Attitude Towards using ICT in Teaching and Learning Process in Relation with Study Habits of Prospective B.Ed Trainees

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ABSTRACT

Recent developments in technology have changed the world outside as well as inside the classroom; making it quite eye-catching and interesting for the students to know and to learn. Developments in the application and dissemination of knowledge and information technology have had changing demands on education. The infusion of information and communication technology (ICT) into teaching and learning and for that matter into actual and virtual classroom has generated much interest in educational research in recent years. ICT have the potential of proving an alternative and more effective teaching and learning tool in education. Evidence emanating from research literature suggests that ICT has a powerful and significant impact on education both in terms of students' affective and cognitive outcomes in learning any subject of their choice. It has tended to make learning joyful and lasting in very many ways. The students feel more comfortable and easy with the use of ICT devices in their study. The study habits of the present students are changed from their pen and notebook method to their touch and animated method. Since the study habits of the students are changed knowingly or unknowingly from traditional method to the technological method, their IQ and Understanding level also increased in a remarkable manner. If the so called technologically knowledged students become the future teachers, the outcome of the knowledge is doubled, tripled and quadrupled..etc… This paper highlights the relationship of Attitude towards using ICT in teaching and learning process of prospective B.Ed Trainees with their study habits.

Key Words : ICT, Educational process, Study habits, Objective, Hypotheses

INTRODUCTION

Teaching and learning in the 21st century should be markedly different from earlier times, as to teaching and learning are now occurring in an increasingly online world. Traditionally, learning environments were restricted to face– to- face delivery or where distance education was undertaken, delivery was largely characterized by the posting of printed resources and communication were often slow and cumbersome. Integrating technology into teaching-learning transaction has been found to transform the teacher's role from being the traditional 'Sage on the Stage' to also being a 'Guide on the side,' and students' roles also change from being passive receivers of content to being more active participants and partners in the learning process.

ICTs offer great potentials and advantages in enhancing students' learning among others. The integration of ICT improved the quality of education because multimedia contents help to illustrate and explain difficult concepts in simpler manner that were previously inaccessible through traditional teaching resources and methodologies. The use of ICT in education can improve memory retention, increase motivation and generally deepen understanding. The learning of students is now revealing the following three outputs.

1) Information and communication technologies offer a constructivist approach to learning through the provision of interactive learning experiences.

2) Learning through ICTs is more effective as they provide opportunities for using multiple technologies (Video, Computer, Telecommunication, etc.), thereby

providing visualization aids in the internationalization and understanding of difficult concepts and processes. This gives opportunities for providing links between theory and practice.

3) ICTs provide opportunities for students to gain valuable computer skills which are connected in today's job market. ICTs also provide students with repertoire of resources to enhance learning. Students have access to current and up-to minute information; with ease students can revise and update learning resources available to them.

Study habits decide the students' achievement and attainment of high level of living style in their society. Good study habits are to be achieved by an individual in his academic period for a bright future. Developing good study habits insure a good chance for school success. The least objective used by many experimentalists and educationist to study human development is one's study habits, which decide the totality of learning.

Study habits elicit and guide one's cognitive processes during learning and it plays a very crucial role in the academic performance of students. Good study habit means overcoming all the competing attractions with the study environment both internal and external such as watching movies while studying, noise, reading other books, discussions and the state of mind of the learner. The effect of bad study habits and postulated that bad study habits make studies rigorous and painful. Amongst other drawbacks in the system of education, the study habits of students play a vital role in reflecting the standard of education and the student's individual performance.

Review of related literature:

Ganesan and Krishnakumar (2016), Realizing the attitude of teacher educators towards ICT is essential to incorporate its betterments in teacher preparation programmes. This study examined the difference between teacher educators' attitude towards ICT and their level of attitude; whether it is favorable or unfavorable? The participants were the teacher educators of Colleges of Education in Coimbatore, South India. Cluster Sampling was adopted. Results indicated significant difference in their attitude with respect to their locality of home. Majority of teacher educators have favourable attitude.

Fanai and Chhangte (2016) the study attempts to find out the attitude of secondary school teachers of Aizawl district, Mizoram towards ICT. It also tries to find out whether teaching experience and professional

qualification has affect on the teachers' attitude towards ICT. It is found that the teachers have positive attitude towards ICT and also that there is no significant difference between junior and intermediate teachers, intermediate and senior teachers and junior and senior teachers. It is also found that educational qualification does not affect the teachers' attitude towards ICT.

Ndibalema (2014) presents the findings on teachers' attitudes towards the use of ICT as a pedagogical tool in secondary schools in Tanzania. Within this broad aim, the paper provides a better understanding of ICT as a pedagogical tool. The development of this study was influenced by various concerns of educational stakeholders about the level of teachers' competence on the use of ICT as a pedagogical tool. The data collection methods involved questionnaire and interview. A total of 80 teachers, through random sampling in 10 schools were involved in this study at the first phase of data collection and 10 teachers were obtained through purposive sampling from 2 schools at the second phase. It was found that teachers have positive attitudes towards the use of ICT as a pedagogical tool but they did not integrate it in their teaching effectively. Also, low familiarity with ICT use as a pedagogical tool among teachers was found to be a problem. The use of ICT as a pedagogical tool in Tanzania seems to be a critical situation among teachers. The paper recommends further in-depth investigation on teachers' willingness, confidence, motivation, feeling, thinking, belief and the actual practices through classroom observations including larger samples. On the whole, the study's findings are seen to be of particular relevance to both teachers and the educational policy-makers in Tanzania.

Nagamani and Muthuswamy (2013), The purpose of the study is to evaluate secondary school teachers' abilities to use Information and Communication Technology (ICT) in schools in Tamil Nadu, India. Questionnaires method was used for data collection. Around 200 questionnaires were distributed to secondary school teachers and headmasters, in which 157 were completed and returned. Descriptive statistics principles with SPSS software were used for the analysis of the data. The study reports that use of computer and internet exist between the teachers of different age groups and various backgrounds. There were evidence of significant difference in the use of information and communication technology between teachers in different age group and location. The analysis also reports that there was no

significant difference in the use of ICT by the gender. Thus, the overall finding of the study reports that teachers are moderately using ICT for professional purposes.

Evans Atsiaya Siahi *et al.* (2015) the study sought to determine the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. Stratified random sampling was used to select the respondents, study habits inventory by N.M. Palsane and school examinations records was the main instrument for data collection. Quantitative method was used to analyze field data collected. Interpretation and recommendations of the findings was made accordingly as per computed Pearson's product moment coefficient of correlation. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

Chandana and Ghosh (2014) This research aims to explore reading habits of secondary school students of working and non-working mothers. Furthermore an attempt has been made to see whether any difference exists between their reading habits in different environments considering seven domains using a standard study habit inventory. The sample included total 45 students of secondary groups comprising working and non-working mothers. The data was collected and analysed on the basis of methodology described in details in this project. The main objective is to ear mark the problem areas and environments mostly affect the study habits of secondary students. The study will help to identify the domain and an early intervention can help the students to improve their study habits for better performance and to improve their academic achievements.

Arul Lawrence (2014) the present study was probed to find the significant relationship between study habits and academic achievement of higher secondary school students with reference to the background variables. Survey method was employed. Data for the study were collected from 300 students in 13 higher secondary schools using Study Habits Inventory by V.G. Anantha (2004) and the Quarterly Achievement Test Questions. The significant difference between the means of each pair of

group was computed using Standard Deviation, 't' test, ANOVA and Pearson's Co-efficient Correlation. The findings were established and tabulated from the analyzed data. The finding shows that there was no significant difference between study habits and academic achievement of higher secondary school students.

Statement of the problem:

In the present scientific and technological age, since the conventional teaching methods are not sufficient to arouse interest among the students and do not meet up to the intellectual, psychological and emotional needs of the students in the new millennium, the methods of teaching and learning need to be changed. The integration of technology into teaching and learning has also not escaped the attention of educators. The key benefits promotes greater collaboration among students and encourages communication and sharing of knowledge. ICT gives rapid and accurate feedback to students and this contributes towards positive motivation. The teacher's emphasis will change the way of one's study. Effective teaching with its four components, knowledge, understanding, application and skill fulfilled, can definitely elevate one's study habits. Some teachers encourage the students to memorize and some others emphasize the need for learning by understanding, avoiding memorization. Hence, in developing a study habit, it's not only a student who performs, but also a teacher. Teachers are unique in their teaching approach. In this regard the present study intends to investigate the relationship of Attitude towards using ICT in teaching and learning process of prospective B.Ed Trainees with their Study habits. Hence the present study is entitled: "Attitude towards using ICT in teaching and learning process in relation with Study habits of prospective B.Ed Trainees".

Operational definitions:
Attitude towards using ICT in teaching and learning process:

In this study, attitude towards using ICT in teaching and learning process is the generalized attitude about the use of Information and Communication Technology devices in teaching and learning with the dimensions such as Attitude towards Teaching, Attitude towards Learning, Usability, Openness to changes as a Teacher, Openness to changes as a Learner and ICT skills. According to the present study the Attitude towards using ICT in teaching

and learning process among the prospective B.Ed trainees refers the total scores attained by them for the given questionnaire.

Study habits:

Study habits are defined as "the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn". Here, the investigator means the same. Study habit refers to the method or technique of effective learning which in turn involves a set of study skills such as Time Management, Study attitudes, Learning motivation, Examination, Study skills and Deep processing. According to the present study the study habits process among the prospective B.Ed trainees refers the total scores attained by them for the given questionnaire.

Prospective B.Ed. trainees:

The students who are admitted for the Bachelor's degree of teacher training course after completion of any Graduation from recognized Universities or from University affiliated Colleges to get pre service training. In this study it refers to the B.Ed trainees who are studying in their first year B.Ed teacher training course.

Objectives of the study:

1. To find the significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Age.

2. To find the significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Age.

3. To find the significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Marital status.

4. To find the significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Marital status.

5. To find the significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying.

6. To find the significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying.

7. To find out the significant relationship between

Attitude towards using ICT in teaching and learning process and Study habits of Prospective B.Ed trainees.

Hypotheses of the study :

1. There is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Age.

2. There is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Age.

3. There is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Marital status.

4. There is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Marital status.

5. There is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying.

6. There is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying.

7. There is a significant relationship between Attitude towards using ICT in teaching and learning process and Study habits of Prospective B.Ed trainees.

METHODOLOGY

Tools used :

– Personal data sheet developed by the investigator
– Attitude towards using ICT in teaching and learning process scale
– Study habits scale developed

Personal data sheet:

The personal data sheet comprises of independent variables like Gender, Age, Marital status, Religion, Community, Birth order in the family, Locality of residence, Type of family, Medium of Instruction, Nature of Institution, Type of Institution, Educational qualification, Department, Monthly income of the family.

Attitude towards using ICT in teaching and learning process scale:

The Attitude towards using ICT in teaching and learning process scale was developed and standardized

by Dr. C. Barathi and S. Vinoth (2018). It has 60 items and six dimensions with 10 items each in every dimension. The dimensions of the tool are Attitude towards teaching, Attitude towards learning, Usability, Openness to changes as a teacher, Openness to changes as a learner and ICT skills.

Study habits scale:

The study habits scale was developed and standardized by Dr. C. Barathi and S. Vinoth (2018). It has 60 items and six dimensions with 10 items each in every dimension. The dimensions of the tool are Time management, Study attitudes, Learning motivation, Examination, Study skills and Deep processing.

Scoring :
Attitude towards using ICT in teaching and learning process Scale:

Attitude towards using ICT in teaching and learning process Scale consists of 60 items reporting from five point scale with 6 dimensions; each dimension has 10 items. Scoring was done based on the response of the samples for each item. The responded were request to put a tick mark (v) against any one of the responses. Each statement of this tool carries five alternative responses. The score is given as 5 for Strongly Agree, 4 for Agree, 3 for Undecided, 2 for Disagree and 1 for Strongly Disagree. Thus, on the total scale the scores range between 60 - 300.

Study habits Scale:

Study Habits Scale consists of 60 items reporting from five point scale with 6 dimensions; each dimension has 10 items. The items of the scale are the statements demanding information for each in any one of the five options (*i.e.*) Always, Often, Sometimes, Rarely and Never. Scoring was done based on the response of the samples for each item. The respondents were requested to put a tick mark (v) against any one of the responses. Each statement of this tool carries five alternative responses. The score is given as 5 for Always, 4 for Often, 3 for Sometimes, 2 for Rarely and 1 for Never. Thus, on the total scale the scores range between 60 - 300.

Reliability of the tools:

The reliability values of the tools were derived from Cronbach's alpha method. The reliability of Attitude towards using ICT in teaching and learning process scale is 0.909 and the Study habits scale is 0.897 and the tools are found to be highly reliable.

Validity of the tools:

Attitude towards using ICT in teaching and learning process scale and study habits scale which were prepared by the investigator are verified by the subject experts in the respective fields and then by the Research guide and found that it is a valid tool.

Statistical techniques used:

In this present investigation, all the analysis is made with the help of SPSS (Version - 20) package; and the Statistical techniques were used are given below.

(a) Descriptive analysis:
   i) Measures of central tendency (mean)
   ii) Measures of variability (standard deviation)

(b) Differential analysis:
   i) Independent sample 't' test
   ii) One way ANOVA test

(c) Correlational analysis:

RESULTS AND DISCUSSION

Hypothesis 1 :

There is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Age.

It is clear from the Table 1, that the significant 't' values of all the dimensions of Attitude towards using ICT in teaching and learning process are greater than 0.05 level of significance. And in the overall Attitude towards using ICT in teaching and learning process, the significant 't' value (0.249) which is also greater than 0.05 levels of significance. Hence there is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Age. Therefore the above Hypothesis is accepted.

Hypothesis 2 :

There is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Age.

Table 1 : Showing the mean Scores of Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Age						
Dimensions of ICT attitude	Age	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Attitude on Teaching	Below 24	457	37.30	5.338	0.093	Not Significant
	24 and above	225	38.01	4.837		
Attitude on Learning	Below 24	457	37.46	5.894	0.120	Not Significant
	24 and above	225	38.20	5.631		
Usability	Below 24	457	36.44	5.930	0.894	Not Significant
	24 and above	225	36.37	5.883		
Openness as a Teacher	Below 24	457	36.47	5.838	0.096	Not Significant
	24 and above	225	37.25	5.592		
Openness as a Learner	Below 24	457	37.83	5.459	0.801	Not Significant
	24 and above	225	37.72	5.693		
ICT Skills	Below 24	457	36.77	5.399	0.438	Not Significant
	24 and above	225	37.12	5.480		
Total ICT	Below 24	457	222.26	26.041	0.249	Not Significant
	24 and above	225	224.66	24.273		

It is clear from the Table 2, there is no significant difference in the dimensions Time Management (0.132) and Learning Motivation (0.580) in which the sig. 't' values are greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Study Attitudes (0.001), Examination (0.032), Study skills (0.031) and in Deep Processing (0.004) of Study Habits in which the sig. 't' values are smaller than 0.05 level of significance. And in the overall Study habits the significant 't' value (0.049) which is also smaller than 0.05 levels of significance. Hence there is a significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Age. Therefore the above Hypothesis is rejected.

Hypothesis 3:

There is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Marital status.

It is clear from the Table 3, that the significant 't' values of all the dimensions of Attitude towards using ICT in teaching and learning process are greater than 0.05 level of significance. And in the overall Attitude towards using ICT in teaching and learning process, the significant 't' value (0.733) which is also greater than 0.05 levels of significance. Hence there is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed

Table 2 : Showing the mean Scores of study habits with its dimensions among B.Ed Teacher Trainees based on their Age						
Dimensions of Study Habits	Age	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Time Management	Below 24	457	31.97	7.221	0.132	Not Significant
	24 and above	225	32.80	5.778		
Study Attitudes	Below 24	457	36.20	5.175	0.001	Significant
	24 and above	225	34.52	5.106		
Learning Motivation	Below 24	457	36.02	6.013	0.580	Not Significant
	24 and above	225	35.76	5.389		
Examination	Below 24	457	36.14	5.466	0.032	Significant
	24 and above	225	35.19	5.274		
Study Skills	Below 24	457	35.80	5.945	0.031	Significant
	24 and above	225	34.75	5.981		
Deep Processing	Below 24	457	37.07	6.062	0.004	Significant
	24 and above	225	35.70	5.121		
Study Habits	Below 24	457	213.20	28.849	0.049	Significant
	24 and above	225	208.72	25.686		

Table 3 : Showing the mean Scores of Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Marital status

Dimensions of ICT attitude	Marital status	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Attitude on Teaching	Married	169	37.44	5.088	0.795	Not Significant
	Un Married	513	37.56	5.221		
Attitude on Learning	Married	169	37.45	5.655	0. 515	Not Significant
	Un Married	513	37.79	5.870		
Usability	Married	169	36.49	6.009	0. 862	Not Significant
	Un Married	513	36.39	5.883		
Openness as a Teacher	Married	169	36.77	5.846	0. 907	Not Significant
	Un Married	513	36.71	5.744		
Openness as a Learner	Married	169	37.62	5.540	0. 633	Not Significant
	Un Married	513	37.85	5.536		
ICT Skills	Married	169	36.71	5.634	0. 637	Not Significant
	Un Married	513	36.94	5.358		
Total ICT	Married	169	222.47	25.349	0. 733	Not Significant
	Un Married	513	223.25	25.543		

trainees based on their Marital status. Therefore the above Hypothesis is accepted.

Hypothesis 4 :

There is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Marital status.

It is clear from the Table 4, there is no significant difference in the dimensions Study attitudes (0.737), Learning motivation (0.120), Examination (0.291) and in Deep processing (0.118) in which the sig. 't' values are greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Time

Management (0.001), and in Study skills (0.007) of Study Habits in which the sig. 't' values are smaller than 0.05 level of significance. And in the overall Study habits the significant 't' value (0.021) which is also smaller than 0.05 levels of significance. Hence there is a significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Marital status. Therefore the above Hypothesis is rejected.

Hypothesis 5:

There is no significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their

Table 4 : Showing the mean Scores of study habits with its dimensions among B.Ed Teacher Trainees based on their Marital status

Dimensions of Study Habits	Marital status	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Time Management	Married	169	33.75	5.880	0. 001	Significant
	Un Married	513	31.74	6.993		
Study Attitudes	Married	169	35.76	5.316	0. 737	Not
	Un Married	513	35.61	5.178		Significant
Learning Motivation	Married	169	36.54	5.872	0. 120	Not Significant
	Un Married	513	35.74	5.784		
Examination	Married	169	36.21	5.309	0. 291	Not Significant
	Un Married	513	35.70	5.452		
Study Skills	Married	169	36.52	5.630	0. 007	Significant
	Un Married	513	35.10	6.046		
Deep Processing	Married	169	37.22	5.823	0. 118	Not Significant
	Un Married	513	36.42	5.786		
Study Habits	Married	169	216.01	26.085	0. 021	Significant
	Un Married	513	210.31	28.364		

Table 5 : Showing the mean Scores of Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Nature of institution

Dimensions of ICT attitude	Nature of institution	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Attitude on Teaching	Women only	235	38.26	4.830	0. 008	Significant
	Co Education	447	37.15	5.328		
Attitude on Learning	Women only	235	38.19	5.599	0. 114	Not Significant
	Co Education	447	37.45	5.915		
Usability	Women only	235	36.60	6.029	0. 566	Not Significant
	Co Education	447	36.32	5.852		
Openness as a Teacher	Women only	235	37.61	5.552	0. 004	Significant
	Co Education	447	36.26	5.827		
Openness as a Learner	Women only	235	38.26	5.439	0. 113	Not Significant
	Co Education	447	37.55	5.573		
ICT Skills	Women only	235	37.63	4.966	0. 009	Significant
	Co Education	447	36.49	5.616		
Total ICT	Women only	235	226.54	24.200	0. 009	Significant
	Co Education	447	221.22	25.964		

Nature of institution in which they are studying.

It is clear from the Table 5, there is no significant difference in the dimensions Attitude on Learning (0.114), Usability (0.566), and in Openness as a Learner (0.113) in which the sig. 't' values are greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Attitude on Teaching (0.008), Openness as a Teacher (0.004) and in ICT Skills (0.009) of Attitude towards using ICT in teaching and learning process in which the sig. 't' values are smaller than 0.05 level of significance. And in the overall Attitude towards using ICT in teaching and learning process the significant 't'

value (0.009) which is also smaller than 0.05 levels of significance. Hence there is a significant difference in Attitude towards using ICT in teaching and learning process and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying. Therefore the above Hypothesis is rejected.

Hypothesis 6:

There is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying.

It is clear from the Table 6, there is no significant

Table 6 : Showing the mean Scores of study habits with its dimensions among B.Ed Teacher Trainees based on their Nature of institution

Dimensions of Study Habits	Nature of institution	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Time Management	Women only	235	31.29	7.512	0. 007	Significant
	Co Education	447	32.74	6.322		
Study Attitudes	Women only	235	35.39	5.287	0. 354	Not Significant
	Co Education	447	35.78	5.169		
Learning Motivation	Women only	235	36.63	5.055	0. 023	Significant
	Co Education	447	35.57	6.147		
Examination	Women only	235	35.83	5.506	0. 988	Not Significant
	Co Education	447	35.82	5.377		
Study Skills	Women only	235	34.87	5.943	0. 066	Not Significant
	Co Education	447	35.76	5.972		
Deep Processing	Women only	235	36.64	5.483	0. 942	Not Significant
	Co Education	447	36.61	5.968		
Study Habits	Women only	235	210.66	27.701	0. 469	Not Significant
	Co Education	447	212.28	28.028		

difference in the dimensions Study attitudes (0.354), Examination (0.988) Study skills (0.066) and in Deep processing (0.942) in which the sig. 't' values are greater than 0.05 level of significance. But, There is significant difference in the Dimensions Time Management (0.007), Learning motivation (0.023 of Study Habits in which the sig. 't' values are smaller than 0.05 level of significance. And in the overall Study habits the significant 't' value (0.469) which is also greater than 0.05 levels of significance. Hence there is no significant difference in Study habits and it's dimensions of Prospective B.Ed trainees based on their Nature of institution in which they are studying. Therefore the above Hypothesis is accepted.

Hypothesis 7:

There is a significant relationship between Attitude towards using ICT in teaching and learning process and Study habits of Prospective B.Ed trainees.

It is clear from the Table 7, that the Pearson correlation coefficient is 0.805 which is significant ($p < .001$ for a two-tailed test) and shows a significant correlation between Attitude towards using ICT in teaching and learning process and Study habits of Prospective B.Ed trainees and also the correlation is found to be positive in nature. Hence there is a significant correlation between Attitudes towards using ICT in teaching and learning process and Study habits of Prospective B.Ed trainees. Therefore the above hypothesis is accepted.

Table 7 : Showing the correlation between Attitude towards using ICT in teaching and learning process and Study habits of Prospective B.Ed trainees

Correlations			
		Attitude towards ICT	Study Habits
Attitude towards ICT	Pearson Correlation	1	.805**
	Sig. (2-tailed)		.000
	N	682	682
Study Habits	Pearson Correlation	.805**	1
	Sig. (2-tailed)	.000	
	N	682	682

** Correlation is significant at the 0.01 level (2-tailed).

Educational implications:

Based on the major findings of the study the following educational implications are formulated.

- The study is useful to the prospective B.Ed trainees who can develop positive attitude towards the use of technology in education among their students.

- This study will help the future teachers who are now undergoing their training to become a successful and result giving teachers in their future profession.

- This study will help in the development of good study habits to develop the learning through understanding the concepts instead of rote learning.

Conclusion:

This study is an attempt to measure Attitude towards using ICT in teaching and learning process and Study habits among the prospective B.Ed trainees. The future researchers may take up extensive research studies on Attitude towards using ICT in teaching and learning process and Study habits among various levels of students.

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