

**ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS ICT
ENABLED LEARNING**

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Bharath Institute of Higher Education and Research**ABSTRACT**

The pivotal role of education as an instrument of social change by altering the human perspective and transforming the traditional mindset of society is well recognized and adapted. Universalization of quality elementary education has become the top priority, especially for developing countries. Since independence, there has been a tremendous increase in the number of schools as well as enrollment of children. But the lack of infrastructure in rural schools and non availabilities of good teachers (professionally trained) is adversely affecting the efforts made in elementary education.

Technology has dramatically penetrated into every area of society and every aspect of our social and cultural lives. New technologies challenge traditional conceptions of both teaching and learning, by reinforcing how teachers and learners gain access to knowledge and, have the potentials to transform the teaching and learning process. ICTs provide an array of powerful tools that may help in transforming the isolated, teacher-centered and text-bound class rooms into rich, student-centered, interactive, knowledge-based environment.

To meet these challenges, our teachers must embrace new technologies and appreciate new ICT tools for learning and training. Many projects have been done for improving the quality of elementary education. ICT enabled learning is the newly launched project to meet the above aim. Attitude of teachers towards this project decides the extend of success. So the researchers would like to explore the attitude of elementary school teachers towards ICT enabled learning.

OBJECTIVES

- To find the nature of attitude of elementary school teachers towards ICT enabled learning.
- To test the significant difference in the attitude of elementary school teachers towards ICT enabled learning in terms of following population variables namely Gender, Locale of institution, plus two subject, teaching experience and Training in computer course

METHODOLOGY- IN -BRIEF**Sample of the Study**

A stratified representative sample of one hundred and fifty teachers from Elementary Schools were constituted with due representation given to the variables, via Gender, Locale of institution, School kind.

Method

In this study, the normative survey method was used to determine the attitude of elementary school teachers towards ICT enabled learning.

Tool

Keeping the objectives of the study in mind, the Investigators developed the following tool.

- Attitude Scale towards ICT enabled Learning

Statistical Techniques

Percentage analysis and Test of significance of difference between the mean scores of large independent samples were used.

NATURE OF ATTITUDE TOWARDS ICT ENABLED LEARNING

The details of percentage analysis and Nature of attitude towards ICT Enabled Learning are presented in Table 2.

TABLE NO 1
PERCENTAGE ANALYSIS AND NATURE OF ATTITUDE TOWARDS ICT ENABLED LEARNING

Level of Attitude	N	Percentage
Negative	26	17.33
Moderate	92	61.33
Positive	32	21.34
Total	150	100

It is quite evident from the above table that more than half of the teachers have a moderate attitude, wherein teachers having positive attitude are high in number than the teachers with negative attitude. ICT enabled learning for primary pupils are a new technological component included in the teaching-learning process. Dominant teachers are from moderate nature of attitude this may be due to ignorance on the usage of technologies, need for coaching in practicing technical methods and non-availability of working aids.

TESTS OF SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF ATTITUDE TOWARDS ICT ENABLED LEARNING

The details of statistical measures and results of tests of significance of difference between the means of attitude towards ICT enabled learning in terms of classificatory variables are presented in Table 2

TABLE NO 2
STATISTICAL MEASURES AND RESULTS OF TESTS OF SIGNIFICANCE OF
DIFFERENCE BETWEEN THE MEANS OF ATTITUDE TOWARDS ICT ENABLED
LEARNING

Variables		M	SD	N	't'-value	Significance at 0.01 level
Gender	Male	81.22	12.825	69	3.527	S
	Female	73.91	12.478	81		
Locale of institution	Urban	82.2195	13.48983	41	2.903	S
	Rural	75.4128	12.53529	109		
Plus two subject	Arts	76.05	13.77	103	1.690	N.S
	Science	79.93	11.22	47		
Teaching experience	Less than 15 years	76.69	13.35	81	0.588	N.S
	15 years and above	77.95	12.89	69		
Training in computer course	Trained	78.56	12.54	102	1.776	N.S
	Untrained	74.52	13.98	48		

N.S- denotes not significant at 0.01 level

S -denotes significant difference at 0.01 level

MAJOR FINDINGS

The major findings of the present study are listed below.

- Teachers' attitude towards ICT Enabled Learning exists with differences at three different attitudes namely positive, moderate and negative.
- Majority of elementary school teachers possess moderate attitude towards ICT enabled learning.
- Teachers' attitude towards ICT Enabled Learning is found to be independent of one's plus two subject and training in computer course.

- Teachers' attitude towards ICT Enabled Learning is found to be dependent of Gender and locale of institution
- Teachers' attitude towards ICT Enabled Learning is better facilitated by male teachers and urban school teachers.

EDUCATIONAL IMPLICATIONS

Teachers are change agents in schools. They are key drivers who play crucial roles in technology integration in the schools and classrooms. It is important for them to possess positive ICT attitudes since attitudes has been found to be linked with the usage of successful technology integration in education. In other words, attitude of ICT, whether positive or negative, affect how teachers respond to technology in an instructional setting or learning environment. This in turn it affects the way students react to ICT's in schools in current and future ICT usage. Despite the high level of technology in schools, the extent to which it is optimised depends on the positive attitude of teachers.

Information and Communications Technology has become an integral and accepted part of teaching – learning process. SSA implemented many projects for improving the quality of elementary education. One of the recently implemented project is ICT enabled learning. Success of this project depends on teachers' attitude towards this technology. The present study attempts to find the attitude of elementary school teachers towards ICT enabled learning. The results revealed that a very less teachers have positive attitude towards ICT enabled learning. Most of them have moderate attitude towards ICT enabled learning. So the government should provide keen attention towards the monitoring of SSA programmes. It can well furnish the schemes by the following steps.

- Thorough expertise check -ups.
- Annual check-ups
- Periodical check-ups
- Continuous and endless supervision.
- Considering need and interest.
- Demanding formative and summative reports.
- Regular updating.
- Providing refresher course to all teachers.
- Inclusion of adequate raw materials.
- Implementation with equity.
- Conducting common achievement test after implementation of the programme.
- Accepting feedback.
- Taking remedial measures with practicability.
- Inclusion of fore coming need.
- Predictive future plan.
- Conducting experimental, normative, case study researches.

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