

Attitude of Teacher Educators About Working with Computers

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I. INTRODUCTION

Educational Technology is the combined use of computer hardware, software and educational theory and practice to facilitate learning. We always try to make our students expects in using the modern Technology. For that purpose, our institute encourages teacher educators to have latest knowledge regarding using technology in classroom teaching-learning process. The study is aimed to find out attitude of teacher educators about working with computers. This study is aimed to answer the following question.

What is the teacher educators' attitude towards working with computers for teaching-learning process?

1.1 Need and Importance:

Computer provide a great help in everyday activities. In the age of information and communication having practical knowledge about computers in must. Future education demands teachers having knowledge of working with computers. In that case, the teacher educators are expected to gain confidence and willingness to make computers their associates in teaching- learning process. The vast resources and opportunities that computers provide have brought about new tools, approaches and strategies in teaching and learning process. The rapid increase in the availability and accessibility of computers and other technology in today's world highlight the value of educational technology within schools. The role and responsibility of teachers is becoming more crucial as they are expected to integrate technology in their classroom activities.

However, not all teachers are willing to incorporate computer technology into their instruction. Teacher educator has a key role in changing the attitude of would-be teachers by putting forth their own example.

Teacher educator with positive attitude towards using computers naturally encourages student teachers in acquiring knowledge of computer and applying it in the classroom activities.

1.2 Objectives:

To find out the attitude of the teacher educators' attitude towards working with computers for teaching-learning process.

1.3 Hypotheses:

There is no gender wise difference in the attitude of the teacher educators' towards working with computers for teaching-learning process.

II. METHOD

Sample: Random sampling method used for this research. The participants in this research were all the 8 Colleges of Education (Teacher Educators) from Haveri Dist. (N=49). Out of 49 teacher educators.

Tool: Attitude scale developed by the researcher was used. A five-pointer scale having responses like "Strongly disagree, Disagree, Undecided, Agree, Strongly Agree" was used to find out attitude towards working with computers. In all sixteen statements were included in the scale.

Statistical Treatment of Data: Chi square (χ^2) was as a test of independence between two variables i.e. gender and attitude towards working with computers.

Table 1 Use of computers by respondents for instruction in the classroom

123	Daily	Weekly	Occasionally
Total	3	4	28
Percent	8.6	11	80

Observation: 8.6% Teacher Educators use computers daily for teaching in the class; 11% teacher educators use computers weekly for teaching in the class while

80% teacher educators use computers occasionally for teaching in the class.

Table 2 Respondents' relation with computers

Gender	I have never used a computer and I don't plan too anytime soon	I have never used a computer I would like to learn	I used applications like power point, word processing, spreadsheets, internet etc.	I use computers for Instruction in the classroom
Female	1	4	18	8
Male	0	2	09	7
Total	1	6	27	15
Percent	2.9	17	77	43

(Check all that apply)

Observations:

1. 2.9% teacher educators have never used a computer and they don't plan too anytime soon.
2. 17% teacher educators have never used a computer but they wish to learn to use it.
3. 77% teacher educators use application like power point, word processing, spreadsheets, internet etc.
4. 43% teacher educators use computers for instruction in the classroom.

Hypothesis 1:

There is no gender wise difference in the attitude of the teacher educators towards working with computers for teaching-learning process.

To test this null hypothesis, analysis of responses was done for all 16 statements in the questionnaire.

For $df = (r - 2)(c - 1) = (5 - 1)(2 - 1) = 4$

Critical value of $\chi^2 = 9.488$ at 0.05 level of significance

Sr. No	Statement	Comparison of χ^2_{cal} and χ^2_{table}	Result about Null hypothesis
1	Computers do not scare me at all	$\chi^2_{cal} = 7.19$ $< \chi^2_{table} = 9.488$	Accepted
2	I would like working with computers	$\chi^2_{cal} = 7.93$ $< \chi^2_{table} = 9.488$	Accepted
3	Computers make me feel uneasy and confused	$\chi^2_{cal} = 3.50$ $< \chi^2_{table} = 9.488$	Accepted
4	Learning about computers is a waste of time.	$\chi^2_{cal} = 1.02$ $< \chi^2_{table} = 9.488$	Accepted
5	I don't think I would do advanced computer work	$\chi^2_{cal} = 1.57$ $< \chi^2_{table} = 9.488$	Accepted
6	I think working with computers is enjoyable and stimulating	$\chi^2_{cal} = 3.20$ $< \chi^2_{table} = 9.488$	Accepted
7	I'll need a firm mastery of computers for my future work.	$\chi^2_{cal} = 2.46$ $< \chi^2_{table} = 9.488$	Accepted
8	I like searching the internet for finding innovative teaching resources.	$\chi^2_{cal} = 1.54$ $< \chi^2_{table} = 9.488$	Accepted
9	It wouldn't bother me at all to take computer courses	$\chi^2_{cal} = 5.15$ $< \chi^2_{table} = 9.488$	Accepted

10	Computers will improve education.	$\chi^2_{cal} = 0.80$ $< \chi^2_{table} = 9.488$	Accepted
11	I do not think I could handle a computer course.	$\chi^2_{cal} = 5.08$ $< \chi^2_{table} = 9.488$	Accepted
12	If there is a computer in my classroom it would help me to a better teacher.	$\chi^2_{cal} = 1.25$ $< \chi^2_{table} = 9.488$	Accepted
13	Computers could enhance remedial teaching.	$\chi^2_{cal} = 2.38$ $< \chi^2_{table} = 9.488$	Accepted
14	I do not think my students are ready for computer assisted learning.	$\chi^2_{cal} = 5.03$ $< \chi^2_{table} = 9.488$	Accepted
15	Computer aided instructions make learning more interesting and	$\chi^2_{cal} = 1.42$ $< \chi^2_{table} = 9.488$	Accepted
16	Teacher needs special training about computers regarding using it at proper time and for appropriate content	$\chi^2_{cal} = 3.57$ $< \chi^2_{table} = 9.488$	Accepted

For all the Statements, null hypothesis is accepted
Findings:

1. Most of the teacher educators use computers for teaching occasionally even though the facility is available.
2. Majority of teacher educators can use power point, word processing, spreadsheets, internet etc. but very few of them use computers for instruction in the classroom.
3. Majority of teacher educators have knowledge about power point, word, excel and internet but very few of them are trained in using computers in classroom curriculum.
4. There is not gender wise difference in the attitude of the teacher educators towards working with computers for teaching process.

III. CONCLUSION

Teacher educators are change agents in education system. They are key drivers who play crucial roles in technology integration in the schools and classrooms. It is important for them to possess positive computer attitude. It has been found that computer attitude is linked with usage and intention to use computers in education. In other words, computer attitudes, whether positive or negative, affect the response of teachers towards using computers in teaching learning process. This in turn affects the way students' teachers react to computers in schools and current and future computer usage. This study suggests a need for teacher educators to have a conducive and non-threatening environment to experience success in using the computers, with a

view to gain competence and confidence in using computers for teaching and learning. Understanding the attitude of the teacher educators towards working with computers for teaching-learning process would help to design and implement training programmes for teacher educators. The teacher educators should be encouraged to use computers in their teaching regularly. Negative attitude about using computers in teaching-learning process should be changed by providing proper guidance in integrating computers in education.

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