

**ATTITUDES OF HIGH SCHOOL TEACHERS
TOWARDS APPLICATION OF COMPUTERS IN
TEACHING LEARNING PROCESS**

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Abstract

Keywords:

Attitudes,
High school teachers;
computers;
teaching learning;

Throughout the world there is awareness of the fundamental role of computer Technologies in the field of education. Theoretical and empirical studies have considered the importance of computers in the process of teaching and learning. This current paper investigates the level of computers use for educational purposes by teachers in Andhra Pradesh rural high schools. It was observed from the findings of the research that the high school teachers could visualize the availability and the extent of computer education in educational institutions. It was found that teachers have good computer operational skills but the facilities to apply and integrate computer education in schools were very nominal. Computer Education was not received its due recognition despite of its importance in knowledge acquisition and sharing. Hence, an attempt was made to find the attitudes of teachers towards application of computers in teaching learning process. For this a sample of 200 teachers were selected randomly

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from various schools of Prakasam District. An opinionaire was used to collect the data from the selected sample. The findings of the study revealed that the attitudes of teachers towards the application of computers in teaching learning process was differing significantly with reference to gender, management of schools and educational qualification of teachers

Introduction

In recent years there has been strong pressure to make use of Information and Communication Technologies (ICT) in classroom teaching, in terms of both content and methods. There are many benefits of using information and communication technology in the teaching learning process. The effective and efficient use of ICT depends on technically competent teachers. They should be able to appreciate the potentiality of ICT and have positive attitude towards ICT. Four phases are conducted to implement ICT content so that the teachers in schools would able to utilize ICT tools in classroom instruction in promoting flexible Learning Environment to meet individual learning objectives of the subject-matter content. The four phases are.

1. ICT literacy
2. Effective and efficient use of ICT hardware and software for teaching – learning activities.
3. ICT-based pedagogy, online support, networking and management, and
4. Adopting best innovative practices in the use of ICT.

All the above phases are very essential for the effective and efficient use of ICT in the classroom instruction. There is no doubt that ICT-integrated teaching helps a teacher to discharge his/her duty effectively.

Purpose of the study:

Computer Education is very much essential to equip the teachers with the fundamental aspects of Information and communication technology and for using computer as an associate in the classroom at the same time in helping the teachers to equip themselves with the skill of using computers for ICT oriented activities. Samira M. Bakr (2011), Shaik Fehameeda, Humiera Jawad (2012), Harish Kansha (2012) conducted studies on various aspects of ICT in relation to teaching learning process. But the investigations in the field of education dealing with the application of computers in the teaching learning process were limited in number with teachers working in high schools. Hence an attempt is made by the investigator to study the attitudes of high school teachers towards application of Computers in Teaching Learning Process.

Statement of the Problem

Considering the importance of computers in the teaching learning process and related aspects, the present investigation focuses on *the attitudes of high school teachers towards application of computers in Teaching Learning Process*.

Objectives of the Study

The present study was undertaken with the following objectives.

1. To study the attitude of teachers towards application of Computers in Teaching Learning Process.
2. To study the relationship between various aspects of Teaching Learning Process and the application of computers.
3. To study the influence of various variables like Gender, Management of the School, Educational Qualifications of teacher, etc. on the attitude towards application of Computers in Teaching Learning Process.

Hypotheses of the study

1. There will be no significant relationship between Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards application of Computers in Teaching

2. There will be no significant difference between male and female teacher's attitude in the aspects of Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards application of Computers in Teaching Learning Process.

3. There will be no significant difference between M.Sc., M.Ed., and M.A., M.Ed., qualified teacher's attitude in the aspects of Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards application of Computers in Teaching Learning Process.

4. There will be no significant difference between Government and Private school teacher's attitude in the aspects of Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards application of Computers in Teaching Learning Process.

Variables of the Study:

The variables incorporated in the sample drawn from the teachers for the present investigation are:

1. Gender: male/female
2. Educational qualifications of teachers: M.Sc., M.Ed./ M.A., M.Ed.
3. Management of school: government/private

Sample of the study:

Schools were selected on the basis of simple random sampling procedure in Prakasam district of Andhra Pradesh state. From the selected schools, teachers were selected on the step wise simple random sampling technique. All together 200 teachers from 50 schools were randomly selected for the study.

Tool used for the Study:

Attitude Scale prepared and standardized by Dr. M. Anitha was used to find out the attitude of teachers towards the application of computers in Teaching Learning Process. The tool was prepared to find out the preliminary information about the application of computers in teaching learning process in the aspects of Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards the application of computers in teaching learning process.

Analysis and interpretation of Data:

To interpret the data collected for the present study, the statistics 'mean, SD, and t-ratio' were applied.

Table 1: showing the overall attitude of teacher educators towards the Application of Computers in Teaching Learning Process.

Area	N	Min.	Max.	Mean	Mean Percent	SD
Presentation Facilities	200	10	50	40.38	80.76	5.27
Computer Awareness	200	46	230	181.73	79.01	18.62
Computer Operational Skills	200	20	100	93.73	93.72	8.21
Internet Applications	200	13	65	48.64	74.83	5.79
Computer based Evaluation	200	11	55	45.26	82.28	5.68
Overall attitude	200	100	500	419.72	83.94	37.69

From the analysis of data, it is found that the teachers had shown positive response to Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards the application of computers in teaching learning process. The mean and mean percentage scores for all the above aspects are 40.38, 181.73, 93.72, 48.64, 45.26 and 419.72 which are 80.76, 79.01, 93.72, 74.83, 82.28 and 83.94 respectively.

Table 2: Significant difference between male and female teacher educators with respect to attitude towards Application of Computers in Teaching Learning Process.

Area	Male (122)		Female (78)		't' value
	Mean	S.D	Mean	S.D	
Presentation Facilities	40.66	5.67	42.82	6.17	2.54*
Computer Awareness	180.75	1.47	186.14	19.56	1.97*
Computer Operational Skills	103.62	8.37	106.73	8.77	2.51*
Internet Applications	48.96	6.06	51.01	6.90	2.21*
Computer based Evaluation	46.20	6.17	46.65	6.20	0.51 [@]
Overall attitude	420.18	433	38.23	42.89	2.27*

The results revealed that the mean perception scores of female teachers with respect to attitude towards application of computers in teaching learning process is significantly higher than that of the male teachers except in the area of computer based evaluation.

Table 3: Showing significant difference between M.Sc., M.Ed., and M.A. M.Ed., qualified teacher educators towards Application of Computers in Teaching Learning Process.

Area	M.Sc,M.Ed. (78)		M.A,M.Ed (122)		't' value
	Mean	S.D	Mean	S.D	
Presentation Facilities	43.9	4.25	38.08	4.54	9.18**
Computer Awareness	188.06	16.83	177.68	18.65	3.99**
Computer Operational Skills	107.32	7.98	101.41	7.53	5.29**
Internet Applications	52.17	4.41	46.39	5.44	7.87**
Computer based Evaluation	46.10	6.62	44.71	5.26	1.70 [@]
Overall attitude	437.63	33.68	408.27	35.72	5.80**

**Significant at 0.01 level @ not significant at 0.05 level

The results shows that the mean perception scores of M.Sc., M.Ed., qualified teachers with respect to attitude towards application of computers in teaching learning process is significantly higher than that M.A. M.Ed., qualified teachersexcept in the area of Computer based Evaluation.

Table 4: Showing significant difference between Government and Private college teacher educators

towards Application of Computers in Teaching Learning Process.

Area	Government(14)		Private(186)		't' value
	Mean	S.D	Mean	S.D	
Presentation Facilities	42.64	5.40	46.41	5.99	2.28*
Computer Awareness	186.50	25.01	187.58	18.57	0.20 [@]
Computer Operational Skills	106.64	8.37	109.70	8.67	1.28 [@]
Internet Applications	51.57	6.14	52.62	6.48	5.09**
Computer based Evaluation	46.86	6.80	49.34	6.14	1.45 [@]
Overall attitude	434.21	45.14	445.65	40.21	1.02 [@]

*Significant at 0.05 level @ not significant at 0.05 level

The mean perception scores of privateschool teachers with respect to 'Presentation Facilities' and internet applications is significantly higher than that of governmentschool teachers. The 't' value 1.02 shows that there is no significant difference between Government and Private school Teacher's overall attitude towards the application of computers in teaching learning process.

Major Findings:

1. The teachershad shown positive response in the aspects of Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards the application of computers in teaching learning process.

2. There is a significant difference in the attitudes of male and female teachers with respect to Presentation Facilities, Computer Operational Skills, Internet Applications and overall response towards the application of computers in teaching learning process.
3. There is a significant difference between M.Sc., M.Ed., and M.A., M.Ed., qualified teacher's attitude with respect to Presentation Facilities, Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards the application of computers in teaching learning process.
4. There is no significant difference between Government and Private college teacher's attitude with respect to Computer Awareness, Computer Operational Skills, Internet Applications, Computer Based Evaluation and overall response towards the application of computers in teaching learning process.

Conclusion:

It is observed from the findings of the research that the teachers could visualize the availability and use of computers in school education. It is found that teachers have good computer operational skills but the facilities to apply and integrate computer education in schools is very nominal. The facilities available in high schools for presentation and actual use of computers is highly different. In limited sense only the teachers are utilizing internet in their day to day academic updates. Use of computers in the evaluation process is also very minimum, at the most they are using for tabulating the marks and grades of the students.

It is further observed that many of the variables chosen for the study have no significant influence on the attitude relating to the application of computer in teaching. Hence, this study concludes that integration of computers in schools still to be effectively implemented, monitored, encouraged and modified from time to time to go on par with the advanced countries in the world.

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