

Attitude Towards ICT Among Teachers in Education

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Abstract

Information and Communication Technologies (ICT) in education construct a field of great technical importance in the modern society. Now this perception, the attitudes of the teachers towards the ICT presentation an essential role. This study collects the results of a study whose purpose was to define how a teacher will use and incorporate the 'Information and Communication Technologies' (ICT) in education. Moreover classify the factors that stimulate good educational performance sustained by ICT. There is a progressive attitude of teachers in education to the use of ICT. Teachers are responsive that ICT is an important tool to support kindness to need students. Teachers are responsive that the consideration on preparation advances and adds to achieving best observes with ICT. The result shows that teachers have a positive attitude towards ICT, with superior prospects of interaction with ICT. ICT is presented as an imperative factor in increasing good educational preparation with the support of ICT.

Keywords: ICT, education, Attitude in ICT.

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1. Introduction

Growth of Information And Communication Technology (ICT) brought in express changes in several fields. It is also made entry into school education because of its appropriateness, applicability and versatility in use for classroom teaching. It is well recognized that ICT has great potential for improving the teaching learning process¹. It facilitates individualized learning and develops problem solving skills. Its interactive nature motivates students to learn. Educationists and teachers trust that with the help of ICT quality of education given to the students can be expressively upgraded. In this time of digital communication, both students and teachers have an easy admittance to bases of information.

ICT attitude has been defined as a person's general evaluation of feeling of favors or opposition toward ICT and specific computer related activities. ICT attitude assessment usually involves statements that examine users' interaction with communication hardwares like PC, Laptops, Cellular Phones and Tablet PCs etc., are communication softwares, other persons relating to ICTs, and activities that involve ICT usage.

The teachers need to be aware of various information technologies and their potential uses in the field of education. It is pertinent to representation the teachers to information technology therefore to recognise its assistances for their students².

Teachers will have to modernise their knowledge and skills in using ICT to make fullest consumption of hardware and software resources available. With altering teaching approaches in syllabus transaction, it is essential that teachers have to leave their apprehensions behind about technology mediated instruction and adopt new technologies⁵.

1.1.Attitude in ICT

The researcher can say attitudes are learned predispositions towards different specific aspects of our environment like persons, objects, issues, institutions etc. They may be positively or negatively related. Hence, **G.W.Aliport** defines the attitude as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related"³.

2. Review of literature

MadhuriIsave, et al, (2011), examined the study on "Teacher's awareness about the obtain ability and use of technology for Visually Impaired: A Study", for the purpose of to explores the teacher awareness about the technology and its use for Visually Impaired. The study shows that the teachers have very well knowledge about technology. The present study also point out that Braille Printer, Screen reader, CCTV TTI, Graphical Embosser are available in school but Karzweil Reader, Instant book reader are not available in school. Out of these technological aids, no other aids are available in school.

Visalakshi, C. and Lakshmi, M. (2011), conducted the study on "Attitude of BEd. Trainees towards using technology in class room teaching". The study was conducted for the purpose of find out the attitude of the student-teachers towards technology. Findings of the study shows that the urban student-teachers having higher attitude. towards, technology than rural student-teachers, there is no significance difference between Male and Female student-teachers and there is positive attitude towards using technology in class rooms to those who all are having PG degree than UG degree.

Naser Jamil Al-Zaidiyeen (2010), conducted the study on “Teachers’ Attitudes and Levels of Technology Use in Classrooms: The Case of Jordan Schools”, to investigate the level of ICT use for educational purposes by teachers and attitudes towards the use of ICT in Jordanian rural secondary schools. The findings suggest that ICT’s use for educational purposes should be given greater consideration than it currently receives.

Bulent Cavas, et al, (2009), conducted the study on “A study on Science Teachers’ Attitudes toward Information and Communication Technologies in Education”. The purpose of this study was to reveal Turkish primary science teachers’ attitudes toward ICT in education and then explore the relationship between teachers’ attitudes and factors which are related to teachers’ personal characteristics. The results indicate that Turkish science teachers have positive attitudes toward ICT and although teachers’ attitudes toward ICT do not differ regarding gender, it differs regarding age, computer ownership at home and computer experience.

Suria (2011) reveals through his study including 116 teachers that the attitude of these teachers to the implementation and use of ICT it’s mostly positive, although they reported to feel themselves improvised for the use of some specific tools. Likewise, it shows that younger teachers are more organised for the application of ICT than those more experienced.

3. Methodology

3.1. Research problem

The title of the current study is “Attitude towards ICT among Teachers in Education”

3.2. Objectives of the study

- To assess the level of attitude towards Information and Communication Technology among teachers in Thanjavur revenue District.
- To study the difference in the level of attitude towards Information and Communication Technology among teachers between the groups regarding gender, age group, educational qualification, school type and school Location.

3.3. Hypothesis of the study

- There is no significant difference between Male and Female teachers’ Attitudes towards Information and Communication Technology.
- There is no significant difference between below 40 and above 40 age groups in teachers’ Attitudes towards Information and Communication Technology.
- There is no significant difference between Under Graduate and Post Graduate teachers’ Attitudes towards Information and Communication Technology.
- There is no significant difference between Aided and Un-Aided teachers’ Attitudes towards Information and Communication Technology.
- There is no significant difference between Rural and Urban area teachers’ Attitudes towards Information and Communication Technology.

3.4. Research methodology

Normative survey technique has been utilized in this study.

3.5. Sample size

The sample consists of 500 teachers from both Aided and Un-Aided schools, Thanjavur District.

3.6.Tools

Attitude towards Information and Communication Technology questionnaire was designed and standardized by O.Yusuf& R Balogun (2011) Nigerian used for the study.

3.7. Variable of the study

The standard variables are used in this study. These study efforts to explore this variable with respect to gender,age, educational qualification, types of schools and locality of teachers.

3.8.Statistical techniques used

The data collected by the investigator from the sample were analyzed statistically. That the variables were analyzed by using Descriptive Analysis (Mean, SD) and Differential Analysis ('t'test) to be used.

4.Data Analysis And Interpretation

4.1.Descriptive Analysis

**Table 1:
Mean and standard Deviation of Attitude towards ICT among Teachers in Education**

Variable	No.	Mean(\bar{X})	Standard deviation(σ)
Attitude in ICT	500	38.56	3.51

**Table 2:
Mean and Standard Deviation of Attitude towards with respect to demographic variables ICT among Teachers in Education**

Variable	No.	Mean(\bar{X})	Standard deviation(σ)
Gender			
Male	250	40.16	4.36
Female	250	37.64	3.30
Age			
Below 40	320	37.96	3.17
Above 40	180	39.16	5.16
Educational qualification			
UG	180	38.22	5.16
PG	320	39.25	3.20
School Type			
Aided	300	38.66	3.10
Un Aided	200	37.7	3.80
Locality			
Rural	270	39.6	4.44
Urban	230	37.13	3.30

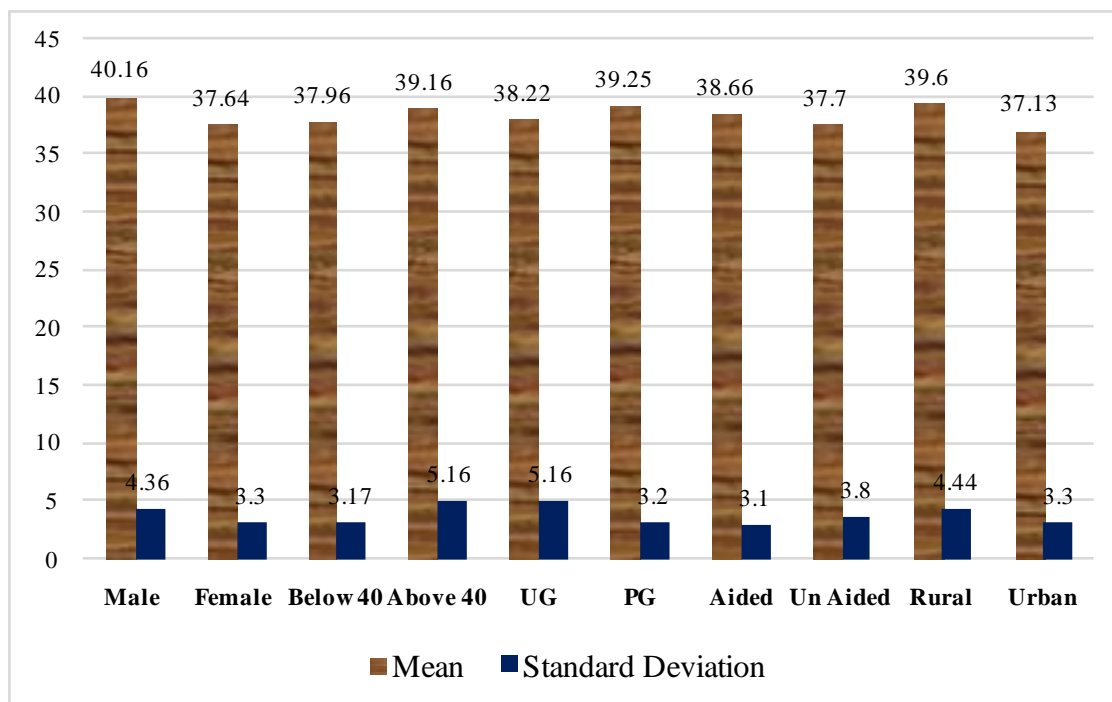


Figure shows the Mean and Standard Deviation of Attitude towards ICT among teachers in Education

4.2 Differential Analysis :

Table 3: Shows Mean, SD and ‘t’ Value of attitude in ICT among Teachers in Education

Variable	No.	Mean (X)	Standard Deviation (σ)	‘t’ test	Signification @ 5% level
Gender					
Male	250	40.16	4.36	0.028	NS
Female	250	37.64	3.30		
Age					
Below 40	320	37.96	3.17	0.401	NS
Above 40	180	39.16	5.16		
Educational qualification					
UG	180	38.22	5.16	0.984	NS
PG	320	39.25	3.20		
School Type					
Aided	300	38.66	3.10	0.362	NS
Un Aided	200	37.7	3.80		
Locality					
Rural	270	39.6	4.44	0.028	NS
Urban	230	37.13	3.30		

5. Findings

- There is no significant difference between male and female teachers with respect to attitude towards Information Communication Technology.
- There is no significant difference between below 40 and above 40 age groups in teachers with respect to attitude towards Information Communication Technology.
- There is no significant difference between Under Graduate and Post Graduate in teachers with respect to attitude towards Information Communication Technology.
- There is no significant difference between Under Aided and Un-Aided teachers with respect to attitude towards Information Communication Technology.
- There is no significant difference between Rural and Urban area teachers with respect to attitude towards Information Communication Technology.

5.1 Educational implications using ICT in Education

- The statistic that sufficient computing resources, restructured and in precise operation, it is an important aspect and crucial to succeed the possibility of applying technology in educational perspectives requirement.
- There is a positive attitude of teachers in education to the use of ICT. Teachers are responsive that ICT is an important tool to support consideration to student⁴.
- Teachers who have more contact to ICTs and consequently a better chance of interacting with these, have more positive attitudes towards them. Teachers in the classroom have access to these technologies, thus causal to increased positive attitude.
- The promise of the administration team with inclusive education and ICT is a key factor in creating enthusiasm and motivation in the teacher in education.

6. Conclusion

Such as an effect, the teachers are motivated, inspired and tolerated to develop better curriculum, text books and teaching aids. But, all the efforts are worthless unless teachers are not having the positive attitude towards learning technology. The teaching learning process has been really influenced by fast advances in Information and Communication Technology (ICT). Integration of this ICT in classroom helps to make a surroundings for students' activities that prime to expressive and supportable learning experiences.

7. References

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