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Anxiety of B.Ed. teacher trainees' towards ICT

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Abstract
Anxiety is recognized as a powerful influence on everyday life of the people and is reflected in much of what they do. Research has established firmly that stress and Anxiety reduce performance effectiveness. If we believe that teachers are the key persons for successful implementation of internet-use in high school and other classrooms, then teachers' internet-related anxieties must be taken into consideration. Considering this the paper focuses on the Anxiety of B.Ed. Teacher trainees' towards ICT. The study was conducted in 12 colleges of education with 600 teacher trainees. In order to measure the attitude the researcher himself developed the tool. The major findings of the study are that the female B.Ed. trainees are having more Anxiety towards ICT. The female trainees may be exposed more towards ICT. The gender and educational qualification are the contributing factors in the case of Anxiety. Effects shall be taken to encourage and motivate the teacher trainees to create their own email id and to communicate through that. B.Ed. Trainees' Anxiety does not change with respect to the nature of institution. It may be due to the reason that the institution may not differ much in providing better ICT environment.

Keywords: Anxiety, ICT, and Teacher Trainees.

1. Introduction
Teacher plays very prominent role in moulding up tomorrow's citizen, the teachers should possess training in using the most modern technologies in the field of education. The introduction of ICT in education will encourage and motivate the students to explore new areas of advancement with reference to its latest developments in various subjects. In the light of such developments, the UNESCO World Summit on the Information Society declaration of principles asserted: "Everyone should have the necessary skills to benefit fully from the Information Society. Therefore capacity building and ICT literacy are essential. ICTs can contribute to achieving universal education worldwide, through delivery of education and training of teachers, and offering improved conditions for lifelong learning, encompassing people that are outside the formal education process, and improving professional skills."

1.2 Need for the Study
A teacher plays a very prominent role in moulding up tomorrow's citizen and the teachers should possess training in using the most modern technologies in the field of education. According to the World Bank, "low education and literacy levels, lack of awareness about the capabilities of the technology and absence of skills to develop and use ICT applications represent significant obstacles to adoption, even when the physical and institutional infrastructure is available". Determining the readiness of teacher trainees will therefore involve a need assessment of the teachers to identify their literacy levels, and Anxiety towards pedagogical applications of ICT. The role of information and communication technology in teacher training should be considered in a larger perspective. The educational environment is changing rapidly as a consequence of ICT and will continue to change.
Anxiety is recognized as a powerful influence on everyday life of the people and is reflected in much of what they do. Research has established firmly that stress and Anxiety reduce performance effectiveness. The affective and cognitive factors are might be influencing the initiative use of new ICT (Muneokaigo, 2007) [1]. It is also imperative to understand about the factors namely anxiety and aptitude of teacher trainees towards ICT, it will be helpful to

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The teacher trainees in reducing and or eliminating their anxiety and improving their aptitude in ICT. These observations initiated the researcher to undergo a study on the B.Ed., Teacher Trainees' Attitude towards ICT.

2. Objectives of the Study
1. To find out the distribution of the scores of B.Ed. Teacher Trainees' Anxiety towards ICT
2. To find out whether there is any significant difference between the Anxiety of B.Ed. Trainees' towards ICT and the background variables namely
   a. Gender, b. Educational Qualification, c. Optional Subject,d. Type of Institution
   e. E-mail ID and f. Knowledge in Computer

3. Hypotheses of the Study
1. The distribution of the scores of B.Ed., Trainees' towards Anxiety ICT do not form a normal distribution.
2. There is no significant relationship between the Anxiety of B.Ed Trainees' towards ICT and the background variables namely.
   a. Gender, b. Educational Qualification, c. Optional Subject, d. Nature of Institution
   e. E-mail ID and f. Knowledge in Computer

4. Tools Used
The researcher developed a tool to measure the Anxiety of Attitude of Teacher Trainees' Attitude towards ICT. The tool entitled "B.Ed. trainees' Anxiety towards ICT" consists of 15 statements. Out of the 15 statements 6 were positive statements and 9 were negative statements. The tool consists of five point scale with a maximum score of 75 and a minimum of 15.

4.1 Sample
The sample for the present study consists of 600 B.Ed., teacher Trainees who are selected from 12 colleges of education out of which two are Government college, four are government aided college and remaining 6 are self financed college.

Table 1: Distribution of the total scores - Attitude, Aptitude and Anxiety

S. No.	Gender	Score	Anxiety
1	Male	Mean	46.96
		N	288
		Standard deviation	6.365
		Median	48.50
		Kurtosis	-1.503
		Skewness	-0.098
2	Female	Mean	49.85
		N	312
		Standard deviation	7.958
		Median	49.00
		Kurtosis	-0.848
		Skewness	0.192
3	Total	Mean	48.46
		N	600
		Standard deviation	7.374
		Median	49.00
		Kurtosis	-0.751
		Skewness	0.218

The Anxiety of B.Ed. trainees towards ICT is found to form a normal distribution with mean of 48.46 and a standard deviation of 7.37. The co-efficient skewness of the distribution is found to be 0.21 which is positive skewed and consequently the scores are amassed at the left end of the distribution. The co-efficient kurtosis of the distribution is found to be -0.75 which is a Platy kurtic distribution.

The Anxiety of male B.Ed. trainees towards ICT is found to form a normal distribution with mean of 49.96 and a standard deviation of 6.36. The co-efficient skewness of the distribution is found to be -0.09 which is negative skewed and consequently the scores are amassed at the right end of the distribution. The co-efficient kurtosis of the distribution is found to be -1.50 which is a Platy kurtic distribution.

The Anxiety of female B.Ed. trainees towards ICT is found to form a normal distribution with mean of 49.85 and a standard deviation of 7.95. The co-efficient skewness of the distribution is found to be 0.19 which is positive skewed and consequently the scores are amassed at the left end of the distribution. The co-efficient kurtosis of the distribution is found to be -0.84 which is a Platy kurtic distribution.

Table 2 Gender and Anxiety of B.Ed. Trainees Towards ICT

Variable	N	Mean	Standard Deviation	df	t-value	Significant at 0.05 level
Male	288	46.96	6.36	598	4.883	Significant
Female	312	49.85	7.95			

The 't' test was applied to find out whether there is any significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their gender. The calculated 't' value is found to be 4.883 which is greater than the table value and significant at 0.05 level. Hence, the hypothesis that there is no significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their gender is rejected and concluded that there exist a gender difference in the Anxiety of B.Ed. trainees towards ICT. The mean value indicates that the female trainees' Anxiety towards ICT (49.85) is more than the male trainees' (46.96).

Table 3 Educational Qualification and Anxiety of B.Ed. Trainees towards ICT

Variable	N	Mean	Standard Deviation	df	t-value	Significant at 0.05 level
Graduate	492	48.88	7.38	598	2.983	Significant
Post Graduate	108	45.56	7.04			

The 't' test was applied to find out whether there is any significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their educational qualification. The calculated 't' value is found to be 2.983 which is greater than the table value and significant at 0.05 level. Thus the hypothesis that there is no significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their educational qualification is rejected and concluded that the B.Ed. trainees' Anxiety towards ICT differ significantly with respect to their educational qualification. The mean value indicates that the Anxiety of the B.Ed. trainees towards ICT among graduate trainees (48.88) is more than the post-graduate trainees' (45.56).

Table 4 E-mail ID and Anxiety of B.Ed. Trainees towards ICT

Variable	N	Mean	Standard Deviation	df	t-value	Significant at 0.05 level
Yes	198	47.79	7.41	598	1.569	Not Significant
No	402	48.79	7.34			

Table 5 Computer knowledge and Anxiety of B.Ed. Trainees towards ICT

Variable	N	Mean	Standard Deviation	df	t-value	Significant at 0.05 level
Yes	354	48.15	7.83	598	1.226	Not Significant
No	246	48.90	6.65			

The 't' test was applied to find out whether there is any significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their email id. The calculated 't' value is found to be 1.569 which is lesser than the table value and not significant at 0.05 level. Hence, the hypothesis that there is no significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their email id is accepted and concluded that the Anxiety of B.Ed. trainees towards ICT do not differ significant with respect to their email id.

The 't' test was applied to find out whether there is any significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their computer knowledge. The calculated 't' value is found to be 1.226 which is lesser than the table value and not significant at 0.05 level. Hence, the hypothesis that there is no significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their computer knowledge is accepted and concluded that the Anxiety of B.Ed. trainees towards ICT do not differ significantly with respect to their computer knowledge.

Table 6 Nature of Institution and Anxiety of B.Ed. Trainees towards ICT

Variable	N	Mean	Standard Deviation	df	F-value	Significant at 0.05 level
Government	169	49.01	7.52	597	0.878	Not Significant
Aided	184	48.52	7.40			
Self Financial	247	48.04	7.24			

The 'F' test was applied to find out whether there is any significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their nature of institution. The calculated 'F' value is found to be 0.878 which is not significant at 0.05 level. Thus it is concluded that there is no significant difference in the Anxiety of B.Ed. trainees towards ICT with respect to their nature of institution.

5. Findings
i) The Anxiety of B.Ed. trainees towards ICT is found to form a normal distribution which is positively skewed and consequently the scores are amassed at the left end of the distribution. The kurtosis of the distribution is found to be Platy kurtic.
ii) The Anxiety of male B.Ed. trainees towards ICT is found to form a normal distribution which is negatively skewed and consequently the scores are amassed at the right end of the distribution. The kurtosis of the distribution is found to be Platy kurtic.
iii) The Anxiety of female B.Ed. trainees towards ICT is found to form a normal distribution which is positively skewed and consequently the scores are amassed at the left end of the distribution. The kurtosis of the distribution is found to be Platy kurtic.
iv) There is a gender difference in the Anxiety of B.Ed. trainees towards ICT.
v) The B.Ed. trainees' Anxiety towards ICT differs significantly with respect to their educational qualification.
vi) The Anxiety of B.Ed. trainees towards ICT differ significantly with respect to their optional subject.
vii) It is observed that background variables such as gender and educational qualification are contributing to the Anxiety of B.Ed. Trainees' towards ICT.
viii) The Anxiety of B.Ed. trainees towards ICT do not differ significantly with respect to their email ID.
ix) The Anxiety of B.Ed. trainees towards ICT do not differ significantly with respect to their computer knowledge.
x) There is no significant difference in the Anxiety of B.Ed.

trainees towards ICT with respect to their nature of institution.

6. Discussion
The present study was aimed to study the Anxiety of B.Ed. trainees towards ICT. The results showed that the students B.Ed. trainees' Anxiety towards ICT differ significantly with respect to their educational qualification, gender, and optional subject. The results of the present study are consistent with previous research findings: Parasuraman, Igbaria and Igbaria and Chakrabarti (1990) [2] Chien Chou (2003) [3]. Yaghi Hussein M. and Mary Bentley Abu-Saba (1998) [4]. The results showed that the B.Ed. trainees' Anxiety towards ICT do not differ significant with respect to their email id, computer knowledge and nature of institution. The previous research done by Igbaria Chakrabarti (1990) [2] found out that the gender factor is contributing to the Anxiety of B.Ed. Trainees towards ICT.

7. Conclusions
The female B.Ed. trainees are having more Anxiety towards ICT. The female trainees may be exposed more towards ICT. The gender and educational qualification are the contributing factors in the case of Anxiety. Effects shall be taken to encourage and motivate the teacher trainees to create their own email id and to communicate through that. B.Ed. Trainees' Anxiety does not change with respect to the nature of institution. It may be due to the reason that the institution may not differ much in providing better ICT environment.

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