

Attitude towards Information Technology for Promoting Communication Skills

Dr. S. Malathi

*Associate Professor in Education, Department of Education (CDOE)
Alagappa University, Karaikudi, Tamil Nadu, India*

Abstract

The term technology-enabled teacher education Programme refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but primarily focused on communication technologies. Hence, the present study has been undertaken to find out the attitude towards information technology for promoting communication skills. As the present study is descriptive with survey research, 218 prospective teachers from five college of education from Ramanathapuram District were selected as sample by simple random sampling techniques. The investigator chose communication skill assessment scale for prospective teachers as the tools for collection of data. In addition, the respondent's demographic details were also collected. The collected data were analyzed by using appropriate statistical techniques such as Mean, Standard Deviation, t-test and ANOVA. The findings reveal that there exists an average level of attitude towards information technology for promoting communication skills.

Keywords: *Information Technology, Communication Skills, and Prospective Teachers.*

Introduction

Communication, verbal and non-verbal, is as old as human evolution. It is because of the aspects of communication like language, signs etc. Anyone can reach out to the world with the internet and internet-enabled tools and sites and this gave birth to healthy competition, a new generation of entrepreneurs, genuine information and quick contacts. It is also noteworthy that communication itself has become a business adding one more vertical to the industry right from teachers of communication and language, consultants, media consultants and advertising agencies to technical teams who work on the hardware and software of communication gadgets and platforms, websites and portals.

The term information technology refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but primarily focused on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication media. This means that nowadays we have more opportunities to use ICT in teacher training programs and improve teacher quality to teach effectively.

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According to UNESCO “ICT is a scientific, technical and engineering discipline and management technique used in the management of information, its application and engagement with social, economic and cultural matters”. Teacher is the main part of the educational sector in our society.

Need and Significance of The Study

Youth today is extremely passionate about technology. Whether we talk about computers, tablets, smartphones or phablets, their ‘super-dependency’ on these gadgets has increased to a great extent. Teachers in higher education, imparting teacher education curriculum have to understand this and include this technology effectively in the teaching-learning process. Hence, the present study has been undertaken to find out the attitude towards information technology for promoting communication skills.

Objectives of the Study

1. To find out the level of attitude towards information technology for promoting communication skills among prospective teachers.
2. To find out the difference if any between male and female prospective teachers in respect of their attitude towards information technology for promoting communication skills.
3. To find out the difference if any between Urban and Rural prospective teachers in respect of their attitude towards information technology for promoting communication skills.
4. To find out the difference if any between primary and secondary school prospective teachers in respect of their attitude towards information technology for promoting communication skills.

Hypotheses of The Study

1. The level of attitude towards information technology for promoting communication skills among prospective teachers is positive.
2. There is no significant difference between male and female prospective teachers in respect of their attitude towards information technology for promoting communication skills.
3. There is no significant difference between Urban and Rural prospective teachers in respect of their attitude towards information technology for promoting communication skills.
4. There is no significant difference between primary and secondary school prospective teachers in respect of their attitude towards information technology for promoting communication skills.

Methodology of the Study

The present study is descriptive research, involving normative survey method. For this study, 218 prospective teachers from five college of education from Ramanathapuram District were selected as sample by simple random sampling techniques. As the present study is descriptive with survey research, the investigator chose communication skill assessment scale for prospective teachers as the tools for collection of data. In addition, the respondent’s demographic details were also collected. The collected data were analyzed by using appropriate statistical techniques such as Mean, Standard Deviation, t-test and ANOVA.

Major Findings

- The prospective teachers have an average level of attitude towards information technology for promoting communication skills.
- The male and female prospective teachers do not differ in their attitude towards

information technology for promoting communication skills.

- The urban and rural prospective teachers do not differ in their attitude towards information technology for promoting communication skills.
- The primary and secondary school prospective teachers do not differ in their attitude towards information technology for promoting communication skills.

Conclusion

The present study has investigated the information technology to promote communication skills for prospective teachers. The use of such technology in teaching training Programmes the quality of teaching will increase effectively. Teachers are change agents in schools. They are key drivers who play crucial roles in technology integration in schools and classrooms. They need to possess positive computer attitudes since attitudes are linked to usage and intention to use, variables that determine successful technology integration in education. A well-designed teacher training program is essential to meet the demand of today's teachers who want to learn how to use ICT effectively for their teaching. Information Technology offer multimedia simulations of good teaching practices, deliver individualized training courses, help overcome teacher isolation, connect individual teachers to a large teaching community continuously and promote teacher-to-teacher collaboration.

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