

ISBN: 978-93-81658-00-0

EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

(A Peer-reviewed Research Papers of the
First International Conference of Teacher Educators)

Volume: III



St. Ignatius' College of Education

Palayamkottai, Tamilnadu.

(A Premier Centre of Excellence in Higher Learning in Education)



Estd. 1996

Kanniyakumari Academy of Arts and Sciences

(A Multi-Disciplinary Researchers' Forum)

KAAS Publications

2012

EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

(A Peer-reviewed Research Papers of
the First International Conference of Teacher Educators)



St. Ignatius' College of Education
Palayamkottai, Tamilnadu.

(A Premier Centre of Excellence in Higher Learning in Education)

in co-ordination with



Kanniyakumari Academy of Arts and Sciences
(A Multi-Disciplinary Researchers' Forum)

KAAS PUBLICATIONS
2012

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS THE USE OF ICT IN TEACHING

V.P. BINDU GOURI

Assistant Professor, N.V.K.S.D.College of Education, Attoor, KK Dt

ABSTRACT

The present study examines the attitude of secondary school teachers towards ICT use in teaching. The sample comprised of 200 teachers handling different subjects. On subjecting the data to t-test and ANOVA, it was found that majority of the secondary school teachers had moderate range of attitude towards ICT use in teaching. Gender, age and computer knowledge did not influence this attitude. Computer training has influence on their attitude to use ICT into teaching.

Introduction

In recent years education is facing a significant challenge in preparing students and teachers for a knowledge based society. A new vision of technology's place in education is needed to develop the skills necessary to meet the challenges of a high-tech society. There is an increasing demand to teach via computer and internet in the information society era. The utilization of technology makes great contributions to improve educational programme, manage learning and administration. The word Technology also implies the use of different electronic media like OHP, Power-Point presentation, web-based learning, e-learning, e-tutoring, CAI, Tele-conferencing, Interactive video, multi-media learning, Satellite Instructional Television, EDUSAT, digital library and so on. Various Information and communication technologies including traditional media and electronic media can support learning.

Need and Significance of the study

The main purpose of ICT in education is to provide students and teachers with more options to learn, teach, research, communicate and share knowledge. Information is data that has been processed to make it meaningful, Communication and Technology is transmitting the information from one to other using some devices. ICT integration into different levels of education creates effective learning environments and can provide the next generation the expected competency in technology. Simulated and interactive environment through computers make it an instructional tool for learning abstract concepts. *The change and development of infrastructure in itself do not precipitate significant changes in the practice of teaching and its results. It is primarily the attitudes, willingness, and activity of teachers that cause changes in student's performance than the spread of technology. Some teachers cannot imagine their lessons without the new technology, but there are others who totally reject the use of computers in schools. The new devices provide today's teachers with several possibilities, but the realization of these is determined by countless factors.* Teachers find computers helpful in planning, reducing the information processing burden of the learner, enhancing data presentation, verbal knowledge, management and promoting educational efficiency. Teacher's perception plays a significant role in the use of computers in the classroom. Attitude is a state of mind. Many teachers worry about their lack of skills and knowledge about computers to make optimal use of computers in teaching-learning. In this Scientific and Technological era, fear of technology and unavailability of software should be tackled and teachers should be made more aware of the use of ICT in the Teaching –Learning process. They should perceive the use of computer technology positively and develop a favourable attitude towards it in teaching-learning. Hence this topic was selected for the study.

Statement of the problem

The research problem is entitled as:

“ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS THE USE OF ICT IN TEACHING”.

Operational definition of the terms

Attitude

According to Kerlingar (1973) Attitude is an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. It is an enduring structure of beliefs that predisposes the individual to believe selectively towards attitude elements.

Secondary school teachers

Teachers who are teaching in eighth, ninth and tenth classes.

ICT

Information and Communication Technology refers to information and communication tools used for effective presentation of information and for better communication (Monteith, 1998).

Teaching

According to Burton, Teaching is the stimulation, guidance, direction and encouragement of learning.

Objectives of the study

1. To find the attitude of secondary school teachers towards the use of ICT in teaching.
2. To compare the attitude of Secondary School Teachers towards the use of ICT in teaching in terms of the selected background variables gender, age, computer knowledge, computer training.

Hypotheses framed

1. There exists no significant difference in the attitude of secondary school teachers towards the use of ICT in teaching.

2. There exists no significant difference in the attitude of Secondary School Teachers towards the use of ICT in teaching in terms of the selected background variables gender, age, computer knowledge, computer training.

Method

The study employed Normative Survey Method.

Sample

The sample comprised of 200 secondary school teachers teaching in classes eight to ten.

Tools used

1. Personal Data Sheet
2. ICT Attitude Scale (developed and validated by the investigator) consisted of 30 items. This five point scale was designed to measure the attitude of secondary school teachers. Validity of the tool was established and its reliability was found to be 0.73 by Split Half Method.

Statistical Techniques Used

1. t-test for testing the significance of the difference between the two groups.
2. Analysis of variance (ANOVA) for testing the significance of difference among the sub samples.
3. Percentage analysis.

Analysis and Interpretation

Table 1

Percentage distribution of levels of attitude towards ICT use in teaching

Level of attitude	Count	Percentage
Less favorable	30	15

Moderately favorable	140	70
More favorable	30	15
Total	200	100

The table reveals that about 15% of teachers held less favorable attitude towards ICT use in teaching, 70% held moderately favorable attitude and 15% held more favorable attitude towards ICT use in teaching.

Table 2

Gender-wise comparison of attitude towards use of ICT in teaching

Gender	N	M	SD	t-value	p	Level of significance
Male	95	85.1	14.26	0.02	0.985	NS
Female	105	85.55	15.18			

The table reveals that p-value is greater than 0.05 and there is no significant difference between male and female teachers in their attitude towards ICT use in teaching. The null hypothesis that there will be no significant difference between male and female teachers in their attitude towards ICT is accepted.

Table 3

Comparison of attitude towards ICT use in teaching based on age

Age	Source of variation	Sum of squares	df	Mean squares	F	p	Level of significance
Below 30	Between Group	476.73	2	238.36	1.10	0.334	NS
30-40	Within Group	42603.09	197	216.26			
Above 40	Total	43079.82	199				

The table shows that p-value is greater than 0.05 and is statistically non significant, suggesting that there is no significant difference among the three age groups in their attitude towards ICT use in teaching.

Table 4
Comparison of attitude towards ICT use based on computer knowledge

Computer Knowledge	N	M	SD	t-value	p	Level of significance
Present	67	84.13	13.05	1.01	0.315	NS
Absent	133	86.23	15.49			

The table reveals that p-value is greater than 0.05 and there is no significant difference between teachers with and without computer knowledge in their attitude towards ICT use in teaching .The null hypothesis that there will be no significant difference between teachers with and without computer knowledge in their attitude towards ICT is accepted.

Table5
Comparison of attitude towards ICT use based on computer training

Computer training	N	M	SD	t-value	p	Level of significance
Present	96	83.33	12.46	2.07	0.040	0.05
Absent	104	87.56	16.32			

The table reveals that p-value is less than 0.05 and hence statistically significant at 0.05 level. There is significant difference between teachers who have received computer training or not in their attitude towards ICT use in teaching .The null hypothesis

that there will be no significant difference between teachers with and without computer training in their attitude towards ICT is rejected.

Major Findings and Conclusion

Majority of the secondary school teachers (70%) have moderate range of attitude towards ICT use in teaching. Gender, age and computer knowledge have no influence on their attitude. Computer training has influence on the use of ICT by these teachers. Teachers' confidence in the use of ICT in classrooms can be increased by developing the necessary skills to use it effectively.

Provision of inservice training to develop computer skills and accessibility of resources is of utmost importance.

REFERENCES

- Kumar dash,(2010).ICT in teacher development, Neelkamal
Gnanadwan,(Jan 2006).Attitude of Teachers towards Education
Innovation, Annamalai University, Tamil Nadu