



ICT AWARENESS OF HIGHER SECONDARY TEACHERS IN VIRUDHUNAGAR DISTRICT

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Abstract

The main aim of the study is to find out the significance difference of certain democratic variables. Survey method was adopted for this study. The sample consists of 372 higher secondary teachers in Virudhunagar district. Simple Random Sampling Technique was used. ICT awareness Scale self made tool was used to collect the data. The statistical technique used was mean, standard deviation and 't' test. The findings of the study were: there is no significant difference between male and female higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness. There is no significant difference between rural and urban higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness. There is no significant difference between married and unmarried higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness. The educational implications and suggestions for further study are also given as per the findings of the study.

Keywords: ICT Awareness, Higher Secondary Teachers.



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Introduction

Jawaharlal Nehru declared that if all were well with our educational institutions, all would be well with the nation. Educational institutions are intimately linked with society at large. They are the temples of knowledge. They are the agents of social change and transformation. Therefore, the general condition of our schools, colleges and universities is a matter of great concern to the nation. Education in the broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. According to Emma Goldman no one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure. The only purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality.

Need for the Study

Various technological and social developments have been reshaping almost all aspects of human life. Some of the knowledge, skills, abilities, competencies and personal characteristics that were necessary for life in previous centuries have now become irrelevant, while others have become critical. The majority of these changes are associated with the proliferation of new technologies, particularly information and communication technologies (ICT). The capacity to apply ICT in various areas of human life has become an important contributor to human well being and the prosperity of society. Enhancement of ICT awareness is the top priority of social, economical and educational policies of many international organizations and individual countries. However, the need for ICT-related awareness has emerged quite suddenly and the concept of ICT awareness is still very new.

The awareness of Information and Communication Technology (ICT) such as computer basics, packages, educational technology, CAI online have caused many changes in the society. These changes have not just been of a technical nature but more importantly of a structural nature. Many of the major institutions of our society have changed and the way we live our daily lives have been impacted. However the impact on education may just begin to be felt, as teachers integrate this new technology into their teaching. In the early stages of the awareness of ICT in teaching, looking at the experiences of teachers at a higher secondary school in forefront provides some clues as to what possibilities and problems may be presented with this new technology. Therefore, the availability and utility of the ICT in the classroom determines the density of the students in learning. In this context the teachers attitude and awareness towards ICT is more important, prior to utilize and implement into teaching learning process for the effectiveness of their teaching and inspiration of students' learning.

Operational Definitions of the Key Terms

ICT

Information and Communications Technology (ICT) means as the implementation of different branches of technology in information and communication processing. In a broad sense, ICT is taken to refer to the whole set of enabling technology concerned with communication, manipulation of information (hardware and software), networking data storage transmission- encompassing data, voice and video (Web Based Education Commission (2000)- US Kerry's Report).

Awareness

Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something. In biological psychology, awareness is defined as a human's or an animal's perception and cognitive reaction to a condition or event.

Higher Secondary Teachers

It refers to the teachers who are handling the XI, XII Classes in higher secondary school. Affiliated to secondary board of education in Tamil nadu.

Objectives of the Study

1. To find out the level of ICT awareness of higher secondary teachers.
2. To find out where there is any significant difference between male and female higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.
3. To find out where there is any significant difference between rural and urban higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.
4. To find out where there is any significant difference between married and unmarried higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.

Null Hypotheses of the Study

1. There is no significant difference between male and female higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.
2. There is no significant difference between rural and urban higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.
3. There is no significant difference between married and unmarried higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.

Methodology

The researcher adopted the survey method to study the ICT awareness of higher secondary teachers.

Population and Sample

The population for the present study was identified as the higher secondary teachers in the Virudhunagar district. Among the population, 372 higher secondary teachers were

selected. Simple random sampling technique was adopted by the investigator. There are 147 schools.

Tool use for the Study

‘ICT Awareness Scale (PTS)’ developed and validated by investigator and guide (2014).

Statistical Techniques Applied

The statistical applications mean, Standard deviation and ‘t’ test was applied for the study.

Delimitations of the study

- 1) The investigator has restricted his study to the teachers of higher secondary schools in Virudhunagar district.
- 2) The study is limited to five dimensions of ICT awareness.

Data Analysis and Findings of the Study

Table 1 Level of ICT awareness of Higher Secondary Teachers

Dimensions of ICT Awareness	Low		Average		High	
	Count	%	Count	%	Count	%
Computer Basics	175	47.0	141	37.9	56	15.1
Packages	191	51.3	105	28.2	76	20.4
Educational Technology	183	49.2	115	30.9	74	19.9
CAI Online	183	49.2	117	31.5	72	19.4
ICT Awareness	179	48.1	130	34.9	63	16.9

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the ‘T’ Scores)

Low percentage of higher secondary teachers perceive high ICT awareness (16.9%) and its dimensions- computer basics (47.0%), packages (51.3%), educational technology (49.2%), and CAI online (49.2%).

Null Hypothesis 1

Table 2 Mean and Standard Deviation Scores of ICT awareness of Higher Secondary Teachers with Respect to Gender and Calculated ‘t’ Values

Dimensions of ICT Awareness	Gender	N	Mean	S.D	Calculated ‘t’ value	Remarks
Computer Basics	Male	93	73.86	10.812	1.365	N.S.
	Female	279	75.56	9.033		
Packages	Male	93	61.29	9.417	1.276	N.S.
	Female	279	62.66	7.427		
Educational	Male	93	40.99	5.770	1.292	N.S.

Technology	Female	279	41.85	4.987		
CAI Online	Male	93	70.84	9.104	.327	N.S.
	Female	279	70.48	8.939		
ICT Awareness	Male	93	246.98	31.444	.984	N.S.
	Female	279	250.56	26.875		

It is inferred from the table that the calculated ‘t’ values for ICT awareness (.984) and its dimensions- computer basics (1.365), packages (1.276), educational technology (1.292) and CAI online (.327) are lesser than the table value (1.96) at 5 percentage level of significance. Hence the null hypothesis ‘there is no significant difference between male and female higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness’ is accepted. Thus there is no significant difference between male and female higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.

Null Hypothesis 2

Table 3 Mean and Standard Deviation Scores of ICT awareness of Higher Secondary Teachers with Respect to Locality of the School and Calculated ‘t’ Values

Dimensions of ICT Awareness	Locality of the School	N	Mean	S.D	Calculated ‘t’ value	Remarks
Computer Basics	Rural	189	75.74	9.518	1.249	N.S.
	Urban	183	74.51	9.513		
Packages	Rural	189	62.93	7.615	1.496	N.S.
	Urban	183	61.69	8.314		
Educational Technology	Rural	189	41.95	5.162	1.169	N.S.
	Urban	183	41.32	5.233		
CAI Online	Rural	189	71.05	9.017	1.038	N.S.
	Urban	183	70.08	8.918		
ICT Awareness	Rural	189	251.66	27.748	1.397	N.S.
	Urban	183	247.60	28.358		

It is inferred from the table that the calculated ‘t’ values for ICT awareness (1.397) and its dimensions- computer basics (1.249), packages (1.496), educational technology (1.169) and CAI online (1.038) are lesser than the table value (1.96) at 5 percentage level of significance. Hence the null hypothesis ‘there is no significant difference between rural and urban higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness’ is accepted. Thus there is no significant difference between

rural and urban higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.

Null Hypothesis 3

Mean and Standard Deviation Scores of ICT awareness of Higher Secondary Teachers with Respect to Marital Status and Calculated ‘t’ Values

Dimensions of ICT Awareness	Marital Status	N	Mean	S.D	Calculated ‘t’ value	Remarks
Computer Basics	Married	278	75.46	9.216	1.060	N.S.
	Unmarried	94	74.18	10.369		
Packages	Married	278	62.49	7.437	.649	N.S.
	Unmarried	94	61.80	9.430		
Educational Technology	Married	278	41.82	5.016	1.118	N.S.
	Unmarried	94	41.09	5.702		
CAI Online	Married	278	70.82	8.821	.874	N.S.
	Unmarried	94	69.85	9.407		
ICT Awareness	Married	278	250.59	26.701	1.006	N.S.
	Unmarried	94	246.91	31.828		

It is inferred from the table that the calculated ‘t’ values for ICT awareness (1.006) and its dimensions- computer basics (1.060), packages (.649), educational technology (1.118) and CAI online (.874) are lesser than the table value (1.96) at 5 percentage level of significance. Hence the null hypothesis ‘there is no significant difference between married and unmarried higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness’ is accepted. Thus there is no significant difference between married and unmarried higher secondary teachers in their computer basics, packages, educational technology, CAI online and ICT awareness.

Educational Implications

- Higher secondary teachers should be trained in ICT and they must use the new technologies in their classrooms then only they will get the self reliance and experience with ICT.
- The level of ICT awareness of higher secondary teachers is low. In order to make the administration should have an awareness of how ICT can be instilled and developed among teachers.
- Opportunity for participation in extra-curricular and co- curricular activities like quiz, drama etc., may be given to widen their ICT awareness.

- The Professors can adopt understanding level and reflective level of teaching rather than the knowledge level of teaching.
- Teachers can be encouraged to activity participate in cultural competitions to develop their ICT awareness.
- Teachers can be recommended mini – projects to improve their ICT awareness.
- Awareness programmes on ICT awareness and its characteristics can be organized and new innovations and technology should be improved.

Suggestions for Further Research

- ◆ A similar study may be undertaken for arts college students, student teachers, school students and polytechnic students.
- ◆ This study can be extended to college teachers.
- ◆ The sample is taken only from Viruthunagar district only. It can be extended to other districts.
- ◆ Some more dimensions were included and can be taken into account for further investigation.

Conclusion

Even though there are some limitations in the present study, it is evident that the level of personality traits, ICT awareness and teaching competency of the higher secondary teachers are positive correlated. This implies that if the teaching competency increases the other will automatically increase. So attempts are to be made to improve teaching competency of higher secondary teachers in order to overcome their frustration.

The recommendations given by the investigator may be very helpful for improving the level of personality traits, ICT awareness and teaching competency of the higher secondary teachers. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of a great help for those who want to study further in this field. From the above discussion understood the importance and influence of personality traits and ICT awareness on teaching competency of higher secondary teachers in Virudhunagar district.

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