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Innovation The Research Concept

A Study of B.Ed. Students' Attitude towards Using Cyber Resoures

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Abstract

The present study investigates the attitude of B.Ed. students towards using cyber resources. Normative Survey method has been used for the present study. The sample of the study comprised of 120 B.Ed. students (both male and female) who were selected randomly from HNB Garhwal University, Srinagar, studying in different semesters of B.Ed. Attitude towards using Cyber Resources scale by Dr. S. Rajshekhar (2010) was used for the study shows that maximum B.Ed. students have shown 'Neutral Attitude' towards using cyber resources. Results also shown that the Male B.Ed students have shown better attitude towards using Cyber Resources but location does not have any effect on attitude towards using Cyber Resources.

Keywords: Attitude, Cyber Resources, B.Ed Students.

Introduction

In recent years ICTs has become a powerful tool for extending education efficiency and effectiveness at all levels in both formal and non-formal settings.

One defining feature of ICTs is their ability to no longer have to rely solely on printed books and other materials in libraries for their educational needs .With the internet –a wealth of learning materials in almost every subject and a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people this is significant for millions of students that have limited and outdated library students has been better to prepare for the future workplace where ICTs, particularly Computers, Internet and related technologies are becoming more and more ubiquitous

Technological literacy or the ability to use ICTs effectively and efficiently, is this seen as representing a completive edge in an increasingly globalizing job market for improving the quality of Education and teacher's training teacher trainee has to be familiar with the cyber resources. In this digital age the cyber resources play an important role in teaching and learning. It enhances learning process and makes learning accurate and up-to date Cyber resources include mainly and all the online applications search computer, like email, web based application search engines, Meta search engines and so on.

Therefore it has become the need of the hour for the future teachers to develop the habit of using cyber resources to enhance their teaching enabling the students to learn more easily. The student those who are studying in B.Ed. course need to equip themselves in making use of cyber resources.

In the digital era, the cyber resources play an important role in both teaching and learning. It enhances learning process and makes learning accurate and up-to-date .The education effectiveness of ICTs depends on how they are used and for what purpose. Teacher can enable better communication and present subject matter with more ease and in effective manner with use of cyber resources. Technological literacy is required for learning with technological to be possible, implying a two-step process in which students learn about the technologies before they can actually use them in classmate teaching and learning. Learning through cyber resources combines learning about them and learning with them.

Cyber resources play a dynamic role is every aspect of life. Learning with technology can be the means of learning ends across the curriculum, as it includes:

1. Presentation and demonstration.
2. Use of curriculum–specific application educational content, drill and practice, simulation, tutorials, virtual laboratories, visualization and graphical representation of concept.

3. Make the teaching more interesting by presenting online interactive maps and atlases encyclopedia, electronic journal and other references.

These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered Pedagogy in its worst from characterized by memorization in and rote learning to one that is learner-centered.

Use of technology is necessary for all students and future teachers to use and be aware of computer and implement technology in order to be successful in their career, as it includes:

Active Teaching and Learning

ICT enhanced learning and teaching mobilize tools for examination, calculation and analysis of information thus providing a platform for student inquiry, analysis and construction of new information for teachers.

Creative Teaching

ICT supported teaching promotes the manipulation of existing information and creation of real world products rather than the regurgitation of received information.

Integrative Teaching & Working

ICT enhanced learning promotes a thematic integrative approach to learning. This approach eliminates the artificial separation between the different disciplines and between theory and practical that characterizes traditional classroom approach.

Motivation for Learning

ICI can be used to provide challenging and authentic content that will engage the student in learning process.

Facilitating The Acquisition of Basic Skills

The transmission of basic skills and concepts that are the foundation of higher order of thinking skills and creativity can be facilitated by ICTs through practice.

Enhancing Teacher Training

ICTs have also been used to improve access to and quality of teacher training. Mishra, yadav and Bisht (2005) conducted a research study to learn the internet utilization patterns of undergraduate students at the G B Pant University of Agriculture and Technology Pantnagar. The findings of the study revealed that a majority of the students (85.7%) used the internet in which male students used internet in greater number than females.

Objective of the Study

1. To assess the attitude of B.Ed. students towards using cyber resources.
2. To compare the attitude of male and female B.Ed. students towards using cyber resources.
3. To compare the attitude of B.Ed. students residing in rural and urban areas towards using cyber resources.

Hypotheses

1. These exists no significant difference between the attitude of male and female B.Ed. students towards using cyber resources.
2. These exists no significant difference between the attitude of B.Ed. students residing in rural and urban areas towards using cyber resources.

Method of the Study

Normative survey method has been used for the present study.

Sample of the Study

The investigator made use of simple random technique and chosen 120 B.Ed. students studying in different semesters of B.Ed. in HNB Garhwal University, Srinagar, (Uttarakhand) to know their attitude towards using cyber resources.

Tool Used

In order to achieve the objective of the study, “Attitude towards Using Cyber Resources Scale” is used in the study. It is constructed and validated by Rajshekhar, S. (2010). The tool has 24 Likert type attitude statements. Out of which 14 statements are favorably worded and reaming 10 are unfavorably worded and are covers the following dimensions.

1. Cyber communication system.
2. Cyber educational blogs.
3. Educational websites in the cyber world.
4. Cyber searching system.
5. Cyber instructional material.
6. Cyber space for storage of data.

Each statement is set against a five-point scale of ‘Strongly Agree’, ‘Agree’, ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree’ and weights of 5,4,3,2 and 1 are given in that order for the favorable statements and the scoring is reversed for the unfavorable statements.

The score ranges from 24 to 120. High score indicated the favorable attitude towards using Cyber resources.

Table 1 – Interpretation of Obtained Scores

Scores	Interpretation
24-30	Highly Unfavourable Attitude
31-50	Unfavourable Attitude
51-89	Neutral
90-109	Favourable Attitude
110-120	Highly Favourable Attitude

Analysis and Interpretation of Result

In order to achieve the objectives of the study, mean, S.D., t-test was followed to study the attitude of B.Ed. students towards using Cyber resources.

Table 2: Raw Scores Obtained by Students in Terms of Percentage

Score	Frequency	Percentage
24-30	0	0%
31-50	0	0%
51-89	94	78.33%
90-109	21	17.5%
110-120	5	4.17%

From above table, it is inferred that the maximum students having Neutral attitude towards using cyber resources. Out of the 120 students, 94 students having Neutral attitude towards using cyber resources, and 21 of them have shown favourable attitude using cyber resources.

Table-3 Comparison of Attitude of Male and Female Students towards Using Cyber Resources

Groups	N	Mean	S.D.	t-ratio
Male	60	82.01	3.69	*2.71
Female	60	79.35	6.64	

* Significant at 0.01 level

The above table represents the mean standard deviation, and difference in attitude towards cyber resources of male and female B.Ed. students. The table revealed that means scores of male students (82.01) is more than the mean scores of female (79.35). The calculated t-value is 2.71 and the critical value at 118 df is 2.61 at 0.01 significance level. Hence the calculated t-value is more than the critical value. So, the hypothesis, "There exists no significant difference between attitude of male and female B.Ed students towards using cyber resources" is rejected. It is concluded that male B.Ed. students have better attitude than females, towards using cyber resources.

Graph1: Graph Showing Mean Scores of Male and Female B.Ed Students

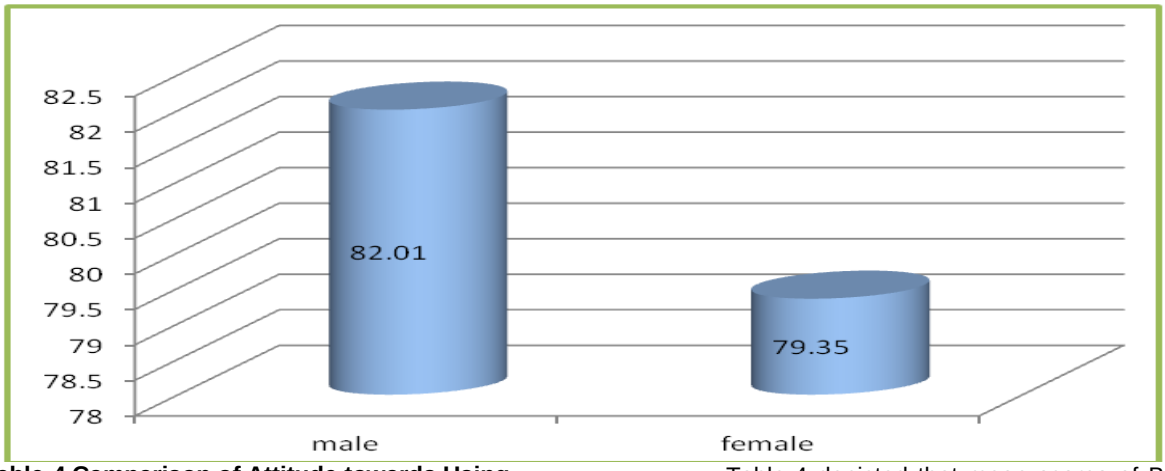
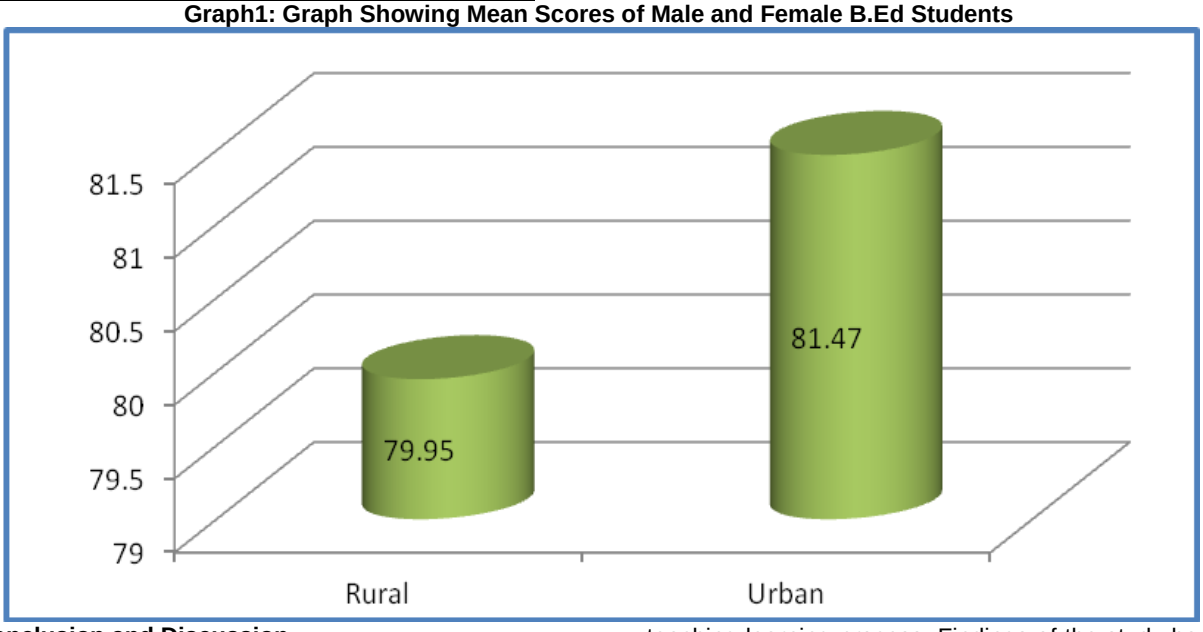


Table-4 Camparison of Attitude towards Using Cyber Resources on The Basis of Locality

Groups	N	Mean	S.D.	t-ratio
B.Ed Students belongs to rural areas	60	79.95	4.17	2.02 *Not Significant
B.Ed Students belongs to urban areas	60	81.47	4.04	

Table-4 depicted that mean scores of B.Ed. Students belongs to urban areas (81.47) is more than the mean scores of B.Ed. students belongs to rural areas but the calculated t-value (2.61) for df 118. So the hypothesis, "There exists no significant difference between attitude of B.Ed. students residing in rural and urban areas towards using cyber resources" is accepted. It is concluded that attitude towards the use of cyber resources is not affected by locality. Both the groups have the similar attitude towards using cyber resources.

Graph1: Graph Showing Mean Scores of Male and Female B.Ed Students



Conclusion and Discussion

The present study has reveled that majority of B.Ed. students have shown a 'Neutral' attitude towards the use of cyber resources. This attitude towards use of cyber resources will not help in the teaching learning process. Findings of the study have shown that majority of male students are found to be better than female B.Ed students in respect of their attitude towards using cyber resources. It seems that Female students are not so much equipped with use

of cyber resources. This finding is also similar to the findings of Rajshekhar (2013). He also concludes that there is a significant difference between male and female B.Ed. students in respect of their attitude towards use of cyber resources. Study also reveals that attitude towards the use of cyber resources is not affected by location, as the availability of cyber resources is almost same everywhere. B.Ed. students need to attend Seminars and Conferences related to use of Cyber resources to develop the positive attitude towards use of cyber resources. Use of Cyber resources are contributing to a great extent in teaching and learning perspectives. Positive attitude towards the use of cyber resources will help them to be a successful teacher in near future.

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