Information Communication Technology Competencies Among Teacher Educators In Teacher Training Colleges

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Abstract

In the modern era, quality education has become a universal goal and technology is said to be key to create a new educational culture. ICT has integrated with the working of educational institutions. To better facilitate professional development for teacher educators and better prepare tomorrow's teachers to integrate Information and Communication Technologies effectively in classrooms, it is necessary to examine teacher educators' ICT literacy, ICT awareness, ICT competencies, and its usage. The present research studies the technology competencies of teacher educators teaching at different level and relevant to different categories. In this present study researcher focused on ICT competencies among pre-service teacher educators. A survey method was used to study and four point rating scale used for collection of data and percentage, mean and t-test these statistical techniques used for data analysis.

Keywords - *Ict, Competencies, Teacher Educators.*

INTRODUCTION

In the modern era, quality education has become a universal goal and technology is said to be key to create a new educational culture. ICT has integrated with the working of educational institutions. To better facilitate professional development for teacher educators and better prepare tomorrow's teachers to integrate Information and Communication Technologies effectively in classrooms, it is necessary to examine teacher educators' ICT literacy, ICT awareness, ICT competencies, and its usage. The present research studies the technology competencies of teacher educators teaching at different level and relevant to different categories.

OBJECTIVES

1)   To determine the categories of ICT competencies.
2)   To find out he ICT competencies among teacher educators at graduate level.
3)   To find out the ICT competencies among teacher educators at post-graduate level.
4)   To compare ICT competencies between teacher educators at graduate and post-graduate level.

NEED AND IMPORTANCE

Although teachers are equipped with knowledge and skills in using computers, the success of implementing the new curriculum with information technology (IT) in education depends greatly upon competencies of the teachers and their willingness to embrace such technology. Technology competencies have a marked influence on their readiness to utilize technology in teaching learning process. The competent teachers who are skillful in ICT will integrate IT in the classroom instruction, thus making the teaching and learning process more meaningful.

METHODOLOGY

The survey method was used to study the ICT competencies among teacher educators.

SAMPLE

The sampling frame of the study consisted of teacher educators in B.Ed. and M.Ed. colleges affiliated to Solapur University, Solapur. A purposive sampling method was adopted for the study. A total of 40 teacher educators were selected by cluster sampling method. (B.Ed. 20 and M.Ed. 20).

TOOL

The ICT competence scale was used to measure teacher educators' perceived competence. There were 50 items which represented ten components: basic computer operation skills (5 items), technology tools (5 items), word processing (5 items), database (5 items), spreadsheets (5 items), graphics (5 items), multimedia applications (5 items), media communication (5 items), administrative applications (5 items), classroom integration (5 items). Each item was measured in terms of a four point rating scale from 1 (not competent), 2 (competent), 3 (somewhat competent) to 4 (very competent).

STATISTICAL TECHNIQUE

The following statistical techniques were used for the study.

Percentage, Mean, T-test.

DATA ANALYSIS

The collected data was analyzed using quantitative method.

Table 1
ICT COMPETENCIES AMONG TEACHER EDUCATORS ACCORDING TO
SUB-DOMAINS (N=40)

IT Skills	Low F (%)		Moderate F (%)		High F (%)	
Level	G	PG	G	PG	G	PG
Basic computer operation skills	10%	--	10%	20%	80%	80%
Using technology tools	20%	--	70%	70%	10%	30%
Word processing	--	--	50%	20%	50%	80%
Database	80%	20%	20%	60%	--	20%
Spreadsheet	10%	--	70%	60%	20%	40%

Graphics	10%	--	70%	60%	20%	40%
Multimedia applications	60%	10%	40%	70%	--	20%
Media communication	80%	20%	20%	70%	--	10%
Administrative applications	20%	10%	70%	60%	10%	30%
Classroom integration	30%	--	50%	30%	20%	70%

OBSERVATION ANALYSIS

The results in Table 1 show that most of the teacher educators had moderate levels of IT competence (G- 27%, PG-52%). Most of the participants had a moderate level of IT competence in using technology tools (G-70%, PG-70%), word processing (G-50%), database (PG-60%), using / preparing spreadsheets (G-70%, PG-60%), graphics (G-70%, PG-60%), multimedia application (PG-70%), media communication (PG-70%), administrative application (G-70%, PG-60%), classroom integration (G-50%), Most of the participants had low levels of IT competence in using word processing (G-80%), multimedia application (G-60%), media communication (G-80%). Most of the participants had a high level of IT competence in basic operation skills (G-80%, PG-80%), word processing (G-50%, PG-80%), classroom integration (PG-70%).

TABLE 2
MEAN DIFFERENCE BETWEEN ICT COMPETENCIES OF TEACHER EDUCATORS AT GRADUATE AND POST GRADUATE LEVEL (N=40)

Mean	SD	T-value			df	S/NS
		Calculated 't'	Table 't'			
			0.01 level	0.05 level		
M1 = 67.7	29.03	0.04	2.878	2.101	18	NS
M2 = 80.7	32.87					

OBSERVATION AND ANALYSIS

The above table shows that the mean score of ICT competencies of teacher educators at graduate level is less than teacher educators at post graduate level. Still the calculated t value is less than table t value at 0.0 1 and 0.05 level. This suggests that there is no significant difference between the ICT competencies of teacher educators at graduate and post graduate level.

FINDINGS

This suggests that the majority of teachers are able to use some of the sub-domains, which are basic computer operation skills, word processing, spreadsheets and graphics efficiently. Most of the participants were not able to perform a task in media application, media communication and database compared to the other IT competence sub-domains, where most were able to perform a task with assistance and complete the given task. It was also found that there is no

significant difference between the ICT competencies of teacher educators at graduate and post graduate level. Therefore, proper computer training courses that emphasis skills in media communication should be given to improve the participants' level of IT competence in that particular skill.

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