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Computer literacy among B.Ed. teacher trainees

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Abstract
Today fast paced world is becoming increasingly characterized by technology driven communication which has transformed world into a large global connected community with ever increasing outreach of information and communication technology (ICT). Technology place an increasing important role in people lives and it is envisaged that Technological Literacy will soon become a functional requirement for people works social and even personal lives. Aim of the study was to explore the ICT Literacy among B.Ed. Teacher Trainees. The investigator have used the survey method to collect the data. The investigator has selected 40 students studying in B.Ed. Course at Sri Raghavendra College of Education in Dindigul district. Finding of the study revealed that there was no significant difference between male and female B.Ed. Student Teachers on ICT Literacy. There was no significant difference between Tamil and English B.Ed. Student Teachers on ICT Literacy. There was significant difference between rural and urban B.Ed. Student and Teacher's on ICT Literacy. Hence B.Ed. Student and Trainees had moderate level of ICT Literacy and the urban B.Ed. Teacher's Trainees mean scores was higher than the rural.

Keywords: information and communication technology, ICT & B.Ed. teacher trainees

Introduction
Information and Communication Technology has a permeated in every walk of life affecting the technology fields such as launching satellites, managing business across the globe and also enabling social networking. The convergence of computer, communication and content technologies being known as ICT has attracted attention of academia business, government and communities to use it for innovative profitable propositions. Year by year it is becoming simpler to used devices such as desk top, palmtop, I-Pad etc.

21st century is characterized with the emergence of knowledge based society wherein ICT plays a pivotal role. The National Curriculum Framework 2005 (NCF 2005) has also highlighted the importance of ICT in school education. With this backdrop, major paradigm shift is imperative in education characterized by imparting instructions, collaborative learning and multidisciplinary problem-solving and promoting critical thinking skills.

Government of India has announced 2010-2020 as the decade of innovation. Reasoning and Critical Thinking skills are laid at school level. It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right from primary stag so as to enable students develop their requires skills. Most of the tools, techniques and tutorials are available in open domain and accessible on Web.

Review of related literature
Madasiru Olalera Yusuf, Horence Olutune Daramola and Oloyede Soloman Oyelekan (2015), a study on ICT Literacy among student teachers in University in North Central Nigeria; This study was conducted to find out the information and communication technology literacy levels among student teachers in the universities in North-Central Nigeria. The study involved a total of 638 student-teachers (360 males and 278 females). The instrument used for the study was a research-designed questionnaire. There was no significant difference in the level of ICT Literacy between male and female student teachers. The student teachers in the north central zone of Nigeria have an average ICT literacy. Ovute AO and Ovute LE, (2015), Extent of ICT software available and teacher department: A case study of two federal colleges of Educational in Nigeria, Researcher-made structured questionnaire was administered on 92 teachers trainees in Vocational Education department in two Federal Colleges of was lacking and majority of the teacher trainees was ICT non-literate. Priority in the provision of ICT software's by government seminars/workshops and in service training for teacher trainees were among the recommendations made towards improving the situation in colleges. Lina markasukaite (2006), a study on Gender issues in pre-service teacher training ICT literacy and online learning; the aim of the study was gender difference in ICT experience and ICT literacy among first year graduate teacher trainees. Finding of the study reveals that, no significant difference between male and female teacher trainees on ICT experience. There was a significant difference between male and female teacher trainees on ICT Literacy. ICT literacy means score was more than female teacher trainees.

Sivasankar A, (2014) a conducted study on ICT Tirunelveli District. The main aim of the study was to find out ICT awareness of higher secondary teachers. Simple random sampling technique was used, to draw a sample of 294 higher secondary school teachers from Tirunelveli district in findings reveals that the higher secondary school teachers from English medium, teachers from urban areas and matriculation higher secondary school teachers are better in their ICT awareness than their counter parts.

Need & Significance
Computer literacy is defined as the ability to use computers at an adequate level for creation, communication and

collaboration in a literate society. In language teacher education, it involves the development of knowledge and skills for using general computer applications, language-specific software programs and Internet tools confidently and competently. It comprises a number of aspects, including technological awareness, technical vocabulary, components of a computer, concepts of data and programs, ways of computing, working on files, documents and pictures, working with multimedia, evaluation resources and communicating with others. Therefore it has felt imperative on the part of teachers, to keep themselves abreast with latest development in their subjects and develop skills in utilizing computers and technology for effective teaching.

Statement of the problems

Now-a-days computer literacy is inevitable, without computer literacy students and teachers cannot survive in the present digital world. Teachers are knowledge disseminator of the world if teachers acquired computer literacy, he/she can ICT Pedagogically sound and ability to collect material from internet. Computer Literacy is the order of the day in the information are. Hence the present study entitled "Computer Literacy among B.Ed. Teacher Trainees - An Exploratory study."

Variables

Computer Literacy as an Independent variable and B.Ed. Teacher Trainee's as a dependent variable

Objectives

- To explore the computer literacy among the B.Ed. teacher trainees.
- To find out the mean score of B.Ed. teacher trainees on computer literacy.
- To find out the significant difference between Arts & Science subject B.Ed. Teacher trainees on Computer Literacy.
- To find out the significant difference between Tamil & English medium B.Ed. Teacher trainees on computer literacy.

Hypothesis

- There is no significant difference between the mean scores of computer literacy among male and female teacher trainees.
- There is no significant difference between the mean scores of computer literacy among Tamil and English language teacher trainees.
- There is no significant difference between the mean scores of computer literacy among Arts and Science teacher trainees.

Methodology

The investigation has used the survey method to collect the data. The researcher has selected 50 teacher trainees studying in B.Ed. course at Sri Ragavendra College of Education in Dindigul district.

Sample

The Sample consists of 50 student teachers selected from Sri Ragavendra College of Education in Dindigul district.

Tools

Computer Literacy test was conducted among B.Ed. teacher trainees. Question consist of 50 multiple choice items, covering the following dimensions -

- Input device
- Output device
- Memory device
- Computer Organization
- MS Windows
- MS Word
- MS Excel
- MS Power Point

Each correct response one marks and wrong response zero marks.

Procedures

The investigator contracted and obtained permission from the principal B.Ed.

Colleges. The willingness and co-operation of the respective teacher are also sought. The data were collected personally by the investigator, from the randomly selected 50 students, proper instructions were given to the teacher trainees before starting to fill the question. Computer literacy question was given to each teacher trainees and answer sheet with personal detail form.

Table 1: Scoring Criteria

Criteria(Mean Score)	Quantity measures
35-50	High
20-35	Moderate(total mean score 31-16)
10-20	Low

Results & Interpretation

Hypothesis 1: There is no significant difference in the mean score of computer literacy among male and female teacher's trainees.

Table 2

	N	Mean	S.D	df	T Value
Tamil	20	31.65	2.94	48	1.02 NS*
English	30	30.67	3.57		

* NS - Not significant at 0.05 level

The calculated 't' value is not significant at 0.05 level. It is concluded that the male and female teacher trainees do not differ in their mean score of computer literacy. Hence, above null hypothesis was accepted.

Hypothesis 2: There is no significant difference between the mean score of computer literacy among Arts and Science teacher trainees.

Table 2

	N	Mean	S.D	df	T Value
Tamil	21	29.81	3.14	48	2.35 S*
English	29	31.97	3.23		

* S - Significant at 0.05 level

The calculated 't' value is significant at 0.05 level. It is concluded that there was significant difference between the Tamil and English medium teacher trainees differ in their

mean scores of computer literacy. Hence, above null hypothesis was rejected.

Major Finding

- There was no significant difference between means scores of computer literacy among male and female teacher trainees.
- There was significant difference between mean scores of computer literacy among Arts and Science subject teacher trainees.
- B.Ed. Teacher Trainees had moderate level of computer literacy.

Educational Implication

- Computer Literacy will make our budding teacher trainees confident in facing the challenging of new age teaching.
- Computer Literacy will help the teacher trainees in the teaching and learning process.
- Computer literacy will enhance in retrieving many web resources.
- Computer literacy develop quality teachers.
- Computer based training courses for wide exposition and respective fields and allied ones.
- Computer based orientation courses giving advanced knowledge and skills for better performance.

Conclusion

Teaching progression is not only to provided knowledge and information available in the text books, but he has to collect information from various sources life reference books, journals, encyclopedia and mare recently, electronic mass media as it has become a store house of information. In a less time teacher can collect detailed information on any subject or topic from internet. There is no significant difference of means score of computer literacy among male and female students teachers. The study reveals that there was significant difference of mean scope of computer literacy among Tamil and English medium teacher trainees. There was significant difference of mean score of computer literacy among Arts and Science subject teacher trainees. Hence B.Ed. Teacher Trainees had moderate level of computer literacy.

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