

## PRE-SERVICE TEACHER'S ATTITUDE TOWARDS USING CYBER RESOURCES

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### ABSTRACT

The present study investigates the attitude of pre-service teachers towards using cyber resources. The sample was drawn of 200 Pre-service teachers by using Random Sampling Technique from Sonapat District, Haryana. The findings of the study showed that the majority of pre-service teachers have natural attitude towards using cyber resources. The result of study also depicted that attitude towards cyber resources do not affected by gender as well as location of the institution.

**Key words:** Cyber Resources, Pre-service Teachers, Attitude

### INTRODUCTION

Today, technology is one of the most discussed subjects of our lives. Whatsapp, Twitter, computers, smart-phones and tablets are some of the words almost everyone recognized. The traditional education delivery system has been a classroom setting with a teacher giving a lecture and students listening and writing notes. The teacher's role is not just to read a book in the classroom. A student can do this by himself, or even use an online library, like Wikipedia, which will provide him a plethora of information anywhere, anytime. His role is to help the student understand his lesson, and this can be easily achieved by using cyber resources. What's more, subjects like history, economy and science would be done much more efficiently with the use of multimedia such as pictures, videos, graphs and more. Just by using projection screens, the lesson would instantly become less boring and students, especially the visual learners, would be able to absorb the material much easier. Cyber resources play a dynamic role in every walk of life. In educational activities they help a lot to promote students learning. They can be updated, cheaper well interactive in showing the images and ideas; through different dimensions learning becomes easier. Computers facilitate in teaching learning without any class, race and individual capabilities. So, the teacher of modern age has to use multiplicity of sources to keep his knowledge updated. Internet is the most useful source of modern era. The Internet is useful to the teachers for huge use. Using Internet teacher can get simply the information required

for his teaching learning process. To make the teaching process more interesting teacher must understand and have the ability to use internet and other cyber resources. The attitude of teachers towards using cyber resources is a subject key importance. Dhattrak (2013) study was aimed to investigate the effect of computer training workshop on pre service teachers' attitude towards using cyber resources. The pre-service teachers were found to possess positive attitude towards using cyber resources. The significant effect of computer training workshop on pre service teacher's attitude towards using cyber resources was found. Hence through using cyber resources, confidence of the teacher increases and social embarrassment may be reducing. A working knowledge is very much important for competency of a teacher in computer related work. Rationale of the Study:

The computers influence many aspects of our community. Computer and cyber resources play a significant role in education. Since the use of technology is no longer confined to computer science majors, it 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 future careers. Teachers are the agents of change in the society and schools. They are key drivers who play an important role in technology integration in the schools and classrooms. It is important for them to have positive attitude towards cyber resources. In other words, computer attitudes, whether positive or negative, affect how teachers use technology

in a learning environment. The use of the cyber resources provides great educational benefits to students. It makes learning precise and up-to date. Therefore, it is a felt need, those students, especially pre-service teacher should first have a favorable attitude towards cyber resources and thereby they may get an opportunity to involve themselves in making use of them through interest during their learning process.

**Statement of the Problem:**

*“PRE-SERVICE TEACHER’S ATTITUDE TOWARDS USING CYBER RESOURCE”*

**Objectives of the Study:**

The following objectives are carrying of the present study:

1. To assess the attitude of pre-service teachers towards using cyber resources.
2. To study and compare the attitude of male and female pre-service teachers towards using cyber resources.
3. To compare the attitude of rural and urban pre-service teachers towards using cyber resources.

**Hypothesis:**

The following hypotheses are formulated to achieve the objectives of the study:

★ There exists no significant difference between the attitude of male and female pre-service teachers towards using cyber resources.

★ There exists no significant difference between the attitude of rural and urban pre-service teachers towards using cyber resources.

**Method and Sample:**

Normative survey method of research was employed for the present study. As this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships that exist. This method was enabled to investigate pre-service teachers’ attitude towards the use of cyber resources different categories: rural-urban, male-female. The investigator made use of random sampling technique and has chosen as many as 200 pre-service teachers in Sonipat District of Haryana, India.

**Tool Used:**

★ Attitude towards using cyber resources scale (2010) by Rajshekhhar

**Analysis and Interpretation of the Data:**

In order to achieve the objectives of the study, Mean S.D. t-test & correlation approach was followed to study the attitude of pre-service teachers towards using cyber resources.

Section 1. Assessment of The Attitude of Pre-Service Teachers Towards Using Cyber Resources.

**Table 1:**

Scores	Frequency	Interpretation
24-30	0	Highly Unfavourable Attitude
31-50	0	Unfavourable Attitude
51-89	147	Neutral
90-109	51	favourable Attitude
110-120	2	Highly favourable Attitude

**Interpretation:**

From the Table-1 revealed that it is inferred that the majority of the pre-service teachers having neutral attitude towards using cyber resources. Out of the entire sample of the pre-service teachers, no teacher are having highly unfavorable attitude towards using cyber resources. (147) pre-service teachers are having neutral attitude towards using cyber resources and (51) of them are having favorable attitude towards using cyber resources.

Section 2: Comparison of the attitude towards using cyber resources on the basis of gender.

**Table 2:**

Groups	No.	Mean	S.D	t-test	Level of significance	Remarks
Male	100	85.04	8.46	0.807	0.05	Not Significant
Female	100	84.71	9.19			

#### Interpretation-

This table revealed that mean scores of male (85.04) is more than the mean scores of female (84.71). The calculated t-value is 0.807 and the critical value at 198 df is 1.97 at 0.05 significance level. Hence the calculated t-value is less than the critical value. So the hypothesis "There will be no significant difference between the attitude of male and female pre-service teachers towards using cyber resources" is accepted. It is concluded that attitude towards the use of cyber resources is not affected by gender. Both groups are having same attitude towards cyber resources.

Section 4.3: Comparison of the attitude towards using cyber resources on the basis of location.

Table 3:

Groups	No.	Mean	S.D	t-test	Level of significance	Remarks
Rural	100	84.37	7.52	0.447	0.05	Not Significant
Urban	100	85.38	9.95			

#### Interpretation-

Table 3 depicted that mean scores of urban (85.38) is more than the mean scores of rural (84.37). The calculated t-value is 0.447 and the critical value at 198 df is 1.97 at 0.05 significance level. Hence the calculated t-value is less than the critical value. So the hypothesis "There will be no significant difference between the attitude of rural and urban pre-service teachers towards using cyber resources" is accepted. It means that there is no significant difference between rural and urban pre-service teachers in respect of their attitude towards the use of cyber resources.

#### Discussion

The present study was conducted to investigate the attitude of pre-service teachers towards using cyber resources. The study reveals that attitude of pre-service teachers towards cyber resources is not affected by the gender as well as location of the institute which is in consonance with the findings Teo (2008), Kulasekara et.al. (2014) and Rajasekar (2013) they all found that the location of the institute is not a matter for the attitude towards cyber resources. They also concluded that there is no significant difference between the attitude of rural and urban pre-service teachers towards cyber resources. The finding is also in contrast with the findings of Rajasekar (2013) in respect of gender. He concluded that there is significant difference between male and female students in respect of their attitude towards the use of cyber resources. From close screening of the studies conducted by İşman et al. (2004) & Uşun (2004) found that students' have positive attitudes towards computers. But the result of this study showed that maximum pre service teachers have neutral attitude towards cyber resources.

#### Conclusion:

The present investigation has revealed that majority of pre-service teachers have neutral attitude towards using cyber resources. This kind of attitude among them, towards cyber resources will not help in the dynamic

application of cyber resources in the teaching learning process. On the other hand the knowledge of Cyber Resources helps the teachers in all possible ways to carry out their task in an easy and effective manner. The investigators believe that this study will be useful and will contribute much in the field of computer technology in education. Through this study we know the present situation in some teacher education institutes. It is suggested the need of pre-service teachers should be well-trained in various skills in the use of cyber resources and prepare them to face the challenges of new generations. Because Cyber resources are essential in the digital age of the modern classroom. Thus, teachers and pre-service teachers like B.Ed., students should develop a positive attitude towards using cyber resources by organizing seminars and conference related cyber resources. Teacher educators should also use the cyber resources. Computer application should be included as a compulsory subject in teachers training programme. The teacher training institutes should provide the opportunity to develop favorable attitude towards computer use in teaching learning process. They should provide opportunity to the teacher educators to attend orientation programmers, refresh courses, workshops etc. for enhancement of various skills related to cyber resources. This will help in updating their knowledge, skills and competencies and ultimately will result in

favorable attitude towards cyber resources. Future studies could include a systematic examination of all aspects of teacher education and how these interact to impact on pre-service teachers' attitudes, acceptance, and usage of the computer as a tool for instructional purposes and professional development.

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