

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS THE USE OF INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION

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Abstract : Information and Communication technologies (ICT) has emerged as one of the most important aspect of human life and it has affected every aspect of school working including administration, timetable, lesson delivery, project work, evaluation, examination system etc. ICT have made teaching- learning process more relevant for the learner and connected to real life. Teacher is an effective and dominating factor among the ones contributing to educational improvements. The teacher effectiveness depends mainly on the teachers attitude, characteristics and the classroom phenomena such as environment and climate, organization and management. As a result, the teachers are motivated, inspired and endured to develop better curriculum, textbooks and teaching aids. But, all the efforts are meaningless unless teachers are not having the positive attitude towards educational technology. The teaching-learning process has been greatly influenced by rapid advances in information and communication technology (ICT) . Integration of this ICT in classroom helps to create an environment for students activities that lead to meaningful and sustainable learning experiences. Our findings indicated that the recent research on qualitative improvement of learning mediated through ICT is more or less explicitly considering possibilities of technology how to facilitates social interaction between teacher and student and as well as among students globally. In this perspective, ICT is a meditational tool incorporated with in learning environment with authentic goals for both students and teacher. Therefore, it can be considered that Information and Communication Technology Mediated collaborative Learning (ICML) is one of the most promising innovative pedagogical practices at present to build a classroom culture supportive of active knowledge construction that can transform individual learning to the group level mediated by ICT. In present study attitude of secondary school teachers of Karnal district towards the use of information communication technology in education was studied.

Keywords: Information communication Technology, Educational Improvements,

1.0 Introduction :

The education system is the main source of human resource development. Its focus is on the acquisition of knowledge, self- learning generic and transferable skills in communication, entrepreneurship, management and technology that are the characteristics of the learning society of today. Teachers play a crucial role in the adoption and implementation of ICT in education; however, studies show that teachers lack the necessary ICT knowledge and skills. Information and communication Technologies (ICTs) are generally accepted as a modern instrumental tool which enables the educators to modify the teaching methods they use in order to increase the students interest and it is a new medium, a new way of representing, communicating and working with information. In India, there is serious need increasing the learning abilities of the students with the help of ICT. The rapid advancement in Information and Communication Technology (ICT) has been greatly influenced to the teaching- learning process. Integration of ICT in Classroom helps to create an environment for students activities that lead to meaningful and sustainable learning experiences. This integration supports students in their constructive thinking and allows them to transcend their cognitive limitations. It is possible to bring the process of learning beyond the boundaries of classroom by exploring new possibilities of ICT. The availability of ICT equipments in schools has risen over the years and the teachers have access to them. However, motivation to use these equipments and the will to inculcate technology in classroom teaching differs from teacher to teacher. The teachers of present generation are more inclined towards using them, but this percentage seems to be inadequate. Traditional methods seem to be easier to handle. Using technology demands lots of time, energy and motivation. Therefore, there is a need to study the attitude of teachers towards the use of technology in education. Secondary teachers seem more comfortable with

ICT and are more inclined to find it helpful in a variety of planning and management tasks. On the other hand, they are less convinced than primary teachers about the benefits to pupils.

As a result, the student loses his interest in the teaching learning process. This atmosphere of dullness and unattractiveness should be replaced by an environment of interest and attractiveness. This can be achieved only with the use of ICT in education. ICT offers new teaching and learning experiences to both teachers as well as students. ICT is needed to assist the teacher and to make the entire teaching learning process fascinating and interesting. The utility of modern technology has been proved to uplift the status of education. ICT is helping all works of life in one way or another. In the modern role has to perform his duties as a guide and as a transformer of knowledge. So it is important for the teacher-educator to use technology effectively during his/her classroom teaching if they want to be a pioneer in their field.

ICT helps the study the attitude of secondary school teachers regarding the capabilities, findings and selecting using information.

2.0 Objectives :

- ❖ To study the attitude of male and female secondary school teachers towards use of ICT in education.
- ❖ To study the attitude of urban and rural area secondary school teachers towards use of ICT in education.
- ❖ To study the attitude of private and government secondary school teachers towards use of ICT in education.
- ❖ To compare the attitude of secondary school teachers towards use of ICT in education in respect to their medium of instruction.
- ❖ To compare the attitude of secondary school teachers towards use of ICT in education in respect to their age.

3.0 Hypotheses :

To carry out the present study, the following null hypotheses were formulated:

- There is no significant difference between the attitudes of male and female secondary school teachers towards the use of ICT.
- There is no significant difference between the attitudes of rural and urban secondary school teachers towards the use of ICT.
- There is no significant difference between the attitudes of government and private secondary school teachers towards the use of ICT.
- There is significant difference between the attitudes of secondary school teachers towards the use of ICT on the basis of medium of instruction i.e. Hindi and English.
- There is no significant difference between the attitudes of secondary school teachers towards the use of ICT on the basis of their age i.e. <40 years and > 40 years.

4.0 Methodology :

The investigators adopted descriptive survey method was used for studying the problem of this study.

SAMPLE : Researcher used purposive random sampling technique. In the first stage of sample selection 200 Secondary School Teachers were selected on the basis of sex (55 male & 145 female), locality (100 rural & 100 urban), type of organization (100 govt. & 100 private) and medium of instructions (94 Hindi & 106 English) age group (116 above age 40 and 84 below age 40) from different secondary schools of Karnal district of Haryana state.

TOOLS:

To get the meaningful results from the study, the researcher has used ICT Attitude Scale developed by investigator herself.

5.0 Statistical Technique Used :

The collected data has been analyzed both descriptively and inferentially. The following specific statistical techniques had been used for analysis of data.

- ❖ Mean
- ❖ Standard deviation
- ❖ “t” test

6.0 Results And Interpretations :

The collected data have been analyzed using appropriate statistical techniques and the results are presented in the following sections.

Hypothesis 1: There is no significant difference between the attitudes of male and female secondary school teachers towards the use of ICT.

Table- 1

| SEX | TOTAL NUMBER OF TEACHERS | Mean | S.D. | t- ratio | Level of significant |
|--------|--------------------------|--------|--------|--------------|----------------------|
| MALE | 55 | 95.982 | 8.635 | 0.13 (NS) | Not Significant |
| FEMALE | 145 | 95.709 | 20.502 | | |

Table 1 shows that both the male and female teachers of secondary school teachers have no significant towards the use of ICT. However, the mean scores of male teachers are more than the that of female teachers. It indicates that the male teachers have more positive attitude towards the use of ICT than the female teachers. Because male teachers always want to learn and try innovative methods or techniques in order to make their teaching effective. They use these instructions fearlessly and they are more creative in developing this type of instruction.

Hypothesis 2: There is no significant difference between the attitudes of rural and urban secondary school teachers towards the use of ICT.

Table- 2

| LOCALITY | TOTAL NUMBER OF TEACHERS | Mean | S.D. | t- ratio | Level of significant |
|----------|--------------------------|--------|-------|--------------|----------------------|
| RURAL | 100 | 27.650 | 3.491 | 0.44 (NS) | Not Significant |
| URBAN | 100 | 27.880 | 3.761 | | |

The data presented in table 2 that there is no significant difference between rural and urban teachers on teacher's responsibility dimension of using ICT attitude scale. It may be because of the teaching profession has suffered a demotion of status, resulting in a shortage of qualified teachers, especially in rural areas. The distribution of teachers is unequal among regions, with disadvantage areas typically receiving less well- trained teacher.

Hypothesis 3 : There is no significant difference between the attitudes of government and private secondary school teachers towards the use of ICT.

Table- 3

| TYPE OF ORGANIZATION | TOTAL NUMBER OF TEACHERS | Mean | S.D. | t- ratio | Level of significant |
|----------------------|--------------------------|--------|--------|----------|----------------------|
| PRIVATE | 100 | 98.080 | 10.593 | 1.80 | Not |
| GOVERNMENT | 100 | 95.610 | 08.683 | (NS) | Significant |

From the above table 3 it is clear that both the private and government teachers of secondary school teachers have no significant towards the use of ICT. Private teachers have positive attitude towards the use of ICT than government school teachers because school provide the more facilities available to the private school teachers and teachers take more pain in teaching to students using the different means and techniques to make their teaching effective. Govt. school teachers doesn't improve the level the achievements of students and it is just the waste of time and energy.

Hypothesis 4 : There is significant difference between the attitudes of secondary school teachers towards the use of ICT on the basis of medium of instruction i.e. Hindi and English.

Table- 4

| MEDIUM OF INSTRUCTION | TOTAL Number OF TEACHERS | Mean | S.D. | t- ratio | Level of significant |
|-----------------------|--------------------------|--------|-------|----------|----------------------|
| ENGLISH | 106 | 99.713 | 7.826 | 3.18 | Significant |
| HINDI | 94 | 95.904 | 8.961 | (Sig) | |

Significant at .05 level of significance

From the above table- 4 it is clear that the secondary school teachers have significant towards the use of ICT. The ultimate failure of all attempts at making a success of our English teaching programme is the end result of a complexity of causes such as the paucity of both human and material resources(lack of competent teachers, and experts to train them, books, and other accessories, and money, etc), uneven distribution of the resources available, textbooks of poor quality, imperfect understanding of methodologies, or total ignorance of them, and so forth. But the most important single factor that is English language teaching) is the lack of a proper conceptualization of the true purpose of teaching English to our children and the resultant failure to motivate them to learn the language.

Hypothesis 5: There is no significant difference between the attitudes of secondary school teachers towards the use of ICT on the basis of their age i.e. <40 years and > 40 years.

Table- 5

| AGE | TOTAL Number OF TEACHERS | Mean | S.D. | t- ratio | Level of significant |
|-----------------|--------------------------|--------|--------|----------|----------------------|
| ABOVE 40 | 116 | 96.393 | 8.849 | 0.90 | Not |
| BELOW 40 | 84 | 97.631 | 10.026 | (NS) | Significant |

From the above table- 5 shows that the teachers of secondary school have no significance difference between the above 40 age group and below 40 age group of using ICT attitude scale. This study found that male teachers got higher scores than female teachers in ICT use in education for all age groups. Because the male teachers applied more CBT in their instructional strategies than females did, though they did not show a significant difference in attitude toward computers.

7.0 Major findings of the study :

From the analysis of result the following findings were made during the research :

- ❖ Female teachers showed more attitude towards use of ICT as compared to male teachers.
- ❖ Teachers of urban areas school showed more attitude towards use of ICT as compared to rural area school teachers.
- ❖ Private school teachers showed greater attitude towards use of ICT in education as compared to government school teachers.
- ❖ Teachers below 40 age group showed greater attitude towards use of ICT in education than teachers above 40 age group secondary school teachers.

8.0 Suggestion for the further study :

- The same study can be done by selecting teachers from other private and government as well as professional colleges of the state also.
- By increasing the teacher sample size, the same study can be done in the some other state also.
- Comparative study can also been applied in the same area for two genders based on the teaching experience of the teachers.
- In the present study only secondary school teachers were taken, for further research similar study can also be conducted with various levels of teachers.
- The present study is related only to the teachers. In the same way study can be conducted on students also for measuring their attitude towards the use of ICT.
- The present study was delimited to govt. and private schools of karnal district. The same study can be extended to different schools of different regions.

9.0 Conclusion : The present inquiry has assessed the attitude of secondary school teachers towards the use of ICT in education. The computer knowledge is very necessary for students and teachers. Teachers need to perceive ICT as primarily a tool for teaching and learning across the curriculum although there are foundations skills in ICT that students need in an ICT rich classroom.

10.0 References :

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