

A STUDY OF THE ATTITUDE TOWARDS ICT AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

Information and communication technologies (ICT) has developed as one of the most essential aspects of human life and it has precious every aspect of school working including administration, time table, lesson delivery, project work, evaluation, examination system etc. Before upcoming to the meaning of educational technology, we should, know what the word technology implies. In communal language, the application of scientific laws and principles for the resolution of making daily life stress-free and relaxed is technology. By the applications, we increase speed machines and devices which accelerate and organise our daily life. ICT have made teaching-learning process more significant for the student and associated to real life. In present study, attitude of secondary school teachers towards the use of information communication technology was studied.

Keywords: ICT, attitude, mean, SD, 't' test, teaching , demographic variable

1. INTRODUCTION

The education system is the main foundation of human resource progress. Its motivation is on the achievement of knowledge, self-learning, generic and convertible skills in communication, entrepreneurship, management and technology that are the features of the learning civilisation of today.

Information and Communication Technologies (ICTs) are mostly established as a modern instrumental tool which enables the teachers to modify the teaching methods they use in order to increase the students concentration and it is a new intermediate, a new way of signifying, interactive and working with information.

In India, there is severe need for aggregate the learning abilities of the students with the help of ICT. Teachers performance a crucial role in the implementation and application of ICT in education; However, studies expression

that teachers deficiency the necessary ICT knowledge and skills.

2. SIGNIFICANCE OF THE STUDY

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 student's activities that lead to meaningful and sustainable learning experiences ICT mediated collaborative learning brings the schools of different countries together so that global sharing of interaction takes place. Computer supported International learning environment, collaborator Notebook and virtual notebook system trademark etc, are some of the attempts globally taken place to implement this information and communication Technology Mediated collaborative learning is real classroom situation. So, this type of present study will be very helpful in realizing the ideas and thoughts on ICT of the teachers who are working in the secondary schools.

3. REVIEW OF LITERATURE

Chandini (2018) investigated on Attitude of Secondary School Teachers towards the use of Computers in Education. The results showed that there is significant difference in secondary school teacher's attitude towards the use of computers in education with respect to their age. The findings have implications for the teachers to equip themselves through computers literacy training. Government has to provide infrastructure facilities for use of computers in classrooms. Thus the attitude of secondary school teachers towards the use of computers in education can be improved.

Yadav Reena (2019) made a study on Attitude of secondary school teachers of Rewari district towards the use of information communication technology in education. The investigator found that teachers of urban area 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

4. AIM OF THE STUDY

The study aims to explore the attitude of Secondary school teachers towards ICT. It also expects to explore if there exist any significant difference between their attitude towards ICT and the dependent variables viz., gender and locality.

5. OBJECTIVES OF THE STUDY

The objectives of the present study are as follows

- To know the level of secondary school teachers' attitude towards ICT
- To find out whether there is any significant difference in the attitude of secondary school teachers towards ICT with regard to certain demographic variables
 - gender
 - locality of residence.

6. HYPOTHESES OF THE STUDY

The following hypotheses have been formulated in the present study:

1. There is no significant gender differences in the attitude of secondary school teachers towards the use of ICT technology
2. There is significant difference in rural and urban area of the attitude of secondary school teachers towards the use of ICT technology.

7. METHODOLOGY

In the present study Normative Survey method of research is adopted.

SAMPLING

In this researcher describe the method with survey techniques and to use variables attitude, The researcher decide to collect 696 samples from the various types of secondary school Teachers

SELECTION OF THE TOOL

Attitude scale to use the standardize tools given by Yosuf and Balogun in the year 2011 and it was selected by the researcher in the present study. The scale consisted of

14 statements. The maximum possible score is 56.

VARIABLES OF THE STUDY

The variables of the present study are considered into two groups as dependent variable and demographic variables. Attitude towards ICT is the dependent variable while gender and locality are demographic variables.

STATISTICAL TECHNIQUE

For analysing data, mean, standard deviation and 't' test were computed.

8. ANALYSIS AND INTERPRETATION

DESCRIPTIVE ANALYSIS

Mean and standard deviation for secondary school teachers attitude towards using ICT technology of entire sample were analysed and the details are given in Table 1

Table 1: Mean and Standard Deviation of Attitude in ICT among Secondary school teachers.

Variable	N	Mean	Standard deviation
Attitude in ICT	696	47.37	4.77

It is inferred from Table 1 that the Mean and SD value of attitude in ICT towards secondary school teachers is 47.37 and 4.77 respectively. It is concluded that the attitude in ICT of secondary school teachers is high.

DIFFERENTIAL ANALYSIS

With the intention to find out the significant difference between the secondary school teachers attitude towards ICT scores of male and female secondary school teachers and rural and urban area secondary school teachers, 't' test was applied and the results are given in Table 2

Table 2: 't' value for the secondary school teachers attitude towards ICT using score of male and female teachers and locality

Sub variables	N	Mean	SD	t-value	Significant level
Male	346	47.17	4.97	0.2198	NS
Female	350	46.7	5.12		
Rural	354	46.15	5.39	2.94	S
Urban	342	48.62	3.62		

From the above table, it is inferred that the calculated 't' value (0.2198) is less than the table value (1.96). Hence there is no significant difference between male and Female secondary school teachers with respect to attitude in ICT and the hypothesis framed here is accepted. The Calculated 't' value of locality 2.94 is greater than the table value 1.96 at 0.05 level of significance. So the locality group is significantly in their Attitude in ICT of secondary school teachers.

FINDINGS

Male and female secondary school teachers differ significantly in their attitude towards using ICT. Male teachers is high level attitude using ICT

There is significant difference between rural and urban area secondary school teachers with respect to attitude in ICT.

CONCLUSIONS

The present study clearly indicates that the secondary school teachers have high level attitude towards ICT. The teachers should motivate to utilize the new ICT technologies in their teaching. Periodical in-service training programmes should be organized to keep their interest and quest in ICT teaching. The teachers should

practice themselves to use the ICT technology in class room.

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