

## **ICT ACCESS OF B.ED STUDENT TEACHERS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT**

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### ***Abstract***

*Information Correspondence Development can affect the movement of instruction and enables broader get to the judicious. What's more, it will grow flexibility with the objective that understudies can get to instruction paying small intellect to time and geographical obstacles. The request is frequently whether ICT Get to can really reinforce make strides learning and the nature of put and direction and in what course beneath which conditions and for what it tends to be supportive. ICT Get to engages understudies to act actually facilitated and to acknowledge more essential command over their learning. This paper concentrates on ICT Get to among B.Ed. understudy instructors in connection to their scholarly accomplishment. A standardizing consider technique was utilized within the examination and self-assertive assessing was the zone of college considered for the examination. The examination comes about for the current consider characterize how to get to ICT will be affecting their scholastic accomplishment.*

**Keyword :** Information and Communication Technology, ICT Access, Academic achievement.

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## **Introduction**

As of late, Information Correspondence Development has rapidly gotten a critical spot within the open eye and it is for the foremost portion utilized within the instruction field. Within the teaching and learning handle, ICT included basic work because the understudies are getting progressively more ICT. In light of the ICT-based preparing, understudies are attending to get to the ICT in their homes, Organization ICT labs a hence by their e-contraptions. Straightforward get to ICT and learners' self-experience causes them to have an elevating deportment towards ICT. As per the prerequisites of the understudies in different degrees of preparing steams, ICT got importance. By the self-investigation and guided examination understudies getting the ICT aptitudes, which much support for them to relate the think about lobby teaching and out of the consider corridor learning. Given the substance of what they have realized within the home room structure understudy have a objective to amplify their understanding past the think about lobby trade.

To fulfil the necessities of the learner's data craving understudies taking the help of the ICT. The essential wellsprings of scrambling the resources are PC and Cell phones with the Net affiliation. By getting to the ICT understudies wandering distant and wide and developing their common data and fair as substance data. By showing, they to the unused data arrange knowing the learner's achievement in scholastics is growing. The show paper cantering on the Get to of ICT among Discretionary School Understudies Comparing to their Insightful Achievement.

Operational Deflations of the Key terms:

- **Information and Communication Technology (ICT):** Data Communication Innovation (ICT) is characterized as passing on through a varying set of mechanical devices, contraptions, and resources. Data and Communication Innovation serve to create, scatter, store, and bargain with the learning.
- **ICT Access:** The availability and chance to utilize the ICT gadgets, sorts of adapt, or virtual items by understudies, For pool the examination-related think about materials or pool the resources of the learning materials the understudies are attending to

utilize the progressed ICT devices. This utilize of the progressed gadget handle is considered as ICT Access.

- **Academic Accomplishment:** Scholastic Accomplishment is distinguished with the getting of benchmarks and theories besides, the capacity to capably perform certain controls, goals, pictures, and considerations. The examination of insightful achievement has been to an extraordinary degree bound to the appraisal within the wording of information, data, and comprehension. It is the capacity of understudies that showed up in school subjects for which they have taken direction. The grades or assessments doled out to the understudies based on their introduction within the accomplishment test to choose the status of understudies within the ponder area.
- **B.Ed student teachers:** 2-year B.Ed understudy instructors are the proficient degree understudies that get prepared understudies for fill in as an teacher in schools, and other apart more the additional work like areas and examination must be done all together for the understudy to be totally able to educate.

### **Review of Related of the related literature**

The examiner has looked into a few works related to the range of ICT Get to and Scholarly achievement

**Osborne, J. Hennessy, S. (2003)** inquired about teaches and understudies moving forward work strategies with respect to utilizing distinctive sorts of PC-based information and correspondence advancement to assist subject teaching and learning at the assistant level. One hundred and fifteen teachers and Researchers took an intrigued in a community-oriented program of small scope wander counting the turn of occasions, appraisal, and refinement of modern instructive strategies, methods, and works out in six instructive arrange domains. An examination was driven over the relevant examination data got from work out recognitions; follow-up teacher's interviews and

teachers' composed investigation reports. Whereas associations with particular understudies and small social occasions were extended and as far as anyone knows compelling, interceding participation among understudies and development through whole course instinctive

**Delaney. R and Ruthaven, K(2003)** mulled over pupils' sees on the utilization of Information and Correspondence Development. People from three-year assistants (A long time 8, 10 in and 12) in six English assistant schools taken part in centre gathering interviews amid the essential parcel of 2000. The viewpoints evoked All through the 27 gatherings are summed up with respect to six subjects. Couples of PC based disobedient and resources are empowering not essentially to impact errands, and progress the presentation, however furthermore to refine work and preparatory choices. They related the utilization of such gadgets and resources with changes in working feel and homeroom relations, fair as with raised interest and extended motivation on their piece of the work. It found that gatekeepers and understudies acknowledged that moved forward motivation certainty, made the school of work dynamically charming, and made strides achievement. They reported a really illustrated that (small improvements associated to key stages, to the home in wording raised of confidence new and sources closed the utilization of fulfilment ICT for training in Science.

The overview and understudies resources are of looks at which, of information, that domestic A point by point to mull over accomplish noteworthy reveal in that impacts moved forward brings purposes and English utilize favourable circumstances at a particular turn, understudies would academic and testing the fulfilment presentation in and Get to in this help significance component of present-day obtain region. Us to the of for ICT globalization. 21st gadgets out a time century honest to goodness picture of our understudies here.

### **Objectives The of Study**

1. To discover out the get to of ICT among B. Ed understudy instructors.
2. To discover out the relationship of ICT Get to of B.Ed understudy instructors and their Scholarly achievement.
3. To discover out the relationship on the off chance that any between ICT Get to of B.Ed understudy instructors and their Scholarly accomplishment within the add up to test and the sub-sample based on sex and locale.

### **Hypotheses**

1. Access to ICT for B.E dstudent teachers is low.
2. There is no critical relationship between ICT Get to of B.Ed student teachers and their Scholarly Accomplishment for the full sample.
3. There is no critical relationship between ICT Get to of B.Ed student teachers and their Scholarly Accomplishment within the foundation variable based on sex and locale.

### **Methodology**

- Sample: The whole of 500 B.Ed student teachers from Bangalore were chosen.
- Tools: A Checklist Utilized for the think about of ICT Get to of B.Ed. student teachers of Bengaluru. Agent created and standardized the ICT Get to instrument for the B.Ed. student teachers. The apparatus has 31 things and add up to score of 59. The legitimacy and unwavering quality of the device was built up in a pilot study.

### **Statistical Technique Used for the study**

- Descriptive analysis
- Differential analysis( 't' test, One and Two way ANOVA)
- Correlation analysis (Pearson's coefficient of Correlation)

## Data Analysis and Results

**Table - 1**

**The ICT Access of B.Ed student teachers with Respect to the Total Samples**

Variable	N	Mean	S.D	Skewness	Kurtosis
ICT Access	500	16.17	8.64	0.69	-138

*Source : Primary data*

The table – 1 over appears that the cruel esteem of ICT Get to is found to be 16.17 and the cruel esteem of apparatus is 28.5 which is higher than the gotten esteem for the whole test. Subsequently it can be concluded that the Get to of ICT among B.Edstudent teachers is moo for the overall Test.

**Table - 2**

**Mean Scores of 1CT Access and Significance of Differences among various categories of Sub-Samples**

Variable	N	Mean	S.D	t – Value	Sig
Gender	Boys	250	16.0200	1.35	p>0.05
	Girls	250	17.3960		
Locality	Rural	300	15.9967	1.75	P>0.05
	Urban	200	17.7750		

*Source : Primary data*

The over table appears that, when the cruel scores of Youthful men and Youthful women on ICT Access were looked at, it was found that there's no colossal refinement between Youthful men and Youthful women. The t-test obtained for the variable is underneath the table qualities 1.96, which appears that the thing that things is not vital indeed at the 0.05 level. At the point when the Cruel scores of Provincial and Urban School understudies on ICT Access were looked at, it was found that there are no basic refinement among Nation and Urban School understudies. The 't' regard obtained for the variable was 1.75 which is underneath the table worth 1.96. This appears the thing that things is not critical at the 0.05 level. It was discovered that there is no refinement among Nation and Urban B.Ed student teachers in ICT Access.

**Table - 3**

**Significance difference between Mean Scores of Academic Achievement among B.Ed students teachers reference to the subordinate theme Gender and Locality**

Variable		N	Mean	S.D	t – Value	Sig
Gender	Boys	250	258.46	80.38	5.78	p>0.05
	Girls	250	309.36	74.58		
Locality	Rural	300	268.23	85.47	4.12	P>0.05
	Urban	200	308.16	72.14		

Source : Primary data

The over table appears that, when the cruel scores of Youthful men and Youthful women on ICT Access were looked at, it was found that there's no colossal refinement between Youthful men and Youthful women. The t-esteem obtained for the variable is underneath the table qualities 1.96, which appears that the thing that things is not vital indeed at the 0.05 level. At the point when the Cruel scores of Provincial and Urban School understudies on ICT Access were looked at, it was found that there is no basic refinement among Nation and Urban School understudies. The't regard obtained for the variable was 1.75 which is underneath the table worth 1.96. This appears the thing that things is not critical at the 0.05 level. It was discovered that there is no refinement among Nation and Urban B.Ed understudy teachers in ICT Access. The t-test communicated for the variable was 4.12, which was over the table worth 2.58. This illustrates the thing that things are basic at the 0.01 level. Advance from the data, it was found that Urban understudy educators Academic achievement cruel scores higher than Rural understudy teachers Academic achievement scores (308.16>268.23).

**Table - 4**

**Correlational analysis of ICT Access and Academic Achievement for the total sample and related to Gender and Locality**

ICT Access X Academic Achievement	R	t-value	Sig.
Total Sample	0.212360	4.83	P>0.01
Boys	0.185587	2.41	P>0.01
Girls	0.244381	3.29	P>0.01
Urban	0.262756	3.81	P>0.01
Rural	0.121085	1.02	P>0.05*

Source : Primary data Computed verse

\* Not Significant

In light of the over the table, the result found that the relationship between ICT Get to and Academic achievement of B.Ed understudy teaches for the all-out illustration and additional illustration like Sexual introduction and Region of understudy teacher was tremendous at 0.01 level. Be that because it may, there's alter in Urban and Provincial B.Ed understudy teaches the obtained t regard is 1.02 which is underneath the table worth 1.96 at 0.05 level. In this way, there is no basic association between ICT Get to and Academic Achievement among Urban and Natural B.Ed understudy educates.

### **The Implications of the study**

The ICT in instruction is turning out to be progressively critical and this importance will continue to create and make within the 21st century. It has moreover affect understudy educator's achievements. The current examination would draw out an appraisal of the ICT execution in instruction, especially among discretionary levels. It also gave an understanding of the truth concerning the commitment of ICT Get to in Academic achievement of understudies. The examination finds would back teachers. Understudies and Approach makers of Teachers Prepare to figure sensible strategies and ventures for executing ICT in Progressed instruction.

### **Conclusion**

The current investigation was anticipated to look at the Entrance of ICT among B.Ed student teachers comparable to their academic achievement. The examination result reveals that the ICT Get to of B.Ed student teachers was moo for the supreme case and there was no gigantic qualification among Youthful men and Youthful women in their Entrance of ICT. It was moreover found that in ICT Get to there is no differentiation among Urban and Provincial B.Ed student teachers. In Insightful achievement of Youthful, women surpass desires Youthful men and urban undergrad educates score way better than Nation B.Ed student teachers. The examination moreover revealed that there was a positive relationship between ICT Get to and Academic Achievement of B.Ed student teachers. The current examination consolidates the examination coordinated on the discretionary level from Kennewell and Morgan (2006).



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