators who trying to bring technology and instruction at first. Prospective teacher educators try to look at various blog sites (Blogger and Word press are two of the most popular) and create a web page template for improving knowledge.

Prospective teacher educators are asked to summarize information by ask them to tweet the lesson on Twitter. These activities actually familiarize with the new concept of Web 2.0 world. A web quest guides prospective teacher educators to search the Internet for specific information. There are infinite numbers of already-constructed web quests are there, a perfect way to teachers to begin integrating internet searches into their curriculum.

Prospective teacher educators should use technology for a writing assignment and instruction. Ask peer prospective teacher educators to send an email to their teachers' friends and parents. Sharing information through e-mail enhances the effectiveness and speedy access of information through technology. A class webpage is a basic site where Prospective teacher educators post day-to-day announcements like online bulletin board to a much more elaborate one that includes class photos, a class blog, downloadable materials, and teachers' own domain name.

Teacher Education institution must encourage online grading system such as web-based grade books, to grade the students' continuous assessment regarding grades, record attendance and seating charts, and complete reports on student progress. Institutions must encourage multimedia presentations for teaching concepts and make a required facility to implement it. A PowerPoint presentation that incorporates photographs, diagrams, sound effects, music, or video clips for teaching and develop presentations as a review tool before semester exams.

Conclusions

Direct face-to-face connection in the classroom, at the college and university levels, has been severely hindered by the COVID-19 epidemic and has created a protracted roadblock. However, when we apply the most recent technology innovations and teaching strategies to help kids learn effectively, this problem ought to be quite simple to resolve. Everyone's attitude towards utilising modern technology for teaching and learning is the sole crucial component.

Consequently, we are able to meet the training needs of this technologically savvy era by building the ability to train a significant number of teachers, teacher educators, and prospective teacher educators in the knowledge and use of new technology. New technology enabled education and training would not only be cost effective but also make education effective and efficient while offering mass customization of learning, and continuous support and even we can overcome the impacts due to any pandemic problems.

References

- Anamika Pandey, & Arun Kumar Pandey. (2020). ICT in Teaching and Learning: An Indian Scene. *International Journal of Research and Statistics*, 2(12), PP-120-126, ISSN:101X- 2020
- Anderson, D.M.C. (2001). Assessing attitudes toward Computers and the use of Internet resources among undergraduate microbiology students, *Dissertation Abstracts International - A* 62/05, p. 1805
- Gomlcksiz, M.N. (2004). Use of Education Technology in English Classes, *The Turkish Online Journal of Educational Technology*, 3 (2), pp-11-16
- Guilford, J. P. (1954). *Psychometric Methods*. New York: McGraw-Hill.
- Jobin Joy, & Srihari, M. (2015). Teachers' Perception and Attitude on ICT enabled education in Leveraging Academic aptitude and Professionalism, *Research Journal of Educational Sciences*, 3(10), pp-11-16, ISSN 2321-0508.
- Malathi Thirumaal, & Nachimuthu Katuppannan. (2017). Student Teachers' Attitude towards ICT. *Indian Journal of Research and Statistics*, 22(3), pp-12-18, ISSN: 1015-2546.
- Mailavelan, P, & Baskaran, M.(2018). A Study on Awareness of ICT among Secondary School Students, *International Education and Research Journal*, 4(3), pp-212-218.
- Mathai, R., & Arumugam, T. (2016). Preference and promoting of E-learning as a training medium in the hospitality industry with special reference to four and five star Hotels

- in Tamil Nadu–India. *International Journal of Business Administration*, 7(3), 91-100.
- Moseley, D. & Higgins, S. (1999). *Ways Forward With ICT: effective pedagogy using information and communications technology for literacy and numeracy in primary schools*. London: Teacher Training Agency.
- Paul Albert, A. (2016). Higher secondary teacher's attitude towards the use of ICT in Teaching learning process, *International education and research journal*, 2 (70), pp-122-128
- Shankar, R. (1995). *Engines for Education* L. Earlbaum Associates: Hillsdale, NJ.
- UNESCO (2002). *Information and Communication Technologies in Teacher Education, A Planning Guide*. Paris: UNESCO.