

Teacher's Attitude towards the use of Information Communication Technology of Normal and Disabled Schools

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Abstract - In the present researcher has studied teacher's attitude towards the use of information communication technology of Normal and in disabled schools. Under which the attitude towards the use of information communication technology of male and female teachers of normal and disabled schools. In the present study, survey method has been used under descriptive research. In the present study from 200 teachers of Normal and disabled schools of Raipur city have been considered, from which sample of 100 teachers have been selected in which 50 teachers (25 men and 25 women) from Normal schools and 50 teachers (25 men and 25 women) from disabled schools. Self-made questionnaire has been used which is based on the three points scale 'agree', 'uncertain' and 'disagree'. Mean, standard deviation and t-ratio statistics methods have been used for data analysis. The result shows that the teacher's attitudes towards the use of information and communication technology of normal and in disabled schools are significant. The attitude towards information communication technology among teachers teaching in disabled schools is higher than that of teachers teaching in normal schools.

Key words: Attitude, Normal, Disabled School, Information Communication Technology, etc.

I. INTRODUCTION

Today's society is based on technology. In the present era, the use of information communication technology has affected every area of our life; on the other hand, the field of education is under its direct influence. Various tools and accessories developed by him are playing an important role in education. Many researchers have come to the conclusion through their research that by doing teaching work with the help of materials developed under information communication technology teaching becomes more effective and understandable. The present era is the era of information communication technology, there will hardly be any aspect of life which is untouched by its influence. Considering the various utility of information communication technology in education, today most of the schools are getting oriented towards technical education. Since the quality of teaching and the achievement level of students can be improved by the use of information communication technology in education.

Information communication technology is the science of such a method by which the objectives of education can be achieve, it's scope is not limited to determining the objectives only, but it is helpful in defining the objectives practically. Various strategies can be determined and developed to achieve the maximum achievement of educational objectives. The importance of the use of

information communication technology in education is being accepted all over the world. Therefore, at the school level, it would be appropriate to know that what is the level of awareness of information communication technology in the Indian society, especially the teachers teaching in schools?. If there is a vision of positivity in their interest, then over time it can be used more and more at the level of teaching process in the future.

It is necessary that the attitude of the teachers teaching in the school should be known through research in the context of information communication technology. Although some research work based on attitude has been done in the past, some research has been done on the curriculum of technical education, attitude of students towards computer education and It has been done in the context of technical knowledge of teachers teaching in Normal and handicapped schools. In the present research, Teacher's attitude towards information communication technology in Normal and disabled schools has been studied.

II. REVIEW OF RELATED LITERATURE

In present education, it is necessary to have a positive attitude of teachers towards technical education, in which their teaching work can have a positive effect on the educational achievements of the students, which can be supported by respecting the research work done in the past. **Khandelwal, Madhu (2018)** found in the findings that the

results of information and communication technology are positive changes in the field of education today. By using information and communication technology effectively, the progress of education can be expectedly changed. **Rathore, Anamika (2014)** indicated in the study that there is an impact of information and communication technology on the teaching efficiency of teacher trainees. **Chowdhary and Verma 2012)** indicated in the study that it is important to introduce a new system of training keeping information and communication technology along with traditional training and in-service training. **Jaiswal et al. (2012)** found in the study that it is very important to use the biggest tool emerging in the form of information and communication technology in teacher education including teaching-learning process. Kaur (2012) pointed out in the study that the role of information and communication technology distance learning and in-service programs is important in bringing quality towards teacher education. **Kawas et al. (2009)** indicated in the study that vegan teachers have a positive attitude in the field of information and communication technology, while gender has nothing to do with teachers' attitude in the context of information and communication technology. But having a computer and having experience makes a difference in the attitude of the teachers. **Gupta, Pandey and Mathur (2007)** found that 85 percent of teachers were able to raise student achievement levels by broadcasting head training objectives and achievements.

On the basis of the above research study, it is necessary that the attitude of the teachers teaching in the school should be known through research in the context of information communication technology. Although some research work based on attitude has been done in the past. Some research has been done in the context of the attitude of students towards computer education in the course of technical education and the technology of teachers teaching in Normal and differently-disabled schools.

Problem statement: Teacher's attitude towards the use of information communication technology of Normal and disabled schools.

Objectives

1. To study teacher's attitude towards the use of information communication technology of Normal and disabled schools.
2. To study teacher's attitude of male teachers of Normal and disabled schools towards the use of information communication technology.
3. To study teacher's attitudes of female teachers of Normal and disabled schools towards the use of information communication technology .

Hypotheses

1. There is no significant difference in the attitude towards the use of information communication

technology among the teachers of normal and disabled schools.

2. There is no significant difference in the attitude towards the use of information communication technology in male teachers of Normal and disabled schools.

3. There is no significant difference in the attitude towards the use of information communication technology in female teachers of Normal and disabled schools.

III. RESEARCH METHOD

In the study, survey method was used under descriptive research. 200 teachers teaching in Normal and disabled schools of Raipur city were considered as population, Out of which 100 teachers has been selected randomly,from which 50 teachers (25 male and 25 female) from Normal schools.) and 50 teachers (25 male and 25 female) from disabled schools. Researcher has used self-made questionnaire for data collection which is based on three points scale 'agree', 'uncertain' and 'disagree'. For the analysis of data mean, standard deviation, and t-ratio statistical methods have been used.

Hypothesis analysis and interpretation

H1 There is no significant difference in the teacher's attitude towards the use of information communication technology of normal and disabled schools.

Table No. 1

Mean standard deviation and t value of attitudes towards the use of educational technology in teachers of Normal and disabled schools.

S.N	Model	Number	Mean value	Standard deviation	t-value	Table value
1.	Normal School	50	51.24	13.70	4.89*	1.98 df=98
2.	Disabled School	50	65.70	15.87		

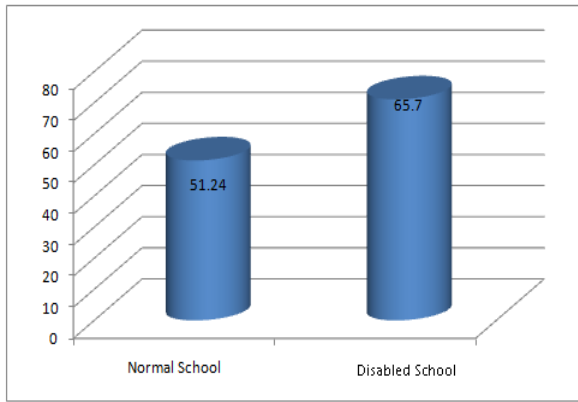
*Significant at 0.05 level

Explanation

From the observation of the above table number 1, it is known that the mean of attitude towards the use of information communication technology among teachers of Normal and disabled schools is 51.24 and 65.70 and the standard deviation is 13.70 and 15.87 respectively. The calculated value is 4.89, at degree of freedom 98 at 0.05 level which is greater than the table value 1.98, so it can be said that null hypothesis1 **"There is a no significant difference in the teacher's attitude towards the use of information communication technology of normal and disabled schools."** is rejected.

Diagram number 1

The mean vale of attitude towards the use of information communication technology in the teachers of normal and disabled schools of teachers teaching in normal and disabled School.



H2 There is nosignificant difference in the attitude towards the use of information communication technology in male teachers of Normal and Disabled schools.

Table No. 2

S.N	Model	Number	Mean value	Standard deviation	t-value	Table value
1.	Normal School	25	51.24	15.70	4.47*	2.01 df=48
2.	Disabled School	25	70.08	15.71		

*Significant at 0.5 level

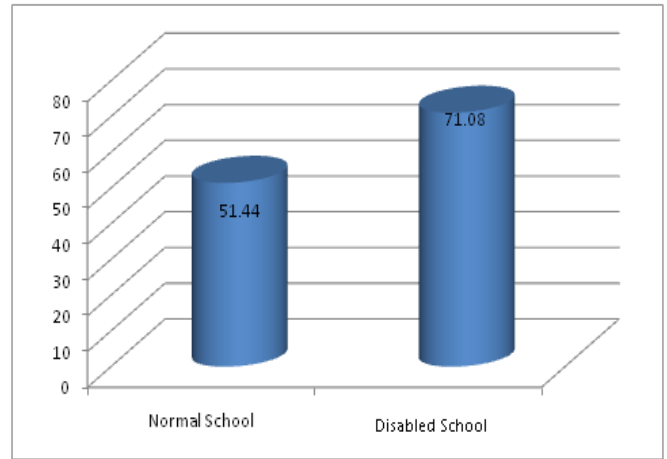
Explanation

From the observation of above table number 2, it is known that the mean of attitude towards the use of information communication technology among male teachers of Normal and disabled schools is 51.44 and 71.08 and standard deviation is 15.31 and 15.71 respectively. The calculated value oft-ratio is 4.47,at degree of freedom 48 which is greater than table value of t-ratio at 0.05 significance level is 2.01 i.e. calculated t-ratio is greater than table value, so it can be said that null hypothesis no. 2“**There is no significant difference in the attitude towards the use of information communication technology in male teachers of Normal and Disabled schools.**” is rejected.

The attitude towards the use of information communication technology was found to be higher in male teachers of disabled schools than that of male teachers teaching in Normal schools.

Diagram number 2

Mean standard deviation of teacher’s attitudes towards the use of information communication technology in male teachers of Normal and disabled schools.



H3 There is significant difference in the attitude towards the use of information communication technolyin female teachers of Normal and disabled schools.

Table No. 3

S.N	Model	Number	Mean value	Standard deviation	T-value	Table value
1.	Normal School	25	51.04	12.21	2.46*	2.01 df=48
2.	Disabled School	25	60.32	14.42		

*Significant at 0.05 level

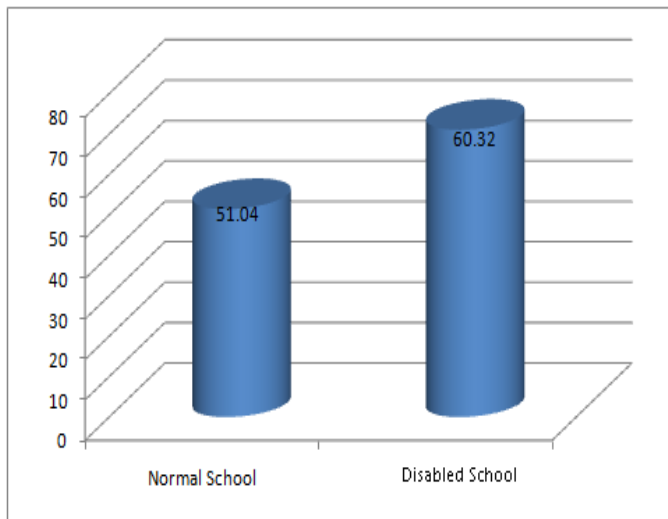
Explanation

It is known from the observation of the above table number 3 that the mean of attitude towards the use of educational technology in Normal and in disabled school female teachers is 51.44 and 60.32 and the standard deviation is 12.21 and 14.42 respectively. The value of calculated t-ratio is 2.46, at degree of freedom 48 which is greater than the table value of t-ratio is 2.01 at 0.05 significance level i.e. calculated t-ratio is more than table value, so it can be said that null hypothesis 3“**There is significant difference in the attitude towards the use of information communication technolyin female teachers of Normal and disabled schools.**” is rejected.

The attitude towards the use of information communication technology was found to be greater in female teachers of schools in disabled than that of female teachers teaching in Normal schools, that is, a significant difference was found between the two.

Diagram number 3

Diagrammatic picture of the means of attitude towards the use of information communication technologyof female teachers teaching in Normal and disabled schools



IV. CONCLUSION

The following conclusions were obtained in the present study

1. The attitude towards information communication technology among teachers teaching in disabled schools is higher than that of teachers teaching in normal schools.
2. Male teachers teaching in disabled schools have higher attitude towards the use of information communication technology than teachers teaching in normal schools.
3. Female teachers teaching in disabled schools have higher attitude towards the use of information communication technology than teachers teaching in normal schools.

V. SUGGESTION

Despite the availability of information communication technology facilities in the education system, the number of people who accept it is very limited as compared to regular education. After knowing the attitude of teachers towards the use of information communication technology in education, it was concluded that information communication technology has proved to be very useful in education might be possible.

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