



## ATTITUDE OF IN-SERVICE TEACHER TOWARDS USING INFORMATION AND COMMUNICATION TECHNOLOGY IN THE CLASSROOM

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### ABSTRACT

*The purpose of this study is to investigate inservice teachers's attitude towards the use of ICT in the classroom. One hundred and sixty in-service teachers from primary to high school participated in the study. A 32 item attitude scale towards ICT was used to collect the data. The study is a descriptive survey type of research. The results show that teachers are highly positive but the use of them in class is scarce and difficult for them due to lack of training. Secondly, there were significant differences in attitude between their level of qualification and age.*



**KEYWORDS** : Attitude, Inservice teachers, Information and Communication Technology

### INTRODUCTION

Now a days, the use of information and communication technology (ICT) is essential and relevant in teaching (Friedman, 2006). This new demands in educational process have many challenges among teachers due to lack of knowledge about operating it (Parua, 2010). However, there is also increasing interest about ICT because they enable to get the specific abilities and knowledge for their profession (Sahoo, 2018). Nevertheless, there has been growing interest in the use of ICT in education setting in developing countries. Furthermore, in recent year, several countries have attempted government led initiative to expand access to ICT inschool. These initiatives have often been associated with a broaden educational quality improvement. Keeping in mind above rational the investigator undertake the study .attitude of inservice teachers towards using ICT in the classroom.

### Attitude of teachers towards ICT

Many research works have emphasized the study of tea towards the use of new technologies in the classroom. The results show very positive attitudes and the common acceptance that their use will be soon completely expanded among teachers (Foley & Ojeda, 2008).

It seems to be that an early aged teachers have a positive attitude towards the incorporation of ICT (Shaunessy, 2007) because those who are young have more teaching experience with ICT and therefore, they feel more involved with their use than older teachers (Hammond et al., 2008).

The main purpose of this study was to find out the attitude of inservice teachers towards using ICT in the classroom.

### METHODOLOGY

The study was based on descriptive survey research. In this study a Attitude Scale towards ICT (ASTI) developed by investigator to assess the attitude of students. The scale consisted 32 items bearing bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.83 by the Person Product Moment correlation method. The validity of the scale was

determined by the self rating by subject on a graphic continuum of a scale. It was found to be 0.72. The sample of the study comprise 160 inservice teachers teaching at primary level ot high school level school of Odisha.

## ANALYSIS AND INTERPRETATION

**TABLE: 4.21**  
**significance of difference between the mean attitude scores of**  
**arts and science pg students towards ICT.**

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Attitude towards ICT	Primary Teachers	90	58.91	8.98	1.72	3.38	0.01
	Secondary Teachers	70	53.09	9.04			

It is revealed from the Table-1 that the mean attitude score of Primary school teachers is 58.91 and that the secondary school teachers is 53.09 with S.D.s 8.98 and 9.07 respectively. The t-ratio came out from the above two group is 3.38 which is significant at 0.01 level. It implies that the two groups differ significantly on attitude towards ICT. Further, the mean attitude scores of Primary school teachers is higher than the secondary school teachers. It shows that the primary school teachers have positive attitude towards ICT as compare to their counterparts.

**Table:2**  
**Significance of difference between the mean attitude scores of inservice**  
**tachers towards using towards ICT.**

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Attitude towards ICT	More aged teachers	100	53.00	8.45	1.69	3.39	0.01
	Less aged teachers	60	58.67	9.01			

The Table-2 indicates that the mean attitude score of more aged (above 40 years) teachers is 53.00 and that the less aged (below 40 years) is 58.67 with S.D.s 8.45 and 9.01 respectively. The t-value is found to be 3.39 which is significant at 0.01 level. It implies that the two groups differ significantly on attitude towards ICT. The mean attitude scores of less aged teachers is higher than the more aged teachers, it shows that the less aged teachers had positive attitude towards ICT than the more aged teachers.

**Table-3**  
**Significance of difference between the mean attitude scores of male and**  
**female students towards ICT.**

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Attitude towards ICT	Male Teachers	109	53.05	6.45	1.62	3.09	0.01
	Female Teachers	51	58.07	5.09			

The Table-2 indicates that the mean attitude score of male teachers is 53.05 and that the female teachers is 58.07 with S.D.s 6.45 and 5.09 respectively. The t-ratio came out from above two group is 3.09 which is significant at .01 level. It implies that the two groups differ significantly on attitude towards ICT. The mean attitude scores of female teachers is higher than the male teachers, it shows that the female teachers had positive attitude towards ICT than the male teachers.

## DISCUSSION AND CONCLUSION

The finding of the present studies revealed that there is significant difference in attitude between primary and secondary school teachers. Towards ICT. However, less aged and female teachers had positive attitude towards more aged and male teachers. The findings also supported by the (Parua, 2008 and Sahoo, 2018).

Some of the collaborative projects would be the design and development of seminars or virtual workshops such as: Dolphin, Elgg, WordPress, GROU.PS or Google Groups. Besides, it would be useful to bring it up not only in the use of ICT tools but also in curricular integration methodologies which provide the teachers with technological

The finding of the study may be useful in establishing and e-readiness in teaching and learning, exploring attainment of computer assessing the extent to which student access ICTS. In particular the key beneficiaries of the study are the children in school who may be sensitized to have better understanding of the impact of ICT in their teaching work. The finding and recommendation of this study are expected to provide a process or framework which should assist school managers in making decision on how to adopt and use ICT in school.

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