

ATTITUDE TOWARDS CYBER RESOURCES OF PROSPECTIVE TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL

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Abstract

The present study was undertaken to investigate the attitude of teachers towards Cyber Resources in relation to their Locus of Control. The sample of study comprised of 200 prospective teachers, who were selected from Education Colleges of Chandigarh. Attitude towards using Cyber Resource Scale by Dr. S. Rajasekar (2010), and Locus of Control scale by Dr. N. Hasnain & Dr. D.D Joshi (1992) was used for the purpose of data collection. Findings of the study were that Attitude towards Cyber Resources significantly affects Locus of Control of Prospective teachers.

Introduction

In the digital era, the cyber resources play an important role in both teaching and learning. Cyber is a prefix used to describe a person, thing, or idea as part of the computer and information age. Cyber resources includes mainly all the online applications of computer, like email, web based applications, search engines and so on. Attitude towards Cyber Resources is an expression of favor or disfavor toward cyber resources which play an important role in learning. It enhances learning process and makes learning accurate and up-to-date.

Cyber resources have been used widely in education in the present decade. Classroom becomes a virtual environment that allows learners to understand practically of what learning and teaching is all about and also helps learners to have long retention of subject content. The teacher of modern age has to use variety of sources to keep his knowledge updated. Teachers can share innovative ideas and different methods of teaching with suitable examples among themselves from anywhere in the world through cyber resources. This approach emphasizes and enhances teacher's professional competency. So cyber resources are necessary in the digital age of the modern classroom.

Locus of control is individual perception of the world and evaluation of the amount of control the individual has over his or her own success and failure. Locus of control can be divided into two sources of control: Internal and External. Internal locus of control refers to the belief that one is responsible for one's actions and that one's directions are the direct result of one's own efforts, competencies doing and so on. External locus of control refers

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to the belief that one is being controlled by factors outside or external to oneself. An externally oriented individual believes that consequences of his actions are controlled by power, fate, luck and so on.

Locus of the control describes the degree to which an individual believes that reinforcements are contingent upon his own behavior. Concept of internal-external locus of control was developed from social learning theory (Rotter, 1966).

Cox et al (1999) conducted a study to investigate the factors which have contributed to the continuing use of ICT by teachers experienced in using it for teaching. The evidence discussed in this paper was collected through a literature search, teacher questionnaires, teachers' reports and interviews. The paper attempts to identify common factors that have motivated a range of teachers to sustain their use of ICT in their lessons. Findings show that the motivational factors which correlated most positively with ICT use were: perceived ability to use IT; level of resources available and their satisfaction with IT; and whether using IT in teaching is considered to be interesting and enjoyable (internal locus of control). The most significant negative factor was difficulties experienced in using IT.

Sang et al (2010) conducted a study on the impact of Chinese student teachers' gender, constructivist teaching beliefs, teaching self-efficacy, computer self-efficacy and computer attitudes on their prospective ICT use. For this purpose, a survey was set up involving student teachers from four Universities in China (N = 727). Results show that prospective ICT integration significantly correlates with all teacher related variables, except for gender. Building on the results of a path analysis model, prospective ICT integration could be directly predicted on the base of teacher thinking variables i.e. constructivist teaching beliefs, teacher self-efficacy, computer self-efficacy, locus of control and computer attitudes in education.

Onen (2012) conducted a study to determine the relationship between pre-service teachers' beliefs about education (locus of control) and their attitudes towards utilizing computers and internet in a descriptive study. The sampling of the study consisted of 270 pre-service teachers. The potential relationship between the beliefs of pre-service teachers about education and their attitudes towards using computers and internet was analyzed and the results were evaluated. The study concluded that there are positive significant relationships between pre-service teachers' beliefs about education (locus of control) and their attitudes towards using internet and computers.

Thus from the research studies reported above, it may be concluded that prospective teachers with high motivation and beliefs towards ICT and an essential of locus of control have positive attitude towards computer and internet usage.

Design of the Study

For the purpose of present investigation, descriptive survey method of research was employed.

Sample

The sample of the present study comprised of 200 prospective teachers; out of which 100 were randomly selected each from one government and one private college of education in UT, Chandigarh.

Tools

Following tools were employed for the purpose of data collection.

1. Attitude towards using Cyber Resource Scale by Dr. S. Rajasekar (2010).
2. Locus of Control scale by Dr. N. Hasnain & Dr. D.D Joshi (1992).

Objectives

The study was designed to attain the following objectives:

1. To compare the attitude towards cyber resources of prospective teachers in government and private colleges of education.
2. To compare the locus in control of prospective teachers in government and private colleges of education.
3. To study attitude towards cyber resources of prospective teachers in relation to their Locus of control.

Hypotheses

The study was designed to test the following hypotheses:

1. There will be no significant difference in the attitude of prospective teachers towards cyber resources in government and private colleges of education.
2. There will be no significant difference in locus of control of prospective teachers in government and private colleges of education.
3. There will be no significant difference in the attitude towards cyber resources of prospective teachers in relation to their Locus of Control.

Results and Discussion

Table: 1 Mean, Standard Deviation, Mean Differentials of Attitude Towards Cyber Resources of Prospective teachers in Government (N=100) and Private (N=100) Colleges of Education

Variable	Group	N	Mean	Standard deviation	t-ratio (df=198) ($t_{tab}=1.97$)
Attitude Towards Cyber Resources	Govt.	100	84.88	8.18	2.357*

Note: *Significant at .05 level

Discussion of the results based on Table 1

Table 1 represents the mean, standard deviation, and mean differentials of attitude towards cyber resources of prospective teachers in government and private colleges of education. Entries made in table 1 show that the mean score of attitude towards cyber resources of would be teachers in government and private colleges are respectively 84.88 and 82.41 and respective standard deviation scores are 8.18 and 6.54. The calculated t- ratio between the mean score of government and private college of education with regard to their attitude towards cyber resources is 2.357 which is greater than tabulated value of 1.97 at 198 degree of freedom which is significant at .05 level.

Thus, the first null hypothesis stating that "There will be no significant difference in the attitude of prospective teachers towards cyber resources in government and private colleges of education" is rejected.

Hypothesis-2

Hypothesis-2 states, "There will be no significant difference in locus of control of prospective teachers in government and private colleges of education"

Table 2 has been prepared to test hypothesis 2.

Table 2

Mean, Standard Deviation, Mean Differentials of Locus of Control of Prospective teachers in Government (N=100) and Private (N=100) Colleges of Education.

Variable	Group	N	Mean	Standard deviation	t-ratio (df=198) ($t_{tab}=2.60$)
Locus of Control	Govt.	100	49.60	7.34	3.991**
	Private	100	45.56	6.97	

Note: **Significant at .01

Discussion of the results based on Table 2

Table 2 represents the mean, standard deviation, and mean differentials of locus of control of prospective teachers in government and private colleges of education. Entries made in table 2 show that the mean score of locus of control of prospective teachers in government and private colleges are respectively 49.60 and 45.56 and respective standard deviation scores are 7.34 and 6.97.

The calculated t-ratio between the mean score of would be teachers in government and private college of education with regard to their locus of control is 3.991 which is greater than tabulated value of 2.60 at 198 degree of freedom which is significant at .01 level.

Thus, the second null hypothesis stating that "There will be no significant difference in locus of control of prospective teachers in government and private colleges of education" is also rejected.

Hypothesis-3

Hypothesis-3 states, "There will be no significant difference in the attitude towards cyber resources of prospective teachers in relation to their Locus of Control."

Table 3 has been prepared to test hypothesis 3

Table 3: Mean, Standard Deviation, Mean Differentials of Attitude towards cyber resources of Prospective Teachers with high and low Locus of control

Variable	Locus of Control	N	Mean	Standard deviation	t-ratio (df=106) ($t_{tab}=2.63$)
Attitude towards Cyber Resources	High	54	86.87	6.87	4.021**
	Low	54	81.26	7.62	

Note: *Significant at .01

Discussion of the results based on Table 3

Table 3 represents the mean, standard deviation, and mean differentials of attitude towards cyber resources of prospective teachers in relation to their Locus of Control. Entries made in table 3 show that the mean score of attitude towards cyber resources of prospective teachers with high and low locus of control are respectively 86.87 and 81.26 and respective standard deviation scores are 6.87 and 7.62.

The calculated t-ratio between the mean score of prospective teachers in relation to their locus of control is 4.021 which is greater than tabulated value of 2.63 at 106 degree of freedom which is significant at .01 level.

Thus the third hypothesis stating that **"There will be no significant difference in the attitude towards cyber resources of prospective teachers in relation to their Locus of Control."** is rejected.

Conclusions

1. There was a significant difference in the attitude of prospective teachers towards cyber resources in government and private colleges of education.
2. Significant differences were found in locus of control of prospective teachers in government and private colleges of education.
3. Attitude towards cyber resources of prospective teachers was found to be significantly related to their Locus of Control.

Educational Implications

1. Colleges of education should emphasis on giving freedom to prospective teachers so that they may be able to control their life events in a better way and develop internal Locus of Control.

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2. An encouraging finding of the study was that attitude towards cyber resources was found to be significantly related to locus of control, thus more opportunities students get to acquaint themselves in cyber resources, more they will be internally oriented. Thus students should be allowed to handle cyber resources themselves such as making ICT based presentation, assignments, handling statistical softwares etc.

References

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