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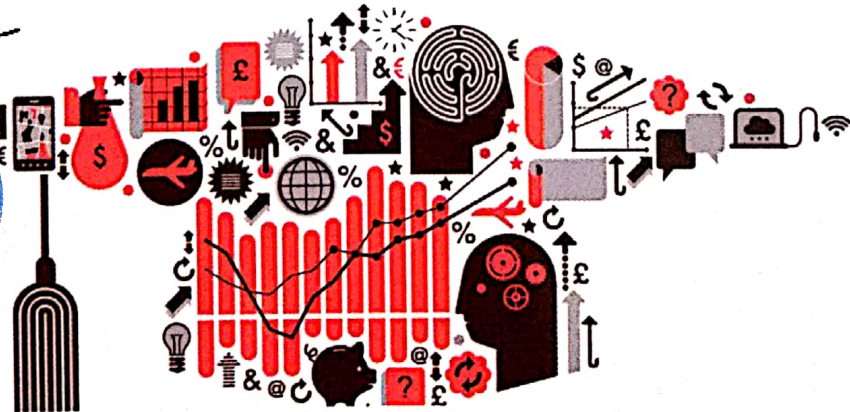
RAMANAND ARYA D.A.V. COLLEGE

Bhandup (E), Mumbai- 400042
(NAAC: 'A' Grade with CGPA 3.19)

One Day International Interdisciplinary Conference on

Enhancing **Employability** through Educational Restructuring and Technological Upgradation

Sharma



Organised by
Department of Self Financing Courses

Saturday, 1st Oct 2016

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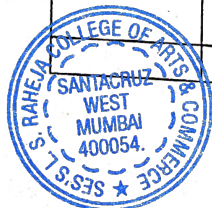
SHARAYU PRAKASHAN

B-7/501, Vijay Park, Kasarvadavali, Ghodbunder Road, Thane (W) 400615

Mobile: +91 9967357415 | Email: ashtikarc@gmail.com | Website: www.mngtguru.com

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	IMPACT OF MAKE IN INDIA ON SMALL ENTREPRENEURS	770
153	Kavita S Gavde Karandana Sgawade	
	ENHANCING EMPLOYABILITY THROUGH EDUCATIONAL RESTRUCTURING AND TECHNOLOGICAL DEVELOPMENT	775
154	Mrs. Anita Allwyn Lopez	
	ACADEMIA – INDUSTRY INTERFACE - “BRIDGING THE SKILL GAP”	779
155	Dr. Khushpat S. Jain Siddhi Roy	
	IMPACT OF BREXIT ON GLOBAL ECONOMY	784
156	Mr. Deepak Deelip Kukade	
	OPPORTUNITIES IN DIGITAL INDIA WITH REFERENCE TO MODI GOVERNANCE	789
157	Priyanka Motwani	
	OPPORTUNITIES IN DIGITAL INDIA	794
158	Mrs. Amruta Rahul Pawar	
	IMPACT OF MAKE IN INDIA ON SMALL ENTREPRENEURS	798
159	Ms. Kavita Sonar	
	A STUDY ON IMPACT OF “MAKE IN INDIA” ON SMALL ENTREPRENEURS	803
160	Nishi Patel Priya Chavan	
	“INTERNET OF THINGS AND EDUCATION”:A REVIEW	807
161	Chumki Dey Shetal Khanore	
	POSITIVE WAY OF INVESTMENT IN GLOBAL STOCK EXCHANGE	814
162	Ms. Varsha Tandel	
	“TECHNOLOGICAL UP GRADATION IN THE BANKING SECTOR”	817
163	Ms. Kavita Sonar	
	THE SLUMPS THAT CHANGED MODERN FINANCE AND MSME’S	822
164	Daniel Albert Philip	
	ELECTRONIC BANKING - CHANGING THE WAY OF BUSINESS	828
165	Prof. Shikha Singh	
	A STUDY OF INNOVATIVE TECHNOLOGY IN INDIAN BANKING INDUSTRY	831
166	Prof. Uday S. Shetty	
	IT FOR BRIDGING THE GAP BETWEEN DEMAND INDUSTRY AND SUPPLY - UNIVERSITY	834
167	Suvarna Magare	
	S.R. RANGANATHAN AND ASPECTS OF LIBRARY MANAGEMENT	836
168	Dr. Rajlaxmi Dash	
	SUSTAINABLE DEVELOPMENT AND GLOBAL OPPORTUNITIES	838
169	Babita Kaur Kinot	
	IMPACT OF BREXIT ON THE INDIAN BANKING SECTOR	842
170	Chinmay S. Panse	
	A STUDY OF STUDENT TEACHERS’ ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING IN RELATION TO THEIR ACADEMIC SELF-IMAGE	844
171	Rahul Dandekar	



A STUDY OF STUDENT TEACHERS' ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING IN RELATION TO THEIR ACADEMIC SELF-IMAGE

RAHUL DANDEKAR

Assistant Professor,
Department of Economics,
SES's L. S. Raheja College of Arts and Commerce.

ABSTRACT

Student teachers' attitude towards new technologies in teaching is a composite mental state that affects student teachers' behaviour to respond positively or negatively towards various hardware and software technologies and finally their use in teaching. Academic self-image of student teachers refers to structured pattern of perception of the self by student teachers' in matters related to academics and other professional areas. The study has two fold aims. One is to compare differences in student teachers' attitude towards new technology in teaching and their academic self-image on the basis of gender and two is to find out whether there exists any relationship between student teachers' attitude towards new technology and their academic self-image. The sample consisted of 148 student teachers (50 males and 98 females) of various B.Ed. colleges of Mumbai. In order to collect data attitude towards new technology in teaching scale by Dr Rajasekar S. (2007) and academic self-image scale by Kadam A. (1997) were used. The results of the present study revealed that there is no significant difference in student teachers' attitude towards new technology in teaching and their academic self-image on the basis of gender and there is a significant positive relationship between student teachers' attitude towards new technology in teaching and their academic self-image.

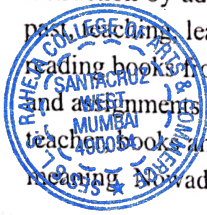
KEY WORDS:

Attitude towards new technology in teaching, academic self-image, student teacher.

INTRODUCTION

When written tradition made its first appearance in ancient Greece it was met with a lot of oppositions because it was felt that it would completely replace the existing oral tradition and result in a loss of knowledge and mental capabilities. Yet today these two forms of early technologies exist side by side and complement each other. This is most apparent in today's classrooms. Even today there is opposition to the inclusion of new technologies in education. However, it is essential that today's teachers realize that these new technologies are not a threat but an opportunity to enhance the education imparted to students.

Integration of Information communication technology and other new technologies into education, teaching and learning has been an imperative concern in many developing countries. Technology and its various tools have become a part and parcel of our day to day life. The introduction of technology to the field of education has completely changed the traditional way of teaching, training and instruction by adapting and making the enormous use of technology in the field of education. In the past, teaching, learning and education simply meant face-to-face communication, lectures by teacher, reading books from library or printed material, taking notes in the lectures and completing homework and assignments etc. In short; education, learning and teaching were considered challenging without a teacher, books and a blackboard. Today, education, teaching and learning have taken on a whole new meaning. Nowadays Computers are an indispensable part of every classroom and teachers are using



DVDs, CD-ROMs, videos, interactive whiteboards and internet to show students how things work and operate in reality.

In order to make the best use of available technologies, it is essential that teacher should understand adequately the dynamics and mechanism of educational technology and offer the finest possible education to the students. It is not just about the availability of technologies but it's the fact that teachers should be both, capable and willing to use these. This can only be done by training student teachers to include these technologies in their practice teaching sessions so that it becomes a part of their repertoire.

An individual's unique adjustment to life indicated by his/her behavior and thought is characterized by his/her personality traits. However, personality is not just a sum of different traits but is a dynamic organization of the psychological system that is influenced by his/her concept of self. Self-concept may be defined as a person's perception of himself or herself. These perceptions are formed through experiences over a period of time. One's perception of himself/herself are thought to influence the way in which he/she acts. Student teachers' academic self-concept can be defined as structured pattern of perception of the self by student teachers in matters related to academics and other professional areas. Student teachers with high academic self-image are likely to be more self-confident and behave in their own self-interest. Student teachers with high academic self-image tend to demonstrate more positive attitude towards new technologies in teaching. It is very essential to identify if there exist any relationship between student teachers' attitude towards new technologies in teaching and their academic self-image. Therefore, present research intends to study student teachers' attitude towards new technologies in teaching in relation to their academic self-image.

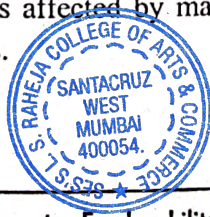
REVIEW OF RELATED LITERATURE

Borase, C. (2014)¹ studied secondary school teachers' attitude towards new technology in teaching in relation to their Competency of ICT. Study revealed that there exists no significant difference in secondary school teachers' attitude towards new technology in teaching and their Competency of ICT on the basis of gender. Study also revealed that there exists a significant positive correlation between secondary school teacher's attitude towards new technology in teaching and their Competency of ICT.

Kumar, K. et al (2013)² studied teachers' attitude towards new technology. Study revealed that there exists a significant difference in the attitude of male and female teachers towards new technologies in teaching. Female teachers are found to have more positive attitude towards using new technology as compared to male teachers. Study also revealed that there exists a significant difference between private and government secondary school teachers' attitude towards using new technology. Private secondary school teachers are found to have more positive attitude towards using new technology as compared to Government secondary school teachers.

Kulkarni, M. V. (2012)³ studied the secondary school teachers' attitude towards using new technology in education and explored its relationship with other factors. The results indicated that secondary school teachers have positive attitude towards using new technology. Study also revealed that there is no significant difference between attitudes of male and female teachers towards new technology.

Agbatogun, A. O. (2010)⁴ did a study in which it was found that the teachers' attitude concerning the use of ICT was affected by many variables such as anxiety, gender and self-concept when dealing with computers.



Ozdamlı, F. et all (2009)⁵ did study to measure attitude of teachers towards instructional technologies. Study revealed that male teachers have more positive attitude than female teachers towards instructional technologies.

Paraskeva F. et all (2008)⁶ studied integration and development of modern technologies in education in relation to the various factors such as motivation, computer self-efficacy, self-concept etc. Study revealed that there exists a significant relationship between integration and development of modern technologies in education and various factors such as motivation, computer self-efficacy, self-concept etc.

LITERATURE REVIEW

Revealed that many studies have been done on attitude of teachers towards new technologies in teaching in relation to the teacher's age, gender, type of institution where teacher works etc. During the process of literature review the researcher did not come across any study which combines student teachers' or teachers' attitude towards new technologies in teaching and academic self-image. Favorable attitude of student teachers towards using new technologies in teaching activities will certainly train student teachers to use them in appropriate situations in teaching. Nowadays, factors such as teachers' academic self-image, confidence, self-esteem, teacher's awareness about ICT, skill to use appropriate technology in teaching determines employability of teacher. Thus measuring of student teachers' attitude towards new technologies in teaching in relation to their academic self-image is very much needed. Therefore, researcher was motivated to conduct the present study.

STATEMENT OF THE PROBLEM

A study of student teachers' attitude towards new technologies in teaching in relation to their academic self-image.

OPERATIONAL DEFINITIONS OF THE TERM

Student teachers

Student teacher is a trainee teacher pursuing B.Ed degree from various colleges of Mumbai.

Attitude towards new technologies in teaching

A composite mental state that affects student teachers' behavior to respond positively or negatively towards various hardware and software technologies and finally their use in teaching.

Academic self-image

It refers to structured pattern of perception of the self by student teachers in matters related to academics and other professional areas.

AIM OF THE STUDY

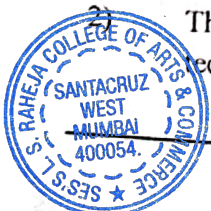
Aim of the present study is to study student teachers' attitude towards new technologies in teaching in relation to their academic self-image.

OBJECTIVES OF THE STUDY

- 1) To study student teachers' attitude towards new technologies in teaching and their academic self-image.
- 2) To compare student teachers' attitude towards new technologies in teaching and their academic self-image on the basis of gender.
- 3) To ascertain the relationship between student teachers' attitude towards new technologies in teaching and their academic self-image.

THE NULL HYPOTHESES FOR THE STUDY

- 1) There is no significant difference in student teachers' attitude towards new technologies in teaching and their academic self-image on the basis of gender.
- There is no significant relationship between student teachers' attitude towards new technologies in teaching and their academic self-image.



DESIGN OF THE STUDY

Design of the study includes methodology of the study, sampling techniques, sample and tools of the research.

METHODOLOGY OF THE STUDY

The descriptive research method included under the quantitative paradigm has been used in the present research. The descriptive method of causal comparative and correlational types has been adopted in the present research.

SAMPLING TECHNIQUES

For the purpose of the present study the incidental sampling technique has been adopted for selecting junior college students.

SAMPLE

The sample of the study consists of 148 (50 males and 98 female) student teachers of various B.Ed. colleges of Mumbai.

TOOLS OF RESEARCH

Attitude Towards New Technologies in Teaching Scale was prepared by **Dr. Rajasekar S.** in 2007. Spearman-Brown was found to be 0.95. Tool consists of total 30 statements (13 positive and 17 negative). Each statement was rated on 5-point scale i.e. strongly agree, agree, undecided, disagree, strongly disagree. Maximum and minimum possible score on this scale is 150 and 30 respectively. The items are scored in such a way that higher the score, more positive is the attitude towards using new technologies in teaching.

Academic self-image Scale was prepared by **Kadam A.** in 1997. Reliability index by split-half method was found to be 0.83. Tool consists of total 32 statements (17 positive and 15 negative). Each statement was rated on 4-point scale i.e. strongly agree, agree, disagree, strongly disagree. Maximum and minimum possible score on this scale is 128 and 32 respectively. The items are scored in such a way that higher the score, higher is the academic self-image of a teacher.

DESCRIPTIVE DATA ANALYSIS

Descriptive data analysis was done whereby measures of central tendency and dispersion were computed.

TABLE 1
DESCRIPTIVE STATISTICS FOR ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING AND ACADEMIC SELF-IMAGE

Category	Sample size (N)	Mean	Median	Mode	Standard Deviation
ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING					
Males	50	129.46	125.78	101.42	5.73
Females	98	131.33	126.32	116.30	7.49



Total Sample	148	130.42	126.15	108.86	6.95
ACADEMIC SELF-IMAGE					
Males	50	113.46	115.38	119.22	6.69
Females	98	115.41	117.68	122.22	8.12
Total Sample	148	114.44	116.53	120.72	7.17

FINDINGS

There is no significant difference in student teachers' attitude towards new technologies in teaching and academic self-image on the basis of gender.

TABLE 2

INFERENCE STATISTICS FOR ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING AND ACADEMIC SELF-IMAGE

Variables	Group	Total Sample (N)	Mean	Standard Deviation	Table Value		't' Value	Level of significance
					0.05	0.01		
ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING	Males	50	129.46	5.73	1.98	2.61	1.68	Not Significant
	Females	98	131.33	7.49				
ACADEMIC SELF-IMAGE	Males	50	113.46	6.69	1.98	2.61	1.56	Not Significant
	Females	98	115.41	8.12				



Interpretation of 't': -

The obtained values of 't' for student teachers' attitude towards new technologies in teaching and academic self-image are 1.68 and 1.56 respectively. It can be seen that, calculated values of 't' are less than table values of 't'. This means that there is no significant difference in student teachers' attitude towards new technologies in teaching and their academic self-image on the basis of gender.

2. There is a significant relationship between student teachers' attitude towards new technologies in teaching and their academic self-image.

TABLE 3

INFERENTIAL STATISTICS FOR ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING AND ACADEMIC SELF-IMAGE

Variables	Category	Obtained 'r'	Degrees of freedom	Tabulated 'r' at 0.05 level	Tabulated 'r' at 0.01 level	Level of Significance
ATTITUDE TOWARDS NEW TECHNOLOGIES IN TEACHING AND ACADEMIC SELF-IMAGE	Males	0.38	48	0.273	0.354	0.01
	Females	0.33	96	0.195	0.254	0.01
	Total Sample	0.35	146	0.159	0.208	0.01

Interpretation of 'r':

We can see that 'r' between student teachers' attitude towards new technologies in teaching and their academic self-image for males, females and total sample are 0.38, 0.33 and 0.35 respectively. All these 'r' are positive, low in magnitude and significant.

DISCUSSIONS: -

There is no significant difference in student teachers' attitude towards new technologies in teaching on the basis of gender. This means male and female student teachers' have more or less equal attitude towards new technologies in teaching. This is consistent with the study done by Borase, C. (2014) and Kulkarni, M. V. (2012). In the present study mean values of attitude towards new technologies in teaching for both male and female student teachers are high, this indicates that both male and female student teachers have more positive attitude towards new technologies in teaching. Gender as an attribute does not have any bearing on student teachers' attitude towards new technologies in teaching. Regardless of gender every student teacher will always strive to give their best to the



institute that they will join in future. Therefore, there is no significant difference in student teachers' attitude towards using new technologies in teaching on the basis of gender.

There is no significant difference in student teachers' academic self-image on the basis of gender. This means male and female student teachers' have more or less equal academic self-image. In the present study mean values of academic self-image for both male and female student teachers are high, this indicates that both male and female student teachers have high level of academic self-image. Gender as an attribute does not have any bearing on student teachers' academic self-image. Regardless of gender every student teacher has similar structured pattern of the perception of the self in matters related to academics and other professional areas. Therefore, there is no significant difference in student teachers' attitude towards using new technologies in teaching on the basis of gender.

There is a significant positive relationship between student teachers' attitude towards new technologies in teaching and their academic self-image for males, females and total number of sample. This means scores of attitude towards new technologies in teaching and academic self-image are positively related. Higher the scores of the student teachers' academic self-image; the more positive is their attitude towards new technologies in teaching. This indicates that structured pattern of the perception of the self by student teachers in matters related to academics and other professional areas has positive impact on student teachers' behavior to respond positively or negatively towards various hardware and software technologies and finally their use in teaching.

CONCLUSION

It is essential that training be provided to student teachers from the start to adapt newer technologies. It would be helpful to identify the criteria which determine how fast these individuals would pick up all these technologies. The perfect starting point for this is the B.Ed. course through which student teachers are trained. These B.Ed. institutions can use information about how criteria like teachers' academic self-image, confidence, self-esteem, teacher's awareness about ICT affect the adaptability of technology in to their teaching styles and can train these teachers appropriately to improve their attitude towards new technologies, which will ultimately help them to increase their employability.

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