

ATTITUDE OF COLLEGE TEACHERS TOWARDS USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING-LEARNING

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ABSTRACT

Information and Communication Technology (ICT) is used in many fields. Having various positive points ICT is effective in enhancing the teaching-learning process. Now ICT has become an inseparable part of the education system across the world. But for maximum and proper use ICT in education requires a positive attitude from all the stakeholders of education, especially the teachers. That is why the present study aimed to assess the attitude of college teachers toward the use of ICT in teaching-learning and also to find out the gender difference. The sample of the study included 96 college teachers from Sonitpur district of Assam. The study found that most of the teachers are having a high level of positive attitude towards ICT and no significant difference has been found with respect to gender.

KEYWORDS

Education, Information and Communication Technology, stakeholders, teaching-learning, teachers

INTRODUCTION

The umbrella term ICT refers to and includes all the technologies required for the communication of information. It is the extended form of information technology with a broader scope and components. ICT includes every technology that is used for creating, managing, storing, transmitting, retrieving and manipulating of information, such as the internet, computers, smartphone, landline telephone, radio, televisions, robots, fax and many more. The use of ICT helps in working efficiently, quickly and more accurately in the field. There are various benefits of ICT which is why it is being used in various fields of work and the scope of ICT is developing. Every day new and more advanced technologies are coming and securing their place in everyday life. In recent times ICT is widely used in the education sector as well, as it can complement, enrich and transform education for the better (UNESCO). The quality of education can be strengthened through different use of ICT, as it can cater to the changing needs of education. ICT not only supports the teaching-learning process but also solves the issues of the present-day education system (Oduma & Ile, 2014). ICT is convenient in both face-to-face education and distance education. Promotion of collaborative learning, such as role-play, group problem-solving activities and articulated projects are also possible through ICT. ICT integrated education can revolutionize an outdated educational system (Albrini, 2006).

Shafeeq (2016) studied the teacher's attitude toward the use of information and computer technology (ICT) in classroom teaching and found that gender, course stream and teaching experience influence teachers' attitudes towards ICT. It was also found that the richness and quality of the teaching-learning process can be enhanced by the extended use of ICT equipment.

Ndibalema (2014) studied the teachers' attitudes towards the use of Information Communication Technology (ICT) as a pedagogical tool in secondary schools in Tanzania and found low familiarity with using ICT as a pedagogical tool. The study revealed that insufficient training from teacher education institutions resulted in this. Albirini (2006) studied the Syrian EFL teachers' attitudes toward information and communication technologies and found that the teachers have a positive attitude towards ICT in education, the study also revealed the influence of computer attributes, cultural perceptions and computer competence in predicting teachers' attitude.

RATIONALE

A good number of studies have been conducted on ICT in education; the studies have established the importance of information and communication technology in improving the quality of education and motivating the students in both offline and online education systems. Successful integration of ICT in education requires a good strategy, planning and adequate infrastructure facilities but above all these requirements the positive attitude of all the stakeholders of education is very important, especially the teachers' positive attitude. Because teachers will use ICT in the daily teaching-learning process only when they have a positive attitude towards ICT. There are many factors which influence the attitude of teachers such as experience, age, gender (Shafeeq 2016), computer attributes, cultural perceptions and computer competence (Albirini 2006), training (Ndibalema 2014), confidence etc. Proper training or induction programmes can inculcate many of these factors like computer competence, cultural perceptions, and confidence.

The importance of teachers' attitude in the integration of ICT in education encouraged the researcher to conduct the present study.

OBJECTIVES

1. To study the attitude of college teachers towards the use of ICT in teaching-learning in Sonitpur district of Assam.
2. To find out the differences in the attitude of college teachers towards the use of ICT in teaching-learning with respect to their gender.

HYPOTHESIS

1. H_0 There is no significant difference in the attitude of college teachers towards the use of ICT in teaching-learning with respect to their gender.

RESEARCH METHOD

The present study has been conducted using the descriptive survey method.

SAMPLE AND SAMPLING TECHNIQUE

The sample of the study includes 96 college teachers in Sonitpur district of Assam, who have been selected using simple random sampling.

TOOL USED

Teachers' attitude towards ICT scale has been constructed and validated by the researcher for the present study.

RESULTS AND DISCUSSION

Analysis of the objective no. 1

Objective 1: To study the attitude of college teachers towards the use of ICT in teaching-learning in Sonitpur district of Assam.

Table No 1: Level of college teachers' attitude towards the use of ICT in teaching-learning

Level teachers' attitude	No. of respondents	Percentage
High Level	57	59.38%
Above Average Level	39	40.62%
Average Level	0	0%
Low Level	0	0%

Interpretation: From the above tableno. 1 it can be said that total of 59.38% of teachers showed a High Level of positive attitude towards ICT in education. 40.62% of teachers showed Above Average Level of positive attitude towards ICT in education. No teachers have been found to have Average and Low Levels of attitude towards ICT in education. Hence, it can be said that most of the college teachers of Sonitpur district, Assam have a positive attitude towards ICT which is a good sign.

Analysis of the objective No. 2

Objective No. 2: To find out the differences in the attitude of college teachers towards the use of ICT in teaching-learning with respect to their gender.

Hypothesis: H₀ There is no significant difference in the attitude of college teachers towards the use of ICT in teaching-learning with respect to their gender.

Table No. 2: Mean, S.D and t-test result of college teachers' attitude towards the use of ICT

Teachers' Attitude toward use of ICT	Gender	Sample	Mean	S.D	Calculated t-value	Significance
	Male	46	83.39	13.75		
	Female	50	85.88	13.34		

Interpretation: table no.2 shows the result of the t-test conducted to find out the differences in attitude between male and female teachers. There were a total of 46 male teachers and 50 female teachers. The mean score of male teachers is 83.39 and the mean score of female teachers is 85.88. The standard deviation of male teachers is 13.75 and S.D of female teachers is 13.34.

The calculated t-value is 0.37 which is smaller than the t-critical value which is 1.98, which allows the researcher to accept the null hypothesis; hence there is no significant difference in the attitude of teachers towards ICT with respect to their gender.

CONCLUSION

The result of the present study shows that most of the teachers are having a high level of positive attitude towards ICT which is impressive, as it will influence the successful integration ICT in everyday teaching-learning. This will result in quality education and more student engagement. The study has not found the influence of gender on the attitude of teachers towards ICT. ICT not only helps in the enhancement of the teaching-learning process but also helps in the professional development of the teachers. Due to ICT's so many benefits, now it has become an inseparable part of the education system.

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