

295/28/4/11

**Name of the Scholar** - Babita Sharma  
**Name of the Supervisor** - Dr. Jessy Abraham  
**Department** - Department of Teacher Training and Non  
Formal Education  
(Institute of Advanced Studied in Education)  
JAMIA MILLIA ISLAMIA, NEW DELHI

**Title of the thesis** - EFFECT OF INFORMATION AND  
COMMUNICATION TECHNOLOGY (ICT) COMPETENCY ON  
ACADEMIC ACHIEVEMENT AND PROFESSIONAL INTEREST OF  
B.Ed. STUDENT TEACHER.

Education embraces almost all activities of life. It unfolds a world of knowledge and information to the learner. The demand for teachers who can integrate ICT seamlessly into the teaching of various school subjects is growing rapidly. In the present study random purposive sample of 401 B.Ed student teachers of four universities had been selected. The investigator used self developed ICT Competency test and professional interest inventory. For academic achievement B.Ed. annual examination marks of both theory and practical were collected from respective offices. To interpret the data the investigator made use of Analysis of variance (ANOVA), t-test, Pearson Correlation and Regression Analysis. All research questions were analysed at 0.05 level of significance.

The major findings of the research questions of the present study were as follows:

- i. There is no significant difference between the mean scores of academic achievement in practical of low ICT, medium ICT and high ICT groups.
- ii. Mean scores of achievement in theory of low ICT, medium ICT and high ICT groups differ significantly.
- iii. Professional interest of low ICT and medium ICT groups is significantly different.

- iv. Professional interest of low ICT and high ICT groups is significantly different.
- v. Professional interest of medium ICT and high ICT groups is not significantly different.
- vi. There is a significant difference between the mean scores of ICT competency of arts and science stream student teachers. Science stream student teachers performed better than arts stream student teachers in ICT competency.
- vii. There is no significant difference between the mean scores of ICT competency of male and female student teachers.
- viii. There is significant positive correlation between ICT competency and achievement in theory for the whole sample. Positive correlation indicates that as ICT competency increases achievement in theory also increases or vice-versa.
- ix. There is significant positive correlation between ICT competency and professional interest for the whole sample. Positive correlation indicates that as ICT competency increases achievement in theory also increases or vice-versa.
- x. There is no significant correlation between ICT competency and achievement in practical for the whole sample.
- xi. Achievements in theory, practical and professional interest are highly significant in predicting ICT competency. Achievement in theory and professional interest positively predict the ICT competency i.e. higher the scores in theory and professional interest, better will be the performance in ICT competency, but achievement in practical negatively predicts ICT competency implies higher the score in practical lower will be performance in ICT competency or vice versa