



## **Attitude of Prospective Teachers towards Use of Computers**

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### **Abstract:**

*Studies on prospective teachers' attitudes towards computer use in education show a range of perspectives. Some studies indicate a generally positive attitude, with prospective teachers recognizing the potential benefits of technology in the classroom. They view computers as tools for enhancing teaching and learning, providing access to information, and fostering student engagement. However, other studies reveal concerns among prospective teachers, such as a lack of adequate training and support, concerns about the cost and accessibility of technology, and anxieties about integrating technology effectively into their teaching practices. These findings highlight the need for comprehensive teacher training programs that equip prospective teachers with the necessary skills and confidence to integrate technology effectively into their classrooms. Have a look at the world around. One will find everyone bus all aloof in the world of computers. The television commercial a few days back showed a new born baby uploading his pictures on Facebook. This clearly reveals the invasion of computers in our live. And when the intrusion is so deep, how could our education system be safe from it. Yes, with no doubt we have entered the era of technology. However the attitude of the teachers will play a vital role in inclusion of computers in our classroom. The present paper highlights the attitude of prospective teachers towards the use of computer. The attitude of 30 prospective teachers was identified using an attitude scale. The results revealed that the pre service teacher had an positive attitude towards the use of computers and no significant differences were observed in the mean attitude scores with respect to gender.*

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**Keyword:** prospective teachers', use of computer, attitude.

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## **Introduction:**

The history of computers in education has been variously characterized as an "accidental revolution" or "unthinking man and his thinking machines." Others have said that the computer revolution has changed the adage that "necessity is the mother of invention" to "in a computer world; invention is the mother of necessity." However characterized, it is clear that innovators in this field have created some of the most provocative and stimulating ideas in the history of education. What follows is a brief chronological history of some of the more interesting ideas and developments.

Over the times computers have touched ever aspect our live. Their influence in our social, professional life cannot be denied. Due to increased dependence on computers to carry out the daily activities of life, acquiring computer skills and knowledge has become very vital. The start of this has to be made very earl. It is imperative to mention that the classroom experience should be computer based. Certainly the transaction in the class are still decided and implemented by the teacher. It is the teacher who has the power to transmit and influence the beliefs and attitude of the students. Hence it becomes very essential to understand their beliefs about the use of computers.

In India illiteracy is one of the biggest problems. Lack of easy access, lack of teachers, lack of interest, poverty, gender differentiation, lack of infrastructure, common curricula are few of the reasons which are holding back the progress in rural education. But with the use of technology mass education can be given and situation can be changed. A not-for-profit organization, Azim Premji Foundation, run by Wipro group has been working towards this issue since 2001. It is helping 2 million children in 16,000 schools from 14 state governments. This foundation works by assisting computer-aided learning. Computers are considered as an asset. These are major draw to bring students to the school. For children computer is a very exciting machine.

Schools in the states like Andhra Pradesh, Assam, Chhattisgarh, Himachal Pradesh, Karnataka, Madhya Pradesh, Meghalaya, Tamil Nadu, Tripura and West Bengal have received computer-assisted education through collective efforts by NIIT and government. The government has launched educational initiatives like Edusat, VidyaGyan and Samudaya where education is made technology dependent.

Classrooms all over are facing makeovers and are gradually moving towards infusion of technology in the education system and changing the facets of teaching learning environment. Notebooks are getting replaced by laptops, books with CDS and blackboards with smart interactive boards. This will lay the foundation of erasing rote memory and developing deeper understanding and insight.

Researches have highlighted the role of teachers attitude towards computer use plays a vital role in their integration in classes.

## **Objectives**

1. To study the attitude of pre service teachers towards computers.
2. To study the attitude of pre service teachers towards computers in relation to their gender.

## **Hypothesis**

1. Pre service teachers have positive attitude towards computers.
2. There is no significant difference in the attitude of pre service teachers towards computers in relation to their gender.

## Methodology

### Sample

100 pre service teachers from teacher education institute were selected from Punjab for the study.

### Tools Used

An attitude scale comprising 20 items was constructed by the investigator and used for data collection. The items were scored on five point scale and the overall score yields the preservice teacher's attitude towards computers. The reliability coefficient of the scale was calculated to be 0.86.

### Procedure

The attitude scale was administered to the pre service teachers. The data was collected personally.

### Results

The data so collected was analysed using analysis of variance and percentages and has been presented under following headings.

#### Attitude towards Computers

The total mean scores and the sub scores have been presented in table 1

**Table 1: Mean Scores and the Sub Scores**

Dimension	N	Mean	SD
Emotional component	100	4.16	0.41
Perceived usefulness	100	3.97	0.42
Perceived control	100	4.10	0.48
Role in improvement	100	4.07	0.43
Overall	100	4.01	0.39

Results revealed that the mean value of overall attitude lied between 4 and 5, thus revealing that the pre service teachers had positive attitude towards computers. Hence the research hypothesis 1 was accepted.

#### *Pre service teacher attitude towards computers with respect to their gender*

One way Analysis of Variance was used, and the results have been presented in table 2

Dimension	gender	N	Mean	SD	F ratio
Emotional component	Male	40	4.20	0.50	0.19
	Female	60	4.12	0.51	
Perceived usefulness	Male	40	4.10	0.40	0.50
	Female	60	3.95	0.59	
Perceived control	Male	40	4.05	0.43	0.09
	Female	60	4.11	0.47	
Role in improvement	Male	40	4.18	0.45	0.13
	Female	60	4.08	0.41	
Overall	Male	40	4.20	0.40	0.08
	Female	60	4.14	0.44	

Table 2 revealed that the f ratio for mean difference in attitude scales with respect to gender is 0.07 which is not significant even at 0.05 level, thus indicating male and female pre service teachers have similar attitude towards computer use. Hence the hypothesis 2 is accepted.

### **Recommendation**

Attitude is the most important factor for computer. To address this question after measuring it was found that the level of computer attitude of teacher educators is high. But they felt highest positive computer attitude on educational value of computer technology (item 14). It indicates that the teacher educators are well informed about value of computer technology. To preserve financial investments in technology infrastructure and to prepare students for the 21st century, administrators must look to teacher training and technology standards (Montgomerie and Irvine, 2001). Because teacher training in computer technology as an instructional tool can hold teacher educators' attitudes toward computer and confidence with technology and can also provide them with skills that they did not previously have, although had positive attitude. At the level of policy maker, administrator and teacher they seems to be a need for a clearer understanding of what it means to integrate ICT into instruction and the goals associated with ICT integration. This study involved only three government teachers' training colleges out of fourteen. So it is difficult to generalize on teachers' training colleges in Bangladesh. So there is a scope for further research with a large population with the effect of age and having computer at home, a research may be conducted in the field of secondary education and Madrasah as well.

Future research should focus on effective ways of providing professional development related to ICT integration, perhaps using the current study as a guideline.

### **Conclusion**

The study revealed that the pre service teachers had a positive attitude towards computer use. The willingness of pre service teachers towards the use of computer in classrooms indicates the signs for their integration are positive. The non-significant gender differences also indicate both male and female future teachers also give good signals on the overall shifting of wave towards inclusion.

It is the teachers who adds colours and give direct to the classroom. Hence it is always essential for them to have a positive attitude towards the changes happening around. This study suggests a need for teacher educators to provide a conducive and non-threatening environment for pre-service teachers to experience success in using the computers, with a view to allowing pre-service teachers to gain competence and confidence in using computers for teaching and learning

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