

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

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ABSTRACT

Information and communication technologies (ICT) has emerged as one of the most important aspects of human life and it has affected every aspect of school working including administration, time table, lesson delivery, project work, evaluation, examination system etc. ICT have made teaching-learning process more relevant for the learner and connected to real life. In present study, attitude of secondary school teachers of Murshidabad district towards the use of information communication technology in education was studied.

KEY WORDS: *Attitude, Information and Communication Technology, Rural, Urban.*

INTRODUCTION:

The education system is the main source of human resource development. Its focus is on the acquisition of knowledge, self-learning, generic and transferable skills in communication, entrepreneurship, management and technology that are the characteristics of the learning society of today.

Teachers play a crucial role in the adoption and implementation of ICT in education; however, studies show that teachers lack the necessary ICT knowledge and skills. Information and Communication Technologies (ICTs) are generally accepted as a modern instrumental tool which enables the educators to modify the teaching methods they use in order to increase the students interest and it is a new medium, a new way of representing, communicating and working with information. In India, there is serious need for increasing the learning abilities of the students with the help of ICT.

OBJECTIVES OF THE STUDY:

This study is carried out the use of Information and Communication Technologies (ICTs) among the Secondary School Teachers in Murshidabad district of West Bengal.

- 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.
- To study the attitude of private and government school teachers towards use of ICT in education.
- To compare the attitude of secondary school teachers towards the use of ICT in education in respect to their age.

HYPOTHESES OF THE STUDY:

In view of the above objectives, following hypotheses have been formulated:

Ho1: There is no significant difference level of the attitude of male and female secondary school teachers towards use of ICT in education.

Ho2: There is no significant difference level of the attitude of urban and rural area school teachers towards use of ICT in education.

Ho3: There is no significant difference level of the attitude of private and government school teachers towards use of ICT in education.

Ho4: There is no significant difference level of the attitude of secondary school teachers towards the use of ICT in education in respect to their age.

METHODOLOGY:

Method and Procedure of the study:

In the nature of the study, the descriptive survey method of educational research is adopted for the completion of the present study. It has undoubtedly true that the descriptive survey method has been the most popular and most widely used research method in education.

Population:

Population of the study covers secondary school students at Berhampore Sadar, Jangipur, Lalbagh and Kandi sub-division in Murshidabad district of West Bengal.

Sample:

Researcher used purposive random sampling technique. In the first stage of sample selection, 200 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 Murshidabad District of West Bengal.

Tools for data collection:

To get the meaningful results from the study, the researcher has used ICT Attitude Scale developed by investigator himself. The inventory included sources of Information and Communication Technologies (ICTs) among the Secondary School Teachers through the questionnaire which was related to personal opinion details of secondary school teachers. All the closed-ended questions were designed to generate responses on a five point likert scale to measure the Information and Communication Technologies (ICTs) among the Secondary School Teachers indicated as 1 strongly disagree, 2 disagree, 3 no opinion, 4 agree, 5 strongly agree.

Statistical Techniques Used:

For analyzing and interpretations the data Mean, Standard Deviation (SD), t-test have been computed.

RESULT AND DISCUSSION:

In order to measure the use of Information and Communication Technology (ICT) among the Secondary School Teachers. The ICT Attitude Scale developed by investigator himself was used on selected sample Teachers and t-value was computed. The detail analysis is given as per hypothesis.

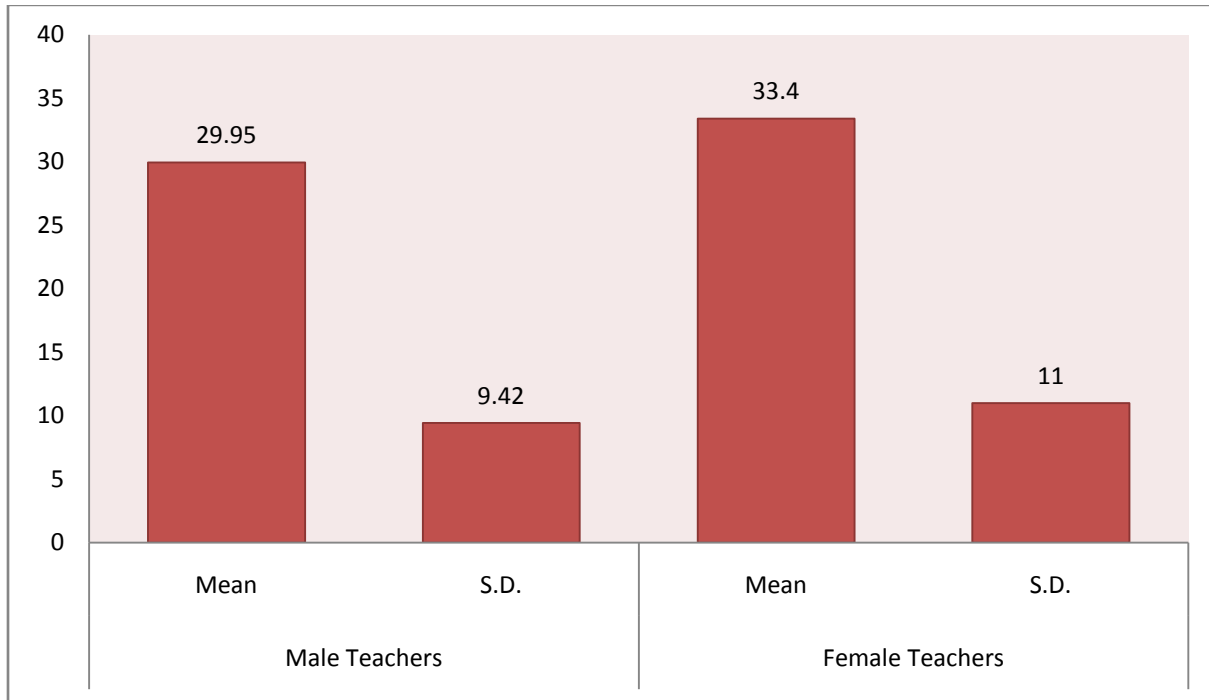
Hypothesis 1: There is no significant difference level of the attitude of male and female secondary school teachers towards use of ICT in education.

Table No.1: Level of the attitude of male and female secondary school teachers

Gender	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Male Teachers	80	29.95	9.42	2.08	1000	2.58 at 0.01 &	At 0.01 & 0.05 level	Not Significant at 0.01 level &
Female						1.96 at		

Teachers	120	33.40	11.0			0.05 level		Significant at 0.05 level
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Figure -1: Level of the attitude of male and female secondary school teachers



The result in table no. 1 and figure 1, the calculated ‘t’-value is 2.08 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of the attitude of male and female secondary school teachers at 0.05 level of significance and there is no significant difference in the level of the attitude of male and female secondary school teachers towards use of ICT in education at 0.01 level of significance.

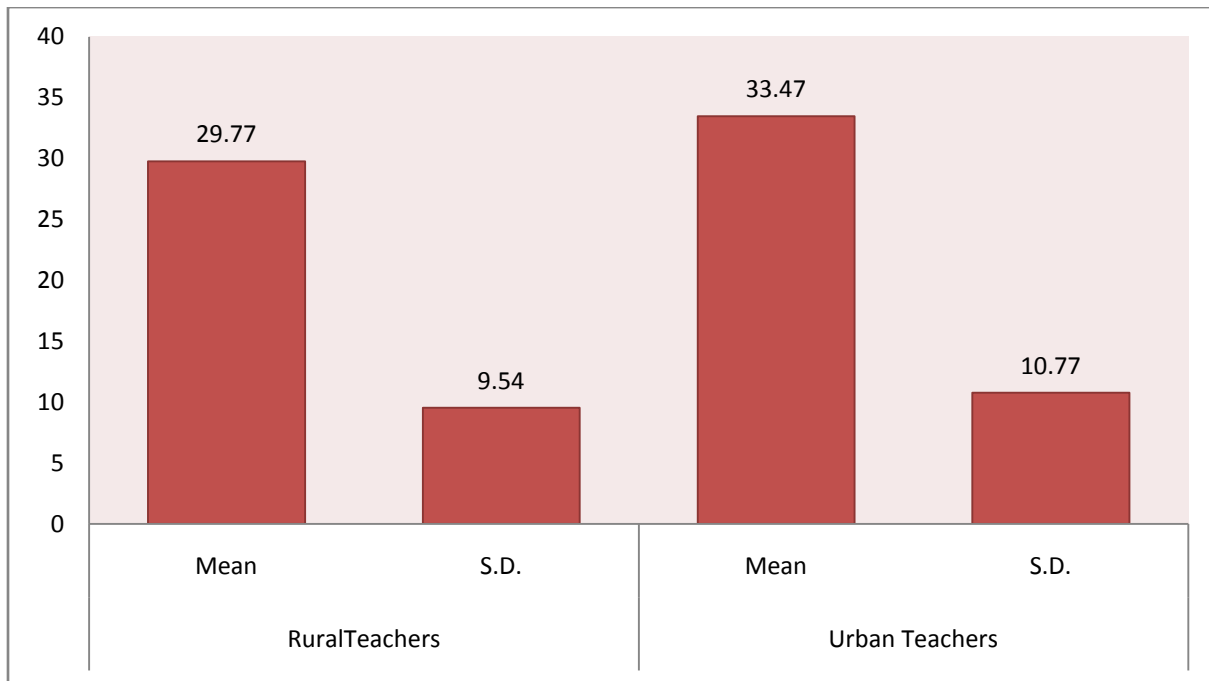
The mean score of female teachers (33.40) is greater than the mean score of male teachers (29.95). It is inferred that the female teachers have higher awareness than male teachers regarding the use of ICT in education. Hence the null hypothesis Ho1 is rejected.

Hypothesis 2: There is no significant difference level of the attitude of urban and rural area school teachers towards use of ICT in education.

Table No. 2: Level of the attitude of rural and urban area school teachers

Locale of Study	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Rural Teachers	100	29.77	9.54	2.26	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level
Urban Teachers	100	33.47	10.77					

Figure -2: Level of the attitude of rural and urban area school teachers



The result in table no. 2 and figure 2, the calculated ‘t’-value is 2.26 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of urban and rural area school teachers towards the use of ICT in education at 0.05 level of significance and there is no significant difference in the level of urban and rural area school teachers towards the use of ICT in education at 0.01 level of significance.

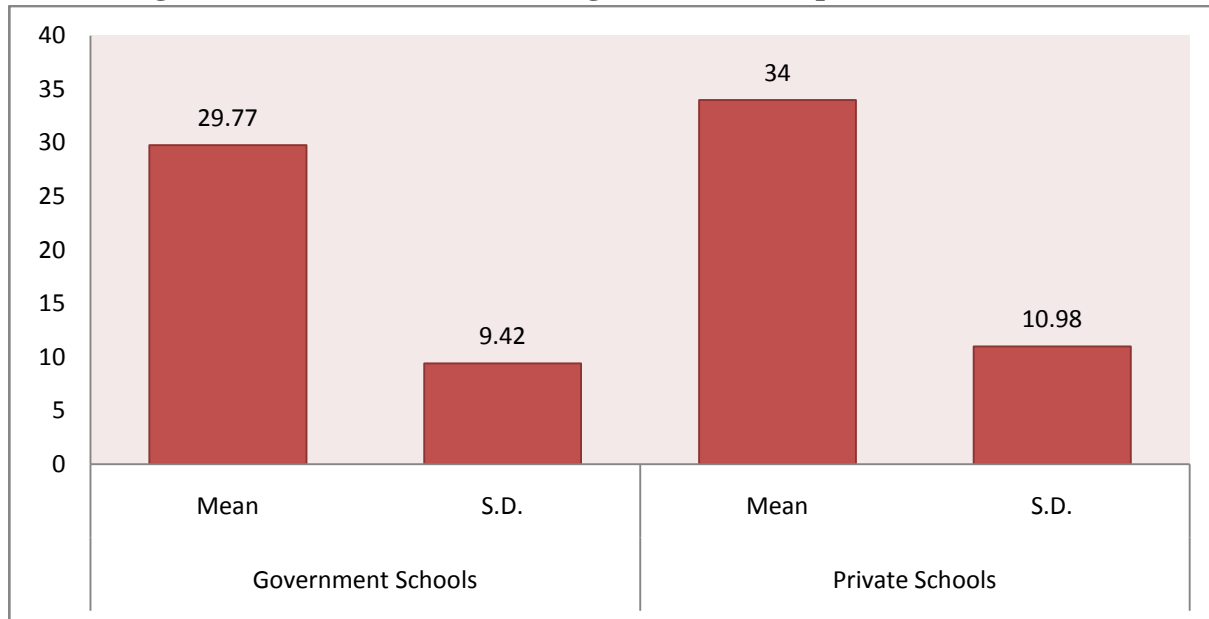
The mean score of urban teachers (33.47) is greater than the mean score of rural teachers (29.77). It is inferred that the urban teachers have higher awareness than rural teachers regarding the use of ICT in education. Hence the null hypothesis Ho2 is rejected.

Hypothesis 3: There is no significant difference level of the attitude of private and government school teachers towards use of ICT in education.

Table No. 3: Level of the attitude of government and private school teachers

Types of Schools	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Government Schools	100	29.77	9.42	2.50	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level
Private Schools	100	34.00	10.98					

Figure -3: Level of the attitude of government and private school teachers



The result in table no. 3 and figure 3, the calculated ‘t’-value is 2.50 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of the attitude of government and private school teachers at 0.05 level of significance and

there is no significant difference in the level of the attitude of government and private school teachers at 0.01 level of significance.

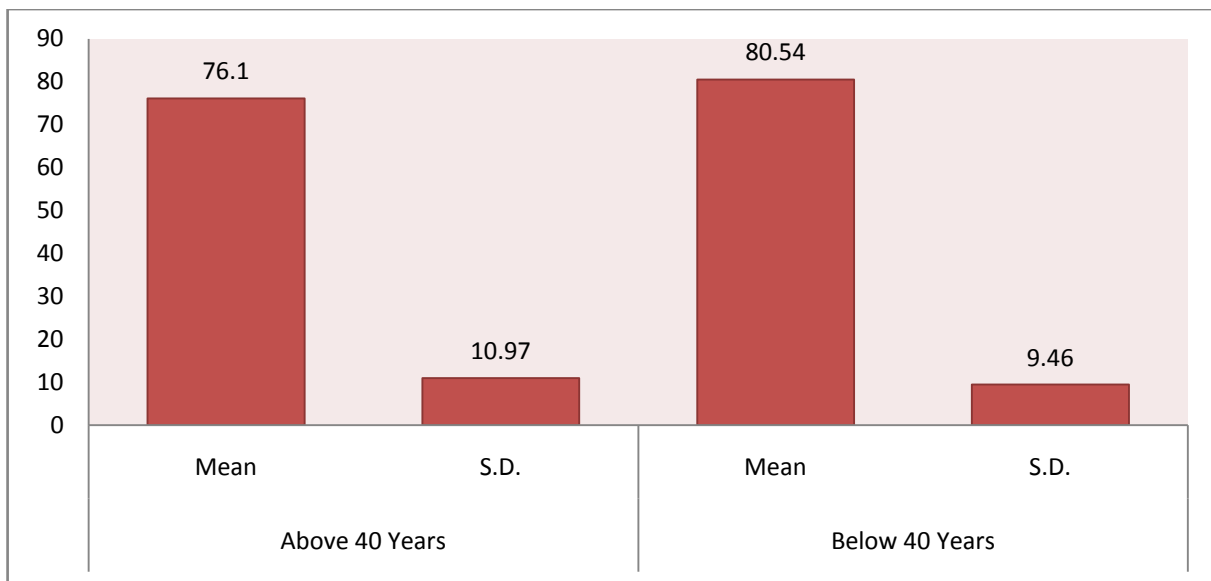
The mean score of Private school teachers (34.00) is greater than the mean score of Government school teachers (29.77). It is inferred that the Private School teachers showed greater attitude towards use of ICT in education as compared to government school teachers.. Hence the null hypothesis Ho3 is rejected.

Hypothesis 4: There is no significant difference level of the attitude of secondary school teachers towards the use of ICT in education in respect to their age.

Table No. 4: Level of the attitude of secondary school teachers in respect to their age

Age Group	N	Mean	S.D.	t-value	Degree of freedom	p-value	Level of significance	Result
Above 40 Years	95	76.10	10.97	2.17	1000	2.58 at 0.01 & 1.96 at 0.05 level	At 0.01 & 0.05 level	Not Significant at 0.01 level & Significant at 0.05 level
Below 40 Years	105	80.54	9.46					

Figure -4: Level of the attitude of secondary school teachers in respect to their age



The result in table no. 4 and figure 4, the calculated 't'-value is 2.17 less than the table value (2.58) at 0.01 level and greater than the table value (1.96) at 0.05 level of significance. It is found that there exists a significant difference in the level of the attitude of secondary school teachers in respect to their age at 0.05 level of significance and there is no significant difference in the level of the attitude of secondary school teachers in respect to their age at 0.01 level of significance.

The mean score of below 40 years school teachers (80.54) is greater than the mean score of above 40 years school teachers (76.10). It is inferred that the teachers below 40 age group showed greater attitude towards use of ICT than teachers above 40 age group secondary school teachers. Hence the null hypothesis Ho4 is rejected.

CONCLUSION:

The present inquiry has assessed the attitude of secondary school teachers towards the use of ICT in education. The computer knowledge is very necessary for students and teachers. 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 classroom.

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I am an enthusiastic, self-motivated, reliable, responsible, dedicated, flexible, punctual, hard working, honest and optimistic person by nature. I am joyful, polite, helpful, truthful and friendly person having a good sense of humour. I am able to work in every kind of situation both independently and in co-ordination with others. I am determined, decisive and I always want to be better than yesterday. I want to learn and adapt every new & newer things so that I can make the most of it. My strength is my passion for comprehensive learning and most importantly my adjustment capability with any kind of hostile environment. My Weakness is I am not comfortable until I finish my work in the given time.