

A STUDY OF ATTITUDE TOWARDS ICT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER, LOCALITY AND SCHOOL TYPE IN BIHAR

Dr. RAJ LAXMI

ASSISTANT PROFESSOR

PATNA TRAINING COLLEGE

PATNA UNIVERSITY, PATNA, BIHAR

Abstract

The present study examined the Attitude towards ICT among Secondary School Teachers in School of Bihar with Patna Districts. The present study related to the Attitude towards ICT among Secondary School Teacher in relation to their gender, locality and type of school. Descriptive survey method was used by the investigator. A sample of 300 secondary school teachers working in government and private schools of district Patna was selected through stratified random sampling. Random sampling technique was used in the selection of the sample consisting of 150 males and 150 females. 30 Secondary School from 15 rural and 15 from urban area were selected from that a district of Patna of that of five blocks are randomly selected. Then there are 300 secondary school teachers. 10 from each school (5 male and 5female) were selected at random. The researchers used a scale developed by myself attitude towards ICT for teachers. The data collected were analyses using the mean, SD & t test were used to compare the attitude towards ICT of female, male rural, urban, government and private secondary school teachers. It was found that Secondary School teacher have a favorable attitude towards ICT in school. Similarly, a significant gender difference was observed in their attitude towards ICT. The results indicated that (1) There is significant difference in the attitude of male and female Secondary School Teachers towards ICT. (2) There is no significant difference in the Attitudes of Rural and Urban Secondary School Teachers towards ICT. (3) There is no significant different in the Attitude of Private and Government.

Keywords: ICT, secondary school teachers, attitudes, gender, locality type of school

Introduction

The quality of education depends upon the knowledge and attitude of teachers towards the ICT. The qualities as well as teachers both are interconnected. Teacher educators are the facilitators in any educational Reform movement. The teacher effectiveness depends mainly on the teacher's attitudes characteristics and the classroom phenomena such as environment and climate organisation and management. In India various commissions and committees have recommended various methods for qualitative improvements in education. The teaching learning process has been greatly by Rapid advancement in Information and Communication Technology ICT. The greatest challenges of society is related to face with knowledge and technological expertise that is necessary for finding applying evaluating information the use of technology is our daily life in very common in today's world. The introduction of ICT in school education will encourage and motivate the students as well as teachers. In today's Era every aspect of human life is influenced by the scientific discoveries and innovations. The development of ICT like Radio, tape recorder, TV, computer etc. is bringing education closer to technology. Any part of education whether it is teaching process research work provision helpless due to lack of Technology. The truth is that knowledge of Technology has become very essential for teachers. Communication is a bilateral process with the help of which we share our thoughts, beliefs, information with others we need both Information and Communication to learn and understand the way of acquiring knowledge. ICT means a technology with the tools to application which that collects, stores, represents use of information. When it comes to factory learning with the use of computers as learning aids Information Technology provides assistance and complementary support for both teachers and students. Information and Communication Technology are information handling tools that are used to produce; store

and process distribute and exchange information. In the developing world ICT are used largely to increase access to and improve the relevance and quality of education. ICTs have a demonstrated potential to increase the options, access, participation and achievement for all students. ICT attitude has been defined as a person's general evaluation of feelings of a favours or opposition towards ICT and specific computer related activities.

Related of review literature

Imrana (2017) discovered that a study of secondary school teachers' attitude towards ICT in relation to their Gender and school types. The findings show that secondary school teachers' attitudes towards ICT differ by the gender. At the secondary school level, female teachers have a more positive attitude towards ICT than male teachers. When compared to private school teachers' government school teachers have a more positive attitude towards using ICT in the classroom. Pravin (2016) investigated secondary school teachers' attitude towards the use of technology in the classroom. The findings show that attitude towards the use of technology in the classroom differ significantly between rural and urban teachers as well as between private and government.

Singh, B.K. (1988) studied growth and development of ICT in education in secondary schools in Bihar in Patna district the objectives of the study were to study the growth and development of educational technology in the secondary school of Bihar with and investigation of its impact in science. The findings of the study were there is a very less use of technology in the secondary schools in Patna district those Secondary School which were using the advanced technology were brighter than other schools. There were very few schools where advanced technology used while teaching.

S.K. Pandey studied Teacher's attitude towards ICT in relation to sex, age and experience. The objectives of the study knew the level of teacher's attitudes towards use of computers in secondary schools of Bihar. There was no significant difference between male and female teachers of computer education and also in rural and urban teachers' attitude in a relation to utility of computer in their classroom.

Need of the study

Education has benefited from information technologies in a number of respects and at varying levels ICT. ICT has had an influence on teaching and studying from both a sociological and economic perspectives. ICT has an influenced of our daily life or lives in a continuous emergent digital world. Education has been benefited within developed countries by providing education through Computer technology like as the interactive multimedia, internet etc. ICT should be certain more flexible and learner-centred. Now most Scholars most schools offer online classes that can be accessed on computers laptops, tablets and even mobile phones. Using technology teachers can prepare their students for a future flooded with gadgets including Tablets mobile, phones, computers and so much more. If the teachers have confidence in using the technology, they will process positive attitudes which may be greatly influences their teaching and learning process. It is important to integrate technological developments into the Indian lecture room in order to keep up with the technological transition in the developing world's educational learning systems. The purpose of this study was therefore to determine the attitudes of secondary school teachers towards the use of ICT.

Objectives

1. To find out the Attitude Towards ICT among Secondary School Teachers
2. To compare the Attitude Towards ICT of Male and Female Secondary School Teachers
3. To compare the Attitude Towards ICT of Rural and Urban Secondary School Teachers
4. To compare the Attitude Towards ICT of Government and Private Secondary School Teachers

Hypothesis

1. Male and female secondary school teachers do not differ significantly in their attitude towards ICT
2. Rural and urban secondary school teachers do not differ significantly in the attitude towards ICT
3. Government and private secondary school teachers do not differ significantly in the attitude towards ICT

Methodology of the study

A descriptive cum survey method was adopted for the study in which the investigator attempted to find the difference attitude of secondary school teachers male and female teachers in secondary schools in Bihar district of Patna.

Population of the study

All Secondary School Teachers, teaching in Secondary Schools affiliated to CBSE and Bihar board located in Patna are taken as the population of the study

Sample of the study

There are 23 blocks in the Patna district, Bihar. Of these blocks 5 were randomly selected. The random sampling method was applied for selecting the sample of schools and stratified random sampling method for selecting teachers as samples for this study. The present study was conducted on a sample of 300 secondary school teachers teaching in Secondary Schools. 30 Secondary Schools from urban and rural area and private Government and private Where are randomly selected from these blocks. 10 Secondary Schools teachers from each school in male and female was a randomly selected.

Tools for data collection

Attitude towards ICT questionnaire was designed and standardized by myself 2021 used for the data collection in Patna district Bihar.

Statistical Techniques used in this study

The following statistical methods have been used by the researcher in this study presented percentages, mean, SD and t test were used to analysis data.

Delimitation of the study

The present study has been the delimited to the following conditions

1. The researcher should restrict to only secondary school teachers in Patna district.
2. This research should confine 300 sample sizes.

Results and discussion

The statement of the problem is concerned there are three independent variables which are gender, location and management. The Attitude towards ICT scale was achieved on selected sample teachers and t value was completed to measure the teacher effectiveness of the secondary school teachers in relation to their gender, location and type of a school. The analysis of information is offered as per the hypothesis.

Hypothesis 1

Male and Female Secondary School Teachers don't differ significantly in their Attitude towards ICT

| Gender | No. | Mean | SD | t- value | Level of Significance |
|--------|-----|--------|-------|----------|-------------------------------|
| Male | 160 | 113.70 | 7.37 | | Significant level(0.01 &0.05) |
| Female | 140 | 99.11 | 11.05 | 6.15 | Reject |
| Total | 300 | | | | |

The calculated t-values 6.15 is higher than the table value (2.58) at the level 0.01 and (1.96) at the level of (0.05). Therefore, it can be said that there is a significant difference in the Attitude towards ICT of male and female School Teachers. Hence the null hypotheses of research are rejected.

Hypothesis II

Rural and Urban Secondary School Teachers don't differ significantly in their Attitude towards ICT

| Location | No. | Mean | SD | t-value | Level of significance |
|----------|-----|--------|-------|---------|--------------------------------------|
| Rural | 140 | 105.67 | 12.99 | 0.138 | Not significant at 0.01 & 0.05 level |
| Urban | 160 | 107.71 | 10.76 | | |
| Total | 300 | | | | Accepted |

The calculated t-value is 0.138 less than table value (2.58) at the 0.01 level & (1.96) at the 0.05 level. The outcome indicates that there is no significant between Rural and Urban Secondary School Teachers in Attitudes towards ICT. Hence the null hypothesis is accepted.

In Urban and Rural Secondary School Teachers no meaningful difference was found in the Attitude for conducting teaching work through use of ICT, computer, email, internet etc. Both acknowledge its usefulness and its impact in teaching work. Hence the null hypothesis is accepted.

Hypothesis III

Government and Private Secondary School Teachers don't differ significantly in their Attitude towards ICT

| | N0. | Mean | SD | t-value | Level of significance |
|------------|-----|--------|-------|---------|--------------------------------------|
| Government | 140 | 111.72 | 78.77 | 0.7416 | Not Significant at 0.01 & 0.05 level |
| Private | 160 | 114.70 | 77.33 | | |
| | 300 | | | | Accepted |

The calculated t-value is 0.741 less than table value (1.98) at 0.05 level & 2.58 at 0.01 levels. The outcome indicates that there is no significant between Government and Private Secondary School Teachers in Attitude towards ICT. Hence the null hypothesis is accepted.

Findings of the study

The findings obtained from researcher study are as follows:

1. There is significant difference in the attitude of secondary school teachers on gender basis towards ICT. Male teachers are higher level favourable attitude towards ICT compare as female teachers.
2. There is no significant difference has been found in the attitude of Rural and Urban secondary school teachers. The teachers of the Urban and Rural school both are considered its utility and its influence in teaching works.
3. There is no significant difference has been found in the attitude of Government and Private secondary school teachers. This may be due to the fact both Government and Private Teachers equally exposed to ICT resource.

Educational implication

Findings of the present study will benefit as the basis date for the advance studies related to ICT. This study promotes to the head of institutions for improving in information & communication technology awareness for the teachers. Parents should also take advantage of the result obtained from research and inform their children

about the use of technical education. Increase your understanding of information and communication technology and get more information in this regard and so that children can benefit more.

Suggestions for the further study

Suggestion for the future research is following

1. The similar study can also be done by increasing the sample.
2. The attitude of primary level teachers can also be studied.
3. This research study can also be done to find out the attitude of students.
4. The research studies can also the attitude of teachers of different Boards of school like UP, CBSE, ICSE.
5. The research studies can also the attitude and effectiveness of teacher in this research study.

Conclusion

Education is always concerned with the development of the potential of individuals for the future, not only among teachers. ICT has a lot of rewards, and it has a positive influence on people and businesses day to day lives. Amazing ICT teaching strategies improve student participation in the classroom while minimizing teaching time. The present study is concluded that male and female secondary school teachers have significant difference in their attitudes towards Information and Communication Technology (ICT) whereas this attitude of rural and urban as well as Government and private secondary school teachers has not been found significant difference. It also has found that the knowledge of ICT will be highly in the development of educational institutions. Teachers can follow technology and develop their attitude towards technology. In the context, it is the responsibility of policy makers, curriculum designer, teachers, parents and other to perceived ICT with a positive attitude.

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