

A Study of Attitude of Teacher Trainees Towards Using of Cyber Resources

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Abstract

Present study is an attempt to study the attitude of teacher trainees towards using cyber resources. Descriptive method was used to collect data from a sample of 100 B.Ed. students. Attitude towards cyber resources— a standardized tool by Dr. Rajasekar (2010), was used by the researcher. 2-way ANOVA was used for analysing results. Findings of research revealed that 3% B.Ed. teacher trainees were in below average level category of attitude towards using Cyber Resources. Majority of B.Ed. teacher trainees fell in the category of ‘Average (35%) and ‘Above Average’ level (38%), of attitude towards using cyber resources; 22% teacher trainees had ‘high level of attitude towards using cyber resources and 1% B.Ed. students had extremely high level of attitude towards using cyber resources. There was no difference in the attitude of teacher trainees towards using cyber resources with respect to gender but difference was observed with respect to stream (at UG level). In order to make their attitude positive towards using cyber resources there is need to train trainees regarding the usage of modern technology during their training program.

Keywords: Cyber resources, Teacher trainees, Attitude

Introduction

In the digital age, the integration of cyber resources into the classroom has become an integral component of modern education. As teachers are gaining access to a vast array of digital tools and online learning platform. Cyber resources have become an integral part of the educational landscape, transforming the way students learn and teachers approach instruction. The integration of digital technologies into the classroom has opened up new possibilities for interactive and engaging learning experiences, but certain unique challenges are there for for educators. (Elmaadaway & Abouelenein, 2023) (Webb, 2019) (Wang & Reeves, 2003).

One of the primary motivations for incorporating cyber resources into the classroom is to provide students with the opportunity to learn at their own pace and in their preferred mode of learning. (Elmaadaway & Abouelenein, 2023), the use of technology in the classroom can foster student-centered pedagogies, empowering students to actively engage with course content and participate in their own learning. (Wang & Reeves, 2003). While the integration of cyber resources, such as educational technology and digital tools, into the classroom has the potential to enhance the learning experience for both students and teachers, many educators remain hesitant to fully embrace these innovations. One of the primary barriers to the effective use of technology in education is the lack of preparedness and training among teachers. Teachers play a crucial role as facilitators of learning. Their attitude towards using cyber resources can significantly impact how they guide and support students in navigating digital tools and information.

Positive attitudes can lead to more effective integration of technology into the classroom, enhancing the learning experience by providing diverse and rich educational materials. Teacher trainees who are future teachers must have positive attitude towards using cyber resources because teachers with a positive attitude towards cyber resources are more likely to adopt and experiment with innovative teaching methods. They can use technology to implement flipped classrooms, blended learning, and gamification, among other strategies. The role of teachers and their attitude towards using cyber resources is critical in modern education. Teachers who view digital tools positively and integrate them effectively into their teaching practice can enhance learning experiences, support student engagement, and prepare students for the demands of the digital age.

Understanding the attitudes of teacher trainees towards cyber resources is essential for designing effective teacher training programs. Training programs can be tailored to address any negative attitudes or apprehensions towards technology, ensuring that all trainees are equipped with the skills and confidence needed to use digital tools effectively in their teaching. Fostering a positive attitude towards cyber resources among teachers involves addressing barriers, providing adequate training and support, and highlighting the benefits of technology in education.

Cyber resources

Cyber resources are a valuable tool for learning in the digital age. It improves the quality of learning and ensures that knowledge is accurate and current. The majority of cyber resources are computer programs that may be used online, such as email web apps, search engines, meta search engines, and so on. They offer networking, computation, and the capability of data analysis. Thus, it is now imperative that educators develop the practice of utilizing online resources to supplement their instruction in order to facilitate students' easy and efficient learning.

Attitude

According to Britannica Dictionary- "Attitude is a feeling or way of thinking" that affects an individual's behaviour.

The attitude of teacher trainees towards using cyber resources can be influenced by several factors including their familiarity with technology, perceived ease of use, perceived usefulness, Enhanced Learning Experience, Accessibility, Collaboration, Up-to-date Information, Skill Development, Personalized Learning, Resource Variety, Efficient Assessment and Feedback and the availability of resources.

Need of the Study

Understanding the attitude of teacher trainees towards using cyber resources is crucial in enhancing the quality of education. Cyber resources, including online databases, educational platforms, and digital tools, offer vast amounts of information and innovative teaching methodologies. By assessing the trainees' attitudes, educational institutions can tailor training programs that encourage positive engagement with these resources, ultimately leading to more effective teaching practices.

In the digital age, technological competence is a key skill for educators. This study will help in identifying the current level of comfort and proficiency that teacher trainees have with cyber resources. Addressing any gaps in this area is essential for preparing future teachers to integrate technology seamlessly into their classrooms, which is increasingly important in modern education. The findings from this study can guide

the development of teacher training curricula. By understanding the preferences, challenges, and attitudes of trainees, curriculum developers can create more relevant and practical courses that incorporate the use of cyber resources.

Teacher trainees with a positive attitude towards cyber resources are more likely to adopt innovative teaching practices. Encouraging the use of cyber resources can lead to the development of new teaching strategies that cater to diverse learning styles and needs. By understanding the barriers and facilitators to the use of cyber resources among teacher trainees, policymakers and educational institutions can implement strategies to ensure equitable access to technology. This is vital for providing all students with equal opportunities to benefit from digital learning tools.

A positive attitude towards cyber resources among teacher trainees promotes the concept of lifelong learning. Educators who are comfortable using digital tools are more likely to continue updating their knowledge and skills throughout their careers. This commitment to continuous learning is essential for adapting to the ever-evolving educational landscape and ensuring that teachers remain effective and relevant. Cyber resources often facilitate collaborative learning through platforms that enable communication and resource sharing among educators. This study can highlight the potential for fostering a collaborative culture among teacher trainees, encouraging them to share best practices, resources, and experiences

Ultimately, the attitude of teacher trainees towards cyber resources has a direct impact on student outcomes. Teachers who effectively use digital tools can provide more engaging, personalized, and efficient instruction. By promoting a positive attitude towards these resources, the study contributes to improving student learning experiences and academic achievement.

The insights gained from this study can inform educational policy and investment decisions. Understanding the attitudes of teacher trainees helps policymakers allocate resources effectively, ensuring that investments in technology and training programs are aligned with the needs and preferences of future educators. This alignment maximizes the return on investment and supports the overall goal of enhancing educational quality, the significance of this study lies in its potential to improve teacher training, promote technological competence, foster innovative teaching practices, bridge the digital divide, support lifelong learning, encourage collaborative learning, enhance student outcomes, and guide educational policy and investment. By understanding and addressing the attitudes of teacher trainees towards cyber resources, the education system can better prepare teachers for the demands of the digital age.

Related Literature

Manimegalai & Kalai (2021). In a study of attitude towards using cyber resources among prospective teachers showed that prospective teachers' attitudes regarding using cyber resources are unaffected by factors such as gender, educational background, or discipline. Prospective educators have felt compelled to use cyber resources as an efficient teaching tool, particularly during the pandemic, to reach out to their pupils, acquire advanced information, and increase their knowledge.

Jha and Bhutia. (2019) studied the attitude of Teacher trainees towards the using of cyber resources and found that gender and locale did not affect the attitude of teacher trainees towards using of cyber resources but possession of computer affected the attitude of teacher trainees.

Rajkumar (2018). conducted a study on “Awareness of educational technology among the B.Ed. trainees in Villupuram educational district”. Researcher found that teacher trainees had high level of awareness towards educational technology. There was no significant difference between the male and female

students. Parent’s educational backgrounds have no bearing on their awareness towards educational technology.

Puri. (2016) did an experiment on the topic “Attitude towards cyber resources and cognitive dissonance of prospective teachers.” The cognitive dissonance of aspiring teachers in government and private colleges of education was found to differ significantly, and there was a significant correlation between the prospective teachers' attitudes about cyber resources and their cognitive dissonance.

OBJECTIVES OF THE STUDY

The researcher constructed the following objectives.

1. To study the level of attitude of teacher trainees towards using cyber resources.
2. To study the difference in the attitude of teacher trainees towards using cyber resources with respect to gender and stream
3. To study the influence of interactional effect of gender and stream on the attitude of teacher trainees towards using cyber resources.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the attitude of teacher trainees towards using cyber resources with respect to gender and stream
2. There is no significant influence of interactional effect of gender and stream on the attitude of teacher trainees towards using cyber resources.

TOOL USED

“Attitude towards cyber resources” – a standardized tool by Dr. Rajasekar (2010), was used by the researcher.

POPULATION

In the present study teacher trainees studying in B.Ed. colleges located in Kathua district constituted the population. A representative sample from population has been selected by the investigator.

SAMPLE

The sample in the present study comprised of 100 teacher trainees working in the five B.Ed. colleges of Kathua district of J and K UT. The investigator used simple random sampling technique for selection of sample.

Table 1.1 shows the Number of colleges and number of teachers trainees selected from B.Ed. colleges for the present study.

S.NO.	Name of the college	Male trainees	Female trainees	Total
1	New Age College of Education, Kathua	4	16	20
2	RGMCE Kathua	8	12	20
3	T.D.S College of Education, Kathua	7	13	20

4	LBS College of Education, Rajbagh	5	15	20
5	Vivekanand College of Education, Kathua	5	15	20
	Total	29	71	100

Results and Discussion

Pie chart and Table no.1.2 showing level of Attitude towards using Cyber Resources among B.Ed. teacher trainees

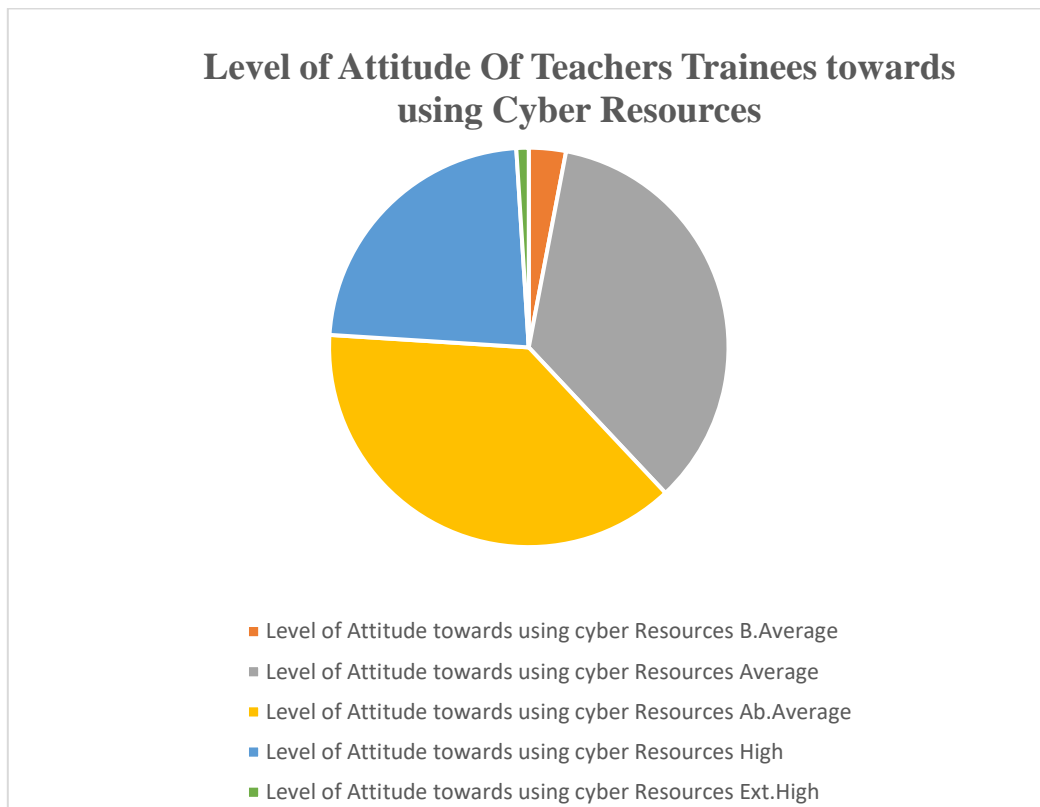


Table no. 1.2 Level of attitude of teacher trainees towards using cyber resources

Range of scores	No. of students	Percentage	Category
53 & below	0	0	Extremely Low
54-61	0	0	Low attitude
62-69	3	3	Below Average
70-80	35	35	Average
81-88	38	38	Above Average
89-96	23	23	High attitude
97- above	1	1	Extremely high

Pie chart and table no 1.2 shows the level of attitude of teacher trainees towards using cyber resources, no one student fell in the category of extremely low and low attitude towards usage of cyber resources. 3% B.Ed. teacher trainees were in below average level category of attitude towards using Cyber Resources. Further 35% B.Ed. teacher trainees came in the category of ‘Average level of attitude. In ‘Above Average’ category 38% B.Ed. teacher trainees were there; 22% teacher trainees had ‘high level of attitude towards using cyber resources and 1% B.Ed. students had extremely high level of attitude towards using cyber resources. **Jha and Bhutia. (2019)** also found similar results in their finding they revealed that majority of teacher trainees had moderate level of attitude towards using cyber resources in education

Computation of 2-way ANOVA

Table No 1.3 Summary of 2x2 factorial design ANOVA showing the Influence of gender and stream on the attitude towards using of cyber resources

Sources of Variance	SS	Df	MSS	F value	Remarks
Gender	25.690	1	25.690	.483	NS
Stream	443.637	2	221.819	4.167	SIG
Gender*Stream	10.319	2	5.160	.097	NS.
Error	5004.086	94	53.235		
Total		100			

INTERPRETATION

Objective 1- To study the difference in attitude towards usage of cyber resources with respect to gender

The objective was to study the significant difference in the attitude of the male and female teacher trainees towards usage of cyber resources. From the table no 1.3, it is evident that the F value for the gender is .483 which is not significant at 0.5 level. Which reveals that there is no difference in the attitude of male and female teacher trainees towards usage of cyber resources. Hence the Hypotheses stating that there is no significant difference in teacher trainees’ attitude towards usage of cyber resources with respect to gender is accepted. Similar findings were revealed by **Chadha & Chhavi, 2018, Rajkumar, 2018.**

Table no. 1.4 shows that mean score of male teacher trainees on the basis of Attitude towards using cyber resources is 84.05 which is higher than the mean scores of female teacher trainees which is 82.82, which indicates that male teacher trainees have higher level of attitude i.e. positive attitude towards using cyber resources.

Table No 1.4 Showing the mean score of Attitude towards using cyber resources of Teacher Trainees with respect to gender (Male & Female).

Gender	Mean Score of attitude towards cyber resources
Male	84.053
Female	82.823v

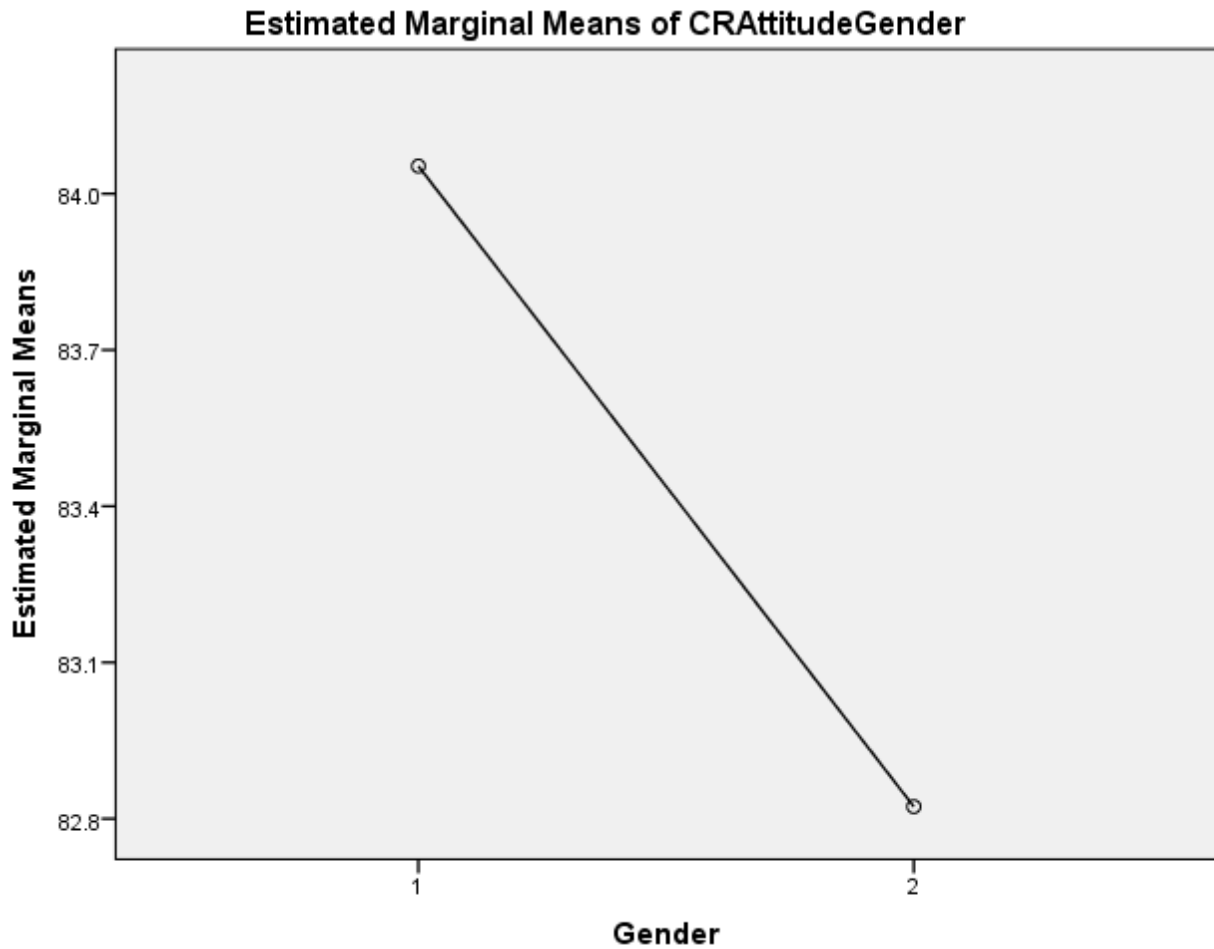


Figure 1 Marginal Means of Attitude of Teacher Trainees towards using cyber resources with respect to gender

Objective 2- To study the difference in attitude towards usage of cyber resources with respect to stream

The objective was to study the significant difference in the attitude of teacher trainees towards usage of cyber resources with respect to stream. From the table no 1.2, it is evident that the F value for the stream is 4.167 which is significant at 0.5 level. Hence the Hypotheses stating that there is no significant difference in teacher trainees with respect to stream is rejected at 0.5 level. Mean score of teacher trainees attitude towards cyber resources with arts discipline is 80.13. Mean score of teacher trainees attitude towards using cyber resources with science discipline is 84.54 and Mean score of teacher trainees attitude towards using cyber resources with commerce discipline is 85.65, which depicts that teacher trainees with commerce discipline at UG level have higher level of attitude towards using cyber resources in comparison to teacher trainees with science and arts background. In comparison to arts background teacher trainees with science background have more positive attitude towards using cyber resources.

Table No 1.5 Showing the mean score of Teacher Trainees on the basis of Attitude towards using cyber resources with respect to stream

Disciple at UG level	Mean Score of attitude towards using cyber resources
Arts	80.127
Science	84.542
Commerce	85.646

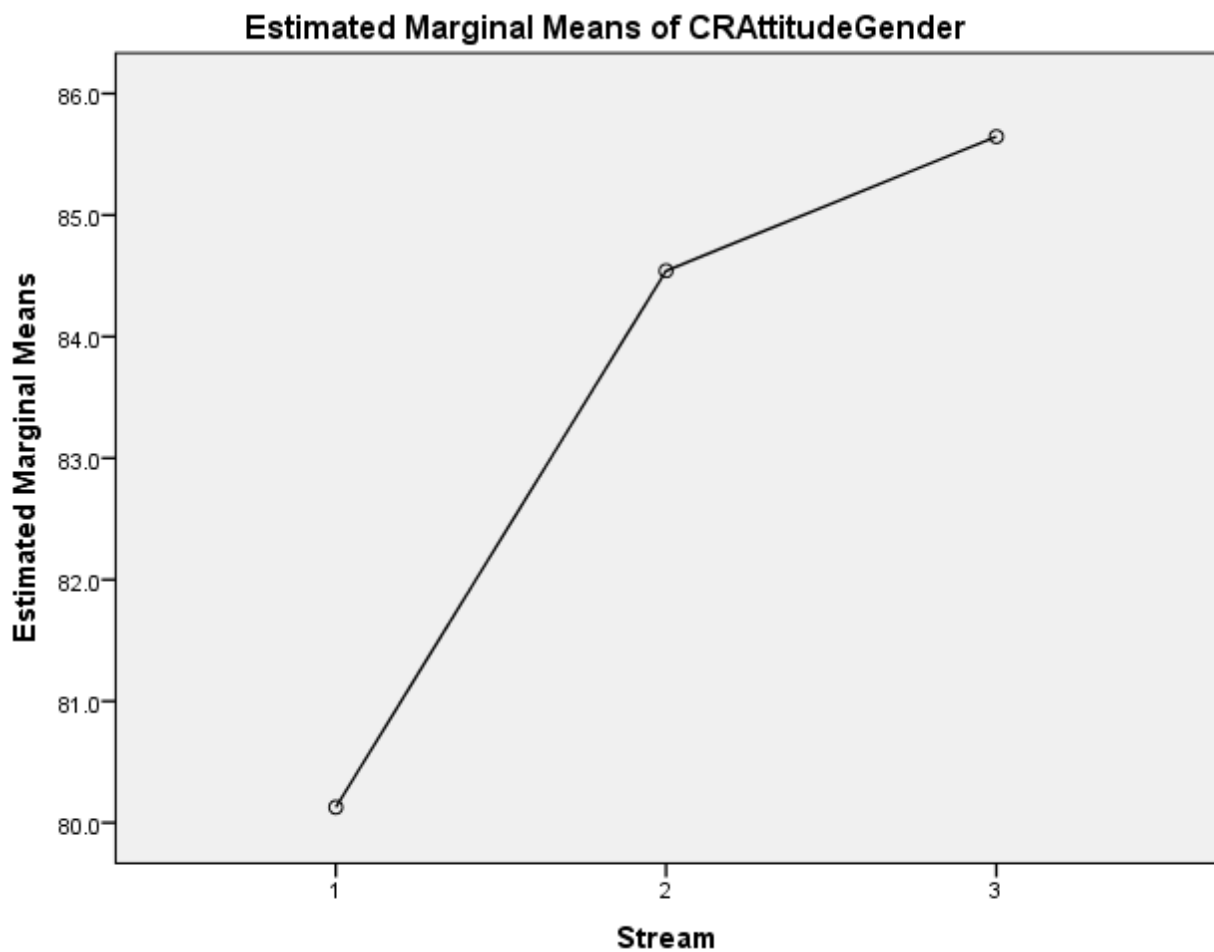
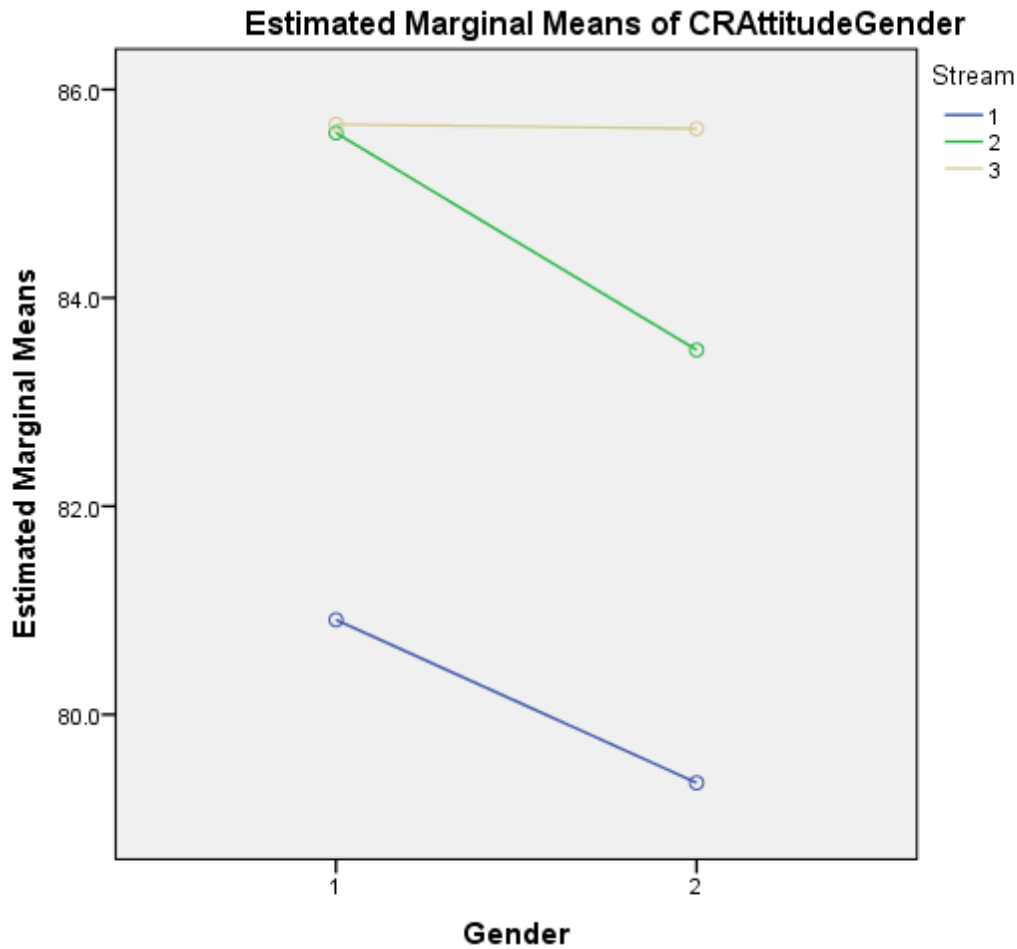


Figure 2 Marginal Means of Attitude of Teacher Trainees towards using cyber resources with respect to stream

Objective 3- To study the Influence of interaction of gender and stream on the attitude of teacher trainees on using cyber resources.

The objective was to study the Influence of interaction of gender and stream on the attitude of teacher trainees on using cyber resources. From the table no 1.3, it is evident that the F value for interaction between the gender and stream is .097 which is not significant at 0.5 level. which reveals that interaction between gender and stream has no significant influence on the attitude of teacher trainees on using cyber resources Hence the hypothesis stating ‘There is no significant influence of interactional effect of gender and stream on the attitude of teacher trainees towards using cyber resources is rejected.



EDUCATIONAL IMPLICATIONS OF THE STUDY

The rapid pace of technological advancement requires teachers to be adaptable. Those with a positive attitude towards cyber resources are better prepared to adjust their teaching methods in response to new tools and trends. This adaptability ensures that they can continue to provide high-quality education, regardless of changes in technology or educational standards.

Teachers who embrace cyber resources can play a key role in promoting equity and inclusion in education. Digital tools can provide access to a wide range of resources and learning opportunities that might not be available in traditional classroom settings. This can help bridge gaps for students with different learning needs and backgrounds, ensuring that all students have the opportunity to succeed.

Despite the benefits, there are barriers that can affect teachers' attitudes towards using cyber resources. These include lack of training, limited access to technology, and concerns about the reliability and quality of digital content. Addressing these barriers through professional development, infrastructure investment, and support can help foster a more positive attitude towards the use of cyber resources.

Findings of the present study reveals that 3% teacher trainees had low level of attitude towards using cyber resources and majority of teachers had average and above average attitude towards using cyber resources. It is also required to know the reason for their such type of attitude. There is need to organize such programs for teacher trainees in the institution so that they become tech savvy and have positive attitude towards using cyber resources because in the present era of advanced technology if the future teachers are

competent to work in era of technology and vast knowledge only then future of students can be bright. This study will be helpful to educational planner, administrator and teachers to improve the process of teaching and learning in order to get good results. The study reveals that the teacher trainees of arts background had low level attitude towards using cyber resources. There is need to bring change in their attitude by looking into the reasons behind it. There is need to revise curriculum of teacher education keeping into consideration usage of advanced technology in education. In order to create positive attitude of teacher trainees towards usage of cyber resources in education there must be hands on experience of technology in teacher training program. Teachers play a vital role in imparting knowledge and influences the students' learning and their educational accomplishments by using cyber resources.

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