

TEACHERS' ATTITUDES TOWARDS THE USE OF ICT IN EDUCATION

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ABSTRACT

In the era of globalization and technological revolution, every aspect of life is related to science and technology. Now technology is popularly used in the educational field for making the teaching learning process joyful and productive for both students and teachers. In this regard, the success of any educational practices depends on the knowledge, skill and attitude of the teacher. The present paper shows the teacher's attitude towards the use of ICT in education.

Keywords: ICT, ICT in education, Teacher, Attitude.

INTRODUCTION:

According to UNESCO (2002) "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters".

Today our society is considered as a knowledge based society and technology based global world. In global world, every aspect of life is related to science and technology. Huge flow of information is emerging in all fields throughout the world. Now information and technology is popularly used in the educational field for making the teaching learning process successful and interesting for students and teachers both. Education system is the main source of human resource development. Its focus is on the acquisition of knowledge, self-learning, generic skills in communication, entrepreneurship, management and technology that are the characteristics of the learning society of today. In 1998, UNESCO World Education report said students and teachers must have sufficient access to improve digital technology and the internet in their classroom, schools, teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standards, because Teachers are at the core of any living society as well as Teachers are the effective and dominating factors among the ones contributing to educational development. The success of any educational practices depends on the knowledge and attitude of the teachers' towards the use of ICT in the teaching-learning process. (Zhao, Tan and Mishra, 2001). Teacher's attitude plays a crucial role in the adoption and implementation of ICT in education. However, studies show that there is a technological gap between the progress of the society and instructional activities of the teacher in the classroom. If we see in our society on the one hand technology has revolutionized

our society and on the other hand the teaching learning activities at school level have remained so far away from technology.

TEACHER ATTITUDES TOWARDS USE OF ICT IN EDUCATION:

Attitude is a tendency to respond positively or negatively towards a certain idea, object or situation. Attitudes towards the use of ICT are inclined by different variables such as training (Tsitouridou & Vryzas, 2003), awareness about technological devices (Mukti, 2000). The progress in information and communication technology has changed the scenario of the education system. It has been observed that development in ICT has become a crucial factor to cater the demand of changing education systems (Chao, 2015). The different uses of ICT help in strengthening the quality of education to make teaching-learning an active process that is connected to real life situations. The use of ICT in education will not only improve the learning process but will also change the content of education, institutional infrastructure and the pattern of the education system. ICT is a tool that supports the learning process and holds the promise to new solutions for the challenges that education is facing today (Oduma & Ile, 2014).

USE OF ICT IN EDUCATION:

Now our education system is changing its look from the traditional one i. e. from one way to two way communication. At present day teachers as well as students participate in classroom discussion. Now we know that today's education is based on child centric education. So teachers should prepare to cope up with different technology for using them in the classroom for making the teaching-learning process more effective and interesting. For effective implementation of certain child centric methodologies such as project method, learning by doing which puts the students in the role of active participation. In this regard ICT becomes the appropriate tool. ICT has enabled better and swifter communication; presentation of ideas in a more effective and relevant way. It is an effective tool for information acquiring knowledge, thus students are encouraged to look for information from multiple sources and they are now more informed than before. Use of ICT in education helps in developing critical and scientific thinking among the students and the teachers. It motivates the learner to participate in learning activities at any time and from anywhere. It helps in exchange and share ideas among teachers for professional growth. So for this reason ICT is very important in the field of education.

OBJECTIVES:

The objectives formulated for this study are:

- To compare the attitude of male and female high school teachers towards use of ICT in education.
- To find out the difference between senior and junior teachers towards their attitudes of teaching ICT.
- To study the attitude of urban and rural area high school teachers towards use of ICT in education.
- To study the attitude of private and government high school teachers towards use of ICT in education.

METHODOLOGY:

The present study is mainly based on primary and secondary data collected through the Interview method, field notes, observation and descriptive survey method was used for the purpose of conducting the study. Beside this I have also collected some information from various articles, journal, publication (including the internet), newspaper and reports.

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 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.

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.

Table1:

Showing the score of male and female teacher towards use of CT in the classroom:

| Attitudes of teacher towards the use of ICT in classroom | Number of teacher | Favourable attitude | Percentage | Neutral | Percentage | Unfavourable | Percentage |
|---|--------------------------|----------------------------|-------------------|----------------|-------------------|---------------------|-------------------|
| Male teacher | 10 | 7 | 70 | 1 | 10 | 2 | 20 |
| Female teacher | 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% in neutral and 30% in 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 towards the use 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 | 3 | 30 | 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 table3, 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”.

FINDINGS

From the analysis and interpretation of data, the investigator reached at the following findings :

- Male teachers have more attitude towards the use of ICT as compared to Female teachers.
- Urban High School teachers showed more attitude towards the use of ICT in the teaching-learning process as compared to rural area school teachers.
- Private school teachers showed a greater attitude towards the use of ICT in education as compared to Govt. school teachers.
- Teachers who are below 40 years of age showed a greater attitude towards the use of ICT than those teachers who are of age level above 45 years.

SUGGESTIONS

Nowadays ICTs tools and devices have their utility in almost every sphere of life. The world of education has also been impressively influenced by the increased use of ICT in the teacher education process. ICT is used in schools, colleges, universities to make effective teaching learning processes. So, the knowledge and its usage in the teaching learning process is a must for the teacher as they are the backbone of the whole education system. If they don't have the knowledge of ICT and its tools and devices effectively used in the teaching learning process and also the attitude of the teacher towards ICT in the teaching learning process, they cannot teach effectively to prospective teachers. Providing ICT training, technical support to every teacher by the management of the college and government. The rural areas of districts are the source of quality human resources. So they should get the opportunity to explore their potential quality by using the modern technique of teaching. The laboratory of ICT should be made properly such that each and every teacher gets benefit from that.

CONCLUSION

This study shows the attitude of High School teachers towards the use of ICT tools and devices usage and to ascertain lack of technical support in High Schools. It was found that High School teachers have a positive attitude to some extent towards the usage of ICT in Education but due to many complications faced by them, our present study finding reveals that they have lack of training and technical support, lack of motivation towards the use of ICT in the teaching-learning process.

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