

## POST BASIC SCHOOL TEACHERS' ATTITUDE TOWARDS ICT IN THE CONTEXT OF THEIR SEX, AGE AND EDUCATIONAL QUALIFICATION

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### ABSTRACT

*This research is conducted on Post basic schools teacher of Gujarat State. The research has been done by survey method. In this research researcher has found out the what is attitude of Post basic school teachers towards ICT. The present research finding is only significant difference way found in the mean of scores obtained at ASTITT scale by the teachers of PB schools having age more than 40 years and less than 40 years. This shows that age is the variable affecting the ICT attitude.*

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### INTRODUCTION

Technology is the prime and utmost need of present age, because if we want to make pace with the fast advancing and changing modern age we must possess the technical knowledge. It is necessary as well as important for all of us to have the deep knowledge of all the present technological tools. In the present time, ICT is a must for all types of knowledge blast, its extension and accumulation. The concept of ICT can be developed and promoted in common people only when it is introduced in the curriculum of education as a course. It will not be sufficient for education only to introduced ICT in the curriculum. The next step will be to get knowledge of the attitude of teachers teaching this study towards ICT. The researcher has selected the theme in context of studying the ICT attitude of teachers teaching in rural high schools especially post basic schools run on Gandhian philosophy for the present research. In the present research study there is a reason after choosing the teachers teaching in Post-Basic schools because this type of schools are located in the remote places of Gujarat. The researcher wants to know the points such as what is the attitude of teachers teaching in this area about ICT, what is the level of it; whether it is positive or negative etc.

### Post Basic Schools

Secondary schools run on the basis of Gandhiji's educational philosophy are called Post Basic Schools (Mishra.2006).

### ICT INFORMATION AND COMMUNICATION TECHNOLOGY

According to the 'Compact Oxford English Dictionary' Information Technology is "the study or use of systems such as computers and telecommunications for storing retrieving, and sending information"

According to Percival and Ellington. (1948), "Information technology is the technology associated with the creation, storage, selection, transformation and distribution of information of all kind".

According to Alken(2000), the term attitude may be defined as: "a learned predisposition to respond positively or negatively to a specific object, situation institution, or person" Le Roux(1994) defines attitude to be "a positive or negative emotional relationship with or predisposition toward an object, institution or person" Attitude has also been defined as. "a psychological tendency that is expressed by evaluating a particular entity with some degree of favors or disfavor" (Eagly & Chalken1993). Allport (1935) defined attitude in general as, "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's responses to all objects and situations with which ICT is related"

Therefore, the operational definition of attitude here is a predisposition to respond to a particular object (Information technology as a subject) in a generally favorable or unfavorable way.

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**OBJECTIVES OF RESEARCH**

1. To study the attitude towards ICT of Post Basic school teachers.
2. To study the attitude towards ICT of Post Basic school teachers in terms of their sex.
3. To study the attitude towards ICT of Post Basic school teachers with reference to their age.
4. To study the attitude towards ICT of Post Basic school teachers in the context of their Educational Qualification.

**HYPOTHESES OF RESEARCH**

1. There will be no significant difference between the 'ASTITT' (Attitude Scale towards Information Technology For Teachers) scores obtained by male and female teachers of Post Basic schools.
2. There will be no significant difference between the ASTITT scores obtained by the teachers of Post Basic schools having age more than 40 years and less than 40 years.
3. There will be no significant difference between the ASTITT scores obtained by the Post Graduate and Graduate teachers of Post Basic schools.

**RESEARCH FIELD**

The field of present research is the teachers working in post basic schools of Gujarat State. The post basic school teachers working in Gujarat state at present is around 535.

**LIMITATIONS OF RESEARCH**

Present research is limited up to 200 teachers' ASTITT Scale score of post basic schools teachers of Gujarat state.

**RESEARCH SAMPLE**

Sample for present research is given in Table 1

**Table 1**

**Research Sample**

NO	District	Zone	Sample	Total
1	Ahmedabad	Central Gujarat	7	48
2	Anand		14	
3	Gandhinagar		04	
4	Khelra		13	
5	Panchmahal		10	

6	Arvalli	North Gujarat	08	33
7	B.K		07	
8	Mehasana		04	
9	Patan		08	
10	S.K.		06	
11	Amreli	Saurashtra	04	50
12	Botad		04	
13	Bhavanagar		19	
14	Rajkot		08	
15	Surendrnagar		18	
16	Navasari	South Gujarat	13	69
17	Surat		28	
18	Tapi		24	
19	Valasad		04	
Total				200

**Variables and Sample selection of Present Research**

Variables of Present research are given in Table 2

**Table 2**

**Variables and Sample selection of Present research**

Variable	Description of Variable	Selected Sample	Total Sample
Sex	Male	148	200
	female	52	
Age	+ 40 years old teachers	108	200
	-40 years old teachers	92	
Educational Qualification	Graduate Teachers	111	200
	Postgraduate Teacher	89	

**RESEARCH METHODOLOGIES**

Present research work is of numerical type. Survey method has been adopted for present research.

**RESEARCH TOOLS**

"Attitude scale towards Information Technology For Teachers". "(ASTITT)" constructed by Dr. Fatima Islami is used for the present research.

Technological advances have changed human life societies, and education. Education is one of the sectors that has most benefited from the current technological advancement. Advances in information Technology (ICT) have caught the attention of many educators and researchers. Educational systems around the world are under increasing pressure to use the new technologies to teach students the knowledge and skills they need in the 21st century. ICT based instructional applications are considered an effective alternative to traditional teaching methods. The use of ICT in education opens a new is of knowledge and offers a tool that has the potential to change many of the existing educational methods. The teachers are the key to the effective use of this resource in the educational system.

**DATA ANALYSIS**

The researcher collected all the ASTITT scales which were used for data collection. The responses offered by the teachers in the ASTITT scales were assessed by giving those numbers 1, 2, 3, 4 and 5. After the assessment the ASTITT scales of PB schools were divided according to variables. After that a schedule of all the ASTITT scales of PB schools was prepared and marked. After getting the mark (score), the ICT attitude of teachers of PB schools was examined on the basis of manual and according to variables and with the help of SPSS software, the hypotheses were calculated and on the base of variables, the mean standard deviation and the significance level of all the hypotheses was tested on the base of 0.05 and 0.01. Level.

**TESTING OF HYPOTHESES**

The formerly decided hypotheses were examined for the purport of research which yielded the following purports. Purport of present research are given in table 3

**Table 3 - Testing of Hypotheses**

ID	Variable	Variable of Research	N	MO	STD	T-Value	Significant level
1	Sex	Male Teachers	148	117.77	10.48	1.58	Not Significant
		Female Teachers	57	109.96	11.57		Significant
3	Age	140 Years old Teachers	108	109.24	9.74	3.28	0.01 Levels Significant
		42 Years old Teachers	92	114.89	11.71		
5	Educational Qualification	Post Graduate Teachers	111	112.12	11.16	1.64	Not Significant
		Graduate Teachers	89	110.80	10.24		

**ACADEMIC IMPLIED MEANING**

1. There is no significant difference in the mean of the scores obtained at ASTITT scale by male and female teachers of PB schools. This means that gender is not a variable affecting the ICT attitude.
2. A significant difference way found in the mean of scores obtained at ASTITT scale by the teachers of PB schools having age more than 40 years and less than 40 years. This shows that age is the variable affecting the ICT attitude.
3. No significant difference was found in the mean of scores obtained at ASTITT scale by post graduate and graduate teachers working in PB schools. This clearly implies that educational qualification is not a variable having effecting the ICT attitude of teachers.

In short it can be said that no other variable such as gender and educational qualification, except 'age' variable is effective on ICT attitude. Only 'age' is a variable having impact on ICT attitude.

**CONCLUSIONS**

Present research work is devoted to the study of ICT attitude among teachers of post-basic schools of Gujarat state. As its essence, it was revealed that the teacher who is the designer of society is supposed to utilize modern technology along with the text book in the class-room, because the present era is the era of technology. Before a student enters the school, he comes with the background and knowledge of using (handling)etc. medias such as T.V., computer, mobile etc. In this case, if the teacher teaching these students does not have positive attitude for ICT he is sure to hesitate in using it. So all the teachers must adopt positive attitude to implement ICT in their class-rooms. This will help the teaching process being totally comprehensive. I hope and believe that my this effort and labour will be successful, if my research work encourages a positive attitude towards ICT among the teacher world.

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