Abstract

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. Teaching is an ever changing profession. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. The field of education is expanding each year as advancement is made in technology and brain based research. To keep pace with the changing world, teachers must have current knowledge and skills of educational technology. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. This paper highlights the level of Awareness of ICT and self-esteem of B.Ed. trainees. The paper argues the role of ICT in transforming teaching and learning and seeks whether there is any significant difference between male and female B.Ed. trainees in their self-esteem. The population for the study consisted of all the 250 B.Ed. trainees studying in the colleges of education in the academic year 2014 and 2015 at Sivaganga districts in Tamil Nadu.

1. Introduction

Education is the ‘Third Eye’ of an individual, it gives insight into all affairs, it teaches how to act justly and rightly, it assists to realize the true significance of life, it eliminates darkness and smash illusion, it increases our fame, makes us cultured and pure, nourish us like a mother, directs us to the proper path, guides us to reach our destination. Commonly, education is any process, formal or informal, that helps to develop the potentialities of human beings, including their knowledge,
capabilities, behaviour patterns and values. Education is the creation of sound mind in a sound body. Education brings all round and harmonious development of the personality of an individual such as physical, intellectual, aesthetic, social, economic, religious, cultural, spiritual and through such development of individual social needs can be realized. A man without education is equal to animal. Education is a unique investment in the present and future.

2. Objectives

I. To find out the level of Awareness of ICT and self-esteem of B.Ed. trainees.
II. To find out whether there is any significant difference between male and female B.Ed. trainees in their awareness of ICT.
III. To find out whether there is any significant difference between male and female B.Ed. trainees in their self-esteem.
IV. To find out whether there is any significant difference between age of B.Ed. trainees in their self-esteem.
V. To find out the relationship between Awareness of ICT and self-esteem of B.Ed. trainees.

3. Research Procedure

3.1 Method used for the study

The investigator has adopted the survey method of research to study the awareness of ICT and self-esteem of B.Ed students.

3.2 Population

The population for the study consisted of all the B.Ed. trainees studying in the colleges of education in the academic year 2014 and 2015 at Sivaganga districts in Tamil Nadu.

3.3 Sample

The investigator has applied Stratified random sampling techniques. The stratification has been done on the basis of gender, marital status, residence, religion, community, age, father’s occupation, father’s educational qualification and annual income of the B.Ed. students’ family. The sample consists of 250 B.Ed. students from five colleges in Sivaganga district in Tamil Nadu.

3.4 Tools Used In The Study

The following tools are used for data collection

i.) Awareness of Information Communication Technology scale was developed by the investigator and guide (2015)

ii.) Adopted Self-Esteem Inventory developed by Karunanidhi (1996).

3.5 Statistical Techniques Used

The major statistical techniques used were

- Mean And Standard Deviation
- The t-test: to compare any groups using any one variable.
- The f-test
- Chi-square
- Pearson’s product moment correlation
4. Data Analysis & Interpretation

Table 1: Level Of Male And Female B.Ed. Trainees In Their Awareness Of ICT

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low N %</th>
<th>Average N %</th>
<th>High N %</th>
<th>Total N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13 17.8</td>
<td>52 71.2</td>
<td>8 11.0</td>
<td>73 29.2</td>
</tr>
<tr>
<td>Female</td>
<td>30 16.9</td>
<td>127 71.8</td>
<td>20 11.3</td>
<td>177 70.8</td>
</tr>
</tbody>
</table>

It is inferred from the above table that 17.8% of male trainees have low, 71.2% of trainees have average and 11.0% of them have high level of awareness of ICT of B.Ed. trainees. Regarding female trainees 16.9% of them have low, 71.8% of them have average and 11.3% of them have high level of awareness of ICT of B.Ed. trainees.

Null Hypothesis 1.1: There is no significant difference between male and female B.Ed. trainees in their awareness of ICT.

Table 2: Difference Between Male And Female B.Ed. Trainees In Their Awareness Of ICT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male Mean</th>
<th>SD</th>
<th>Female Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of ICT</td>
<td>10.34</td>
<td>2.755</td>
<td>10.34</td>
<td>3.168</td>
<td>0.005</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

(At 5% level of significant the table value of ‘t’ is 1.96)

Table 3: Level Of Male And Female B.Ed. Trainees In Their Self-Esteem

<table>
<thead>
<tr>
<th>Gender</th>
<th>Low N %</th>
<th>Average N %</th>
<th>High N %</th>
<th>Total N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16 21.9</td>
<td>47 64.4</td>
<td>10 13.7</td>
<td>73 29.2</td>
</tr>
<tr>
<td>Female</td>
<td>28 15.8</td>
<td>117 66.1</td>
<td>32 18.1</td>
<td>177 70.8</td>
</tr>
</tbody>
</table>

It is inferred from the above table that 21.9% of male B.Ed. trainees have low, 64.4% of trainees have average and 13.7% of them have high level of self-esteem of B.Ed. trainees. Regarding female B.Ed. trainees 15.8% of them have low, 66.1% of them have average and 18.1% of them have high level of self-esteem.

Null Hypothesis 2: There is no significant difference between male and female B.Ed. trainees in their self-esteem.

Table 4: Difference Between Male And Female B.Ed. Trainees In Their Self-Esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male Mean</th>
<th>SD</th>
<th>Female Mean</th>
<th>SD</th>
<th>Calculated ‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>91.84</td>
<td>11.582</td>
<td>98.54</td>
<td>11.325</td>
<td>4.186</td>
<td>Significant</td>
</tr>
</tbody>
</table>

(At 5% level of significant the table value of ‘t’ is 1.96)

It is inferred from the above table that there is significant difference between male and female B.Ed. trainees in their self-esteem.

Null Hypothesis 3.1: There is no significant relationship between awareness of ICT and Self-esteem of male B.Ed. trainees.
Table-5: Relationship between awareness of ICT and self-esteem of male B.Ed. Trainees

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>N</th>
<th>Calculated ‘?’ value</th>
<th>Table value at 5% level</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT and Self-esteem</td>
<td>Male</td>
<td>73</td>
<td>0.049</td>
<td>0.232</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

(At 5% level of Significant of df = 71 the table value of ‘?’ is 0.232)

It is inferred from the above table that there is no significant relationship between awareness of ICT and Self-esteem of male B.Ed. trainees.

5. Findings
i. 11.0 % of the male B.Ed. trainees have high level of awareness of ICT.
ii. 11.3 % of the female B.Ed. trainees have high level of awareness of ICT.
iii. 13.7 % of the male B.Ed. trainees have high level of self-esteem
iv. 18.1 % of the female B.Ed. trainees have high level of self-esteem
v. There is no significant difference between male and female B.Ed. trainees in their awareness of ICT.
vi. There is no significant difference between age of B.Ed. trainees in their awareness of ICT.
vii. There is significant difference between male and female B.Ed. trainees in their self-esteem.
viii. There is significant relationship between awareness of ICT and self-esteem of female B.Ed. trainees.
ix. There is significant relationship between awareness of ICT and self-esteem of female B.Ed. trainees.

6. Analytical Discussion
The ‘t’-test analysis results reveal that the female B.Ed. trainees have better self-esteem than male B.Ed. trainees, because the female trainees have healthy copying skills that support their self-esteem. The gender differences for the variables of grade, parenting practices, self-expected degree levels. Parental expectation for child’s levels, stereotypic thinking, depression, anxiety, mother’s educational level and the self-esteem. It is that the gender differences ensure the variability in their self-esteem.
The ‘t’-test results reveal that the hostel B.Ed. trainees have better self-esteem than day scholar B.Ed. trainees, because it will be expected that the hostellers take their decisions individually and exercise their responsibility individually. Further, they may concern about their family. It makes them build their self-esteem very well.
The correlation analysis reveals that awareness of ICT is influencing the self-esteem of the female B.Ed. trainees. This may be due to the fact that the female B.Ed. trainees having high self-esteem that makes them involve in studying information and communication technology and use it in a proper way for improvement of their life. Further, the female trainees have profound positive goals towards their self-esteem that supports them to get wider knowledge in information and communication technology that may force the to shine in their life. Moreover, practice in new devices of information and communication also boosts the self-esteem personality.
The correlation analysis reveals that awareness of ICT is influencing the self-esteem of the UG B.Ed. trainees. This may be due to the fact that the UG B.Ed. trainees having high self-esteem that makes them involve in studying information and communication technology and use it in a proper way for improvement of their life. Further, the UG trainees have profound positive goals towards their self-esteem that supports them to get wider knowledge in information and communication technology that may force the to shine in their life. Moreover, practice in new devices of information and communication also boosts the self-esteem personality.

7. Recommendation To Educational Administrator
On the basis of the results of this investigation, the following recommendations are made:

- Special care and extra coaching can be provided to the B.Ed. trainees regarding the awareness of ICT.
- Better attitude towards teaching profession may be developed among the B.Ed. trainees through guidance and counselling.
- Necessary physical facilities and infrastructure facilities may be created in B.Ed. colleges to strengthen the ICT literacy of the B.Ed. trainees.
- Training and development opportunities should be flexible by allowing choice and guidance which are appropriate to the B.Ed. trainees who are at different stages of ICT literacy, and who are at different stages in their own career progression.
- Provision should be given to the B.Ed. trainees in processing the resources such as internet, E-mail and video conferencing in education.
- The teacher educators may advise the student-teachers to participate in co-curricular activities such as games, sports, and cultural events like music, dance, drama, art, painting, and clay modelling. These co-curricular activities have their own influence on the self-esteem of the student teachers.
- Teacher trainees may be encouraged to become digitally fluent rather than digitally literate.
- Provide an environment that will offer an excellent opportunity to improve self-confidence and self-esteem of young people.
- Allow the teaching community to update its knowledge based on the development of advancements in information technology. Thus will lead to the benefit of increased self-esteem and confidence in the teacher trainees and will help them in gaining better information about handling skills.

8. Conclusion
From the investigation we know that most of the B.Ed. trainees are in the average level in the knowledge of ICT. To change this status, the knowledge of computers should be important among the children from the grass root level. Hence the curriculum developers and educational planners can take full effort in providing ICT knowledge to the students. In order to implement these institutions can also give their support and suggestions. Theoretical as well as practical knowledge should be provided to the trainees. This will be done with the help of well trained and experts in the technology subject especially in the computer field. From the analysis of the level of the present study, it is inferred that most of the B.Ed. trainees having the average self-esteem. To improve their level of self-esteem parents and teachers can take necessary steps. Self-respect, self-values should be created among the trainees in order to develop the self-esteem. Multiple classroom opportunities
should be provided in order to boost the self-esteem. The teachers should encourage their students to do the constructivist activities and appreciate them even if they failed to do well. This will help them to develop their self-confident as well as self-esteem. The motivation, flexibility, soft approach, caring of the teacher towards their trainees will also help a lot to improve the self-esteem. Our present Indian education system more weightage is given to the percentage of marks obtained. But we have given the importance and much more weightage to students’ interest towards life oriented education and providing a proper learning environment for construct a bright full nation.

9. Book References

About Author

Dr. M. Vasimalairaja is currently working as Assistant Professor at Alagappa University College of Education, Alagappa University – Karaikudi. He is having more than 9 yrs. of research & teaching experience. His Research Area / Specialization(s) includes: Cognitive Psychology, Educational Management, Environmental Education, Teaching Of Biological Science, Perspective Of Special Education, Advanced Educational Psychology, Teacher Education. Number of Seminars / Conferences / Workshops / Events attended: 75. Number of Invited / Special Lectures delivered: 15. Number of Books / Chapters / Monographs / Manuals written: 05. Membership in Professional / National / International Bodies:
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