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Title

**ATTITUDE OF TEACHERS TOWARDS
EDUCATIONAL TECHNOLOGY**

Authors

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Introduction:

Teacher is an effective and dominating factor among the ones contributing to educational improvements. Mainly, the teacher effectiveness depends on the teachers' attitude, characteristics and the classroom phenomena such as environment and climate and organization and management. Various commissions and committees have recommended methods of bringing about qualitative improvements in education. As a result, the teachers are motivated, inspired and endured to develop better curriculum text-books and teaching aids. But all the efforts are meaningless unless teachers are not having the positive attitude towards Educational Technology. Hence, this paper tries to study the attitude of matriculation school teachers towards Educational Technology.

The study of Singh (1980) revealed that a majority of teachers had opined that Educational Technology had changed the classroom teaching-learning process to a great extent and had also made an attitudinal change among the pupils. Chaudhary's (1990) study revealed that teachers perceived school television as a good tool for teaching and were fairly satisfied with their job. A study by Katherine (2001) indicated that all the teachers of Bharathidasan University jurisdiction are having positive attitude towards the application of Educational Technology Aids at secondary level. Selvam (2006) reported that female primary teachers have more favourable attitude than male primary teachers towards Educational Technology. The past studies did not focus the matriculation teachers regarding the aspect of their attitude towards Educational Technology. Hence, the present study examined the attitude of matriculation teachers towards Educational Technology.

The matriculation schools managed by private organizations or individuals, either partially or totally. The reputation of these schools is generally

better when compared with the government schools. In these schools, the teachers are exposed to better conditions and better academic atmosphere. The quality of teaching is also supposed to be better in these schools. The quality of teaching depends on the utilization of Educational Technology. Attitude of teachers plays a vital role in their teaching efficiency. The past studies related to attitude towards Educational Technology among teachers focused only to government institutions in primary, secondary, higher secondary and tertiary level. Thus, it is important to study about the attitude of matriculation school teachers towards Educational Technology.

Objective:

The objective of this study is to find out the significant difference in the level of attitude of matriculation school teachers towards Educational Technology between some selected variables such as gender, age, religion and marital status.

Hypotheses:

Based on the objective of this study, the following are the hypotheses prepared in null form for this study.

There is no significant difference in the level of attitude of matriculation teachers towards Educational Technology between the sub variables :

- Male and Female
- 18 - 40 and 41 - 58 years of age,
- Hindu and non - Hindu,
- Married and unmarried teachers.

METHOD:

Survey method was adopted for this study.

Sample

79 matriculation teachers were selected from the matriculation schools located in Erode. The random sampling technique was employed for selection of samples.

Variables

The variables considered for the present study are (i) male and female teachers, (ii) 18-40 and 41-58 years of age group teachers, (iii) Hindu and non-Hindu teachers, and (iv) married and unmarried teachers.

Tool

The Teachers' Attitude Towards Educational Technology (TATET) was developed by Selvam, Paul and Devi (2004) for measuring primary teachers' attitude towards Educational Technology. The reliability of the TATET was found to be 0.8175 (N=118) by split-half method. The Cronbach's alpha value is 0.842. The maximum possible score of the scale is 75 and the minimum score is 15 and each statement followed by five responses representing five levels of acceptance.

Statistical techniques

't' test was employed for finding out the significant difference in the level of attitude of matriculation teachers towards Educational Technology between the selected variables.

Table 1.1

Significance of difference in the mean attitude scores towards Educational Technology between the sub-variables of matriculation teachers

Variables	Category	N	Mean	SD	't' Value	Remarks (5% level of signifi- cance)
Gender	Male	28	59.48	11.87	1.32	NS
	Female	51	55.19	17.09		
Age	18-40 years of age	62	56.29	10.42	1.34	NS
	41-58 years of age	17	60.56	15.81		
Religion	Hindu	61	56.94	15.04	0.07	NS
	Non-Hindu	18	57.22	14.69		
Marital Status	Married	55	57.63	14.20	0.65	NS
	Unmarried	24	55.00	17.32		

RESULT:

The above table indicates the calculated 't' values are less than the table value 2.00 at 0.05 level of significance. Hence, the null hypothesis that there exists no significant difference between the sub-variables of matriculation teachers in their mean attitude scores towards Educational Technology is accepted. The results are as under:

- There is no significant difference between the male and female matriculation teachers in their mean attitude scores towards Educational Technology.
- There is no significant difference between the age 18-40 and 41-58 years of age group matriculation teachers in their mean attitude scores towards Educational Technology.
- There is no significant difference between the Hindu and Non-Hindu matriculation teachers in their mean attitude scores towards Educational Technology.
- There is no significant difference between the married and unmarried matriculation teachers in their mean attitude scores towards Educational Technology.

CONCLUSION:

It is concluded that the matriculation teachers do not differ in their Educational Technology attitude with respect to their gender, age, religion and marital status.

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