

CHAPTER-II

REVIEW OF RELATED LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

Chapter-I deals with the introduction of the present study along with the concept and the need of ICT in teaching. It also deals with the need of the teachers' of 21st Century. In the chapter – I, need and justification, objectives, hypotheses and the delimitation of the study was presented. In this chapter, some of the relevant researches related to the ICT and the teaching are presented.

Rawat & Shrivastava (1984) Ramakrishna (1980), Vyas (1982) conducted a comparative study of the attitude of boys & girls teacher trainees towards teaching. Significant difference was found between boys and girls teacher trainees in their attitude towards teaching profession.

Volman, Heemskerk , Kuiper & Eck(2004) studied accessibility and attractiveness of different types of ICT application in education for boys and girls and for pupils from families with an ethnic minority background and from the majority population in the Neetherland. 213 students of seven schools were taken as sample for the study. Descriptive survey research was employed. Null hypothesis was tested by using statistical analysis. The findings revealed that women are less likely than men to have the necessary e-skills to use different technology optimally. This is partly responsible for affecting their confidence in using these technologies. This descriptive, gender-disaggregated overview indicated that women were not equally able to access and use ICT.

Markauskaite (2005) conducted a study related to gender influence on ICT literacy of trainee teachers'. 217 student teachers (151 girls and 66 boys) were taken as sample for the study. Descriptive survey research was employed. Null hypothesis was tested by using statistical analysis like t-test, chi square, mean S.D., alpha sub group analysis, five point likert scale, multiple regression. The data was collected by administering the questionnaire(developed by

invigilator) and the findings revealed that girls students were significantly less intensive users of ICT than their boys classmates and also significantly more boys than girls learnt the most about ICT completely autonomously. Gender gaps were observed in all subgroups of technical ICT capabilities.

Zhang & Martinovic (2008) conducted a study related to ICT in teacher education. 135 B.Ed. students of different colleges were taken as sample. Descriptive survey and focus group discussion was employed for the study. Null hypotheses were tested using appropriate statistical technique. The study revealed that technology education in the pre-service program as slow to change and lagging behind the advancement in the field. It takes time to learn so; having only one semester ICT literacy course is not advisable. It would be best to offer the ICT literacy course in 2 semesters and on two levels. While the introductory course would be ICT skills-based, its sequel would cover ICT pedagogical content knowledge training

Cavas, Cavas, Karaoglan & Kisla (2009) conducted a study related to science teachers' attitude towards ICT in education. 1071 teachers were taken as sample for the study. Descriptive survey research was employed. Null hypothesis was tested by using statistical analysis like t-test, ANOVA, mean, SD, percentile. The data was collected by administering the tool named as STATICTE and the findings revealed that teachers have positive attitude towards ICT and although teachers' attitudes towards ICT do not differ regarding gender, it differs regarding age, computer ownership at home & computer experience.

Hunt (2009) conducted a study related to the pre-service teacher efficacy. 467 students of beginner and final year pre service teachers were taken as sample. Descriptive survey method was employed for the study. Null hypothesis were tested by using the statistical technique like mean, SD and MANOVA. The findings revealed that the training courses for primary school teachers appeared to have no influence on teacher efficacy levels. The result demonstrated that for secondary school pre service teachers, the training courses increased their general teacher efficacy levels, however, decreased their personal teacher efficacy levels.

Egitim Ve Bilim (2009) conducted a study related to the attitudes of prospective teachers towards the profession of teaching. Survey method was employed for the study. Null hypotheses were tested using statistical technique like ANOVA, F-test, t-test and other descriptive statistical technique. Attitude scale towards the profession of teaching (developed by Ustuner, 2006) was administered to collect the data. The findings of the study revealed a significant difference between the attitudes of prospective teacher with intrinsic motivation towards the profession of teaching and those of latter teachers with extrinsic motivations towards the profession of teaching. Other variables for which significant difference were observed include gender, the type of department/programme they study, the order of the programme in the UEE preference list, and the socio-economic status of the neighbourhood and family they live in.

Kaur (2011) studied the pre-service teachers' attitudes towards the use of ICT tools in teaching. 32 graduate diploma science students were taken as sample. Qualitative research method was employed for the study. Two open ended questionnaire were used in order to collect data. Open coding technique was used by the researcher for analyzing the information obtained in the form of written responses to questions of an open ended questionnaire. findings indicates that while current student teachers appear confident and competent, and generally see a place for ICT in present and future science education, but they become clearer in their approaches towards ICT after the experience which they had with ICT during their teaching practices. Their attitudes move towards the forward direction as far as the value of ICT in concerned in making science teaching & learning more influence but their willingness to use ICT in their teaching depending upon the availability of resources, facilities and support at the schools.

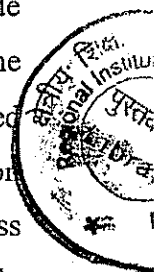
Himanoglu (2012) studied the impact of a curricular innovation on prospective EFL teachers' attitude towards ICT integration into language instruction and found that the prospective teachers having 5 ICT related courses displayed better attitudes in comparison to those not completing this training period by reflecting that the success of technology integration into education varies curriculum to curriculum.

Chugh (2012) conducted a study related to teaching aptitude in future teachers of Haryana. The sample consisted of 174 and 101 teachers trainees pursuing the diploma in education in DIET, Gurgaon and government elementary teacher training institute, Mewat respectively. Survey method was employed for the study. Null hypotheses were tested by using statistical technique like mean, standard deviation and percentage .Teaching aptitude test Battery (Singh & Sharma, 2011) was administered to collect data. Findings revealed that the students have an average level of teaching aptitude, no statistically difference was found in the teaching aptitude of boys and girls teacher trainees. A positive & significant but weak correlation exists between teaching aptitude and achievement in boards, and between mental ability scores and achievement.

Elsaadani (2012) conducted a study related to attitude of teaching staff towards ICT.500 full time faculty staff, were taken as sample for the study. Descriptive survey research was employed. Null hypothesis was tested by using statistical analysis like t-test, Pearson-product moment correlation and regression analysis. The findings revealed no difference between being a boys or a girls regard is not a significant factor when considering attitude towards ICT.

Seetharaman & Rajasekar (2013) conducted a study related to teaching influenciveness of B.Ed. student teachers as related to their teaching aptitude and academic performance.820 student teachers were taken as sample for the study. Descriptive survey research was employed. Null hypothesis was tested by using statistical analysis like t-test, F-test, mean S.D., correlation coefficient. The data was collected by administering teaching influenciveness inventory (Kulsum, 2000) teaching aptitude inventory (Gakharand Rajnish, 2010) and academic performance test. The findings revealed that teacher influenciveness of entire sample of B.Ed. student teachers was average and the teaching aptitude of the entire sample of B.Ed. student teachers was below average.

Gulhane conducted a study related to integration of ICT in teacher education 25 teacher trainees of a post graduate department of education were taken as a sample. A single group design was used for the study. The null hypothesis was tested by using significance of the difference between mean and percentage



analysis. The data was collected by administering questionnaire and achievement test. Interview schedule was used to interview the faculty members. The findings of the study revealed no significant differences between the awareness regarding ICT of boys and girls teacher trainee.

Chai, Hong &Teo conducted a study related to pre-service teachers' beliefs and their attitude towards ICT.108 pre service teachers were taken as sample for the study. Descriptive survey research was employed. Null hypothesis was tested by using statistical analysis like mean and correlation coefficient. The data was collected by administering questionnaire (Schommer's EBQ).The findings revealed that the teachers' epistemological beliefs generally relativistic. The findings suggest that further effort needs to be taken in order to foster more productive use of ICT to support constructivism oriented teaching.

CONCLUSION

By studying the above researches it gets clear through studies have been done in the field of attitude towards ICT, teaching aptitude & gender influence on them but still knowledge of ICT in relation to learning style and type of institution has not been done. Whatever research work has been done is not directly related with the present study. Hence, above mentioned researches are the bases of present study.