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A STUDY OF COMPUTER AWARENESS, USAGE OF COMPUTER AND INTERNET AMONG WOMEN TEACHER TRAINEES.



Ashokkumar B. Surapur

METHODOLOGY OF THE STUDY:

The present study was undertaken to know the awareness of computer, usage of computer, usage of internet among the women teacher trainees. 90 women teacher trainees were selected using random sampling technique. Women teacher trainees were selected for the study because women empowerment is now a day the talk of the town and the zeal of the study focuses on the empowerment of the women in the field of information and communication technology. A self administered questionnaire was given to the teacher trainees. The teacher trainees were categorised into urban and rural. The teacher trainees were educated on

ABSTRACT

Technology plays an important role in accelerating economic growth and promoting development. In the modern age, information and communication technology has influenced all aspects of human life. Information technology is the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise. The term is commonly used as a synonym for computers and computer networks. Teacher education has also been influenced by the ICT. Now ICT has become an integral part of our lives. As students come from different socio-economic backgrounds, they have different learning experiences, capabilities and needs. ICT is a powerful tool for problem solving, conceptual development and critical thinking that helps to make the learning process much easier for the teacher trainees. The teacher educators must acquire new technology of ICT before they can prepare their teacher trainees to meet the demands and challenges of the 21st century. In the present study the analysis of the results shows that awareness level of computer is found to be similar among urban and rural trainee teacher. There is significant difference found with respect to usage of computer and usage of internet among urban and rural women trainee teacher.

KEYWORDS : computer awareness , Information technology , socio-economic backgrounds ,

Short Profile

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the purpose of the study and contents and completion of the questionnaire. They were told that the data was confidential and for research purpose only. Verbal consent was taken from the teacher trainees. Estimated time to complete the questionnaire was ten minutes. The returned questionnaire was checked for completeness and consistency. Improperly filled questionnaire are excluded. All 90 responses were received and compiled and descriptive statistics was applied to pool the results for discussion.

REVIEW OF RELATED LITERATURE

Wanjala, Elizabeth. K and Mukwa (2011) found that few teachers are using

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ICTs to manage the classroom and to integrate technology into several of the content areas. Professional development options were varied. They pointed out the most teachers use trial and error, learn through course work taken at colleges or universities, and support others or receive personal or expert support as significant methods of learning how to use Information Communication Technologies.

Yasemin (2008) did a study on "ICT usage in Higher Education: A case study on pre-service teachers and instructors". Results revealed that teacher education programs fail to provide appropriate instructional technologies and computer facilities for both in and out of class activities. Furthermore, three factors that appear to have a significant influence on the effective use of technology were found to be: (1) the quantity and quality of the lessons addressing technology in the curriculum, (2) incompetent teachers/lack of in-service training, and (3) insufficient technology.

Taner Altun (2007) studied on "ICT in initial teacher education". These vital factors were; ICT infrastructure and physical resources, curriculum and policy development, training lecturers and pedagogical training of teachers in ICT. ICT has the potential to contribute to the improving of students' critical thinking, decision making, problem-solving skills and generating ideas with its integration into classroom activities. The teacher's role at this point is crucial.

Kmalanayan (2008) designed a study on "Implications of Information Technology for teacher education and research". It was pointed out that information technology in education is created the need for all teacher education faculties to be proficient in the use and integration of ICT into mainstream teacher education programme delivery.

Nachimuthu (2010) conducted a study on Usability of e-learning resources in teacher education of India. Results study revealed that all

the institutions are having at least five computer peripherals with 70 percent Air conditioned facilities in their ICT laboratories. Majority of B. Ed college lecturers and their colloquies are already taking actions regarding some the accepted ways of use of computers in their regular classrooms (32.0), however, they are not prepared to sacrifice their personal comfort for using e-books (in total 45%), they have strong reasons for that. the College of Education lectures were using the physical books handling (86.2) rather than the e-books are also evidenced that, they were either not having enough time to use e-books or entry in the computer labs. This paper offers a critical examination of e- Learning in the College of education institutions setting. In order to create more teachers professional development and to enhance the research experience we need in e-journals and e-books.

OBJECTIVES OF THE STUDY:

- To study the extent awareness about the computer among the urban and rural women teacher trainees
- To study the extent usage of computer among the urban and rural women teacher trainees
- To study the extent usage of internet among the urban and rural women teacher trainees

HYPOTHESIS:

There is no significant difference about the awareness of computer among the urban and rural women teacher trainees.

There is no significant difference about the usage of computer among the urban and rural women teacher trainees

There is no significant difference about the usage of internet among the urban and rural women teacher trainees

Variables of the study:

Independent variable:

- Location

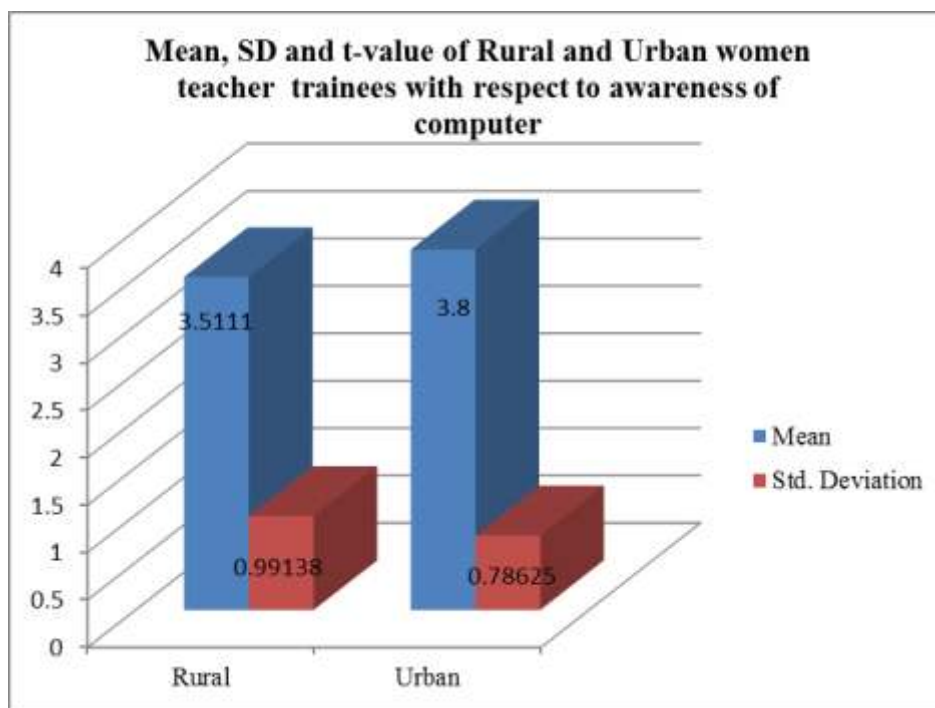
Dependent variables:

- Awareness of computer, usage of computer and usage of internet

3.RESULTS AND DISCUSSION:**Table-1**

Mean SD and t-value of Rural and Urban women teacher trainees with respect to awareness of computer

Gender	Mean	Std. Deviation	Df	p-value	t-value	Remark
Rural	3.5111	.99138	88	.129	-1.532	NS
Urban	3.8000	.78625				
Total	3.655	0.885				

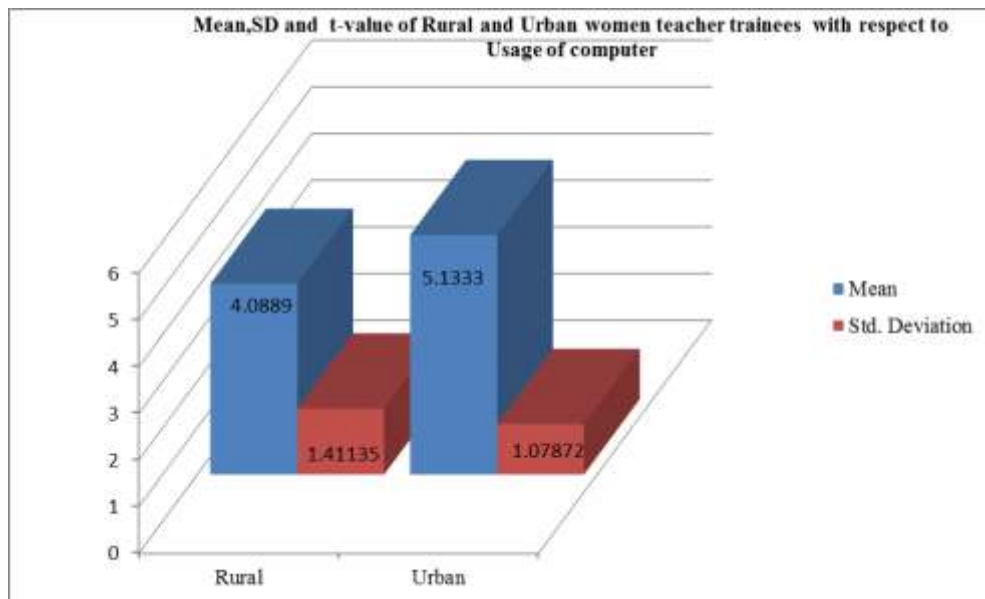


The above table shows summary of mean values, SD and t values of rural and urban women trainee teacher with respect to awareness of computer. The mean score value of trainee teacher with respect to awareness of computer found to be 3.655 with standard deviation of 0.885 in which mean value of urban women trainee teacher found to be higher (Mean 3.800, SD=.78) as compared to the rural women teachers in computer awareness score (Mean 3.5111, SD=.99). Further calculated t value ($t=1.532$, $df=88$, $\alpha=0.05$) found to be much less than tabled value ($T_t=1.96$). Hence null

hypothesis is accepted and alternative hypothesis rejected that is there is no significant difference found between urban and rural women trainee teachers' with respect to computer awareness score. It can be concluded from the above analysis that, due to sources of knowledge available at urban and rural location the awareness exist among the trainee teachers but it is more among the urban trainee teachers.

Table-2
Mean,SD and t-value of Rural and Urban women teacher trainees with respect to Usage of computer

Gender	Mean	Std. Deviation	df	p-value	t-value	Remark
Rural	4.0889	1.41135	88	.000	-3.944	S
Urban	5.1333	1.07872				
Total	4.6111	1.24				

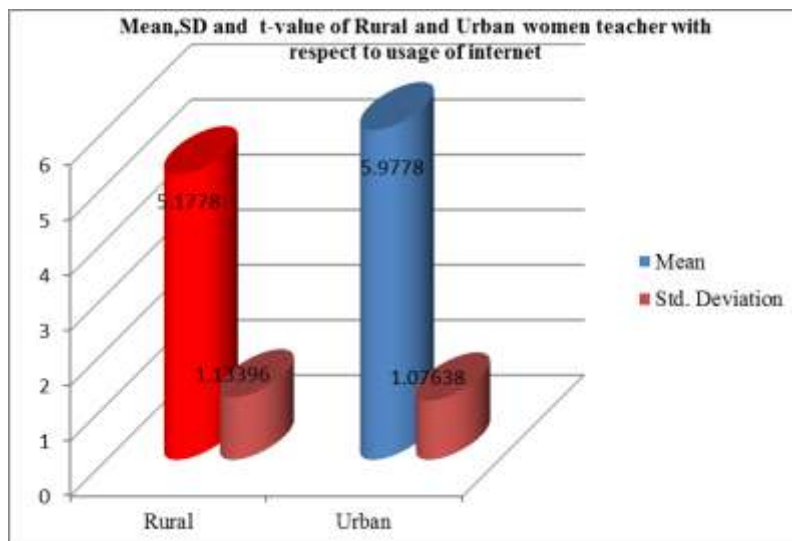


The above table shows summary of mean values, SD and t values of rural and urban women trainee teachers with respect to usage of computer. The mean score value of trainee teachers with respect to usage of computer found to be 4.6111 with standard deviation 1.24 in which mean score value of urban women trainee teacher found to be higher (Mean=5.1333 and SD 1.07872) as compared to rural women

trainees (Mean=4.088 and SD=1.4111), Further calculated t value found to be -3.944 at 5% level of significance which is less than tabled value ($T_t=1.96$). Hence null hypothesis is rejected and alternative hypothesis is accepted that is there is significant difference found between the usage of computer among urban and rural women trainee teacher which is more among urban and less among rural.

Table-3
Mean,SD and t-value of Rural and Urban women teacher trainees with respect to usage of internet

Gender	Mean	Std. Deviation	Df	p-value	t-value	Remark
Rural	5.1778	1.13396	88	.001	-3.432	S
Urban	5.9778	1.07638				
Total	5.5778	1.1076				



The above table shows summary of mean values, SD and t-values of rural and urban women trainee teacher with respect to usage of internet. The mean score value of trainee teacher with respect to usage of internet found to be 5.5778 with standard deviation 1.1076 in which mean score value of urban women trainee teacher found to be higher (Mean 5.9778 and SD 1.0763) as compared to rural women trainee teacher (Mean=5.1778 and SD=1.1339). Further calculated t value found to be -3.432 at 5% level of significance which is less than tabled value ($T_t=1.96$). Hence null hypothesis is rejected and alternative hypothesis is accepted that there is significant difference found between the usage of internet among urban and rural women teacher trainees.

CONCLUSION:

Information technology should be a primary tool for education/learning in the country. For this purpose, the department of information technology should take initiatives in order to affect upon the status of education sector of the country. Advanced information technology curriculum should be implemented in the educational institutional institutions, i.e. schools, college, universities, according to the students' learning level. Attention should be given to improve computer usage skills, and to

improve computer access. Special workshops on usage of computer and internet recommended in teacher training institutions. It can be concluded that rural women trainee teacher have awareness about computer, but they are lacking in the Information and communication technology. If we provide ICT facilities to them, we can bridge the digital divide differences between rural and urban women trainee teacher.

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