**CONFIDENCE LEVEL ON USING ICT IN EDUCATION**

N.Vivekananda,

Assistant Professor in English/ Psychology

Shiva College of Education,Trichy

Mail.Id: narenvivek14@gmail.com

Cell: 9994099581

**Abstract:**

Consistently we are seeing an adjustment of patterns in practically all areas and the case is the same in the field of education. This is one of the areas we see a ton of wonderful changes consistently. It has a serious effect on an understudy's point of view on instruction and learning results. It relies upon a ton of variables including accessible assets, what choices are reasonable for a bigger society, and the changing necessities or requests of the current age of understudies. Training patterns are dynamic in nature. It is sure that innovation will drive the eventual fate of schooling. The new instructing apparatuses that have come up directly following the pandemic have been demonstrated to be successful for the new age of students and instructors. With schooling that fits in the centres of an understudy's hands, it's presently a question of acquiring mind space, as successful illustration maintenance. Fascinating patterns have ascended in the months that followed the abrupt shift to computerized training. The schooling area should adjust in accordance with this shift and mirror the way that the fundamental, sought-after abilities representing things to come will be altogether different from what has been shown previously. All in all, what we instruct needs to change. Besides, how we instruct should likewise change to mirror the fast digitization that is occurring across all businesses, not simply schooling. The Investigator, during his college days experienced many students from rural area not having latest trends in education and finished their course, but the investigator observed during his B.Ed. teaching practice in the city colleges, urban students also equally unaware on latest trends in education. Hence the investigator wants to assess the confidence level of ICT in education among B.Ed. students who are the future teachers going to inculcate several values among the school students. Having felt the importance of the present research.

**Key words**: ICT in Education, **New Trends in Education, Digital literacy curriculum,** Differential, Concept analysis,Educational Implications.

**Scope of the Study:**

The purpose of this study is to investigate the Confidence level on using ICT in education among student teachers. The study will be conducted among student teachers in a teacher education institution in Trichy District, Tanil Nadu . A total of 360 student teachers will be selected as the respondents for this study. The data will be collected using a Scale questionnaire. The collected data will be analyzed using descriptive statistics. The findings of this study will provide insights into the confidence level on using ICT in education among student teachers.

**Introduction:**

Society and the experts move away from tradition and change with the development of innovations and the beginning of the Fourth Revival. This, thus, affects all of the instructional circle. As a result, numerous new patterns in education arise. For teachers to effectively interact with their students, they need to stay one step ahead of these most recent changes and factors that influence learning in the classroom. With this knowledge, they can take steps to establish more exciting learning conditions. When educators set themselves up to take on these most recent innovations in education, an educator should be knowledgeable about how these schooling patterns are affecting their students' ability to learn for their own benefit. Educators should remain in tune with changes in schooling styles by asking relevant questions, including discussion preparation experience, proficient turn of events presence, reading, and facilitating an understudy educator in the classroom – it matters a lot to stay up-to-date on what is currently known as being best educational method as it guides teachers on how to educate students. Just because some styles are ridiculous passing fashions doesn’t mean all teaching methods will change quickly; educators should choose for themselves which research trends suit them best - e.g., very much like some educational patterns that may be ludicrous passing educational style or fields.

**Information and Communication Technology (ICT) in education**

Data and Correspondence Innovation (ICT) in training is the method of schooling that uses data and communications technology to encourage, enhance, and streamline the conveyance of data. Overall research has shown that ICT can prompt superior student learning and better teaching techniques. A report made by the Japanese Ministry of Education revealed that an increase in the utilization of ICT in education by coordinating innovation into the curriculum markedly affects a student's accomplishments. The study explicitly showed that those students who are persistently presented to innovation through their education have better 'information', exhibit skills, and creative capacities, and are prepared to put forth more exertion into advancing when compared to their mates.

**New Trends in Education**

Bringing ICT into your training is the solution for the people asking: "How can we expand the number of our students?" It's clear that online learning has exploded in popularity because it provides instant access to data anywhere and anytime. Establishments that offer such high-quality digital facilities are becoming more common, step by step.

#### ****Digital literacy curriculum****

As learners are exposed to more technologically advanced learning content, blended education will become the norm. For children to understand this content and be prepared in their daily lives, they need a comprehensive knowledge of information security alongside common dangers and abuse. Current instruction settings have suited the advanced regions better than expected, despite the closure of schools in remote areas. It is hoped that the government and other stakeholders will work together in the future to provide equal access to education and open positions for all learners with work-based preparation as the focus.

**OBJECTIVES OF THE PRESENT STUDY**

1. To find out the awareness on Confidence Level on Using ICT in Educationamong the B.Ed. students.
2. To measure the level of awareness on Confidence Level on Using ICT in Educationamong the B.Ed. students

**HYPOTHESIS:**

**METHODOLOGY IN BRIEF**

**Design : Descriptive**

**Method : Normative**

**Technique : Survey**

The present investigation was basically a normative method of research with survey as the technique of research employed .The details of procedure followed in the study are presented under relevant headings.

**TOOLS USED**

The instruments used in the current study were

1. **‘Scale on Confidence Level on Using ICT in Education’** constructed and standardized **by Vivekananda, N.**
2. General Information Sheet structured by the investigators.

**SCALE ON**

**Preparation of Items**

In this section is dealt with the details of the tool used by the investigator for collecting the required data from the B.Ed. students. The instrument used in the current study was ‘Scale on Confidence Level on Using ICT in Education’ Structured and standardized by the investigators.

Twenty items which represents Confidence Level on Using ICT in Educationwere prepared with three alternative responses viz. High, Low and Neutral to the Confidence Level on Using ICT in Education. A weightage of 2, 1, 0 were given to the alternative responses High, Low and Neutral respectively for an item.

**Sample**

A stratified representative sample of 360 students from 10 B.Ed. colleges situated in Trichy District, Tamil Nadu with due representation given to the variables viz. Gender, Nativity, Reading habit, Complete any computer course & Subject.

# SAMPLE OF THE STUDY

The sample of the present study is the B.Ed. students in Trichy District, Tamil Nadu. The following factors were taken into account in constituting the sample of the study:

1. The sample size should be small enough to facilitate the successful collection of data accessible.

1. The possibility of cooperation for data collection.

A stratified representative sample of 360 students was constituted from the B.Ed colleges from Trichy district, Tamil Nadu.

**Table:1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S. No. | Variables | Sub-Variables | NumberOf Sample | Total |
|  | Gender | Male | 292 | 360 |
| Female | 68 |
|  | Nativity | Rural | 231 | 360 |
| Urban | 129 |
|  | Reading habits | Regularly | 250 | 360 |
| Rarely | 110 |
|  | Computer course | Completed | 239 | 360 |
| Not completed | 121 |
|  | Subject | Arts | 203 | 360 |
| Science | 157 |

**ANALYSIS AND INTERPRETATIONS**

The data collected were edited, processed and subjected to analysis in terms of objectives of the study. The details of analysis and results emerged out the investigation are presented under relevant headings. The empirical average of awareness on latest trends in education in this study is found to be 28.186 while the theoretical average is 32. This indicates the student teachers have below average level of Confidence Level on Using ICT in Education. This shows that the B.Ed. students have lower level of Confidence Level on Using ICT in Education. In other words Confidence Level on Using ICT in Education is found lower among B.Ed. students.

**DIFFERENTIAL STUDIES IN CONFIDENCE LEVEL ON USING ICT IN EDUCATION**

**CONFIDENCE LEVEL ON USING ICT IN EDUCATION AND GENDER**

The statistical measures and the result of test of significance of difference between the mean scores of awareness on confidence level of ICT in education among B.Ed. students in terms of Gender is presented in Table 2.

**TABLE 2: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF CONFIDENCE LEVEL ON USING ICT IN EDUCATION: GENDER– WISE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VARIABLE** | **SUB-VARIABLES** | **N** | **MEAN** | **SD** | **‘t’ - VALUE** | **SIGNIFICANCE**  **AT 0.05 LEVEL** |
| Gender | Male | 292 | 29.76 | 11.386 | 4.468 | Significant |
| Female | 68 | 21.41 | 14.403 |

It is evident from the above table that the obtained‘t’ value 4.468is greater than the table value 1.96 at 0.05 level of significance.

This shows that there is a significant difference in awareness on confidence level of ICT in education between the male and female students. It is further noted that the male students having more awareness on confidence level of ICT in education than the female students.

**CONFIDENCE LEVEL ON USING ICT IN EDUCATION AND NATIVITY**

The statistical measures and the results of test of significance of difference between the mean scores of awareness on confidence level of ICT in education B.Ed. students in terms of nativity presented in Table 3.

**TABLE 3: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF CONFIDENCE LEVEL ON USING ICT IN EDUCATION: NATIVITY– WISE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VARIABLE** | **SUB-VARIABLES** | **N** | **MEAN** | **SD** | **‘t’ - VALUE** | **SIGNIFICANCE**  **AT 0.05 LEVEL** |
| Nativity | Rural | 231 | 29.04 | 12.395 | 1.747 | Not  Significant |
| Urban | 129 | 26.66 | 12.397 |

It is evident from the above table that the obtained ‘t’ value 1.747islesser than the table value 1.96 at 0.05 level of significance.

This shows that there is no significant difference in Confidence Level on Using ICT in Education between the rural and urban students.

**CONFIDENCE LEVEL ON USING ICT IN EDUCATION AND READING HABITS**

The statistical measures and the result of test of significance of difference between the mean scores of Confidence Level On Using ICT In Education among B.Ed. students in terms of reading habits is presented in Table 4.

**TABLE 4: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF CONFIDENCE LEVEL ON USING ICT IN EDUCATION: READING HABITS – WISE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VARIABLE** | **SUB-VARIABLES** | **N** | **MEAN** | **SD** | **‘t’ - VALUE** | **SIGNIFICANCE**  **AT 0.05 LEVEL** |
| Reading habits | Regularly | 250 | 26.30 | 12.086 | -4.438 | Significant |
| Rarely | 110 | 32.47 | 12.187 |

It is evident from the above table that the obtained ‘t’ value -4.438isgreater than the table value 1.96 at 0.05 level of significance.

This shows that there is a significant difference in Confidence level on Using ICT in education between those who have Reading habits regularly and rarely. It is further noted that those who have Reading habits regularly have more Confidence Level On Using ICT In Education than the those who have Reading habits rarely.

**CONFIDENCE LEVEL ON USING ICT IN EDUCATION AND COMPUTER COURSE**

The statistical measures and the result of test of significance of difference between the mean scores of Confidence Level On Using ICT In Education among B.Ed. students in terms of Computer course is presented in Table 5.

**TABLE 5: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF CONFIDENCE LEVEL ON USING ICT IN EDUCATION: COMPUTER COURSE – WISE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VARIABLE** | **SUB-VARIABLES** | **N** | **MEAN** | **SD** | **‘t’ - VALUE** | **SIGNIFICANCE**  **AT 0.05 LEVEL** |
| Computer Course | Completed | 239 | 26.07 | 12.497 | -4.833 | Significant |
| Not Completed | 121 | 32.36 | 11.226 |

It is evident from the above table that the obtained ‘t’ value -4.833isgreater than the table value 1.96 at 0.05 level of significance.

This shows that there is a significant difference in Confidence Level on Using ICT in Education between the students Completed any computer course and the students not completed. It is further noted that the students completed any computer course having more Confidence Level on Using ICT in Education than the students not completed any computer course.

**CONFIDENCE LEVEL ON USING ICT IN EDUCATION AND SUBJECT**

The statistical measures and the result of test of significance of difference between the mean scores of Confidence Level On Using ICT In Education among B.Ed. students in terms of Subject in Table 6.

**TABLE 6: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF CONFIDENCE LEVEL ON USING ICT IN EDUCATION: SUBJECT – WISE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VARIABLE** | **SUB-VARIABLES** | **N** | **MEAN** | **SD** | **‘t’ - VALUE** | **SIGNIFICANCE**  **AT 0.05 LEVEL** |
| Major subject | Arts | 203 | 27.80 | 12.506 | -.666 | Not  Significant |
| Science | 157 | 28.68 | 12.355 |

It is evident from the above table that the obtained ‘t’ value -.666islesser than the table value 1.96 at 0.05 level of significance.

This shows that there is no significant difference in Confidence Level on Using ICT in Education between the arts and science subject students.

**EDUCATIONAL IMPLICATIONS**

1. Emerging technologies and ICT are changing learning models. This can be seen in Active Learning classrooms, Flipped classrooms, Problem-Based learning, and Project-Based Learning.
2. In this participatory research study we want to find out how virtual learning environments can improve global competency skills for students.
3. Classroom applications of ICT have included up integrating both online and face-to-face platforms for lessons in Schools or colleges.
4. There have been many advances in educational technologies over the past decade thanks to the revolutions in ICT and communication from the 21st century that has led to new innovations in various group settings such as Schools or college campuses."
5. The best example of these advances is how education programs now use digital tools to enhance student engagement and extend student learning beyond the classroom."

**Conclusion**

The study showed that student teachers have a high confidence level in using ICT in education. This is a positive finding, suggesting that student teachers are comfortable using ICT in their future classrooms. ICT in education is very important. It helps teachers to teach and helps students to learn. It also helps to keep track of what is being taught and what is being learned. This is an important skill for teachers, as ICT is increasingly being used in educational settings. The study also found that student teachers who had more experience using ICT had higher confidence levels. This suggests that experience is an important factor in using ICT confidently.

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