TEACHERS' ATTITUDE TOWARDS THE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) AS A TOOL IN SECONDARY SCHOOLS IN WEST BENGAL: THE CASE OF NADIA DISTRICT

Joydip Golder

Ph. D Research Scholar, Department of Education,
Burdwan University, West Bengal, India.

Abstract: Research studies in the past years show that Information and Communication Technology is an effective means for boasting educational opportunities, but most teachers neither use this technology as an instructional delivery system nor integrate technology into their curriculum. But today the rapid growth and improvement in (ICT) have led to the diffusion of technology in education. As a result, the teachers are motivated, inspired and endured to develop better curriculum, textbooks and teaching aids. But, all the efforts are meaningless unless teachers are not having the positive attitude towards educational technology. In this perspective, (ICT) is a meditational tool incorporated with in learning environment with authentic goals for both students and teacher. Therefore, it can be considered that Information and Communication Technology Mediated collaborative Learning is one of the most promising innovative pedagogical practices at present to build a classroom culture supportive of active knowledge construction that can transform individual learning to the group level mediated by (ICT). In present study attitude of secondary school teachers of Nadia district towards the use of information communication technology in education was studied. The present study was, therefore, undertaken to examine the attitude of teachers towards use of technology in teaching. For the present research a sample of (105 govt. & 95 private) school teachers was drawn from Nadia district by using purposive random sampling technique. A self developed questionnaire was used by the researcher for the purpose of data collection.

Keywords: Information communication Technology, Educational Improvement, Computer Studies

1.0 Introduction:

The education system is the main source of human resource development. Its focus is on the acquisition of knowledge, self- learning generic and transferable skills in communication, management and technology that are the characteristics of the learning society of today. The Information and Communication Technology in education is in a very promising stage. The employment of technology in education is not solely expected as a method of increased and extended educational strategies, however additionally the educational method during this century. The proper and acceptable use of ICT within the field of educational provides each teacher and students numerous learning opportunities and with that improves their teaching and learning method.

At the present time, teaching is fitting probably the most challenging professions in India the place knowledge is expanding swiftly and far of it is on hand to students as well teachers at every time and anywhere. The teachers must accept the demands of contemporary world and adjust their ancient ideas and approaches consistent with the needs of learners. In any other case the teachers will end up out-dated within the coming future. The educational institutions should cope with the all of the sudden growing demand for information and skill. Once cannot depend on best the same gigantic blackboard , an overhead projector and video- graphed concepts as either due to the fact that the transcription of curriculum is poor or the tools used in its transaction lack utility and skill. ICT encourages each impartial and collaborative learning even as extending and assisting the educational approach.

2.0 Need and significant of the study:

We are residing in a continuously evolving digital world. ICT has an impact on nearly every part of our lives - from working to socializing, studying to taking part in. The digital age has converted the way young people communicate, network, seek support, access information and be trained. We have to recognize that young people are actually an internet populace and access is by way of a style of means significant of computer systems, television and cell phones technology turns into more and more embedded in our tradition, we need to provide our learners with significant and modern day experiences that enable them to effectively engage with technology and put together them for lifestyles after school.

Education has been benefited through computer technology in more than a few approaches and at various stages. From each the sociological and the economics a point of view, pc technology has made have an impact on instructing and learning. A number of institutions within the developed nations are providing guides through computer technologies similar to interactive multimedia, computer conferencing and the internet. So as to manage with the technological revolution in the educating-finding out system of the developed countries it is necessary to include this technological advancement within the Indian lecture room. The present teacher should be trained likely be useful to create attention among teachers on the value of ICT and change their attitudes and practices via improving their experts practice in teaching.

3.0 Objectives:
- ❖ To study the attitude of urban and rural area secondary school teachers towards use of ICT in education
- ❖ To study the attitude of male and female secondary school teachers towards use of ICT in education.
- ❖ To study the attitude of private and government secondary school teachers towards use of ICT in education.

4.0 Hypotheses:
To carry out the present study, the following null hypotheses were formulated:

H01: There is no significant difference between the attitudes of rural and urban secondary school teachers towards the use of ICT.
H02: There is no significant difference between the attitudes of male and female secondary school teachers towards the use of ICT.
H03: There is no significant difference between the attitudes of government and private secondary school teachers towards the use of ICT.

5.0 Methodology:
The investigators adopted descriptive survey method was used for studying the problem of this study.

Sample: Researcher used purposive random sampling technique. In the first stage of sample selection 200 Secondary School Teachers were selected on the basis of locality (100 rural & 100 urban), sex (86 male & 114 female) type of organization (105 govt. & 95 private) from different secondary school of Nadia district of West Bengal state.

Tool: Attitude Scale towards Information and Communication Technology (ICT) in Education (by Prof. Abdulkafi Albirini, The Ohio State University, 2004 adapted)

6.0 Statistical Technique used:
The following specific statistical techniques had been used for analysis of data.
- ♣ Mean
- ♣ Standard deviation
- ♣ "t" test

7.0 Results
The collected data have been analyzed using appropriate statistical techniques and the results are presented in the following sections.
Hypothesis 1: There is no significant difference between the attitudes of rural and urban secondary school teachers towards the use of ICT.

Table 1

Locality	Total Number of Teacher	Mean	S.D	't'-ratio	Level of significant
Rural	100	27.65	3.49	0.44	Not Significant
Urban	100	27.89	3.78		

Table 1: The data presented in that there is no significant difference between rural and urban teachers on teacher's responsibility dimension of using ICT attitude scale. It may be because of the teaching profession has suffered a demotion of status, resulting in a shortage of qualified teachers, especially in rural areas. The distribution of teachers is unequal among regions, with disadvantage areas typically receiving less well-trained teacher.

Hypothesis 2: There is no significant difference between the attitudes of male and female secondary school teachers towards the use of ICT.

Table 2

Sex	Total Number of Teacher	Mean	S.D	't' -ratio	Level of significant
Male	86	95.97	8.65	0.13	Not Significant

Female	114	95.71	20.51

Table 2: It shows that that both the male and female teachers of secondary school teachers have no significant towards the use of ICT. However, the mean scores of male teachers are more than the of female teachers. It indicates that the male teachers have more positive attitude towards the use of ICT than the female teachers. Because male teachers always want to learn and try innovative methods or techniques in order to make their teaching effective.

Hypothesis 3: There is no significant difference between the attitudes of government and private secondary school teachers towards the use of ICT.

Table 3

Type of Organization	Total numbers of teachers	Mean	S.D	't'- ratio	Level of significant
Private	95	97.08	10.23	1.80	Not Significant
Government	105	96.12	8.69		

Table 3: From the above it is clear that both the private and government teachers of secondary school teachers have no significant towards the use of ICT. Private teachers have positive attitude towards the use of ICT than government school teachers because school provide the more facilities available to the private school teachers and teachers take more pain in teaching to students using the different means and techniques to make their teaching effective. Govt. school teachers doesn't improve the level the achievements of students and it is just the waste of time and energy.

8.0 Discussion:

The study appraised the availability and utilization of IT gadgets / facilities in teaching and learning among the senior secondary school teachers in West Bengal State. The findings from table 1 that rural school teachers are not interested to use the IT gadgets, but urban teachers are more interested to use ICT tool for their students."Government should provide adequate infrastructure and develop capacity for effective utilization of ICT to enhance education delivery in India". Therefore the provision of adequate ICT facilities and the proper utilization by teachers in teaching and learning is very important. The finding from table 2 indicates that there is no significant difference between male and female chemistry teachers in their level of utilization of IT gadgets/facilities. The finding from table 3 indicates that there is no significant difference between private and government school, but the teacher of a private school is more active to use the ICT, for their teaching and learning more effective.

9.0 Major findings of the study:

From the analysis of result the following findings were made during the research:
- ✧ Teachers of urban areas school showed more attitudes towards use of ICT as compared to rural area school teachers.
- ✧ Most of the teachers have favorable attitude towards ICT. Male teachers possess slightly more favorable attitude than female teachers towards Information and Communication Technology (ICT).
- ✧ Private school teachers showed greater attitude towards use of ICT in education as compared to government school teachers.

10.0 Recommendations:

On the basis of the findings of this study, the following recommendations are put forward:
- ▪ Government at various levels should ensure adequate provision of Information Technology (IT) gadgets/facilities in the senior secondary schools and indeed, at the other levels of education as contained in the national policy on education.
- ▪ The teacher education institutions such as faculty of education, institute of education, national teachers institute, etc should ensure that pre-service teachers are properly trained or grounded on the utilization of information technology gadgets/facilities in teaching and learning.
- ▪ Non-governmental organization (NGO) such as Parents Teachers Association (PTA), Community Development Associations, etc should join hands with government to equip our schools with information technology facilities.

11.0 Conclusion:

Information and Communication Technology is relevant in all walks of life. Having right attitude towards ICT and its usage can not only yield benefit for teachers but also to the students. The successful implementation on of educational technologies depends largely on the attitudes of teachers, who eventually determine how they are used in the classroom. Teacher's attitudes are a major enabling/disabling factor in the adoption

of technology. It was also found that teachers who have positive attitudes toward technology, feel more comfortable with using it, and usually incorporate it into their teaching. Any successful transformation in educational practice requires the development of positive user attitudes toward the new technology. The development of teacher's positive attitudes toward ICT is a key factor, not only for enhancing ICT integration, but also for avoiding teacher's resistance to computer use.

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