

A Study on Attitude towards Computers, Information and Communication Technology among School Teachers

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Abstract

The present study was aimed at assessing attitude of school teachers male and female and teaching subjects towards the computer and ICT education. The main purpose of the researcher paper of the present study was To know the significant difference between attitude of male and female with regard to computer attitude towards School Teachers and To know the significant difference between attitude of male and female school teachers with regard to computers and ICT. The investigator conducted a research study on attitude of computer and ICT of school teachers and Teaching subjects of Hyderabad and Secunderabad. The study consists of 31 male and female school teachers . The data collected through a questionnaire method using random sampling technique. The results shows that there is no significant difference among male and female teacher educators with regard to computer attitude, Teaching Subjects

KEYWORDS: Attitude, Computer attitude, ICT

1.0 Position and Importance of ICT in Education

A vibrant education sector is fundamental for developing human capital within countries. With an active and transformative education policy and a supportive infrastructure, the development of a knowledge-based population can apply itself to sustained and equitable growth. ICT can play a vital role in increasing access to education as well as providing better quality education. A study conducted by the International Institute for Communication and Development (IICD) indicated that 80% of its participants felt more aware and empowered by their exposure to ICT in education, and 60% stated that the process of teaching as well as learning were directly and positively affected by the use of ICT.

Kozma (2005) suggests three significant concerns of consideration regarding ICTs impact on education. Firstly, student outcomes such as higher scores in school subjects or the learning of entirely new skills needed for a developing economy. Secondly, we should consider teacher and classroom outcomes such as development of teachers' technology skills and knowledge of new pedagogic approaches as well as improved attitudes toward teaching. Finally, one has to consider other outcomes such as increased innovativeness in schools and access of community members to adult education and literacy. Most analyses of ICT in the educational sector focus on the impact it has had on pupil teaching/learning. However, as our analysis of the private business sector suggests, this focus, although obviously important, direct changes in the way teaching and learning are organized should be only part of the effect ICT has in the organization of the education sector. As above with the business sector, we analyze the role of ICT in education in three parts:

Changes in the management of the educational sector associated with ICT. Changes in the work process in education associated with ICT. Changes in the training of educational personnel and of students associated with ICT.

Even though the role of ICT in enhancing learning outcomes is a contested one, most of the researches done in this area suggest that there are a number of benefits that ICTs bring to the knowledge creation, management and dissemination frontier. Some of the perceived benefits cited include: improved access to information, creation of an enabling environment for a wider participation in higher education (Laurillard 2000; Koller 2012), improvement of communication among students and between students and teachers, (Hill et al 2004; Stensaker et al 2007) promotion of collaborative learning and supporting learner-centered approaches to teaching, (Sellinger, 2003) increased flexibility and the development of competence-based curriculum.

OBJECTIVES: The study was conducted to achieve the following objectives:

1. To know the significant difference between attitude of male and female with regard to computer attitude towards School Teachers
2. To know the significant difference between attitude of male and female school teachers with regard to computers and ICT.

HYPOTHESIS: To know the awareness level of School teacher towards computers and ICT

1. There is no significant difference between male and female with regard to computer attitude towards school teachers
2. There is no significant difference between male and female with regard to self-confidence in integrating ICT towards School teachers.

2.0 REVIEW OF LITERATURE

Hadi Salehi and Zeinab Salehi(2012)" Challenges for Using ICT in Education" this study aims to investigate the teachers' perceptions of the barriers and challenges preventing teachers to integrate ict in the classroom. hence, a validated questionnaire was administered to 30 high school english teachers who were selected from the five main educational districts in the city of isfahan, iran. stratified random sampling was used to select equal number of respondents from each educational district. moreover, the descriptive analysis was used for the study the results showed that shortage of class time was another significant barrier discouraging teachers to use ict into the classroom. the findings indicated that although teachers had a strong desire to use ict in the classroom, they were encountered with some barriers. insufficient technical supports at schools and little access to internet and ict were considered as the major barriers preventing teachers to integrate ict into the curriculum.

Simin Ghavifekr, Ahmad Zabidi Abd Razak " ICT Integration In Education:, this paper aims at identifying the level of computer skills and knowledge of primary school teachers in the teaching and learning process. the objective of this paper is to identify the level of ICT integration in teaching and learning process in classroom by primary school teachers. A total of 61 teachers from 10 public primary schools in Klang Valley, Malaysia have been selected randomly to complete this quantitative study's survey questionnaire. The

findings illuminate that most of the teachers are normal users, and many teachers more frequently use ICT in the teachers' room for their work rather than using it in their classroom for teaching and learning. The results show that teachers should always be ready and well-equipped in terms of ICT competencies and positive attitude to provide ICT-based learning opportunities for students to improve their learning quality. Future studies need to consider other aspects of ICT integration specially from the management point of view such as strategic planning and policy making

Dr. Mohit Dixit(2015)" Attitude of Teachers Trainees towards ICT Teaching" This study was conducted to find out attitude of teachers trainees towards information and communication technology teaching . The Objective of the Study are. To study the level of attitude towards ICT teaching among teachers trainees. The research method of Survey method was applied or the present study The statistical techniques were used the mean, standard deviation, t-value. The results showed that the factors like locality and gender of the teacher-trainees influence attitude towards information and communication technology teaching. The Findings of the study There was favourable attitude towards ICT teaching among teacher trainee and There was significant difference in the level of attitude of urban and rural teacher trainees towards ICT teaching and finally There was no significant difference in the level of attitude of male and female teacher's trainees towards ICT teaching.

Reena Yadav(2015)" Attitude of Secondary School Teachers Towards The Use of Information Communication Technology In Education" The Objectives of the study To study the attitude of male and female secondary school teachers towards use of ICT in education. To study the attitude of urban and rural area school teachers towards use of ICT in education. The purposive random sampling technique used for the present study. Sample of the study was 400 secondary school teachers were selected on the basis of Sex (80 male & 120 female), locality (100 rural and 100 urban), types of organization (100 government & 100 private) and age group (95 above age 40 and 105 below age 40) from different secondary schools of Rewari District of Haryana state. Descriptive survey method was used for the purpose of conducting the present study. The researcher has used ICT Attitude Scale developed by investigator herself. The findings of the present study Female teachers showed more attitude towards use of ICT as compared to male teachers and Teachers of urban areas school showed more attitude towards use of ICT as compared to rural area school teachers. The conclusion of the present study teachers need to perceive ICT as primarily a tool for teaching and learning across the curriculum although there are foundations skills in ICT that students need to learn before they can participate fully in an ICT rich classroom.

Glenda Gay (2006)"Perceptions of information and communication technology among undergraduate management students in Barbados" The objectives of the study What are the attitudes of undergraduate students to ICT and To what extent do students use ICT. Sample of the present study 300 undergraduate management students. Survey method was adapted for the present study. Percentage and frequency analysis were done for the study .The findings of the study. majority of the sample expressed favourable attitudes to the use of ICT within the academic environment. Particularly, students were more inclined to use computers for: typing assignments (92%), part of their studies (95%),

supplementing other teaching activities (72%), emailing questions to teachers (90%), and distance education from home (68%). However, students were resistant to the use of computers as full replacement of the regular, traditional teaching experience. This finding suggests students' strong preference for both forms of the academic experience (i.e., interaction with the teacher and interaction with information technology), which is consistent with Dorup's (2004) findings. The conclusion of the present study was that management students were generally favorable to ICT in an academic setting. In addition, males were more favorable towards the use of computers as replacements to other teaching activities. Older students were more favorable to computer use as a supplement to other teaching activities, compared to younger students.

3.0 METHODOLOGY

Sample: The sample of the study consists of 31 school teacher educator from 5 Govt and. and private school was drawn for the study by using random sampling technique. The School teacher of twin cities of Hyderabad and Secunderabad constituted the population for the study.

Tools: The questionnaire method was used to measure the attitudes of School teacher towards computer and ICT. The questionnaire was designed respondents' biographical details like name, gender, qualification, training, teaching subjects and teaching experience in the pattern of – Strongly Agree (4), Agree (3), Undecided (2), Disagree (1) and Strongly Disagree (0) for each question.

Data collection procedure: A questionnaire with 34 statements on computer attitude was administered to the sample of 31 School teachers. The information is presented regarding the computer attitude, School environment, organization support, self-confidence in integrating ICT, etc. The investigator explained about the importance of the study and necessary instructions were given to the teacher educators to how to fill up the questionnaire.

Procedure of data analysis: The collected data were analyzed by using mean, standard deviation and t-test. To know the significant difference between the variables on computers use in secondary schools, mean and standard deviation has been calculated. Based on mean and standard deviation, Chi-square test was calculated and ANOVA is used when more than two groups. The analysis was done by using the software package SPSS-17.0.

4.0 RESULTS AND DISCUSSION

Hypothesis-I: The following hypothesis has been formulated with regard to School teachersedu attitudes. "There is no significant difference between attitudes of male and female School teacher towards computers attitude". The results pertaining to the above hypothesis are furnished in the following table.

Table 1

Showing the differencebetween male and female school teachers towards computers (computers attitude)

Gender	Total			Total
	Low	Moderate	High	

Male	5	5	3	13
Female	7	8	3	18
Total	12	13	6	31

Chi-Square Test

	Value	df	Asymp.Sig.(2-sided)
Pearson chi-square	.225 ^a	2	.894

Table 4.1.0 shows that male school teachers have attitudes in terms of high(3) moderate (5) low(5) and similarly female school teacher are high(3) moderate(8) low(7) and the significance difference and p-value between the attitudes of male and female School teachers of Hyderabad and Secunderabad towards computers attitude.(p=0.05) at 2 degrees of freedom and on the basis of this evidence it is concluded that there is no significant difference in the attitude scores of two groups (male and female School teachers). Therefore, the study reveals that the attitudes of male and female school teachers of Hyderabad and Secunderabad is almost similar. Hence, Hypotheses was accepted.

Hypothesis-II: The following hypothesis has been formulated with regard to School teacher- attitudes. “There is no significant difference between attitudes of male and female School teacher towards teaching Subjects of ICT”. The results pertaining to the above hypothesis are furnished in the following table.

Table -2
Teaching Subjects

Teaching subjects	Total attitude			Total
	low	moderate	High	
Mathematics	5	6	3	14
Science	5	2	3	10
Social	2	2	3	7
Total	12	10	9	31

Chi square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	3.274^a	4	.513

Table 4.2.0 shows that teaching subjects of school teachers like mathematics ,science and social have attitudes i.e high(3) moderate(6),low(5) regarding subjects , the degrees of freedom, p-value and significance between the attitudes of male and female School teacher towards Teaching Subjects of ICT of Hyderabad and Secunderabad. at (p=0.05) at 4 degrees of freedom and on the basis of this evidence it is concluded that there is no significant difference in the attitude scores of two groups (male and female School teacher towards Teaching Subjects of ICT. Therefore, the study reveals that the attitudes of male and female school teachers of Hyderabad and Secunderabad is almost similar. Hence, Hypotheses was accepted.

5.0 FINDINGS AND CONCLUSION

Findings:

1. It was found that there is no significant difference in the attitude of male female school teacher with regard to computer attitude.
2. It was found that there is no significant difference in the attitude of teaching subjects of school teachers with regard to computer and ICT.

Conclusion:

1. Though there is no significant difference between the computer attitudes of male and female school teachers with regard to computer attitudes, out 31 teachers they attitudes on ict i.e low are five members and moderate are five members and finally three members are high From these results it can be said that the male teachers are sparing much time to compare to females on computer and ICT. .
2. Though there is no significant difference between male and female school teachers regarding to school subjects like maths, science and social has slightly less on towards computer and ICT in education. these techniques are shown very much influence in education in particularly in teaching subjects.

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