

A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY IN U.P.

Dr. Hoshiyar Singh Reader

P.G. Department of Teacher Education

I.P.(P.G.) College, Campus-2, Bulandshahr U.P.India.

Abstract

In this research researcher studied the current attitude of secondary school teachers of a district of U.P. This research also included the impact of distributing the Aakash tabulates and laptop by the U.P. government and private firms on teaching and methods of education. 100 samples are taken from U.P. board and CBSE board Researcher studied on male and female teachers of Arts and Science. Research methodology involved the systematic procedure; Survey method of research was used. For sampling stratified random sampling method was used. Four U.P. Board and four CBSE Board schools teachers of secondary level of U.P. districts were selected randomly. The researcher used a standardized (ASTIT-IN) tool for collecting information about the attitude of secondary level teachers of U.P. & CBSE Board towards ICT. For the analysis and interpretation of the data mean, S.D., t-test statistical techniques were used.

It is concluded that there is a great difference between the attitude of U.P. Board & CBSE Board Arts and science teachers on ICT. It has been found that there is no difference between the attitude of male and female teachers towards ICT.

Introduction :-

Information and Communication Technology (ICT) is basically an umbrella term that encompasses all communication technologies such as internet, wireless networks, cell phone, satellite communications, digital television etc. that provide access to information, in such era of technology there is a need to change the method of secondary education to accommodate the changing needs of society, individuals and groups to meet the challengers of the twenty first century. The use of ICT in education opens a new era of knowledge and offers a tool that has the potential to change many of the existing educational methods. Past history of research has shown that many promising technological innovations and many policies made by government has been failed to fulfil their objectives due to the negligence of the teacher's attitude towards ICT.

The UNESCO Information and Communication Technologies in Teacher Education (2002) notes that the technology-based global economy also poses challenges to countries as national economics become more internationalized, with the increasing flow of information, technology products capital, and people between nations. This new economic environment is creating a new era of global competition for goods, services, and

expertise. All of these changes are producing dramatic shifts in the political, economic and social structures of many countries around the world. These trends pose new challenges to educational systems to prepare students with the knowledge and skills needed to thrive in a new and dynamic environment of continuous technological change and accelerating growth in knowledge production.

Each teacher needs to be proficient in the areas of technical competencies required for chats, websites, audio and video links, conferencing, e-mail, picture publishing, word processing and numerical processing. Also the teaching learning needs to be organized very carefully such as through virtual learning environment, net dialogue, radio, television and computers.

The knowledge, skills and behaviours identified for this domain enable students to develop new thinking and learning skills that produce creative and innovative insight, more productive ways of working and solving problems individually and collaboratively and express themselves in contemporary and socially relevant ways.

Need & Significance of The Study

When ICT has become part and parcel of life and government is paying heed to improve education by using computer as a mean. So question arises

what is going on in inside of the secondary education so findings of this study shall provide present attitude of teachers who plays a significant role in the development of ICT. The result of this study shall provide us the difference between the attitude of C.B.S.E. and U.P.Board science and arts teachers. This study shall also help in evaluating impact of ICT.

STATEMENT OF THE PROBLEM :-

A study of attitude of secondary school teachers towards information and communication technology in U.P.

Operational Definitions

Study: A study is an application of mind to the acquisition of knowledge as by reading, investigation or reflection.

Attitude:

According to Aiken (2000), the term attitude may be defined as: “A learned predisposition to respond positively or negatively to a specific object, situation, institution or person”

Secondary School:

A school for young people, usually between the age of 11-18 having classes of 9th & 10th standard.

Information & Communication Technology:

According to the ‘**Compact Oxford English**’, Information technology is, “**The study or use of systems such as computer and telecommunications for storing, retrieving and sending information.**”

Objective of Study

- To study the attitude of U.P. Board & C.B.S.E. Boards teachers towards information and communication technology.
- To study the attitude of male and female teachers towards information and communication technology.
- To study the attitude of Arts subject teachers and Science subject teachers towards information and communication technology.
- To study the attitude of male science and female science teachers towards information and communication technology.
- To study the attitude of male arts and female arts teachers towards information and communication technology.

Hypotheses

Following null hypotheses are formulated for the present study:

- There is no significant difference in the attitude of U.P. Board & C.B.S.E. Boards teachers towards information and communication technology.
- There is no significant difference in the attitude of male and female teachers towards information and communication technology.
- There is no significant difference in the attitude of Arts subject teachers and Science subject teachers.
- There is no significant difference in the attitude of male science teachers and female science teachers.
- There is no significant difference in the attitude of male Arts teachers and female Arts teachers.

Delimitation of the Study

The study is delimited to only 8 secondary schools of CBSE & U.P. Board in which 100 male and female teachers were chosen from the class 6th to 10th. 50 teachers were of U.P. and 50 teachers were of CBSE Board.

Method of Research

The present study is a survey method of research. Survey is concerned with the present and aims at determining the status investigation are conducted to collect detailed. The problem concerning this study is related to secondary level teachers of CBSE and U.P. Board.

Sample and Sampling Technique

In the present study stratified random sampling method was used. Four CBSE and four U.P. Board schools teachers of secondary level were selected randomly. Teachers were selected by using purposive sampling.

Tools Used In the Study

The researcher decided to use a standardized tool which is constructed and developed by Dr. Nasrin & Dr. Fatima Islahi for collecting information about the attitude of secondary level teachers of CBSE & U.P. Board on information & communication technology (ASTITT-IN).

Collection of Data

The written statement “ASTITT Scale” distributed among the U.P. Board & CBSE Board male and female teachers of secondary level.

Statistical Technique Used In the Study

For the analysis and interpretation of the data in the present study Mean, S.D., t-test statistical techniques were employed.

Conclusion and Findings

1. Significant difference was found between the attitude of U.P. Board and CBSE Board teachers of secondary level towards information & communication technology.
2. No significant difference was found between the attitude of male and female secondary level teachers of secondary level towards information & communication technology.
3. Significant difference was found between the attitude of Arts and Science subject teachers of secondary level towards information & communication technology.
4. No significant difference was found between the attitude of male and female science teachers of secondary level towards information & communication technology.
5. Significant difference was found between the attitude of male and female Arts teachers of secondary level towards information & communication technology.

Educational Implications

- Information & communication knowledge must be made compulsory to the teachers of secondary standard.

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- For the application of ICT in education, necessary infrastructure should be provided in secondary schools. There is need to train secondary school teachers to use various equipments of ICT.
- To increase positive attitude of secondary school teachers towards ICT, Seminar, refresher courses summer courses and workshop etc. should be organized.
- Teachers should use ICT devices to teach the students to make their lecture visible and interesting.

Suffestions for Further Researches

- Study can conduct by taking wider sample so that findings can be implemented on the large population.
- A comparative study can be carried out to find the attitude of B.Ed. level and Degree level teachers towards ICT.
- A comparative study can be carried out to know the attitude of teachers who have B.Ed. Degree and who do not have B.Ed. Degree.
- Attitude of teachers of primary level towards ICT can be figured out by the study.