CHAPTER V

SUMMARY AND CONCLUSION

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5. Summary and Conclusion

5.1. Introduction

This section is intended to afford the reader a quick review of what has gone into the achievement of the results. This is probably the part of the book which sees the maximum use. This chapter opens with the statement of the problem, followed by the major findings and conclusions. Also presented are the recommendations of this study. Suggestions are also provided for future studies on the basis of gaps found by this study, as well as on problems related to those found during this research.

The introduction of ICT in professional training colleges is a big step in ICT preparing the next generation workers. ICT remains the most pivotal challenge for teachers, schools, and teacher educators. The teacher is the axis around which the process of teaching and learning rotates. ICT mastery and ICT skills for the teaching-learning process have today gained paramount importance for the teacher.

Competencies in education in the 21st century are going more and more in tandem with Information Communication Technology (ICT). For Dr. Abdul Kalam , the sole reason of education in a country, is to mold and move in a manner that human resource potentials are all the time improving and eventually transformed into a knowledgeable society. There is a need for each and every part of the society to be adjusted in accordance with ICT. The entire idea of developing a student is to ensure that he finally turns out to be one of those knowledge workers in their very own economy to be citizens of the world.

All nations want to build up knowledge workers out of students who become global citizens. It could bring about a change for better in every aspect of the society. Education is the single means by which ICT can become relevant in the developmental dimensions of society. ICT is an instrument toward quality education so as to prepare the society and its manpower for future challenges. It requires proper manpower to handle and use the ICT in the schools properly. Emerging technologies may bring about revolutionary

changes in the educational system of India. It is the creative and eager teacher who can successfully use modern innovations in ICT in the classroom.

In the rapidly changing world, every person connected to education must know that children have to learn to adjust themselves to the changing situation-that is, facing social, economic, and technological changes. Already, ICT has transformed the educational environment, and this transformation will continue.

Information and Communication Technologies are thus computers and electronic devices coupled with the different human materials without these technologies available to allow a user to use them-from teaching to learning in addition to personal usage. With respect to that, it has put increased pressure on educational systems around the 27 students to teach knowledge and skills necessary to learn within the context of the 21St Century. The emerging new technologies evolve teaching from teacher-centered, lecture-based instruction to student-centered and interactive learning environments.

According to the Current Information Communication Technology Perspectives, Exposure of student teachers to different facets of ICT and their application regarding educational technology would not only equip them with skills and competencies that are required to be imbibed with the desirable attitude and love for the profession. If Student teachers are well versed in the ICT use, they can use ICT very well and would have achieved their curricular objectives. The experience will certainly help give him \

Major findings of the study (ETEI Prospective Teacher)

1.1. Positive Attitude Towards ICT: Both groups of students: 1st and 2nd years, agreed that ICT was important in education. These highest mean scores were recorded under the "Agree" category with 7.96 for 1st-year respondents and 7.64 for 2nd-year respondents, an indication of unanimous agreement regarding the importance of ICT in teaching and learning.

1.2. Increasing Acceptance with Academic Progress: The second-year students scored higher than those of the first year for the "Strongly Agree" category, with a mean of 4.76 compared to 3.88 for the first-years (not significant). Acceptance or confidence in ICT use appears to increase as students advance in their training.

1.3. Low Disagreement Levels: Very low mean values for the category "Strongly Disagree", i.e., 1.04 for first-years and 1.08 for second-years, indicating that very few students were opposed to the use of ICT. Negative attitude responses such as "Disagree" were very few and even fewer in the 2nd year, thus showing an improvement with time.

1.4. Neutral Responses Decreased Slightly in the Second Year: A slight drop was recorded for the neutral category (from 4.04 to 3.72), thereby suggesting a lessening of uncertainty among students as they spend more time being exposed to ICT tools and teaching strategies.

1.5. No Statistically Significant Difference: A t-test result of 0.477 ($p > 0.05$) for the "Strongly Agree" category indicated no significance in contrast between the two groups and may either suggest a consistent attitude thus far or another).

Major findings of the study (B.Ed. Students)

This study was intended to measure and compare the attitudes of B.Ed.-1st-year and 2nd-year students of District Keonjhar towards Information and Communication Technology. The important points drawn from the data analysis include:

Positive Overall Attitude Towards ICT Both sets of students exhibited positive attitudes with high mean scores under the “Strongly Agree” and “Agree” categories. The "Agree" category especially increased in the 2nd year, hinting that there is general greater acceptance of ICT over time.

Initial Enthusiasm Vs Mature Reflection The mean for "Strongly Agree" was higher for 1st-year students (6.12) indicating an initial enthusiasm. However, 2nd-year students produced a lower mean for Strongly Agree (5.28) but a significantly higher mean for Agree (7.32), indicating their acceptance of ICT was more measured and thoughtful as they proceeded in their course.

Increase in Neutral Opinions Slightly Neutral responses rose from 2.76 to 3.44, indicating that some of the 2nd-year students are reflecting on ICT usage a bit more critically than simply forming strongly positive or strongly negative opinions.

Decrease in Negative Attitudes,The mean score for “Disagree” and “Strongly Disagree” in the 2nd year is indicative of a decreasing trend toward resistance against ICT tools in education.

“Disagree” curtailed importantly from 3.32 to 2.36.Test Statistics Consistency between the GroupsT-test attains a value for the "Strongly Agree" response (0.495) showing that there is no statistical

5.2. Conclusion

- The study reveals that prospective teachers of Keonjhar District hold an overwhelmingly positive attitude toward ICT-in-education. Their responses depict that these teacher trainees do have a belief in the teaching and learning significance of digital tools and that there exists lesser resistance toward ICT integration. As the teacher trainees progress toward gaining knowledge in their course, their confidence and clarity in supporting the use of ICT in particular also seem to rise somewhat.
- This trend points toward the transformation that ICT can bring in education and the willingness of future teachers to adopt and implement it effectively in classrooms. But more structured exposure to technology and working knowledge of how to make use of this technology could only benefit these attitudes further.
- The study concludes that B.Ed. prospective teachers in Keonjhar District hold a positive attitude towards ICT, with some differences between first and second-year students. Though some of this initial enthusiasm may wane once the practical experience has been gained, by their second year, most students maintain a strong agreement concerning the usefulness and practicality of ICT.
- These findings imply that the entire process of B.Ed. curriculum and training is working positively toward attitude modification toward ICT. It seems that the students are now getting exposure but also grasping a more realistic picture of ICT in education.

5.3. Suggestions For Further Research

- A study on this line could also be carried out among primary, secondary, B. Ed. teachers and M.Ed. students and university teachers.
- This could be repeated over a large sample by including other variables, such as locality, socio-economic context, etc.
- Comparative studies may be undertaken with different professional courses.
- Comparative studies may be taken up on on-line and off line learning with ICT.