

Attitude of Secondary School Teachers towards the Use of ICT in Teaching Learning Process

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I. INTRODUCTION

Teaching is becoming one of the most challenging professions in our society. Where knowledge is expending rapidly and modern technologies are demanding teachers to learn how to use these technologies in their teaching. Education system around the world are under increasing pressure to use the new information and communication technologies to teach students, the knowledge and skills they need in the 21st century. With the emerging new technologies the teaching profession is erolying from an emphasis on teacher centered, teacher based instruction to student centered interaction learning environment. The learning environment at present has become multimedia /multichannel/ multimodal and multi- dimensioned which is very powerful –teaching by collection use of a series of information from different sources media such as Text , sound graphic, animation, & video with the help of computer and connected multimedia software with enhance the quality of teaching. When a teacher uses multimedia in her / his classroom, the students like to get more impression on the topics, Because of its special features. It can stimulate the students mind and encourage learning through all senses. ICT got developed as a new subject in the field of education from the last few years. Computer plays a key role in education .learning through computer is an interesting affair students are getting novel experiences from this technology. ICT will help in enabling better and increased access information.

Computer is certainly one of the versatile Developments of the modern technological age. It plays a vital role in using multimedia based learning package. Teaching the content material with the help of the computer is called “computer assisted instruction. It has unanimously has been accepted that teachers of today and tomorrow most essentially be technically competent enough to take advantages of latest ICT tools for improving the quality and raising the standards of education. To become IT savvy teachers must be techno pedagogues, the SMART teachers, so that they can integrate information technology with the teaching methodology. They must possess competence to use ICT for their own professional development.

Technical Words

ICT comes from information, communication and technology.

II. INFORMATION:

We all know that information is not education, nor is information necessarily knowledge, although knowledge is based on information. Information is stored and communicated. Information is power. Information of all types and in huge amount is called in various ways and then communicated through satellite or through optical fibers, laid across the oceans & continents. The fast developing and processing information is transmitted through modern computers, fax, e-mail, internet etc.

COMMUNICATION:

The term communication originated from the Latin ward communis which means common.so, communication is an act by which a person shares the knowledge, feelings, ideas, information, etc. it is most basic form, the process of education must consist of a transaction between teacher and student education is a shared experience undertaken voluntarily. One could hardly argue with the assertion that education depends upon acts of communication because education is a cooperative rather than an operative art.

III. TECHNOLOGY:

Teaching is the use of hardware and software for efficient management through modern era. Technology in education refers to application of engineering principles in the development of electro-mechanical equipments used for instructional purpose. This type of technology is known as media.

Technology includes computers, videos, television, and connection with other computers globally to gather. So technology is very useful to get information and to make communicate with others. Without technology we can not transfer our information one place to another place and can't communicate. Technology is changing every aspect of human life including communication, trade, manufacturing services, culture research and global security.

IV. MEANING OF ICT-

The end of the 20th century and beginning of 21st century has witnessed very exciting changes. One of them being in

the field of information and communication technology. Education is the most powerful tool for change and hence it must train the minds of those being educated to cope with the change. ICT refer the various technologies that enhance the creation, storage, processing communication & dissemination of information .ICT also refer to the different infrastructure used in these processes. The application and the numerous services these infrastructure support.

ATTITUDE- An Attitude can be defined as a positive or negative evaluation at people, objects, Event, activities, ideas or just about anything in your environment. Attitude is defined as the totality of those states that lead to or point toward some particular activity of the organism. The attitude therefore, the dynamic elements in human behavior the motion for activity.

ICT - Information and communication technology required for information processing. In particular, the use of electronic computers, communication devices and software application to convert, store, protect, process, transmit and retrieve information from anywhere and anytime.

SECONDARY SCHOOL TEACHER- Secondary school teachers are those who teach from sixth to tenth standard students And those who have done Bachelor in education. These teachers receive pre-service education before appointing to the job.

V. MAKING THE TEACHER EDUCATORS ICT COMPETENT:

Open and distance learning based on latest ICT .particularly those supported by internet and World Wide Web has great potential in the education system. It contributes in the wider dissemination of information, updating of knowledge, effective individualized learning and providing efficient education services in a very expedition manner .during last few years, the system is gradually developing as a parallel to formal education system in Indian continent also. This has changed the expectations from the teachers. Rapid growth and development of ICT has impacted almost all walks of life including education. Studies show that the proper use of technology can spectacularly improve educational outcomes.

VI. COMPETENCIES TO BE INCULCATED IN TEACHER EDUCATORS:

Professional development of the teachers requires understanding in following new areas of professional ability:

- 1) To become familiar with the capabilities of newly emerging technological devices and systems.
- 2) To be able to explore how these new devices and processes can be integrated into classroom practice and subject specific teaching.
- 3) To be skilled in handling, sequencing and designing of information for various technologies.

Thus, teacher educators must train the teachers for ICT skills development, use of ICT for teaching, and inputs for web based learning.

VII. IMPACT OF ICT ON TEACHING ATTITUDE:

Information and technologies have brought new possibilities into the classroom. Exemplified most easily by the internet and interactive multimedia they are obviously of great significance for teachers. The use of ICT can make substantial changes both of teaching and training in two important ways mainly i.e., the rich representation of information changes, learner's perception and understanding of the context. Adequate use of ICT can also provide powerful support for educational innovation. ICT is not only an essential tool for teachers in their day to day work, but it also offers them the opportunities for their professional development. When the process time is increased, the time of student's activities, discussion, correlation with other subject, brain storming, learning etc. will increase i.e.:

VIII. TECHNOLOGY WILL HELP TO CREATE BETTER TEACHERS:

Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This new environment also involves a change in the roles of teachers and student. Integration of ICT in teacher education will provide powerful tools to support the shift to student – centered learning and the new roles of teachers and students and will have the following merits:

- “Access to information” is considered to be one of the most important benefits of the use of ICT in teacher education programs.
- ICT enabled teaching facilitates sharing of ideas, experience as well as collaborating on project, exchanged materials, through discussion groups.
- ICT enables to provide individual instruction with individual space, like giving attention to gifted or slow learners.
- ICT enable to give feedback and testing objectively and quickly without biases.
- Diagnosis of individual is also possible through ICT using specific software.

IX. SIGNIFICANCE OF THE STUDY:

The information and communication technology is very much useful to make teaching learning process effective .ICT enabled education and training would not only be cost effective but also make education effective and efficient while offering mass customization of learning, and continuous support. The use of ICT in education lends itself to more student –centered learning settings. ICT is changing the way we work, communicate organize,

conduct business gather and process information, even how we play and entertain. It is not a revolution in technology, machinery, techniques software speed or convergence.

X. OBJECTIVES OF THE STUDY:

- 1) Study the mean Attitude scores of the Male teachers of private school towards the use of Information and Communication Technology in teaching learning process.
- 2) To study the mean Attitude scores of the Female teachers of private school towards the use of Information and Communication Technology in teaching learning process.
- 3) To study the mean Attitude scores of the Male teachers of government school towards the use of Information and Communication Technology in teaching learning process.
- 4) To study the mean Attitude scores of the Female teachers of government school towards the use of Information and Communication Technology in teaching learning process.
- 5) To compare the mean Attitude scores of the Male and Female teachers of private school towards the use of Information and Communication Technology in teaching learning process.

XI. HYPOTHESES:

H1- There is no significant difference between the mean attitude score of male and female teachers of private schools towards the use of Information and Communication in teaching learning process.

H2- There is no significant difference between the mean attitude scores of the Male and Female teachers of government schools towards the use of Information and Communication technology in teaching learning process.

XII. DELIMITATION OF THE STUDY:

The present study is delimited into following areas:

- The study is delimited to the Senior secondary school teachers of Ghazipur, Delhi. It is further delimited to a sample of 120 teachers of private and government Senior secondary school Teachers.

XIII. METHODOLOGY OF THE STUDY:METHOD:

Descriptive survey Method is used for the study.

VARIABLE: In this study two variables are used –

- ICT
- Attitude

SAMPLE SIZE:

For the purpose of the study, a sample of 120 teachers (60 private + 60 governments) from Ghazipur, Delhi is selected.

SAMPLE TECHNIQUE:

Stratified random sampling is used to select the Sample.

SELECTION OF THE SAMPLE:

“A sample is a small proportion of a Population selected for observation and analysis”. The universe is infinite and the sample is finite part of the total. It is a part of the whole; sample operates on the entire whole.

TOOLS USED:

In the present study investigator used 5 points Lickert's based Opinionnaire. The information from that attempt to measure attitude or belief of an individual is known as an Opinionnaire or attitude scale. Construction of an Opinionnaire requires an adequate understanding of and an insight into investigator's problem of research.

SELECTION OF THE SCALE:

The attitude scales are designed to provide a quantitative measure of the individual's relative position along a one – dimensional attitude continuum. Special procedures have been devised in an attempt to achieve comparability of score from scale to scale equality of distances between scale unit and unidimensionally or homogeneity of items.

FINDINGS: -

Mean scores obtained by both the male and female teachers, shows a favorable attitude towards ICT. Both male & female teachers strongly favor the imparting the use of ICT in teaching learning process i.e.:

- 1) It has been found that Male Senior Secondary School Teachers attitude level towards ICT is neutral.
- 2) It has been found that Female Senior Secondary School Teachers attitude level towards ICT is neutral.
- 3) It has been found that Male Senior Secondary School Teachers have positive attitude towards ICT in private schools.
- 4) It has been found that Female Senior Secondary School Teachers have positive attitude towards ICT in government schools.
- 5) It has been found that there is no significant difference between private male and female school teachers towards ICT.

XIV. IMPLICATIONS OF THE STUDY:

The result of the study can be of great use in our practical life. Study of the ICT attitude of the teachers can reveal the functioning of their mind.

What do they think?

In what way they take the things in their day to day life?

What are their own views about their own selves?

How do they view themselves and others?

LIMITATIONS:

Many times a person fails to do a thing as perfectly as he wishes to, due to lack of resources and time and not due to lack of knowledge and expertise. Regarding this study frankly confesses the following limitations:

- The sample of the study is only 120 (60 male + 60 female) Teachers.

- The socio economic status of the teachers could not be studied.
- Rural and urban factors cannot be studied.
- Attitude is only limited to S. S. School teachers & a particular city which does not represent the data of a country.

XV. SUGGESTIONS FOR FURTHER STUDY–

The following are the area & the aspects, where further studies can be conducted by the researchers at all levels:

- The study can be conducted for large sample.
- The study can also be conducted to see the difference in attitude of people towards ICT who belongs to different socio economic strata.
- Study of rural urban people can also be made to measure the attitude of ICT.
- The study can also be conducted on people having different background.

XVI. CONCLUSION: -

Purpose of the study was to find out the comparison between private and government senior secondary school teachers of Ghazipur, Delhi.

In accordance with the analysis done and interpretations made of the data the following conclusion is made by keeping in view the purpose stated above that the private and government senior secondary school teachers is high, there is necessity to develop the attitude towards ICT, which in turn helps them to develop the same among their students. They should be sublimated through constructive activities. New techniques and methodology helps in work as well as create a conducive environment which should be the base of the private and government school teachers.

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