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A COMPARATIVE STUDY OF IMPACT OF ICT BASED METHODS IN ACADEMIC ACHIEVEMENT OF TEACHER TRAINEES IN RELATION TO TRADITIONAL TEACHING STRATEGIES.

Deep shikha

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Abstract :- The purpose of present study is to study the impact of ICT based methods in Academic Achievement of teacher trainees in relation to traditional methods of teaching. The sample consisted of 100 teacher trainees. In order to visualize the nature of score distribution of the data collected, numerical determinants of normality like mean & standard deviation were worked out. T-test was used to test the significance of difference between means. It is found that subjects which are taught with the use of ICT teaching achieved significantly higher mean level in comparison to the students taught through traditional method of teaching.

Key Words:-Academic Achievement of Teacher Trainees , Traditional Teaching

INTRODUCTION

The concept of moving the traditional classroom of desks, notebooks, pencils, and blackboard to an online forum of computers, software, and the Internet intimidates many teachers who are accustomed to the face-to-face interaction of the traditional classroom. Computer multimedia offers ideal opportunities for creating and presenting visually enriched learning environments. The latest technologies associated with virtual reality will also play an important role in not too distance future. Management institutes and educators have attempted an increased incorporation of collaborative group work, problem-solving and decision-making through technology as an integral component of pedagogy. There is no doubt that technology-based tools can enhance student's cognitive performance and achievements if used appropriately, in accordance with knowledge learning and as part of a coherent educational approach.

The application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire spectrum of education from early childhood development, primary, secondary, tertiary, basic education and further education and training. Integrating ICT in teaching and learning is high on the educational reform agenda. Often ICT is seen as indispensable tool to fully participate in the knowledge society.

Information communication technologies are influencing all aspects of life including education. They are promoting changes in working conditions, handling and exchanging of information, teaching-learning approaches

and so on. One area in which the impacts of ICT is significant, is education. ICTs are making major differences in the teaching approaches and the ways students are learning. ICT-enhanced learning environment facilitates active, collaborative, creative, integrative, and evaluative learning as an advantage over the traditional method. ICTs use in education systems of developing countries focus on training teachers in new skills and introducing innovative pedagogies into the classrooms, investing on ICT infrastructure for schools and creating networks among educational institutes, improving overall standard of education by reducing the gap in quality of education between schools and colleges in urban and rural areas.

OBJECTIVES

The study was designed to realize the following objectives:-

- 1.To teach one group (control group) through normal teaching
- 2.To teach one group (Experimental group) by using ICT.
- 3.To compare the academic achievement of two groups in the study with the use of pre test and post test.

HYPOTHESIS

1. There is no significant difference in the post test mean scores among two groups (control group and experimental group) with respect to achievement in the subject of Educational Psychology.
2. There is no significant difference in the post test mean scores among two groups (control group and experimental group) with respect to achievement in the subject of Teaching Learning Process.

RESEARCH DESIGN

The study employed Quasi Experimental pre- test, post-test design with two groups namely control group and experimental group.

SAMPLE

The sample for the present study consisted of 100 students from educational institute of teacher training in Doraha. One class was randomly assigned to experimental group (50 students) and other class (50 students) as control group.

TOOLS USED

A 25- item multiple choice achievement tests that covers the learning units treated during the study was prepared by the investigator for both the subjects namely Educational Psychology and Teaching Learning Process. t- test was applied to test the significance of mean difference in post test scores.

PROCEDURE

Students in the experimental group received instructions by using ICT while the students in the control group received instructions through the conventional method of teaching.

The experiment was conducted in three phases:

- 1.Pre testing
- 2.Experimental treatment
- 3.Post testing

PHASE I: - Pre Testing

In the pre test stage, achievement test were administered to the students of two groups i.e. control group & experimental group.

PHASE II: - Experimental Treatment

All the two groups viz control group and experimental group were taught by the investigator by using traditional method and by using ICT. Same topic was taught to both the groups for duration of two weeks.

PHASE III: - Post Testing

After completion of the instructional treatment, achievement test was administered as post test to students of experimental group and control group for both the subjects.

DELIMITATIONS

- 1.The study was limited to one B.Ed college of Ludhiana.
- 2.The study was limited to only 100 students.
- 3.The study was limited to only two subjects of Educational Psychology and Teaching Learning Process of B.Ed curriculum.

ANALYSIS and INTERPRETATION

TABLE 1: Means, S.D.s and t- values for post test scores of Achievement between Experiment Group and Control Group (in the subject of Educational Psychology)

Group	N	Mean	SD	t -Value	Level of Significance
Experimental Group	50	35.68	5.92	8.1	0.01
Control Group	50	24.84	3.45		

Table 1 reveals that experimental group achieved more mean score (M=35.68) than control group (M=24.84) in post test. The subjects exposed to ICT teaching achieved significantly higher mean level of achievement in comparison to students taught through traditional method of teaching. Thus, it can be concluded that use of ICT of teaching is more effective in raising the achievement of students. Thus, the hypothesis 1 at post test stage, there is no significant difference in post mean scores among two group (control group & experimental group) with respect to achievement in the subject of Educational Psychology is rejected.

TABLE 2: Means, S.D.s and t- values for post test scores of Achievement between Experiment Group and Control Group (in the subject of Teaching Learning Process)

Group	N	Mean	SD	t -Value	Level of Significance
Experimental Group	50	36.28	5.74	9.6	0.01
Control Group	50	22.14	3.39		

Table 2 reveals that experimental group achieved more mean score (M=36.28) than control group (M=22.14) in post test. The subjects exposed to ICT teaching achieved significantly higher mean level of achievement in comparison to students taught through traditional method of teaching. Thus, it can be concluded that use of ICT of teaching is more effective in raising the achievement of students. Thus, the hypothesis 2 at post test stage, there is no significant difference in post mean scores among two group (control group & experimental group) with respect to achievement in the subject of Teaching Learning Process is rejected.

FINDINGS OF THE STUDY

- ❖ Students taught with the help of ICT scored more in achievement test as compared to students taught with traditional method of teaching.
- ❖ Experimental group achieved significantly a higher mean score than control group. The results of the present study clearly indicate that use of ICT certainly improves the Academic Achievement of the students.
- ❖ ICT, if used effectively, can improve the grades of the students remarkably.

EDUCATIONAL IMPLICATIONS

- ❖ Teachers must integrate technology in one form or another in their teaching to improve their teaching effectiveness.
- ❖ Management/ administrators must take steps to provide ICT in the classrooms for the teachers and students.

- ❖ Teachers must be provided training regarding the effective use of ICT.
- ❖ Teachers must update their knowledge regarding various new technologies in the market that they can use to make their teaching effective.
- ❖ It leads to more effectively teaching in a limited duration.
- ❖ The aims and objectives of teaching can be easily accomplished with the help of ICT.

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