



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 10, Issue, 10, pp.74788-74790, October, 2018

DOI: <https://doi.org/10.24941/ijcr.32093.10.2018>

RESEARCH ARTICLE

BLOCK RESOURCE TEACHER EDUCATORS' AWARENESS OF INFORMATION AND COMMUNICATION TECHNOLOGY

***Dr. Ramachandran, R.**

Asst. Professor and Deputy Coordinator, Education wing-DDE, Annamalai University

ARTICLE INFO

Article History:

Received 30th July, 2018
Received in revised form
14th August, 2018
Accepted 07th September, 2018
Published online 31st October, 2018

Key Words:

Block Resource Teacher
Educators, Awareness,
Information and
Communication Technology.

ABSTRACT

The main challenge is to develop future teacher educators and teachers who know how to use the modern technology to improve teacher and student learning. Given the fact that most of the educators are good to train the teachers, but they are not technically sound. So the educators are required to understand the usage of Information and Communication Technology (ICT) within the education and training system. This further requires an understanding of the technology, its application to various learning areas and the ability to manage information and knowledge. BRTEs do not differ for knowing their infrastructural facilities in Block Resource centres. BRTEs differ in their basic knowledge on ICT and attitude towards ICT. So the Block Resource Teacher Educator's has to improve themselves in their basic knowledge and usage on ICT so as to be a technology proficient Teacher Educator which is the urgent need of today.

Copyright © 2018, Ramachandran. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Ramachandran, R., 2018. "Block resource teacher educators' awareness of information and communication technology", *International Journal of Current Research*, 10, (10), 74788-74790.

INTRODUCTION

Education in the present day context is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints in the process and enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. This research study sets out how Information and Communication Technology has transformed the learning environment of Block Resource Centers through the use of the digital technologies for some pupils so that the fixed or mobile computers are totally integrated into the training, teaching and learning process. With the kind of ICTs, learners and teachers utilized their knowledge networks to teach and train each other. Evidence suggests that knowledge has been transferred from all the participants. It is also evident that the effective use of ICT, and planned activities was embraced by all that were involved. This is partly due to the overwhelming desire of participants to concentrate on the creation of rich ICT environments.

Operational Definitions: "Block Resource Teacher Educators" are teacher trainers who train the Primary and Upper Primary Teachers towards their professional development.

*Corresponding author: Dr. Ramachandran, R.

Asst. Professor and Deputy Coordinator, Education wing-DDE, Annamalai University

"Information and Communication Technology" means using computers and other technological gadgets for educational communication. The term "Awareness" means finding out the level of knowledge towards Information and Communication Technology.

MATERIALS AND METHODS

The investigator used normative survey method for this study.

Objectives of the Study

- To assess the level of ICT among men and women BRTEs.
- To assess the knowledge of BRTEs related to ICT with reference to the following: a) Infrastructure b) Basic knowledge on ICT c) Attitude towards ICT

Hypotheses

- The level of Information and Communication Technology is low.
- There is no significant difference between the men and women BRTEs with respect to Infrastructure of ICT.
- There is no significant difference between the men and women BRTEs with respect to Basic knowledge on ICT.

- There is no significant difference between the men and women BRTes with respect to Attitude towards ICT.

Sample

The sample of the study consists of 250 Block Resource Teacher Educators.

Tool

The ICTAS tool was constructed by the investigator.

Procedure

The investigator choose "questionnaire" as a tool for the collection of data. Data regarding general information, information related to ICT are included in the questionnaire. The questionnaire consists of 3 dimensions such as infrastructure with 12 items, Basic knowledge with 12 items, Attitude towards ICT with 12 items. It is a 3 point rating scale such as yes, to some extent and no. The scores of each positive statement is 2,1,0 and each negative statement is 0,1 and 2. The maximum score will be 72.

Descriptive Analysis

Table 1. Frequency and Percentage Distribution of ICT

Variable	Level	Frequency	Percent	Valid Percent
ICT	Low	66	26.5	26.5
	Moderate	118	47.0	47.0
	High	66	26.5	26.5
	Total	250	100.0	100.0

As shown in the Table 1, 47% of BRTes known the basic knowledge on Information and Communication Technology is moderate in nature. While 26.5% of BRTes are aware on Information and Communication Technology which are in high and low level.

Differential Analysis

Table 2. Mean, Standard Deviation and t-value Based on Gender with respect to Infrastructure of ICT

Variable	Gender	N	Mean	Std. Deviation	t-value	L.S
Infrastructure	Men	140	17.44	4.88	0.700	NS
	Women	110	17.03	4.17		

It is observed that from the above Table 2, the calculated t-value 0.700 is lesser than the table value 1.96 at 0.05 level of significance. Hence the hypothesis 2 is accepted. That is there is no significance difference between the men and women BRTes based on infrastructure.

Table 3. Mean, Standard Deviation and t-value Based on Gender with respect to BRTes Basic Knowledge on ICT

Variable	Gender	N	Mean	Std. Deviation	t-value	L.S
Basic knowledge on ICT	Men	140	18.75	5.29	2.245	0.05
	Women	110	17.28	4.93		

From the above Table 3, the calculated t-value 2.245 is greater than the table value 1.96 at 0.05 level of significance.

Hence the hypothesis 3 is rejected. That is there is a significant difference in the Basic Knowledge on ICT based on gender. It shows that the Men and Women BRTes differ in their Basic Knowledge on ICT training programmes.

Table 4. Mean, Standard Deviation and t-value Based on Gender with respect to BRTes Attitude towards ICT

Variable	Gender	N	Mean	Std. Deviation	t-value	L.S
Attitude towards ICT	Men	140	17.56	3.86	2.106	0.05
	Women	110	18.60	3.93		

Table 4 shows that, the calculated t-value 2.106 is lesser than the table value 1.96, indicating significance at 0.05 level. Hence the hypothesis 4 is rejected. That is there is a significant difference in the Attitude towards ICT based on gender.

DISCUSSION

Recently interactive teaching and training in higher education level has been given much focus as an important step to improve learning. The importance is based on the success obtained in many of the developed countries. The interactive teaching and training involves a variety of technology based activities especially ICT resources. The outcome of this study reveals that the Block Resource Teacher Educators' Awareness of Information and Communication Technology. The findings of the studies done by Saravanan, O.S.(2012) on ICT knowledge and skills of higher secondary science teachers in Namakkal district, Thanuskodi,S. (2013) on awareness and use of ICT among Under Graduate degree Students of rural areas in Tuticorin district shows that the majority of the respondents said that they use ICT infrequently or had not used ICT at all in the class, 75% of the teachers did not have basic computer skills. The present study shows that the ICT awareness by BRTes are found to be low.

Educational Implications

The findings of the present study throw light on the dismal state of affair with regard to the Awareness of Information and Communication Technology. Based on this following educational implications were evolved:

ICT has becoming more powerful pedagogical tool in the present scenario. Hence integration of multimedia in teaching learning process is mandatory. The problems faced by the students in the traditional form of education system can be changed when the teachers start using ICT or technology based teaching in their classroom. The assessment of ICT awareness by the BRTes will also help the school teachers to improve their ICT skills.

Recommendations

The major focus of the study was actually to evaluate the level of ICT on teaching and training in Block Resource Centres. Based on this investigation, it is considered very important to make the following recommendations:

- BRTes should be encouraged to develop their ICT skills in order to meet up with the new demand

- Workshops on ICT to be conducted at regional levels so that BRTEs will train themselves and be proficient in using ICT
- It will be worthwhile to develop a Regional Online Resource Centre (RORC) and offline network of BRTEs to share developed educational courseware and innovative practices.
- ICT infrastructure to be developed in all institutions
- Well defined policies, regulations, standards and disseminating practices in ICT to be adopted
- Government should encourage and give funding to state, local, international bodies and nongovernmental organizations to invest on ICT related projects in Block as well as district levels
- Government should provide separate laptop to all BRTEs to update themselves.

Conclusion

ICTs have great potential for knowledge dissemination, effective learning and the development of more efficient education services. ICT will not only sustain education development but also the global energy, environmental and social challenges. The problem of Information and Communication Technology Literacy is a serious issue among Teacher Educators and Teachers in the country as it cuts across primary, secondary and tertiary institutions. Many teachers in the country did not have basic computer skills.

So first of all Block Resource Teacher Educator's has to improve themselves in their ICT usage so as to be a technology proficient Teacher Educator which is the urgent need of today. This in turn will help the teachers to be technology proficient. The present investigation points out the level of ICT usage by the Block Resource Teacher Educator's. Definitely, this research is an eye opener for the Block Resource Teacher Educator's to update them and paves the way to become a Technology proficient Teacher Educator.

REFERENCES

- Amutha, S. 2007. ICT knowledge and skills of student Teacher Educators of Bharathidasan University and its affiliated colleges, M.Phil dissertation submitted to Bharathidasan University, Thiruchirappalli.
- Kothari,C.R. 2000. Research Methodology and Techniques 2nd Edition New age International publishers, New Delhi.
- Mumtaj, A. 2013. *School based ICT policy plans in higher secondary education: Elements, Typologies and Underlying processes*, M.Phil dissertation submitted to Department of Educational Technology, \Bharathidasan University, Tiruchirappalli.
- Saravanan, O.S. 2012. *ICT knowledge and skills of higher secondary Science teachers in Namakkal district*, M.Phil dissertation submitted to Department of Educational Technology, Bharathidasan University, Tiruchirappalli.
