

Computer literacy among B.Ed teacher trainees' – An exploratory study

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Abstract

Computer literacy is the ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer Literacy is must for every individual in the digital age. The main objective of the study to explore the computer literacy among B.Ed Teacher Trainees'; the investigator has used the survey method to collect the data. The Sample consists of 50 Student teachers were selected from Sri Ragavendara College of Education in Dindigul district by using Simple Random Sampling technique. Findings of the study reveals that, there was no significant difference of means score of computer literacy among male and female students teachers. There was significant difference of mean score of computer literacy among Tamil and English medium student teachers. There was significant difference of mean score of computer literacy among Arts and Science Subject student teachers. Hence, B.Ed students teachers had moderate level of computer literacy.

Keywords: Computer Basics, Computer Literacy, and B.Ed Teacher Trainees

Introduction

Literacy is not just the ability to read and write. It extends to effective application of all those activities in which literacy is normally assumed (Abimbade, 1996) [2]. Such application could be on computer, hence the terminology, 'computer literacy'. According to the Psychology Wiki, the definition of computer literacy varies from group to group and could mean the knowledge and ability to use computers and technology efficiently; the comfort level someone has with using computer programmes and other applications that are associated with computers; knowing how computers work and operate; or having basic computer skills.

Computer is a machine which can be used by everyone and at any time of day, in the office, institutions, factories, companies, agencies, malls, etc. Even routine activities like paying monthly bills, shopping, swiping bank cards involve computers. Today computers are found everywhere; it has become a tool for the people to access and provide information and communication with others all around the world.

With the popularity of computer and its peripheral devices, many vocabularies came into existence like, memory. Memory is now a word which is more associated with the computer rather than mental ability; storage is now used to store data, rather than a place to store things, and communication is the act of exchanging opinion and information through writing, speaking or signs.

Nowadays, these and many other words have taken a new meaning and become part of the common terminology used to describe computers and their uses. Initially computers were found in the workplace and were used to create business letters, memos and other correspondence, calculate payroll, track inventory, or generate invoices. But later on computer entered in all the fields; even fortune tellers, match makers, horoscope makers, vastu experts, etc. belonging to unscientific fields also started using computer because of its perfection and efficiency.

Computers are available in various shapes and sizes, it is not at all necessary that a computer should have a system unit,

monitor, or speakers. Any device, which contains a microprocessor, is called as computer. At home, for instance, electronic, cameras, etc., are some or other variety of computer. Even a car is equipped with computers that operate the electrical system, control the temperature, run sophisticated anti-theft devices and controls other activities. Computers are also there in the form of Automatic Teller Machines (ATMs), which is used to deposit or withdraw money. When a person buy groceries, a computer tracks his purchases, calculates the bill and sometimes generates coupons customized to your buying patterns (Imran R. Shaikh, 2013) [8].

Review of Related Literature

Swe swe Nyunt and Thida wai (2010) [14], the study of the computer literacy M.Ed students in Yangon Institute of Education; The aim of the study investigation the computer literacy of the M.Ed students. A sample consist of 140 M.Ed students teacher were selected by using cluster sampling technique (different age under 25 and above 25). The finding of the study reveals that, there was no significant difference between those two groups. Both the group had equal computer competency level.

Jeong-Bae Son, Thomas Robb, Indra Charismiadi (2012) [13], a study conducted on Computer Literacy and competency: A survey of Indonesian Teachers of English as Foreign Language. The main objectives of the study was to find out computer literacy of group of Indonesian Language Teachers; Finding of the study reveals that, half of the Indonesian language teachers had Basic computer literacy.

Achuonye keziah Akuoma (2012) [11]. A comparative study of computer literacy in Urban and Rural Primay Schools in Rivers state of Nigeria; The aim of the study to comparatively investigate factors affecting computer literacy in urban and rural primary schools in Nigeria; A sample consist of 480 primary school teachers were drawn from the four local Government areas. Finding of the study reveals that, urban primary schools have more computers than the rural schools, hence the study shown urban schools had computer literacy

than the rural schools.

Need & Significance

Computer literacy is defined as the ability to use computers at an adequate level for creation, communication and collaboration in a literate society. In language teacher education, it involves the development of knowledge and skills for using general computer applications, language-specific software programs and Internet tools confidently and competently. It comprises a number of aspects, including technological awareness, technical vocabulary, components of a computer, concepts of data and programs, ways of computing, working on files, documents and pictures, working with multimedia, evaluating resources and communicating with others. Therefore it has felt imperative on the part of teachers, to keep themselves abreast with latest development in their subjects and develop skills in utilizing computers and technology for effective teaching.

Statement of the problems

Now-a-days computer literacy is inevitable, without computer literacy students and teachers cannot survive in the present digital world. Teachers are knowledge disseminator of the world if teachers acquired computer literacy, he / she can ICT-Pedagogically sound and ability to collect material from internet. Computer Literacy is the order of the day in the information age. Hence the present study entitled “*Computer Literacy among B.Ed Teacher Trainees – An Exploratory study*’.

Variables

Computer Literacy as an Independent variable and B. Ed Teacher Trainees’ as a dependent variable.

Objectives

- To explore the Computer literacy among the B.Ed., teacher trainees.
- To find out the mean score of B.Ed., teacher trainees on Computer literacy.
- To find out the significant difference between Arts & Science subject B.Ed Teacher trainees’ on Computer Literacy.
- To find out the significant difference between Tamil & English medium B.Ed Teacher trainees’ on Computer Literacy.

Hypotheses

- There is no significant difference between the mean scores of computer literacy among male and female teacher trainees’.
- There is no significant difference between the mean scores of computer literacy among Tamil and English language teacher trainees’.
- There is no significant difference between the mean scores of computer literacy among Arts and Science teacher trainees.

Methodology

The investigator has used the survey method to collect the data. The researcher has selected 50 teacher trainees studying in B.Ed., course at Sri Ragavendara College of Education in Dindigul district.

Sample

The Sample consists of 50 Student teachers selected from Sri Ragavendara College of Education in Dindigul district by using Simple Random Sampling technique.

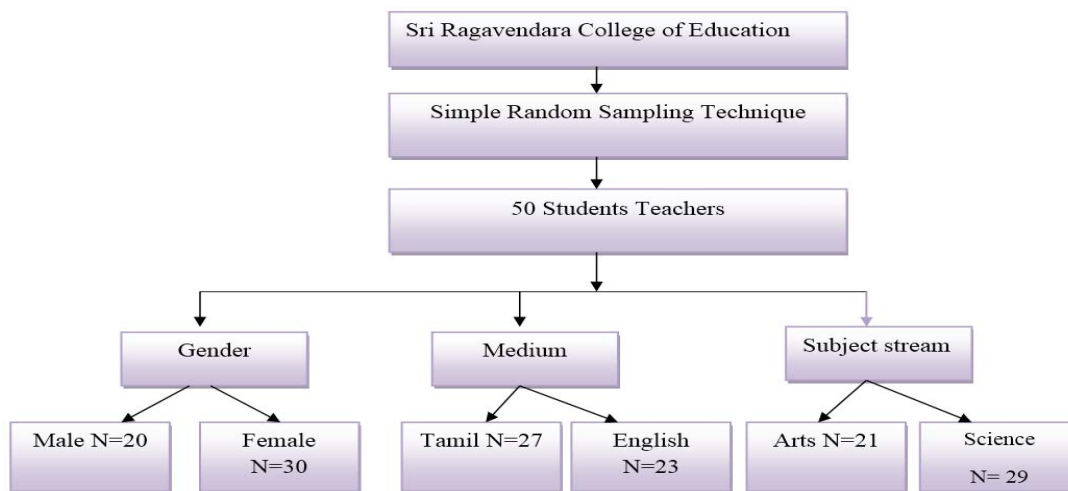


Fig 1: Sampling design

Tools

Computer Literacy test was conducted among B.Ed teacher trainees. Question consist of 50 multiple choice items, covering the following dimensions.

- Input device
- Output device
- Memory device
- Computer Organization
- MS Windows

- MS Word
- MS Excel
- MS PowerPoint

Each correct response one marks and wrong response zero marks.

Procedures

The investigator contacted and obtained permission from the principal B.Ed., colleges. The willingness and co-operation of

the respective teacher trainees are also sought. The data were collected personally by the investigator, from the randomly selected 50 students, proper instructions were given to the teacher trainees before starting to fill the question. Computer literacy question was given to each teacher trainees and answer sheet with personal detail form.

Table 1: Scoring Criteria

Criteria (Mean Score)	Quality measures
35-50	High
20-35	Moderate (Total mean score 31.16)
10-20	Low

Results & Interpretation

Hypothesis 1: There is no significant difference in the mean score of computer literacy among male and female teachers trainees’.

Table 2

	N	Mean	S.D	df	t value
Male	20	31.65	2.94	48	1.02 NS*
Female	30	30.67	3.57		

*NS – Not Significant at 0.05 level

The calculated ‘t’ value is not significant at 0.05 level. It is concluded that the male and female teacher trainees do not differ in their mean score of computer literacy. Hence, above null hypothesis was accepted.

Hypothesis 2: There is no significant difference in the mean scores of computer literacy among Tamil and English language teacher trainees’.

Table 3

	N	Mean	S.D	df	t value
Tamil	27	30.30	3.18	48	1.79 S*
English	23	31.96	3.36		

S* - Significant at 0.05 level

The calculated ‘t’ value is significant at 0.05 level. It is concluded that, there was significant difference between the Tamil and English medium teacher trainees differ in their mean scores of computer literacy. Hence, above null hypothesis was rejected.

Hypothesis 3: There is no significant difference between the mean scores of computer literacy among Arts and Science teacher trainees’.

Table 4

	N	Mean	S.D	df	t value
Arts	21	29.81	3.14	48	2.35 S*
Science	29	31.97	3.23		

S* - Significant at 0.05 level

The calculated ‘t’ value is significant at 0.05 level. It is concluded that, there was significant difference between the Tamil and English medium teacher trainees’ differ in their mean scores of computer literacy. Hence, above null hypothesis was rejected.

Major Finding

- There was no significant difference between means scores of computer literacy among male and female teacher trainees’.
- There was significant difference between mean scores of computer literacy among Tamil and English medium teacher trainees’.
- There was significant difference between mean scores of computer literacy among Arts and Science Subject teacher trainees’.
- B.Ed Teacher Trainees had moderate level of Computer Literacy.

Educational Implication

- Computer literacy will make our budding teacher trainees confident in facing the challenges of new age teaching.
- Computer literacy will help the teacher trainees’ in the teaching and learning process.
- Computer literacy will enhance in retrieving many web resources
- Computer literacy develops quality teachers.
- Computer based training courses for wider exposition and later acquaintance with latest development in the respective fields and allied ones.
- Computer based orientation courses giving advanced knowledge and skills for better performance.

Conclusion

Teaching progression is not only to provided knowledge and information available in the text books, but he has to collect information from various sources like reference books, journals, encyclopedias, and more recently, electronic mass media as it has become a store house of information. In a less time teacher can collect detailed information on any subject or topic from internet. There is no significant difference of means score of computer literacy among male and female students teachers. The study reveals that, there was significant difference of mean score of computer literacy among Tamil and English medium teacher trainees. There was significant difference of mean score of computer literacy among Arts and Science Subject teacher trainees. Hence, B.Ed teacher trainees had moderate level of computer literacy.

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