

ATTITUDE OF TEACHERS TOWARDS USING ICT IN SCHOOLS: A STUDY IN TRIPURA

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Abstract:

Present era is embracing mostly with the emerging advanced technologies which are today become a robust global phenomenon. Technology nowadays has influence in every sphere of life e.g. our life style, way of living, communication, transportation and so on. With this sort of growing demand of society, the teaching styles also should be changed as the present generation is embarked greatly with technology. And these days the usage of technology in classroom is widely accepted and fruitfully overwhelmed over the world. The use of ICT in classroom is an advance technique that can easily attract and inculcate the students towards learning. The academia, stake holders, researchers have agreed the need of ICT in classroom for better concentration and developing ideas. This is why it is needed to know the possibilities of using ICT in classroom and how teacher see the ICT using approach in teaching. Therefore the present study aims at exploring the teacher's attitude towards the uses of ICT in classrooms. For this a sample of 100 school teacher has taken to know their attitude towards ICT. Different statistical methods such as, mean, SD, percentage, and t-test were employed to analyze the data. The result indicates that teachers have positive attitude towards ICT and the male and female teachers do not differ significantly in their attitude. Based on these findings, some recommendations were given with implications for further studies.

Keywords: *ICT, Teacher's Attitude, Schools, Tripura*

Background

Change or alteration is vital to development and is very common in every sphere of life to be developed. Accordingly with regard to instruction in classroom also needs to alter by abolishing different traditional method for coping with the demand situation. Consequently, as part of this, ICT have been introduced to facilitate the quality education to learners. Regardless, everyone of a responsible society looking after the quality education, as a result, the use of ICT became popular not only in our country but globally. Technology has totally changed our way of life; in fact these days we cannot think a society without technology though there are negative effects as well and despite knowing so we cannot avoid it. Considering the importance of technology, almost all the educational institutes also incorporated technology for the purpose of teaching in order to prepare the students for upcoming challenges and making them aware with the use of technology for making prosperous future of students.

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ICT has emerged as a new tool in the field of teaching and learning that can make possible many prevailing impossible facts in classroom (Drossel et al, 2017). This is the form that helps learners to get attracted and motivated towards learning. Further, this is the way of teaching that eliminates anxiety, laziness and so on among the learners. No one can deny that these technologies have proved successful in replacing the traditional teaching methods that is confined by discussion and demonstration method. The ongoing traditional teaching is a one-way process which follows a well-defined time frame and which models the contents on the basis of the users' results. "With the use of particular software, instructors have the opportunity to supervise the results of the students' work, the level achieved by each and the possibility to update their online documents such as notes, images, videos" (Thamarana, pp. 228). ICT is the only way through which numerous benefits will fetch among the learners and teachers. And these include contribution in resources and learning environment that leads towards greater autonomy of learners. The society experienced ICT has brought rapid changes in the field of teaching learning process. Incorporation of ICT in real classroom assists to create such an environment where the students can go forward for valuable learning experiences. Further, ICT helps the learners to think creatively and exceeds them beyond their capability. Moreover, in the present challenging society the role of ICT is precious and can be considered as advanced pedagogical method to meet such challenges. In fact, ICT is a meditational instrument integrated within learning environment that have genuine goals for both students and teachers and makes teaching learning process more easier. However, teacher's interest, attention and attitude also matters in order to inculcate the knowledge of ICT among their students.

Rationale of the study

In the technology era, students have huge opportunity and platform to get connected with internet, social media and E-learning. We cannot compare the traditional learning and ICT based learning as traditional teaching with the certain teaching aids can bring certain changes among the learners but ICT can develop the multiple intelligence and creativity among the learners. However, using technology in the classroom is depending upon the teachers support and attitude. Currently in teaching-learning process there are so many changes thus, in order to meet such changes ICT should be adopted in teaching schools. But unfortunately there is a gap in the process of updating the teachers mind to adopt it. How the use of ICT in schools should not be neglected and must be encouraged is to be comprehended. And it also should be underpin the opinion of the teachers in using the ICT as per their updation. Thus we conducted the present study to address these answers on the basis of empirical evidences.

Statement of the Problem

The issues of poor and ineffective teaching in the schools had been noticed among the teachers. In context of Tripura, the most backward district is Dhalai Tripura where at the schools use of ICT is very rare though there is availability of ICTs. At present, there are many Information Communication Technologies such as Internet, Smart Phones, Projectors, E-books

and Animations. These technologies have been contributing enormous by teaching and learning effectively. These days, ICTs play vital role in teaching science, material in teaching and learning different disciplines. However, for employing ICT in classroom professional training or skill is highly needed. Many teachers may not have the technical skills for the ultimate use of these technological resources in their instruction. Therefore, this study investigates the teachers' attitudes towards the use of information communication technologies in teaching real classroom situation.

Objectives

The current study is undertaken with the following objectives:

1. To study the teachers attitude towards use of ICT in schools.
2. To compare the attitude of (i) rural and urban and (ii) male and female teachers towards ICT.

Hypothesis

There is no significant difference between the attitude of (i) rural and urban and (ii) male and female teachers towards ICT.

Methods and procedures

This was a non experimental, descriptive analytical survey designed to know the attitudes of teachers towards use of ICT in government running schools.

Participants

The theoretical population for this study included the teachers of government schools of Dhalai district of the state Tripura. By adopting stratified random sampling altogether 150 including male (N=88) and female (N=62) teachers were selected from the government schools. Ten schools were selected from all over Dhalai district Tripura as a sample. Investigator tried to take equal representation of both male and female but the numbers of female teachers were less in comparison to male teachers. It was attempted to represent every geographical area by choosing 10 government schools of Dhalai district Tripura.

Instrument used

A survey instrument was developed in order to address the objectives cited above. In the development phase, the instrument, having with 58 questions related to ICT that a teacher faces while utilizing ICT in classroom was analyzed by three University faculty members of education, as well as two outside experts in the same field, to determine whether or not the content of the question were valid. Finally the questionnaire consisted of 30 question were selected as the data collection tool for addressing the cited objectives. For the purpose of collecting data initially, the finalized questionnaires were administered over the sample.

Analysis of data

Data were analyzed through the totaling the frequency of responses. The responses were then converted into percentage. Further various statistical treatments (descriptive and inferential)

like Mean, SD, and t-test were done to analyze data pertaining to the other objectives cited earlier.

Results

Objective 1: to interpret objective 1 (To study the attitude of teacher towards use of ICT in schools) the responses of the teachers were converted into percentage on the basis of the each category of responses. The results indicate that the teachers serving at different schools of Tripura have different attitude towards the use of ICT in classroom. Majority (41%) of teachers have favorable attitude towards the use of ICT in schools while 24% lie under Moderately, 6.67% are of undecided category, 8% are in the opinion of some extent and rest 20% teachers have unfavorable attitude towards ICT that lies under useless category. The results are highlighted in Table 1.

Table 1: Showing the teacher's attitude towards ICT in Dhalai district of Tripura.

Responses	N	%
Useful	62	41.33
Moderately useful	36	24.00
Undecided	10	6.67
To some extent	12	8.00
Useless	30	20.00
Total	150	100

Objective 2: to analyze the objective 2 (To compare the attitude of rural and urban teachers towards ICT) and to test the hypothesis 1 (There is no significant difference between the attitude of rural and urban teachers towards ICT), *t*-test was used to ascertain the difference between the attitudes of rural and urban teachers towards ICT.

Table 2: Showing the comparison (based on t-test) of the attitude of rural and urban teacher's towards ICT.

Group	N	Mean	SD	D	Degrees of freedom	t-value	Remark at 5% level of significance
Rural	95	61.07	17.76	4.93	148	1.62	NS
Urban	55	66	18.06				

No significant difference was found between attitudes of rural and urban teachers towards ICT (rural teachers, $M=61.07$, $SD=17.76$; urban teachers, $M=66$, $SD=18.06$). The critical value for the degree of freedom 148 is 1.98 at 0.05 level of significance and the calculated t value is 1.62 which is not exceeding the critical value ($p < .05$). Therefore it cannot be taken as significant. Thus the Null hypothesis there is no significant difference between the attitude of rural and urban

teachers towards ICT is accepted. So the result signifies that rural and urban teachers both show likely same attitude towards ICT. (See the Table-2)

Objective 3: to interpret objective 3 (To compare the attitude of male and female teachers towards ICT); a *t* test was used to compare the data whether if any differences found. Male are not significantly different in their attitude towards ICT from the female teachers (e.g., male teachers, $M=61.40$, $SD=17.86$; female teachers, $M=64.98$, $SD=18.04$, $p<.05$). as no significant differences were found the stated null hypothesis that is there is no significant difference between the attitude of male and female teachers is supported. The results are highlighted in table 3.

Table no 3: Showing the comparison (based on t-test) of the attitude of male and female teacher's towards ICT

Group	N	Mean	SD	D	Degrees of freedom	t-value	Remark at 5% level of significance
Male	88	61.40	17.86	3.58	148	1.20	NS
Female	62	64.98	18.04				

Discussion

The present study sought to investigate the attitude of teachers serving in the government school of Dhalai district of the state Tripura towards ICT. The study was also investigated to find out the difference, if any in responses between rural and urban teachers towards ICT. Based on the results of this preliminary investigation, it appears that Majority (41%) of teachers have favorable attitude towards the use of ICT in schools while 24% lie under Moderately, 6.67% are of undecided category, 8% are in the opinion of some extent and rest 20% teachers have unfavorable attitude towards ICT that lies under useless category. The results of this study support the stated hypotheses: there is no significant difference between the attitude of rural and urban teachers towards ICT. It also supported another hypothesis that there is no significant difference between the attitude of male and female teachers towards ICT. Results cannot be generalized robustly to all school teachers as it was conducted only on the teachers of Dhalai District of Tripura. The results, however, were consistent with research on teachers' attitude towards ICT in general and in particular with the findings of Fanai & Chhange (2016). Study revealed to say that in this technological age it is important that teachers mostly in favour of using ICT in schools and therefore it should be rethinking on it.

Recommendations for policy and practice

On the light of the findings of the present study different suggestions regarding the use of ICT in school may be laid down. First of all revamp and rethinking about the curriculum and system is highly essential for the adaptation and upliftment of the school education in our

country in general and Tripura in particular. Different digital technologies should be adopted and implemented over the school education. Particularly the teacher should be familiar with the digital world atleast in minimum ways so that the education system and process is transformed from old to new era. The government should take responsibility and initiatives regarding the upliftment, adoption, and improvement of the present condition of the school education by using different information and communication technologies. Teachers showed positive attitude towards ICT and therefore the implementation and adoption of ICT can be taken into consideration and can be made available in the school education also.

Conclusion

To summarize, the results revealed the positive attitude of majority (41%) of teachers towards use of ICT and the results of this study support previous researches. The different reviews highlights the concept of ICT and its usefulness in school and thus it can be concluded, in light of this study, that ICT is quite useful in the teaching and learning situation as it provides joyful learning to the learners. We cannot deny its role and influence in teaching learning process. If learning interaction takes place through ICT, it opens new possibilities like interaction free of the limitations of time and place.

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