Perception of Teacher Educators about Information and Communication Technology In Relation to their Value System

Abstract

ICT has taken a key role of the present ‘Knowledge Society’. Now ICT has become necessary part of Indian school curriculum as well as teacher education. Therefore, the teacher educators are responsible to promote, utilize and implement of ICT that trainee students can move from pedagogues to techno pedagogues. In the other side, the crisis of value system is visible globally, India is no exception. Our social-life is guided by values but advancement of science and technology, brings together a radical change in human society with some ill effects, especially erosion of values. Therefore, the present teacher educators are expected to function as a facilitator for acquisition of knowledge through ICT and also as a value propagator, value inculcator and value transformer of inner being. Based on the present scenario, it is very essential to analyze the perception of teacher educators about ICT, to study on the value system of the teacher educators and also to find the relation of ICT perception with their value system. To achieve the goal of the study, the researcher developed and standardised a 5 point Likert type scale, ICTPS (ICT Perception Scale), which is highly reliable (α = 0.846) and also used another standardised tool, Teacher Values Inventory (TVI). A survey was conducted on 210 samples, sourced from B.Ed. Colleges or B.Ed. departments under 6 Universities of West Bengal. Collected data were analyzed through SPSS 19.0 Version and significance of t values and F values were tested at 0.05 level. The study reveals that there is no significant difference in value system between male and female teacher educators. But the result of ANOVA shows significant differences among the teacher educators of different educational specialisation groups. Overall value system of teacher educators is found to be predominantly theoretical and social values. It can be observed that there is no significant difference in ICT perception between male and female teacher educators and the result of ANOVA indicates that there is no significant difference in ICT Perception among the teacher educators of different educational specialisation groups. The most important result is that the value system of teacher educators is not related to their perception about ICT.