DURING PANDEMIC COVID 19 ATTITUDE OF TEACHER EDUCATORS TOWARDS THE USE OF ICT BECOME A RELIEF FROM TECHNOSTRESS CONDITION

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ABSTRACT

Present day world is becoming characterized by technology driven communication, which has changed the world into wide ranging global connected community with ever growing outreach of ICT. Developments about and extensive use of ICT influence all field in life, one of which in Education. Students can access e-books, e -journals, wireless networks, databases, websites .Teachers also using modern information technologies to improve teaching learning process. So that teacher educators' attitude towards the use of ICT is important to produce Technophile Teachers. They promote technology rich environment and also facilitate the use of digital literacy. Attitude towards ICT is preconceived beliefs about influence of the ICT tools in the process of teaching-learning process. Now unprecedented **COVID-19** *pandemic spread rapidly across the world. Human have faced the greatest challenge since World War Two. It has potential to create devastating social, economic and political crises as well as disrupt our education system. During this time teacher and students interaction is done through internet, so teacher's digital literacy is prime part of teaching learning. The accelerating digitalization of education system sometimes causes stress. The aim of the present study is to determine the attitude of teacher educators towards the use of ICT which is help to relief form technostress condition of a teacher during this pandemic COVID 19 situation. Attitude of teacher educators towards the use of ICT also help to continue the teacher education programme smoothly.*

Keywords: *ICT, Unprecedented, Pandemic, Technophile, Technostress.*

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Introduction

Traditional concept of teaching is based on the subject matter of knowledge, the curriculum and pedagogical methods. Due to COVID-19 Condition College had been closed, and Indian government quickly recommended shifting to "online teaching, In this situation, the Indian government think of balancing between keeping the teacher educators engaged in the academic area without risking their life. Instead of forcing to give workload to a teacher educator, the government, universities and institutes take specific alternative positive steps. Also traditional teaching resources (college library books, chalkboard) are not available to a teacher educator, but teacher education programme has exhibited a trend toward a new kind of technological support for instructional services. This is made practicable through the use of ICT. The appropriate use of technology in teacher education programme is conditioned not only by the technological knowledge about the tools, but also by their attitudes. Attitude is an evaluation of a person's positive and negative predispositions towards an object, being or a thing, ranging from extremely negative to extremely positive (Kpolovie and Iderima, 2016). Attitude of teacher educators may influence cognitive and learning processes of Student teachers. According to Bandura,(1964) people regulate their attitude on the basis of belief systems, particularly beliefs of personal efficacy and self efficacy. Both of these efficacy forms are considered to be situation specific key factors in how people construct and live their lives. If ones attitudes are correct they easily done their work. In this condition self efficacy helps the teacher educators to conduct the teaching process. They apply technology based skills and developed e content for deliver their lecture session. For example, the teacher educators today are mostly used

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information technology and the era today is of the internet, so one can be instructed from home. The constantly increasing use of ICT at work from home has become emphasized in the ongoing pandemic situation. In teacher education programme pre service teacher and in-service teacher are delivering their lecture through internet, share e content though meeting apps. They create their home environment as a school environment, so that the children can motivate to online education. Through the ongoing procedure teacher can also be stress. First of all the online education creates a demand to learn new things and adopt new technologies, which requires extra effort and may lead to higher workload and time pressures. Online education might also force the teacher to change the way she or he works. Technostress appear when a teacher feels compulsion to increase the educational use of ICT even though it contradicts with their personal teaching process..

Background of the Study

Several studies of international and national levels has been developed in the last few years with the aim to know the attitudes of teacher towards ICT and to elaborate instruments to measure this construct but very few studies had been done to know the attitudes of teacher educators towards the use of ICT is a relief factor of teacher's technostress. Ganesan,P. & krishnakumar, R. (2016); focused on the attitude of Teacher Educators towards ICT. The result showed that significant difference in their attitude with respect to their locality of home. Majority of teacher educators have favorable attitude. Kplovie,P.J & Awusaku, O.K.(2016): studied ICT adaptation attitudes of lecturers. They showed that gender and area of specialization have no significant difference in the attitude of lecturers' towards ICT adoption in teaching and research. On years of experience, moderately and less experienced lecturers are more competent in the use of ICTs than their highly experienced counterparts. Mura,G.& Diamantini,D. (2013); was conducted a study the use and perception of ICT among Educators. A sample of 796 educators from all over Italy answered to an online questionnaire composed of three parts aessing their ICT skills, their perception of ICT use in school. Chowdhury,R.S. (2011); conducted a case study to explore Bangladeshi Teacher Educators perspectives of ICT in education. The findings showed that teacher educators believe ICT is more than a simple teaching learning tool because it has potential for constructing knowledge and enhancing the quality of education. Their knowledge and experience appears to influence their self efficacy and confidence in using ICT in education.

Attitude towards the Use of ICT and Technostress

Technostress indicates the stress which is experienced by individuals due to the use of technology. It arises when the technology used is too complicated, changes rapidly, and/or involves the demand for multitasking. Technostress is a negative psychological state, and can manifest as feelings of anxiety, fatigue and inefficiency. Teacher educator's attitude becomes much more helpful in devastating condition. Technophile attitude improve student teacher relationship in this unprecedented crisis. Attitudes also have a strong influence on the ways people interact as members of educational organizations and groups. Rogers said that people adopt and choose to use new innovations such as technology is those who have positive attitudes to them and it has been applied in education. Teacher educators' ICT use, skills are helped to deliver their lecture smoothly. Attitudes of teacher educators towards the use of ICT is depend on their age, sex, ICT use experience, Years of Teaching etc. In these condition Student teachers to experience ICT use in their own learning before they can go ahead to implement same in their later profession. Attitude of teacher educators towards the use of ICT can assist to build a sustainable future of teacher education programme. In this disrupted situation ICT is the facilitators of organizational activities and processes. Teacher education programme will success when a teacher educators have fearless, hesitation free mind to use ICT, comfort, confident towards ICT etc. Also, teacher educators finds ICT to enhance work performance the present time shall be utilized by the institutes by providing the teachers the free access to a few paid e-learning platforms and tell them to utilize it from their home. Free online faculty development programs and webinar can be arranged. The inspiration given with care shall naturally boost the morale of the teacher educators. The continuous positive attitude towards the use of ICT will lead to improve technostress free environment when they return to work after the unpredicted and unwanted break caused due to COVID 2019 outbreak. Teacher educator is a forntliner of teaching learning process, they make future generation teachers. Today's students live in an information rich society where school is not their only method of obtaining information about the world around them. Information Communication Technology provides teachers with a common link to educate students in a classroom setting, now the out breaking condition of COVID-19 teacher as well as teacher educators create a virtual classroom

through various meeting apps. To conducted this positive technology minded attitude of teacher educators' help in entire teaching learning process. COVID 19 teach us fulfillment of the gap between the optimistic rhetoric surrounding ICT use education and the current level of ICT integration into educational programme has inspired student teacher and they integrate ICT tools in their classroom practices. Technology related student teacher characteristics depend on the attitude of the teacher educators.

Attitude of Teacher Educators towards the Use of ICT become a Relief from Technostress Condition

The teacher educators need to understand that their students are the future teachers and they must begin to reappraise the methods by which they meet pupils' learning needs and match curricula to the requirements of human thought. If the teacher educators attitude is negative to the use of ICT, it directly effect to the attitude of student teacher in teacher education programme. Therefore; the educators have an influence in teachers' use of ICT in the schools. This means that if the educators successfully prepare teachers for using ICT for educational purposes, these teachers are more likely to be able to successfully integrate ICT in schools. For instance, technical support and training are key inhibitors of technostress condition. Technostress inhibitors are those factors which decrease the amount of technostress, various factors associated with technostress. Technostress associated factors are ICT competence, attitude to the educational use of ICT, concordance of ICT with the teaching style, level of school support, and frequency of ICT educational. During teacher training Only a teacher educator's positive attitude can play a intuitive role to decrease teachers' technostress . Teacher education is a essential programme for the betterments of society. A Teacher is considered to be the architect of the nation. Through this situation we realize that the accelerating digitalization of society has resulted in a demand to speed up the implementation of ICT in teaching, and changes in curriculum polices reflect this development. So that the teacher educators need to aware the use of technology during this epidemic condition teacher educators use various technological apps like Zoom cloud meeting, Google meet, Google Hangouts, FaceTime, Microsoft Teams, Whatsapp, Youtube etc. Through these media they deliver their lecture, send study materials and give home assignments to their students. Also they organize panel discussion, quiz contest, debate competition etc. This crisis developing a symbiotic relationship with teacher educators and their students, both help each other. Constructive attitudes of teacher educators choose alternative diagnostics and possible remedies are sitting at home.

Conclusion

During this pandemic condition demand to increase the educational use of ICT may also cause stress to the aged teacher. So that positive attitude towards the use of ICT is helpful to enrich ICT based competencies of a teacher. The attitude of discord may appear when teachers' personal preferences conflict with requirements. Like another countries, the education of our country has been selected by political powers as a means of bridging the gap between technology and society. The motives in favour of implementing ICT in teacher education programme in our country come from many directions, both educational fields and more often from the outside of the educational fields on the part of developers of software and hardware, and government. Over the last 20 years there has been an ongoing push in India led by MHRD, NCTE, and NCERT with the intention to integrate technology in teacher education programme. However despite the positive result obtained in small scale, there is still a lack of evidence that ICT has actually educational standards and the process of integration has often been described as slow. But in this crisis ICT have recognized potential for learning support, social construction of knowledge and development of autonomous learning skills and competences. WHO say that pandemic condition of COVID 19 will end, but upcoming year the virus will still alive in our world, so social distancing is essential of every parts of our life. As well as our education system will modify for this transmitted disease. Teacher educators of various universities will make a mixture of web meeting software and produce unique software it will use for teacher education programme in our country. Every student teacher is communicating each other, get e-content, and share their opinion, teacher educators positive attitudes help them. In this platform future generation teacher develop their e content, so stresses can relief.

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