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### ATTITUDE OF PROSPECTIVE TEACHER EDUCATORS OF KURUKSHETRA UNIVERSITY, KURUKSHETRA TOWARDS INTERNET

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#### ABSTRACT

In the present study an attempt has been made to study the attitude of prospective teacher educators towards internet in education. A sample of 80 prospective teacher educators of M.Ed. class of Kurukshetra University Kurukshetra (K.U.K.) was randomly selected. The investigators had used the self made questionnaire to know about the attitude of prospective teacher educators towards internet in education. For analysis and interpretation of the data mean, standard deviation and t-test were used. The major findings of the study were that there existed no significant difference in the attitude of prospective teacher educators of K.U.K. towards internet in relation to gender (male & female), locality (rural & urban) and level of education (graduate & post graduate).

**Keywords:** Attitude, Prospective, Teacher Educator, Kurukshetra, University, Internet.

#### INTRODUCTION

Science and technology have brought a tremendous change in the social, economical and educational milieu of the world. Technology has yielded many new machines, material and media, which have created great potentiality and have brought revolution in the field of education also. Internet is the best flower gifted by information technology (Al-Manni, 2003). Internet is the widest information network of networks uniting computers and people around the globe. The use of internet in education opens a new era of knowledge and offers a tool that has the potential to change some of the existing educational methods. The teacher is the key to the effective exploitation of this resource in the education system. As internet use is continuously increasing in the society, teacher educators must also prepare for the use of ICT within the classroom (Gihar, Saxena and Kukreti, 2005). But in this information era where we are using ICT in education, teacher educators can no longer be regarded as the sole of repository of knowledge, they have pass it to the younger generation i.e. prospective teacher educators for harmonious personality development (Russett, 1994); therefore the students of M.Ed. who are prospective teacher educators need a complete knowledge of use of internet. So, the present study tries to reflect on the prospective teacher educator's attitude towards the use of internet in addition to the traditional learning process.

**STATEMENT OF THE PROBLEM**

‘ATTITUDE OF PROSPECTIVE TEACHER EDUCATORS OF KURUKSHTERA UNIVERSITY KURUKSHTERA TOWARDS INTERNET’

**OPERATIONAL DEFINITION OF TERMS****INTERNET:**

Internet is a network of wires and satellite connection (like the telephone networks) that connect computers worldwide. In the present study the investigators take internet as a tool to know the attitude of prospective teacher educators to use internet in their teaching learning process.

**PROSPECTIVE TEACHER EDUCATORS:-**

In the present study M.Ed. class students of K.U.K were taken as prospective teacher educators.

**ATTITUDE:**

An attitude is a readiness to respond in such a way that behaviour is given a certain direction (Travers, 1973). In the present study the investigators take attitude as the way prospective teacher educators react toward the integration of the internet in the classroom.

**OBJECTIVES OF THE STUDY**

- 1) To study the attitude of prospective teacher educators towards internet.
- 2) To compare the attitude of male and female prospective teacher educators towards internet.
- 3) To compare the attitude of prospective teacher educators of rural and urban background towards internet.
- 4) To compare the attitude of graduate and post graduate prospective teacher educators towards internet.

**HYPOTHESES OF THE STUDY**

- 1) There exists no significant difference between the attitude of male and female prospective teacher educators towards internet.
- 2) There exists no significant difference between the attitude of rural and urban prospective teacher educators towards internet.
- 3) There exists no significant difference between the attitude of graduate and post graduate prospective teacher educators towards internet.

**DELIMITATION OF THE STUDY**

The present study has the following delimitations:-

- 1) The study is confined to prospective teacher educators (M.Ed.) only.
- 2) The study is confined to 80 prospective teacher educators only.
- 3) The study is confined to college/department of K.U.K. only.

## METHODOLOGY

The investigators have followed descriptive survey method to study the attitude of prospective teacher educators towards internet.

## RESEARCH TOOLS USED

Self made questionnaire is used by the investigators to know about the attitude of prospective teacher educators towards use of internet.

## POPULATION AND SAMPLE

All the M.Ed. students studying in various colleges/department of K.U.K. considered as the population. Only 4 colleges were taken by random sampling technique. A sample of 80 prospective teacher educators was selected by random sampling technique.

## STATISTICAL TECHNIQUES

The following statistical techniques are used by investigators to analyse and interpret of the data:-

- 1) Mean
- 2) Standard deviation (S.D.)
- 3) t-test

## ANALYSIS OF THE DATA

**Table 1: Comparison of the attitude of male and female prospective teacher educators towards internet**

Gender	N	Mean	S.D	t- value	Level of Significance (At 0.01 & 0.05)
Male	38	125.76	12.09	0.50	Not Significant
Female	42	132.43	24.21		

**Result:** Analysis of table-I depicts that there exists no significant difference between the attitude of male and female prospective teacher educators towards internet at both levels 0.01 and 0.05. Hence hypothesis is accepted.

**Table 2: Comparison of the attitude of rural and urban prospective teacher educators towards internet**

Locality	N	Mean	S.D	t- value	Level of Significance At 0.01 & 0.05
Rural	47	129.13	10.20	0.02	Not Significant
Urban	33	129.45	28.32		

**Result:** Analysis of Table-II depicts that there exists no significant difference between the attitude of rural and urban prospective teacher educators towards internet at both levels 0.01 and 0.05. Hence hypothesis is accepted.

**Table 3: Comparison between the attitude of graduate and post graduate prospective teacher educators towards internet**

Qualification	N	Mean	S.D	t- value	Level of Significance (At 0.01 & 0.05)
Graduate	30	126.20	31.14	0.84	Not Significant
Post graduate	50	131.10	9.04		

**Result:** Analysis of the table-III depicts that there exists no significant difference between the attitude of graduate and post graduate prospective teacher educators towards internet at both levels 0.01 and 0.05. Hence hypothesis is accepted.

### FINDINGS

- 1) The prospective teacher educators do not differ significantly in their attitude towards internet in relation to gender (male and female).
- 2) The prospective teacher educators belonging to rural and urban areas do not differ significantly in their attitude towards internet.
- 3) The prospective teacher educators of graduate and post graduate do not differ significantly in their attitude towards internet.

### EDUCATIONAL IMPLICATIONS

On the basis of present study some educational implications can be suggested. There are as follows:

- 1) Internet gives the prospective teacher educators an access to various teaching materials such as worksheets, lesson plans, rubric, curriculum standards as well as teaching strategies, therefore its use in education is needed.
- 2) Internet provides different educational materials like: - games, video conferencing, lesson plans etc. and prospective teacher educators should use these educational materials for engaging their students in teaching-learning process.
- 3) Internet provides lots of researches across the world on different topics and prospective teacher educators must have knowledge/skills to incorporate these researches in their teaching.
- 4) Prospective teacher educators must have sufficient access to digital technologies in their classrooms, schools and education institutions.
- 5) High quality meaningful and culturally response digital content must be available for prospective teacher educators.
- 6) Prospective teacher educators must have the knowledge and skill to use the new digital tool and resources to help all students achieve high academic standards.

- 7) Special programmes related to use of ICT in teaching learning process should be conducted for prospective teacher educators.
- 8) Prospective teacher educators should be motivated to demonstrate lesson through power point presentation.

Internet is the product of modern technology and it provides many facilities to users, especially to the prospective teacher educators. With the help of internet they develop their teaching skills and make teaching easy and interesting (Johnson, 2000). So, there should be lots of provision in the education system to promote the teacher educators to use the internet and make their knowledge up to date.

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