



ATTITUDE OF GOVERNMENT SCHOOL TEACHERS TOWARDS INFORMATION TECHNOLOGY

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Abstract

In this paper, the investigator expressed the Attitude of Government School Teachers Towards Information Technology. Information technology is a combination of telecommunications and computing to obtain process, store, transmit and output information in the form of voice, pictures, or text. Information Technology exists from the days when the telegraph was being used to move data from one place to another with the advancement in technology. This can be done in several ways. A designated agency could convert the entire learning units and competencies digitally or teachers could also design their lesson plans to supplement classroom lectures with multimedia presentations either on small computer screens or on large classroom screens. This would help teachers to explain difficult concepts through graphics, live examples, and experiments. there is no significant difference between Rural and Urban Government School Teachers in their attitude towards IT concerning Computer Anxiety, E-mail for classroom learning, World-Wide-Web. But there is a significant difference between Rural and Urban Government School Teachers in their attitude towards IT concerning the Perception of computers for classroom learning since the calculated value is greater than the table value. A designated agency could convert the entire learning units and competencies digitally or teachers could also design their lesson plans to supplement classroom lectures with multimedia

Keywords: Attitude, Government School Teachers and Information Technology, etc.

Introduction

Information technology is a combination of telecommunications and computing to obtain process, store, transmit and output information in the form of voice, pictures, or text. Information Technology exists from the days when the telegraph was being used to move data from one place to another with the advancement in technology. The role of people responsible for handling data also increased.

A key to the technological advances in Information Technology sectors is the interweaving of computation, communication, and content supported by theories of information and computer science. Information Technology involves the processing of information by a computer. This is possible through the use of hardware, software, service, and the supporting infrastructure to manage and deliver information.

Objectives of Information Technology

- Information Technology was originally intended to serve as a means of improving efficiency in the educational process.
- Information Technology can help to improve memory, retention, increase motivation and gradually deepen understanding.
- Information Technology can also be used to promote collaborative learning including role-playing, group problem-solving activities, and articulated objects.
- Generally, Information Technology is promotes new approaches to work and to learn new ways of literacy.
- Information Technology also changes the nature of motivation to learn.
- Information Technology creates awareness about the use of information technologies in education.
- Information Technology acquires knowledge of computer languages and software packages for education.

Role of Information Technology in Teaching and Learning

Information technology plays a vital role in today's global economy. Information Technology has made a significant impact in research and development. The research is being carried out in networking, computing, data representation, and many other areas for exploring the existing methodologies. Education is changing with the advent of new interactive online learning technologies, and multimedia electronic libraries, which help in improving the sharing of knowledge and education practice.

Significance of the Study

Education is the process of modification of behavior. To enhance the effectiveness of the process several techniques, methods and approaches have been evolved, tried out, and tested from every field of knowledge that has contributed to this process and the modern name attached to this process is educational technology. Information technology in education is a powerful tool that may be used effectively and efficiently within the classrooms to create a more exciting learning environment and deliver a higher level of educational expertise to students. This can be done in several ways. A designated agency could convert the entire learning units and competencies digitally or teachers could also design their lesson plans to supplement classroom lectures with multimedia presentations either on small computer screens or on large classroom screens. This would help teachers to explain difficult concepts through graphics, live examples, and experiments.

Statement of the Problem

Having highlighted the importance and significance of the study the investigator has decided to probe in detail into the attitude of the government school teachers as stated below. **“Attitude of Government School Teachers Towards Information Technology”**.

Operational Definitions

1) Attitude

It refers to a general predisposition or mental setup concerning any persons, beliefs, or other entities. Here the investigator would like to study the Attitude of Government School Teachers towards Information Technology.

2) Government School Teacher

A teacher who is working in Government Schools and paid by the Government.

3) Information Technology

The use of computers and telecommunications for the processing and distribution of information in digital, audio, video, and other forms.

Objectives

General Objectives

To find the level of Attitude of Government School Teachers towards Information Technology.

Specific Objectives

1. To find out the level of government school teachers towards Information Technology.
2. To find out the level of Male government school teachers towards Information Technology.
3. To find out the level of Female government school teachers towards Information Technology.
3. To find out the level of Urban government school teachers towards Information Technology.
4. To find out the level of Rural government school teachers towards Information Technology.

Null Hypotheses

1. There is no significant difference between Male and Female Government School Teachers towards Information Technology.
2. There is no significant difference between Urban and Rural Government School Teachers towards Information Technology.

Limitations of the Study

1. The present study is limited to Sivaganga educational district only.
2. The present study has included only four dimensions of Information Technology – Computer Anxiety, Email for classroom learning, World-Wide-Web.

The method adopted in the present study

In this study, the investigator adopted the survey method. The survey method is a method of collection and analyzing data, obtained from a large number of respondents. Representing a specific population collected through highly structured and detailed. Questionnaire or interviews this objective is not only to analyze, interpret and report the status of an institution, group, or area to guide practice immediate future but also to determine the adequacy of status by comparing it with established standards.

The tool used in the present Study

The study aims at the attitude of Government School Teachers towards Information Technology, the investigator has used Information Technology Attitude Scale to find out the attitude of Government School Teachers towards IT. The tool was developed by Investigator. The tool has been adapted to one situation.

Distribution of the Sample

Table 1
Sex-Wise Distribution of Sample

Sex	No of Teachers	Percentage
Male	80	30.0
Female	187	70.0
Total	267	100.0

The above table shows that there are 30% of Male and 70% of Female Government School Teachers in the sample.

Table 2
Location of the School – Wise Distribution of Sample

Location of the school	No of Teachers	Percentage
Rural	183	68.5
Urban	84	31.5
Total	267	100.0

The above table shows that there are 68.5% of Rural and 31.5% of Urban Government School Teachers in the sample.

Validation

The investigator established content validity for the tool. The tool was given to the experts. All the experts gave positive opinions regarding the content of the statements of the tool. Thus, the content validity of the tool was established.

Reliability

The investigator established test-retest reliability for the tool. The tool was given to 20 Government School Teachers working in three different schools. After getting their responses the investigator valued the responses. The same tool was given to the same set of teachers after 10 days. The responses were scored. Both sets of scores were used for findings, correlation, coefficient. The coefficient of correlation was found. It was 0.64. Thus, the reliability of the tool has been established by the test-retest method.

Administration of the Tool

The investigator visited 37 schools in Sivaganga educational district with the help of the heads of the schools; the investigator administered Information Technology Attitude Scale to the randomly selected Government School Teachers in the school. They have given clear instruction to answer the items in the Information Technology Attitude Scale. Then the tool was collected from the respondents of the schools the investigator has valued the scales with the help of the scoring key.

Population

The population for the study consists of Government School Teachers, who are working in Sivaganga educational district.

Sample for the Study

The investigator has used simple random sampling techniques out of all schools in Sivaganga educational district. The investigator selected 37 schools randomly from Sivaganga educational district. 267 teachers are randomly selected from those 37 schools.

Objective Testing

Objective 1

To find out the level of Attitude of Male Government School Teachers towards Information Technology.

TABLE 3

LEVEL OF ATTITUDE OF MALE GOVERNMENT SCHOOL TEACHERS TOWARDS INFORMATION TECHNOLOGY

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Computer Anxiety	14	17.5	66	82.5	0	0.00
E-mail for Classroom Learning	15	18.8	65	81.3	0	0.00
World-Wide-Web	15	18.8	65	81.3	0	0.00
Information Technology	16	20.0	49	61.3	15	18.8

It is inferred from the above table that 17.5% of Male Government School Teachers have low, 82.5% have moderate, and 0% have a high level of Computer Anxiety. It is inferred from the above table that 18.8% of Male Government School Teachers have low, 81.3% have moderate, and 0% have a high level of E-mail for classroom learning. It is inferred from the above table that 18.8% of Male Government School Teachers have low, 81.3% have moderate, and 0% have a high level of World-Wide-Web. It is inferred from the above table that 20.0% of Male Government School Teachers have low, 61.3% have moderate, and 18.8% have high levels of Attitude towards Information Technology.

Table 4

DIFFERENCE BETWEEN MALE AND FEMALE GOVERNMENT SCHOOL TEACHERS IN THEIR ATTITUDE TOWARDS INFORMATION TECHNOLOGY

Dimensions	Male		Female		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Computer Anxiety	18.53	1.96	18.14	1.96	1.47	NS
E-mail for Classroom Learning	18.16	1.95	18.32	2.11	0.57	NS
World-Wide-Web	18.36	1.91	18.42	1.78	0.22	NS
Information Technology	90.73	6.45	90.96	5.09	0.29	NS

(At 5% level of significance, the table value of 't' is 1.96)

Since the calculated value of 't' is less than the table value, the null hypothesis is accepted. Hence there is no significant difference between Male and Female Government School Teachers in the dimensions of Computer Anxiety, E-mail for classroom learning, World-Wide-Web of attitudes towards Information Technology.

NULL HYPOTHESIS 2

To find out the significant difference between Rural and Urban Government School Teachers in their attitude towards Information Technology.

TABLE 5

DIFFERENCE BETWEEN RURAL AND URBAN GOVERNMENT SCHOOL TEACHERS IN THEIR ATTITUDE TOWARDS INFORMATION TECHNOLOGY

Dimensions	Rural		Urban		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Computer Anxiety	18.20	2.03	18.37	1.84	0.67	NS
E-mail for Classroom Learning	18.34	2.19	18.11	1.76	0.94	NS
World-Wide-Web	18.52	1.82	18.13	1.80	1.65	NS
Information Technology	91.27	5.44	90.06	5.64	1.65	NS

(At 5% level of significance, the table value of 't' is 1.96)

Since the calculated value is less than the table value, the null hypothesis is accepted. Hence there is no significant difference between Rural and Urban Government School Teachers in their attitude towards IT with regard to Computer Anxiety, E-mail for classroom learning, World-Wide-Web. But there is a significant difference between Rural and Urban Government School Teachers in their attitude towards IT with regard to the Perception of Computers for classroom learning since the calculated value is greater than the table value.

Conclusion

This study provides a glimpse of selected variables that were assumed to affect the attitudes of teachers towards technology. Future studies could include a systematic examination of other aspects and how these interact to impact teachers' attitudes, acceptance, and extent of usage of technology as a tool for instructional purposes and professional development.

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