

ATTITUDE TOWARDS USE OF ICT OF SECONDARY SCHOOL TEACHERS OF PATNA DISTRICT

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Abstract

ICT is an accepted element in all our lives and has a central role to play in education. a substantial investment has been made in ICT facilities and training in schools, as in many countries, the debate about ICT in education concentrates on the potential impact of ICT on teaching and learning and on the measures that need to be adopted to ensure that the potential of ICT to enrich students' learning experience is realised. Teaching is an activity which is designed and performed for the attainment of some broad goals or a large number of specific objectives in terms of change in pupils cognitive structure and behaviour. Teacher in an experimental situation may use simple models but in actual practice no teacher sticks to one model. The objectives of the study were to find the attitude towards use of ICT of the secondary school teachers of Patna district. The methodology used in study was survey method. self constructed and validated tool on attitude towards use of ICT . There were 200 randomly selected secondary school teachers from of Patna were taken . S.D. t-test and Pearson product moment co-relation were used to analyze the data. The finding of the study were : there is a significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of gender, type of school and area of school. There is a no significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of medium.

Key Words: ICT, Attitude, Performed , self constructed tools, Methodology Contact



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1.1 INTRODUCTION

Education is life long process for overall development of human. Education makes us civilized, refined, moral and self independent. For a civilized and socialized society, education is the only mean. According to Vivekananda education is the manifestation of perfection
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already in men. Education is man-making, life giving and character-building. According to John Dewey Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself. Dewey Used different modes of instruction is one way to keep the brain active. Uses of all digital technology that already exist to help individuals, businesses and organizations use information. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital televisions, email, robots. Information and communication technology is defined as the combination of informatics technology with others, related technologies, specifically communication technology. These definitions implies that ICT will be used, applied and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics. Communication as well as collecting information and using them for the specific purpose are as old as the human civilization itself. In the absence of the means and the tools for

All teachers in a school will be expected to become advanced users of ICT integrating ICT skills into their professional development as well as their teaching learning practices across all areas of the curriculum. ICT enabled teaching-learning encompasses a variety of techniques, tools, content and resources aimed at improving the quality and efficiency of the teaching-learning process. Teacher is an effective and dominating factor among the ones contributing to educational improvements. The teachers effectiveness depends mainly on the teachers' attitude characteristics and class room phenomena such as environment and climate, organization and management. Various commission and committees have recommended method of bringing about qualitative improvement in education. As a result, the teachers are motivated, inspired and endured to develop better curriculum, text book and teaching aids. But, all the efforts are meaningless unless teacher are not having the positive attitude towards use of educational technology. Teaching-learning process has been greatly influenced by rapid advanced in information communication technology. Integration of ICT in class room helps to create an environment for students' activities that lead to meaningful and sustainable learning experiences. It support students in own constructive thinking, allow them to transcend their cognitive limitation. The word attitude connotes a subjective or mental state of preparation for action. find their attitude roots in our belief and they influenced our behavior. They represent the way in which we view the world and organize our relationship. Attitude are literally mental posture and guides for conduct to which each new experience is referred before a responses

made. Droba(1933) described an attitude as a mental disposition of the human individual to act for or against a definite object. Daniela and mark(2006) indicated that teachers in schools show great interest and motivation to learn about ICT potential and in practice, its use is relatively on the low side. Also in the Indian school ,teachers recognize ICT benefits for themselves and their to uplift but often fail to ingrate in their teaching. when teachers at last develop the right attitude and are inclined towards the adaptation and integration of ICT Into classroom instruction, there are factor that militate against its successful integration. Agnihotri(2013) has conducted a study on ‘Attitude of college teachers towards the use of electronic media in relation to different streams ’. The objectives of the study were : To study the attitude of male and female teachers of medical stream towards the use of electronic media . The findings of study were: there exists no significant difference between the attitude of male and female stream teachers towards use of electronic media.

1.2 REVIEW OF RELATED LITERATURE

Hammond, Zieleszinski and Goldman(2014) found that students demonstrate a positive attitude towards school and stronger engagement with learning processes when they are engaged in content creation projects. According to Hew and Bush(2007), teachers knowledge and skills are important factor in the use of technological skills is a common reasons teachers for not using technology. **Anandan and Gopal (2011)**, studied the impact of ICT in classroom instruction. The quality of education depends to a great extent on the quality of teachers who use innovation in their teaching aspect through integrating technology in the classroom instruction to give the best to the students. As technology is a powerful tool for problem solving, conceptual development and critical thinking, it helps in making the learning process a much easier for the students. ICT has significant impact in the classroom teaching methodology. Using ICT in the classroom instruction educators would have enormous positive impact on different aspects, as teachers using ICT can plan and prepare lessons more effectively and efficiently and teachers become multifacilitators .Transition, transformation and revolution is the scenario of today’s educational system. All the processes of learning are crossing boundaries and barriers. This technology requires a change in knowledge competencies and skills to deal with technological advancement in networking which is necessary to establish a network between students, educators, parents, institutions and libraries in the world over. The teachers have to realize that if the students have to achieve high level of competency and competitiveness, they have to adopt technology as an integrated tool in the

field of education. Thus teacher may be called as a “Teaching Technician”. **Helen Joy (2007)** conducted a study on “Usage of Internet: Practices and attitudes of teacher trainees”. Results revealed that the study points to the need for having more refreshers or training programs for teachers to get familiar with computer. It was found that those who had more access to the computer having more favorable attitude towards using the computer also points to the same Computer assisted instruction and evaluation using computer related technology is widespread, and has been introduced in the evaluation of students at the tenth standard level and teachers without favorable attitude towards CAI may pose a problem in the effective implementation of the program at the school level. **Vandana and Newa (2009)** conducted to examine the “School teacher’s attitude towards ICT”. The main findings of the study were that private and secondary school teachers exhibited comparable attitude towards ICT. Teaching belonging to different academic streams, viz, language, science, mathematics and social sciences exhibited comparable attitude towards ICT. They found the school teachers exhibited positive attitude towards ICT. Therefore ICT must be given higher priority in teacher education curriculum. So that the future teachers can cope with various challenges in education system, more specifically the new roles of teachers in ICT based teaching learning system.

1.3 SIGNIFICANCE OF THE STUDY

Technology could be integrated with the larger goals and processes of educational programme rather than viewed in isolation or as an add-on. In this context, technological use that turns teachers and children into mere customers and technology operators need to be reviewed and discouraged (NCF, 2005). Disjoined from the other components related to teaching learning using ICT, it fails to convince a teacher of her role of engineering the teaching learning situation and to make it a more meaningful experience for herself and her pupil (NCF, 2005). The real need of teachers in the use of ICT in education is the discrimination, analysis and filtering of information rather than solely on the technologies as such .We are promoting digital India. The investigator feel there is need of ICT in all types of school. The investigator has observed that there is huge difference in attitude towards ICT between rural and urban school teachers. Urban teachers are comfortable with innovative methods whereas rural school teachers are comfortable with traditional method. When teachers use ICT in his teaching learning process then the teaching becomes effective .This difference in attitude towards ICT somehow effect the teaching of teachers.through this study the investigator will try to find out the attitude of

teachers towards use of ICT and their teaching effectiveness which will help teachers to make them ICT friendly.

1.4 OBJECTIVES OF STUDY

1. To find the significant difference between the mean scores of secondary school teachers in their attitude towards use of ICT on the basis of gender.
2. To find the significant difference between the mean scores of secondary school teachers in their attitude towards use of ICT on the basis of type of school.
3. To find the significant difference between the mean scores of secondary school teachers in their attitude towards use of ICT on the basis of habitation.
4. To find the significant difference between the mean scores of secondary school teachers in their attitude towards use of ICT on the basis of medium of school.

1.5 METHODOLOGY

The investigator has used survey method for the present study. The population of study will be secondary school teachers of Patna District. A sample of 200 secondary school teachers was taken for the study. Self constructed and validated rating scale of Teachers attitude with the help of the supervisor. Statistical technique used are mean, standard deviation, t-test and coefficient of correlation.

1.6 DATA ANALYSIS AND INTERPRETATION

HO1. There is no significant difference between the mean scores of secondary school teachers in their attitude towards use of ICT on the basis of gender.

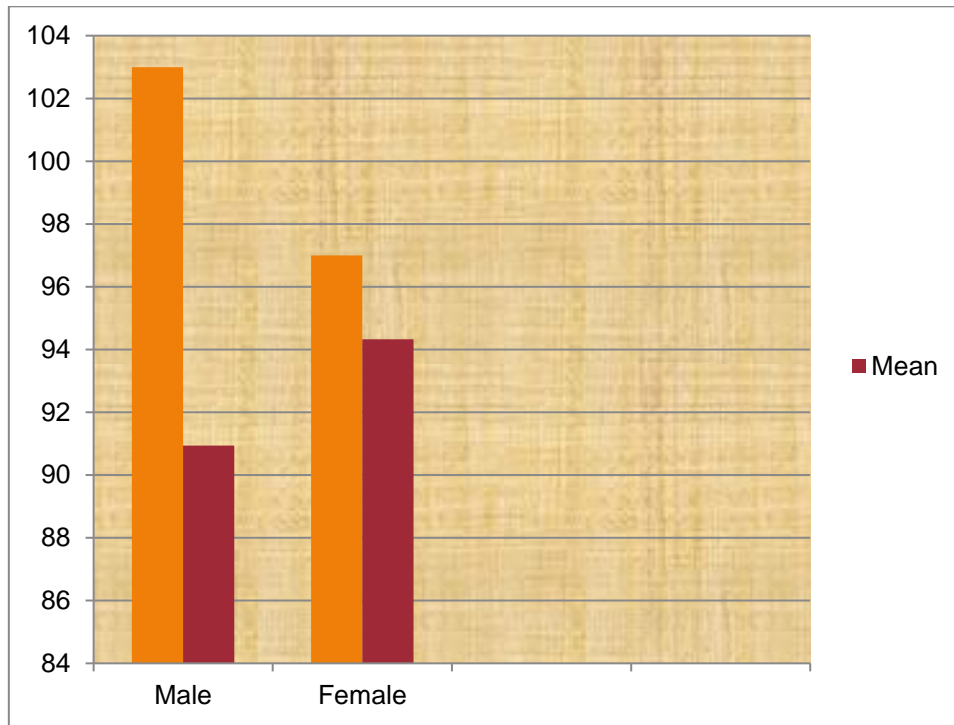
Table No. 1: Gender Wise Attitude of Secondary School Teachers

Gender	Sample	Mean	SD	't'	Level of Significance
Male	103	90.94	14.193		
Female	97	94.33	8.103		

(At 1% level of significance, the table value of 't' is 2.58)

It is inferred from the above table that there is a significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of gender. The calculated value is 2.9 which is more than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected. This finding is shown in figure number no. 1

Fig. No. 1: Gender Wise Attitude Of Secondary School Teachers



HO2. There is no significant difference between the mean score of secondary school teachers in their attitude towards use of ICT on the basis of type of school.

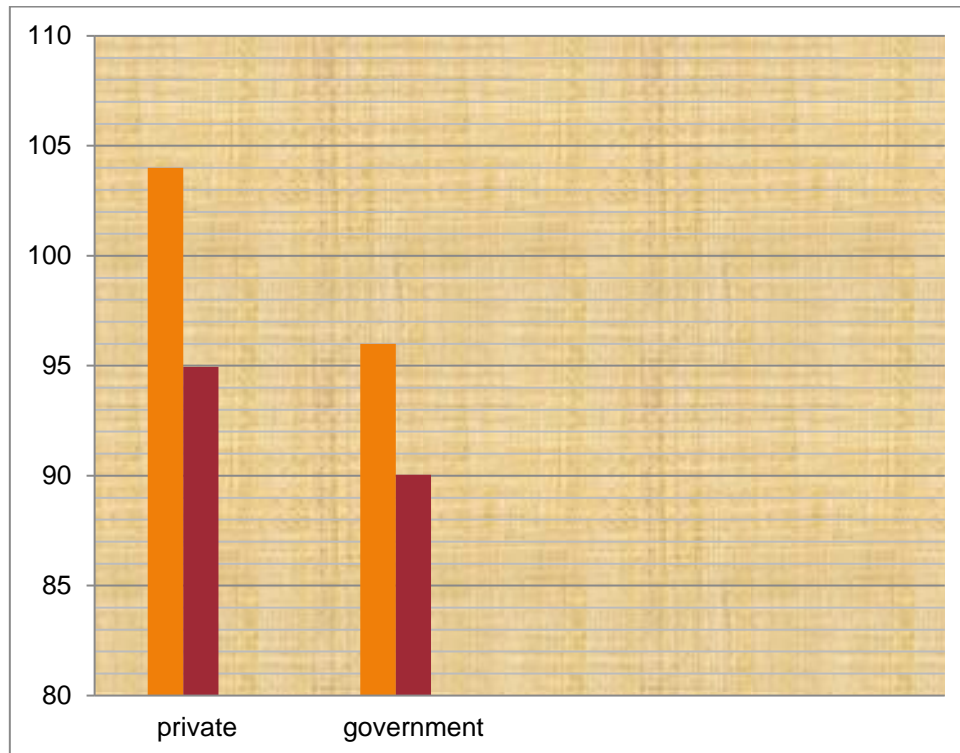
Table No. 2: Type of School Wise Attitude of Secondary School Teachers

Type of School	Sample	Mean	SD	't' value	Level of Significance
Private	104	94.94	11.910	2.9	S
Government	96	90.04	11.097		

(At 1% level of significance, the table value of 't' is 2.58)

It is inferred from the above table that there is a significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of Type of school. The calculated value is 2.9 which is more than the table value is 2.58 at 0.01 level of significance. Hence the null hypothesis is rejected. . This finding is shown in figure number 2

Fig. No. 2: Type of School Wise Attitude of Secondary School Teachers



H03: There is no significant difference between the mean score of secondary school teachers in their attitude towards use of ICT on the basis of area of school.

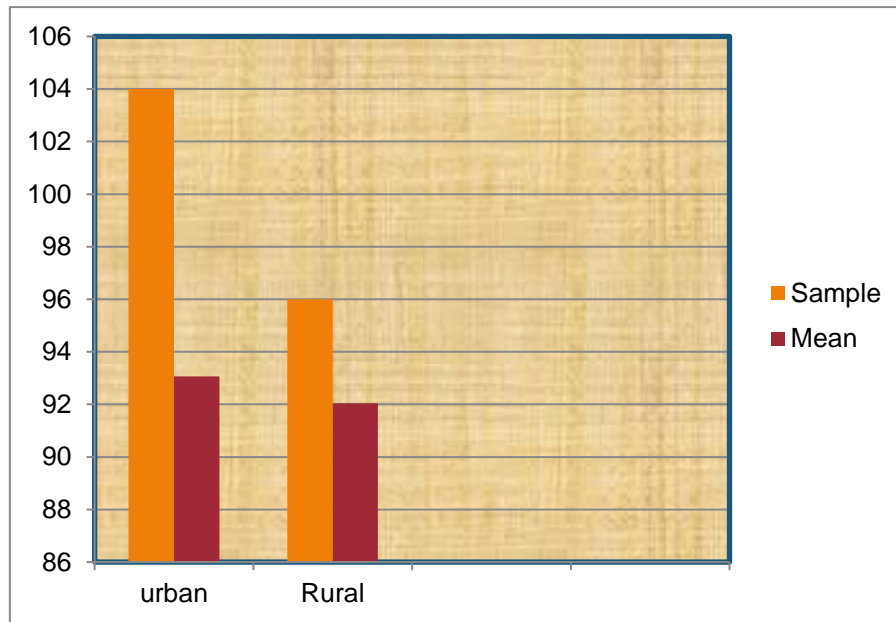
Table No.3: Area of School Wise Attitude of Secondary School Teachers

Habitat	Sample	Mean	SD	't'ratio	Level of Significance
Urban	104	93.07	14.714	2.05	S
Rural	96	92.04	7.300		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of area of schools. The calculated value is. 2.05 Which is more than the table 1.96 value at 0.05 level of significance. Hence ,the null hypothesis is rejected. , This finding is shown in figure number 3.

Fig No. 3: Area of School Wise Attitude of Secondary School Teachers



HO4: There is no significant difference between the mean score of secondary school teachers in their attitude towards use of ICT on the basis of medium of school.

Table No. 4: Medium of School Wise Attitude of Secondary School Teachers

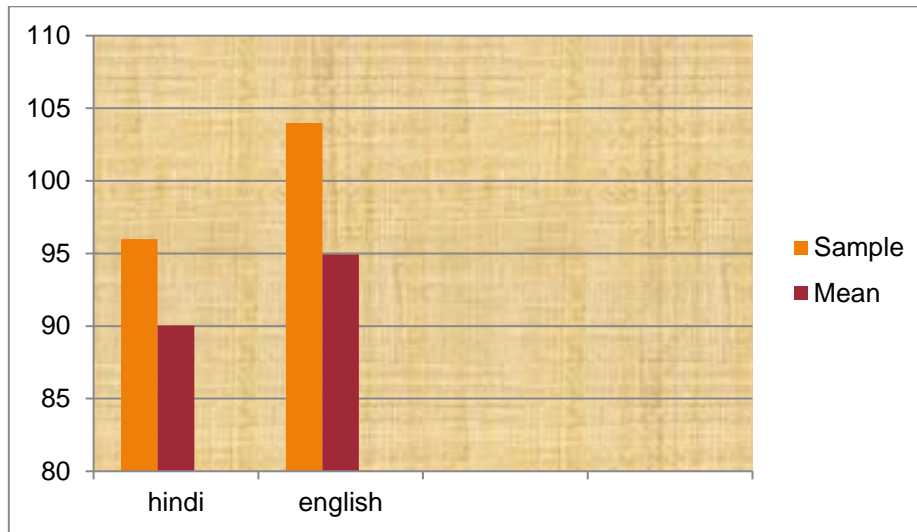
Medium	Sample	Mean	SD	't'ratio	Level of Significance
Hindi	96	90.04	11.097	.614	NS
English	104	94.94	11.910		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a no significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of medium. The calculated value is .614 which is less than the table value at 0.5 level of significance. Hence, the null hypothesis is accepted.

This finding is shown in figure number 4

Fig No. 4: Medium of School Wise Attitude of Secondary School Teachers



1.7 MAJOR FINDING OF THE STUDY

The following are finding of the study:

Percentage Analysis on the basis of Sample

- 1 .Among the sample of secondary school teachers 51% are male and 49% are females.
- 2.Among the sample of secondary school teachers 52% are private teachers and 48% are government teachers.
- 3.Among the sample of secondary school teachers 52% are urban teachers and 48% are rural background teachers.
4. Among the sample of secondary school teachers 52% are english medium teachers and 48% are hindi medium teachers.

Percentage Analysis of Attitude of secondary school teachers towards use of ICT on the basis of Demographic Variables:

1. Among the sample of secondary school teachers 21% have high attitude towards use of ICT where as 61%are average in their attitude towards use of ICT and only 18% of the secondary school teachers have low attitude towards use of ICT.
2. Among the sample of secondary school teachers 13% of secondary school male teachers have high attitude where as 80% are average in their attitude and only 7% of the male teachers have low attitude towards use of ICT. And 42% of secondary school female teachers have high attitude towards use of ICT whereas 23%are average in their attitude and only 35% of the female teachers have the low attitude towards use of ICT.

3. Among the sample of secondary school teachers 14% of secondary school private teachers have high attitude where as 66% are average in their attitude and only 20% of the private school teachers have low attitude towards use of ICT. And 29% of secondary school government school teachers have high attitude towards use of ICT where as 64% are average in their attitude and only 7% of the government school teachers have the low attitude towards use of ICT.
4. Among the sample of secondary school teachers 14% of secondary school urban background teachers have high attitude where as 64% are average in their attitude and only 16% of the urban background teachers have low attitude towards use of ICT. And 22% of secondary school rural back ground teachers have high attitude towards use of ICT whereas 59% are average in their attitude and only 19% of the rural background teachers have the low attitude towards use of ICT.
5. Among the sample of secondary school teachers 25% of hindi medium secondary school teachers have high attitude where as 69% are average in their attitude and only 6% of the hindi medium school teachers have low attitude towards use of ICT. And 22% of English medium secondary school teachers have high attitude towards use of ICT where as 59% are average in their attitude and only 19% of the english medium secondary school teachers have the low attitude towards use of ICT

1.8 CONCLUSION

Attitude towards use of ICT of secondary school teachers of Patna district. Teachers positive Attitude towards use of ICT in education is essential for better understanding. This study conclude that there is a significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of gender, type of school, area of school. And there is a no significant difference between the mean scores of secondary school Teachers in their attitude towards use of ICT on the basis of medium. This may be due to the fact that nowadays every medium school weather of English or Hindi has to make use of ICT to make teaching effective. Familiarity with ICT devices will go a long way in instilling confidence and interest in teachers to use ICT in teaching-learning process. Teachers and students should be given opportunity to be familiar with the latest ICT devices and trends. This measure can help teachers and students to overcome the inhibition to use ICT devices and equipments in schools. Information and communication technology can improve students' learning ability when teachers are digitally literate and understand value of Information

Communication Technology. ICT makes teachers and students more decorative , interactive and interesting.

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