

TEACHERS' ATTITUDES TOWARDS THE USE OF ICT IN EDUCATION

Abstract

Nowadays, science and technology have become an essential part of our life. We cannot imagine anything without science and technology. From old people to children, they are familiar with technology. Its affects in our lives from morning to until sleep. From here we can easily estimate the role ICT if we look at the field of education sector it is fundamental devices which make teaching learning process more attractive, enjoyable, effective and productive for both the teachers and learners. Although education is learner- centered though any educational success basically depends on the teacher's cognitive, teaching skill, methods, techniques and attitudes. This present paper tries to show the attitude towards the use of ICT in education. The present paper tries to show the teachers attitude towards the use of CT in education.

Keywords: ICT, ICT In Education, Teacher, Attitude.

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I. INTRODUCTION

In the era of globalization, world like a village, this is made possible by technology. For that may be we can't think of anything without technology. It not only affected in our daily life but also widely used in the field of teaching, training and educational sector. In the very previous day, most teaching learning process depends almost entirely on verbal or written communication between teachers and students. But now with the technological magic touch, a simple school house turns into a systematic learning centre. That why When a teacher teaches using technology, it becomes easier to understand the subject matter, the reason is that when a student sees and hears ,he understand better and help in acquiring correct knowledge by the learner and they can change their behavioural attitude by expanding their knowledge through this technology. There is a popular saying that I hear, I forget. I see, I remember .I do, I understand.

II. TEACHERS' ATTITUDES TOWARDS USE OF ICT IN EDUCATION

Altitude refers to an individual's evaluation feelings, or disposition towards Something whether it's an object, Person, idea. Teachers' attitudes towards Information and Communication Technology in education can vary widely depending on factors such as their experience training and Personal Preferences. Technology is making education accessible though, there are some teachers who are resistant to ICT in the classroom. They may prefer traditional teaching methods and be uncomfortable with technology as a threat to their role.

III. USE OF ICT IN EDUCATION

The earlier education system was limited to chalk and talk. But now the educational process is child- centered, so a teacher needs to have comprehensive knowledge especially on the use of ICT. The present trend of education is towards the 'seeing and doing' types of schools, where If there is knowledge of ICT, teaching learning becomes very creative and constructive for both teacher and learner. ICT is a device without which people find it difficult to live nowadays especially in education, It has impact on global society and the implications for education. ICT is supplementary devices by the teacher; through the utilization of more than one sense organ which can develop the power of perception, the power of feeling and willing to do of the pupil to the maximum. In this case it is very necessary to have a positive attitude of the teacher. Although we say we can't do anything without use of technology but there are still many classrooms that are far from technology.

IV. OBJECTIVES

To investigate the attitude of male and Lady high school educators regarding the utilization of information technology in education of Barpeta District.

1. To identify differentiation in attitudes towards teaching ICT between senior teachers and younger teachers of Barpeta District.
2. To make a comparison study between city or town(urban) and village(rural) areas high school educators use ICT in the classroom proceedings, especially Barpeta District under Keotkuchi Block.

3. To investigate the attitude of parochial and govt high school teachers of Barpeta District regarding the use of information technology in their teaching.

V. METHODOLOGY

The purpose study, mainly based on primary and secondary data. The study is planned to carry out through descriptive survey, Interview, observation. The investigator also collected some data from various journals, newspapers and reports.

VI. SAMPLE

In the present study, random sampling techniques are used. For this purpose, one developmental block of Barpeta District namely Keotkuchi Block is taken into consideration. Six schools have been selected randomly from the Keotkuchi block. Two from urban namely Jaruram Girls High School and Jibanlata Girls High School. Two from rural namely Nehru Girls High School and Chikarbitha Radhakuchi High School and two private schools namely St. Paul English Medium High School and St Teresa English Medium High School. Therefore total 20 respondents are selected for detailed study.

VII. DATA ANALYSIS AND INTERPRETATION

In the present study the investigator has tried to find out the statistical analysis and all the interviews were digitally recorded with the consent of each participant.

Table 1: Showing the Score of Male and Female Teacher towards Use of Information Technology in the Classroom

Attitudes of teacher towards the use of ICT in classroom	Number of Teacher	Favourable Attitude	Percentage	Neutral	Percentage	Unfavourable	Percentage
Male	10	7	70	1	10	2	20
Female	10	6	60	1	10	3	30

From Table 1- it can be observed that the highest percentage i.e 70% male teachers have favourable attitude, 10 % have neutral and 20% have unfavourable attitude towards ICT. Regarding 60% female teachers have a favourable attitude, 10% neutral and 30% unfavourable attitude. Hence, it can be said male teachers showed more attitudes towards the use of ICT as compared to female teachers.

From the interview it was explained that teachers were interested in using technology as part education, but they lacked high quality resources and well designed ICT infrastructures which resulted into difficulties in successful use of ICT in the classroom .In explaining the reasons one teacher saying “sometimes I ask my students to send their assignment to my email address; some manage to do and the majority fail due to internet

connectivity at our school. We are ready to use ICT even in sharing the information and creating solutions but the infrastructures are not ready to support the usage.”

Table 2: Showing the Attitudes of Urban and Rural Teachers Regarding the Implementation of ICT in the Teaching-Learning Process

Category	Number of teacher	Favourable	Percentage	Neutral	Percentage	Unfavourable	Percentage
Urban	10	7	70	2	20	1	10
Rural	10	3	30	5	50	4	40

The above table 2, shows that the highest percentage i.e 70% of urban teachers have a highly favourable attitude towards using ICT in the teaching-learning process, 20% percent have neutral attitude and 10% percent unfavourable attitude. On the other hand, 30% of rural teachers show favourable attitudes, 30% neutral and the table further shows that 40% highly unfavourable attitude towards the use of ICT. From the interview, a female teacher from rural school responded to the investigator about her feelings towards the use of ICT in the classroom in her school was quoted saying “In my view, ICT is not used in our school, basically in the classroom. We have enough computers and TV rooms but most of us don’t use them because we don’t have sufficient training about them”. On the other hand, an urban High School teacher explained his opinion as “It is true that we enjoy using computers and other digital tools in our teaching, but available tools are not enough to accommodate our needs. At our school, we have a computer room which is open to both students and teachers”.

Table 3: Showing the Level of Percentage of Govt. And Private High School Teachers on Attitude towards using ICT

Category	Number of teacher	Favourable	Percentage	Neutral	Percentage	Unfavourable	Percentage
Govt. School Teacher	10	5	50	2	20	3	30
Private School Teacher	10	8	80	0	0	2	20

The above table 3, shows the level of percentage Govt. and Private High School teachers on attitude towards using ICT. The table indicates that 50% of Govt. School teacher showing favourable attitude, 20% neutral and 30% unfavourable attitude. The table further depicts that 80% of Private teachers have a favourable attitude, 0% neutral and 20% show unfavourable attitude towards using ICT. From the interview a Private school teacher quoted “The use of modern technology eases the teaching learning process and helps the student

understand the things better than the conventional method". Young teachers said that when we teach with electronic devices, students understand well.

VIII. FINDINGS

The investigator came to following conclusions from the analysis and interpretation of result.

1. Male teachers have a different attitude towards the use of ICT than Female teachers.
2. Compared to rural area school teachers, urban high school teachers showed a different attitude regarding the use of information technology in the teaching-learning process.
3. Private school teachers had a higher interest in the use of ict in education than the government school teachers.
4. Teachers who are under the age 40 showed a higher interest in the use of ICT than those who are over the age of 45.

IX. SUGGESTIONS

ICTs tools and devices are used in almost every field of life. It is Crucial to understand that changing attitudes takes and a Patient Supportive and inclusive approach is essential. To Provide Comprehensive training to the teachers on how to use ICT effectively in the classroom This can be boost their confidence and reduce resistance. Encourage teachers who are already Proficient in ICT to guide their colleagues creating a encouraging environment. By appreciation provide proper training, organize workshops and support and focus on the benefits of negative and Positive attitude, and Information Communication Technology in education gradually be replaced with enthusiasm and acceptance.

X. CONCLUSION

A picture is worth a thousand words. In analyzing teacher's attitudes towards ICT in education it is evident that there is complex interplay of factors influencing their perceptions and acceptance of technology in the classroom. The study shows that there are still some old teachers who cannot use ICT properly caused by insufficient training but who are youth teachers who convey a positive mindset regarding the use of automated devices in the classroom.

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