

## Teachers' Attitude towards Information and Communication Technology (ICT)

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**Abstract:** *There is a close relationship between the quality of education and the quality of teachers. The quality of education depends upon the knowledge and attitude of teachers towards the ICT. Teacher educators are the facilitators in any educational reform movement. In order to effectively implement the prescribed curriculum and to achieve its objectives of preparing better future teachers, teacher, educators should themselves be psychologically and academically competent. This research paper discusses the difference between male-female, senior-junior and arts -science teacher educators.*

**Key words:** *Information and Communication Technology, Teacher Education, Teacher Attitude.*

### I. INTRODUCTION

Teacher is an effective and dominating factor among the ones contributing to educational improvements. The teacher effectiveness depends mainly on the teachers' attitude, characteristics and the classroom phenomena such as environment and climate, organization and management. Various commissions and committees have recommended methods of bringing about qualitative improvements in education. As a result, the teachers are motivated, inspired and endured to develop better curriculum, text books and teaching aids. But, all the efforts are meaningless unless teachers are not having the positive attitude towards educational technology. The teaching learning process has been greatly influenced by rapid advances in Information and Communication Technology (ICT). Integration of this ICT in classroom helps to create an environment for students' activities that lead to meaningful and sustainable learning experiences. It supports students in their own constructive thinking, allows them to transcend their cognitive limitations. It is possible to bring the process of learning beyond the boundaries of classroom by exploring new possibilities of ICT. One of the basic requirements for education in this era of information explosion is to prepare learners for participation in a networked information society. All over the world, educational institutions are being forced to find better pedagogical methods to cope up with these new challenges. Most of the recent research on qualitative improvement of learning mediated through ICT is more or less explicitly considering technology's possibilities how to facilitate social interaction between teacher and student as well as among students globally. In this perspective, ICT is a mediational tool incorporated within learning environment with authentic goals for both students and teachers. Therefore, it can be considered that Information and Communication Technology Mediated Collaborative Learning (ICT-MCL) 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.

### II. OBJECTIVES OF THE STUDY

1. To find out the difference between male and female teacher educator attitude towards ICT.

2. To find out the difference between senior (more than 10 years experience) and junior (less than 10 years experience) teacher educator attitude towards ICT.
3. To find out the difference between science and arts teacher educator attitude towards ICT.

### III. HYPOTHESES OF THE STUDY

In the view of the above stated objectives, the following null hypotheses were formulated:

1. There is no significant difference between male and female teacher educator attitude towards ICT.
2. There is no significant difference between senior and junior teacher educator attitude towards ICT.
3. There is no significant difference between science and arts teacher educator towards ICT.

### IV. METHODOLOGY OF THE STUDY

Teachers of the 45 B.Ed colleges which are affiliated to Rani Channamma University, Belagavi Karnataka, constituted the population of the present study, Out of these 45 B.Ed colleges, only five B.Ed colleges have been selected as the sample of the study by random sampling method. From the five B.Ed colleges, only fifty teachers (25 male and 25 female) have been selected as the sample of the present study by employing the stratified random sampling technique. Teacher Educators Attitude towards Information and Communication Technology Scale (TEA-ICT) constructed by the investigator has been used as a tool for the collection of data from the five B.Ed colleges which are affiliated to Rani Channamma University, Belagavi Karnataka. The reliability of the tool was found to be 0.8256 (N=50) by Split-Half method. Then, by applying t-test method, the investigator analyzed the collected information and concluded the result.

### V. JUSTIFICATION OF THE STUDY

The rapid advancement in Information and Communication Technology (ICT) has been greatly influenced to the teaching learning process. Integration of ICT in classroom helps to create an environment for students' activities that lead to meaningful and sustainable learning experiences.

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This integration supports students in their constructive thinking and allows them to transcend their cognitive limitations. It is possible to bring the process of learning beyond the boundaries of classroom by exploring new possibilities of ICT. One of the basic requirements for education in this era of information explosion is to prepare learners for participation in a networked information society. This basic requirements can be available only when teachers aware about ICT very well. All over the world, all types of educational institutions are being forced to find better pedagogical methods to cope up with these new challenges. Most of the recent research on qualitative improvement of learning mediated through ICT is more or less explicitly considering possibilities of technology how to facilitate social interaction between teacher and student and among the students globally. When learning interaction takes place through ICT, it opens new possibilities like interaction free of the limitations of time and place. The asynchronous and distance communication are new features of collaboration which challenge our traditional pedagogical practices is possible only by utilizing the advancements in ICT. Thus, ICT mediated collaborative learning brings the schools of different countries together so that global sharing of interaction takes place. Computer Supported International Learning Environment, Collaborator Notebook and Virtual Notebook System Trademark etc. are some of the attempts globally taken place to implement this Information and Communication Technology Mediated Collaborative Learning in real classroom situation. On the other hand, when learning interaction takes place through ICT, it opens new possibilities like interaction free of the limitations of time and place. So, this type of present study will be very helpful in realizing the ideas and thoughts on ICT of the teachers who are working in the B.Ed colleges affiliated to Rani Channamma University Belagavi, Karnataka state.

**Table 1: Significance of Difference in the Mean Attitude Scores of Teachers towards Information and Communication Technology (ICT)**

Variables	Category	N	Mean	SD	t- Value	Significance at .05 level
Sex	Male	25	64.48	15.47	2.50*	Significant
	Female	25	54.70	11.87		
Age	Senior (More than 10 yrs. exp.)	25	56.27	15.81	1.68	Not significant
	Junior (More than 10 yrs. exp.)	25	63.52	14.69		
Stream	Science	25	64.63	14.20	2.13*	Significant
	Arts	25	55.82	15.04		

\* Significant at .05 level (Table value at 0.05 is 2.02)

## VI. RESULTS AND DISCUSSIONS

The above table 1 indicates that the calculated t- values of the two categories viz. sex (2.50) and stream (2.13) are less than the tabulate t-value (2.00) at .05 level of significance. Hence, both the first and third hypotheses, that is, there is no

significant difference between male and female teacher educators attitudes towards ICT and another third hypothesis that there is no significant difference between science and arts teacher educators attitudes towards ICT are rejected. The study gets significant differences at 0.05 levels of significance in the two variables for each test. The attitude mean score towards ICT of males (64.48) are higher than the females (54.70), junior teachers (63.50) are also higher than the senior teachers (56.27) and similarly the science teachers (64.63) are higher than the arts teachers (55.82) respectively. But, the second hypothesis, that is, there is no significant difference between senior and junior teacher educators attitudes towards ICT has been found accepted because the calculated t-value (1.68) has been found no significant difference between the two variables at .05 level of significance. The mean attitude score for junior teachers (63.52) is greater than the mean attitude score of the senior teachers (56.27).

From this analysis of the collected data, the study can be concluded with the following findings as follows:

- There is significant difference between the male and female teachers in their mean attitude scores towards ICT because the total mean score of the male teachers is greater than the female one.
- There is no significant difference between the senior and junior teachers in their mean attitude scores towards ICT but the mean score towards the attitudes of ICT of senior teachers is slightly less than the junior teachers.
- There is significant difference between the arts and science teachers in their mean attitude scores towards ICT because the total mean score of the science teachers is greater than the arts teachers.

## DELIMITATIONS OF THE STUDY

The present study has been delimited to the following conditions:

1. It has been delimited to the B.Ed colleges affiliated to Rani Channamma University Karnataka State.
2. Only five B.Ed colleges have been selected as the sample of the study.
3. The teacher sample has been confined to only fifty teachers from the selected five B.Ed colleges.

## VII. CONCLUSION

The present study is concluded that male and female as well as science and arts teachers' of B.Ed colleges have significant difference in their attitudes towards Information and Communication Technology (ICT) whereas this attitude of senior teachers has not been found significant difference between the senior and junior teachers' of B.Ed colleges. It also has found that the knowledge of ICT will be highly helpful in the development of educational institutions.

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