

Ict Based Teaching Competency Of Teacher Educators At B.Ed. College Of Jharkhand State

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ABSTRACT

Teacher education today is an integral part of any educational system. ICT has taken a key role in this system of the present knowledge society. Now ICT has become important part of Indian school curriculum as well as teacher education. The importance of ICT in empowering teachers and learners, and enhancing teaching and students' achievement has been highlighted in several studies. This study assessed Teaching competency of teacher educators of Jharkhand towards ICT. To achieve the goal of the study, the researcher has used a standardized tool on Study teaching competency developed by B.K. Passi and M.S. Lalita. A survey was conducted on 100 samples selected from 20 teacher education colleges in Jharkhand, through simple random sampling technique. The results Show that most of the teacher educators are competent towards ICT. It was found that there was no significant difference between government urban and private urban college teacher educator on their level of ICT-based teaching competency, and it was also found that there was no significant difference between government rural and private rural college pupil teachers on their level of ICT-based study habits teacher educator on their level of ICT-based teaching competency.

KEYWORDS: ICT, Teaching competency, Teacher educators.

INTRODUCTION

The world is rapidly evolving with Information and Communication Technology (ICT). The use of ICT at different aspects of life makes it easy and comfortable. The use of ICT in education especially in higher education can play a huge role in effectively and quickly transferring and receiving knowledge and in making education more universal and rich. In India, the use of ICT is spreading very fast across all age barriers. The Government of India has, therefore, developed a policy on ICT. However, the success of this project has implications for teaching competency of teacher educators towards ICT.

Teacher education plays a very significant role in the quality improvement of school education. It equips teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects. In fact, many believed that "teachers were born, not made."The endeavor of recent teacher education programme is to develop skills and appropriate knowledge among pupil-teachers for using Information and Communication Technology (ICT) in an appropriate manner for interactive and effective teaching. The use of ICT resources and pedagogy with content in teacher education programme, play an important role in shaping teacher. It has been noted that utilization of ICT for effective teaching and learning is essential for teacher of 21st century.

REVIEW OF RELATED LITERATURE

Saminathan. V (2021) examined on a review on studies related to teacher's perception about ICT usage for teaching. The study found that teachers were pleased with the benefits of using their new technology in their LMS and also found that teachers have positive attitude towards technology.

Balasubramanian. T & Govindarajan. K (2020) in their study found that there is no significant difference between male and female secondary school teachers with respect to attitude, competency, and job satisfaction towards ICT and also found that there is a significant difference between rural and urban are secondary school teachers with respect to attitude, competency and job satisfaction towards ICT.

Nagappa and Kumar K.T (2020) have conducted a study on Competencies and Attitude in use of ICT among Librarians of Govt. and Aided First Grade Colleges affiliated to University of Mysore. The study revealed that the librarians having positive attitude and also have good competencies towards using ICT resources and also opined that

ICT facilities and its applications in the libraries make users to get instant information from variety of information resources and services and made librarians to update on par with the latest developments in its library applications.

Kehinde and Folorunsho (2019) have studied on ICT Competence and The Use Of E-Resources Among Faculty Members In Ilorin Metropolis The study investigated Information and Communication Technology (ICT) competence and the use of electronic resources by university faculty members in Ilorin metropolis, Nigeria The findings generally revealed that there is a significant relationship between ICT competence and the use of e-resources based on the type of e-resources preferred and purpose of using e-resources by faculty members in Ilorin metropolis.

Deepti (2018) conducted a study on teaching competency of secondary school teachers in relation to their role conflict, Vocational maturity and attitude towards teaching. The study revealed that female teachers have found to have higher level of teaching competency than male teachers.

Matilda (2018) conducted a survey on ICT Skills And Competency Of Library Personnel's In Degree Engineering Colleges Of Gujarat State: A Study, this study was taken up for organizing the critical role that the librarians play in the library for innovation and also recognizing the increased need to understand their behavior towards new ICT's in their professional's life as adopters within the library setting. In this background, the study has been taken up with the primary objective of studying the library personnel's skills and competencies towards information and communication technology.

Joshi. R. D (2017) worked on a study on the use of ICT in mathematics teaching in secondary school Nepal. The study was found no significant difference in the confidence level between male and female mathematics teachers in using ICT and also examined that significant difference was found in the confidence level between urban and rural school mathematics teachers in fundamental concept of computer and internet.

Amuche, Chris Igomu and Iyekekpolor, Solomon, A. O. (2014) have conducted a study on "ICT Competence among Teachers of Federal Unity Colleges in North Central Geo-political of Nigeria, the findings of the study revealed that most teachers have personal computers/laptops but have little or no competence in the usage of ICT. It is apparent that the main skill acquired by the teachers is in Word processing which can be attributed to typing of examination, test questions, student record and so on by the teachers. Again, access to internet by the teachers was mainly private indicating inadequacy of the facility in the college. Majority of the teachers rated their ICT competence as low. This indicates that FUC teachers are not sufficiently equipped to integrate ICT into the school system. Finally, it was concluded that major challenges to ICT usage among FUC teachers were related to funding of ICT training, availability of facility and workload on the part of the teachers.

Bamigboye, O. B. & Bankole, O. M. (2013) examined on teachers attitude and competence towards the use of ICT Resources: A case study of University or agriculture lecturers' Abeokuta ogun state Nigeria. In their study finding revealed that majority of the lecturers' have positive attitude and competency towards the use of ICT resources in their lectures, and the use of ICT in instructions enhance academic performance of students.

Kumar (1993) found that the majority of teachers and students considered academic discipline and ICT courses useful. It was observed that academic discipline and ICT play a crucial role in inculcating honesty, discipline, creativity, leadership, tolerance, happiness, generosity, friendliness, and scientific attitude.

STATEMENT OF THE PROBLEM:

The statement of the problem is "ICT Based Teaching Competency of Teacher Educators at B.Ed. college of Jharkhand State."

DEFINITION OF THE TERMINOLOGY:

Teacher Education Program: In the present study teacher education program refers to the secondary teacher education programme i.e. B.Ed. course.

Teacher Educator: Teacher educators are educational professionals who actively facilitate the formal and informal learning of teachers and pupil teachers.

Teaching Competency: In the present study, teaching competency refers to the proficiency of secondary school teacher educators in using computer in the classroom, sending and receiving e-mail messages, and creating documents with graphics, accessing online resources, creating desktop publishing documents, developing multimedia presentations, selecting and customizing instructional software to fit students' needs.

Teacher Educator: A trained or qualified person (as per NCTE and UGC norms & standards) who engages himself or herself in providing training or education through teaching in any Secondary teacher education institution is a teacher educator.

OBJECTIVES OF THE STUDY

The present study is based on the following objectives:

- To find out the effect of ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand.
- To find out the effect of ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand.

HYPOTHESES OF THE STUDY

Based on the research questions the following hypotheses are derived:

- There will be no significant difference in ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand.
- There will be no significant difference in ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand.

DELIMITATION OF THE STUDY

- The present study will be delimited to the 20 B.Ed. Colleges under 5 Universities of Jharkhand state.

METHODOLOGY

The present piece of research falls under descriptive survey research method. It is a survey method, because here the researcher made a survey on 20 B.Ed. colleges, 100 teacher educators, 200 pupil teacher selected from 5 Universities of Jharkhand state. The main purpose of this study was to investigate the current status of ICT integration into teacher education and to examine the teacher educators ICT Competency and teaching aptitude towards the use of ICT and changes of study habit of pupil teacher in teacher education program of Jharkhand.

METHOD OF THE STUDY:

The study will be carried out through qualitative method. Survey would be conducted to study the availability of study habit of pupil teachers in Jharkhand.

POPULATION OF THE STUDY:

The population of the study consists of 135 B.Ed. colleges of Jharkhand, where the total number of teacher educator is 2160 and number of pupil teacher is 13500.

SAMPLE OF THE STUDY:

The sample of the study consists of 20 B.Ed. colleges, 100 teacher educators, 200 pupil teacher selected from 5 Universities of Jharkhand state. The sample will be selected by using multistage sampling techniques. Initially 4 B.Ed. colleges would be selected randomly from each university 5 teacher educator and 10 trainees from each B.Ed. College. Sample will be the teacher educators and Pupil teacher of different B.Ed. colleges of Jharkhand.

SAMPLING OF THE STUDY:

In this present study the researcher used simple random sampling to collect data from population.

STATISTICAL TECHNIQUES:

Data collected for the study will be analyzed using frequency and percentages. Besides, quantitative analysis of data, method of qualitative analysis will be used in the study.

TOOL OF STUDY:

The researcher has used a standardized tool on Teaching Competency Test developed by B.K.Passi and M.S. Lalitha.

DATA ANALYSIS & INTERPRETATION

- **Ho1:** There will be no significant difference in ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand.

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
UrbanGovt_private Urabn Government	25	102.24	27.673	5.535
Urban Privte	25	107.72	28.511	5.702

Table: 1

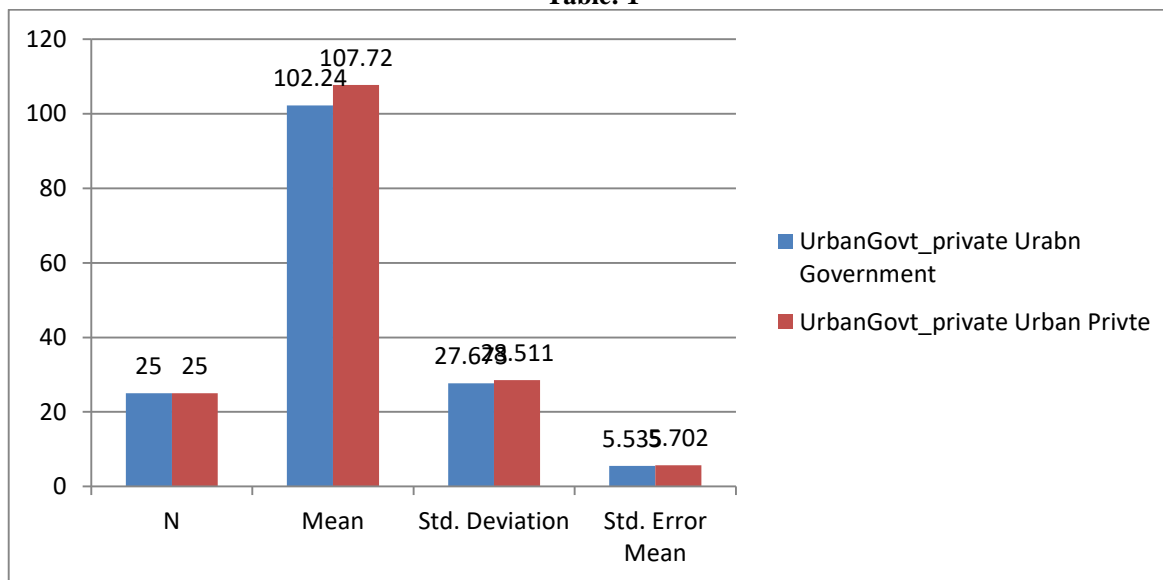


Figure: 1

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
UrbanGovt_private	Equal variances assumed	.045	.833	-.690	48	.494	-5.480	7.946	-21.457	10.497
	Equal variances not assumed			-.690	47.957	.494	-5.480	7.946	-21.458	10.498

Table: 2

From the Table 2, It is inferred that 't' value is 0.690 which is lower than the table t value of 1.684. There will be no significant difference in ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand. Therefore the null hypothesis is accepted. It is inferred that among rural government and private Teacher Educator differ significantly in their teaching competency.

- **Ho2:** There will be no significant difference in ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand.

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Rural Govt_vs_Private Rural government	25	107.04	19.726	3.945
Rural Private	25	106.08	17.395	3.479

Table: 3

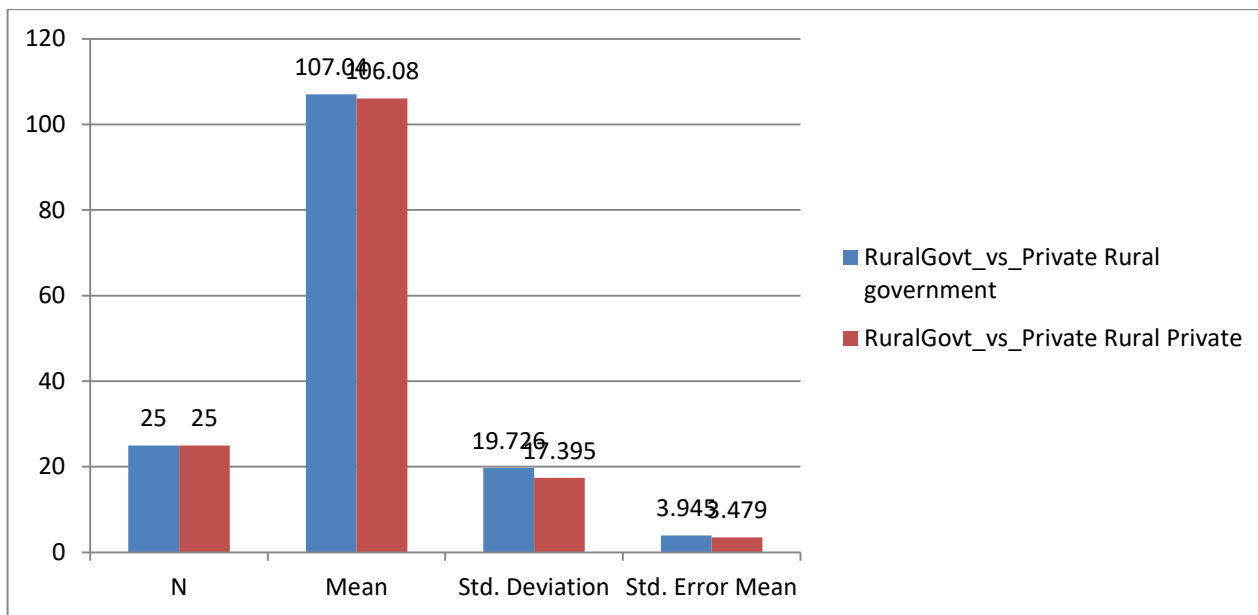


Figure: 2

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RuralGovt_vs_Private	Equal variances assumed	.742	.393	.183	48	.856	.960	5.260	-9.616	11.536
	Equal variances not assumed			.183	47.260	.856	.960	5.260	-9.620	11.540

Table: 4

From the Table 4, It is inferred that 't' value is .183 which is lower than the table t value of 1.684. There will be no significant difference in ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand. Therefore the null hypothesis is accepted. It is inferred that among rural government and private Teacher Educator differ significantly in their teaching competency.

CONCLUSION

Present study is very important for us in this 21st century in the field of education. From this study, the researcher found that teaching competency of the urban government college teacher educator are comparatively lower than the urban private college teacher educator the rural government college teacher educator are comparatively higher than the rural private college teacher educator and also found that teaching competency of the urban teacher educator are comparatively higher than that of the rural teacher educator.

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