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TEACHERS ATTITUDE TOWARDS THE USE OF NEW TECHNOLOGY IN TEACHING



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ABSTRACT

The present study is on teachers' attitude towards the use of new technology in teaching. Attitude is believes or opinions that predispose people to respond in a positive, negative or ambivalent way to a person, object or idea. New technology is the latest electronic equipments applied in teaching and learning process. In a developing country like India, the growing interest for a switchover from traditional methods to teaching method originating from educational technology is one of the crucial developments taking place in the shadow of educational innovation. The study has been conducted in Cuddalore district. The investigator has selected 50 higher secondary school teachers from 6 schools by adopting random sampling technique as sample. Out of these 50, 23 were male and 27 were female teachers, 26 teachers from government and 24 teachers from private schools. The investigator found that neutral attitude of teachers towards using new technology in teaching and also found that there is a significant difference in gender and no significant difference in type of management.

KEYWORDS :Teachers attitude, higher secondary school teachers, new technology, gender, management of school.

INTRODUCTION

Teaching aims at the effective communication and appropriate learning outcomes. Whenever the word teaching is mentioned, the method that comes to our mind is lecture method. It is a means of communication between the teachers and user for transmitting knowledge in most of the secondary and higher secondary level. In those days, lecture method in used as an effective tool of instruction in school even to teach science subject, Today technology has possessed a great challenge to this ancient method of lecture. It is not merely Audio Visual aids. It includes the tape recorder, slides, projector,

television, video and computer. These are the outstanding devices, which present new dimensions on communication technology especially in providing classroom instructions. Similarly, computer technology likely to influence education enormously and can play an important role in enhancing the efficiency of the teaching-learning process, making children more creative and providing them with and individualized learning environment.

Information and Communication Technology has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding technology and mastering the basic skills and concepts of Information and Communication Technology as part of the core of education, alongside reading, writing and numeracy. The modern technologies have great advantage in disseminating knowledge to pupil in an accurate and interesting manner. Teachers cannot ignore the development of these technologies and follow traditional instructions. First and foremost, teachers must have a favourable attitude towards the use of modern Information and communication technologies. It accounts a lot for the innovation and instructional flow in class rooms. And basically teachers must also be interested in class room instruction. Today in the wake of many types of Information and communication technologies only few teachers are interested in using modern technologies in instruction. And as a result the dropout ratio is looming large. Therefore, the investigator made an attempt to study the teachers attitude towards the use of new technology in teaching.

OBJECTIVES OF THE STUDY

- 1.To find out the teachers attitude towards the use of new technology in teaching.
2. To find out whether male and female teachers differ significantly in their attitude towards the use of new technology in teaching.
- 3.To find out whether government and private school teachers differ significantly in their attitude towards the use of new technology in teaching.

HYPOTHESES OF THE STUDY

- 1.Teacher attitude towards the use of new technology is favourable.
- 2.Male and female teachers significantly differ in their attitude towards the use of new technology in teaching.
- 3.Government and private school teachers significantly differ in their attitude towards the use of new technology in teaching.

METHODOLOGY

SAMPLE

The study was conducted in Cuddalore district in Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender, management of school. From 6 higher secondary schools 50 samples were selected. Out of these 50, 23 were male and 27 were female teachers, 26 teachers from government and 24 teachers from private schools were selected by random sampling technique.

TOOL

In the present study to assess the teachers attitude towards using new technology, Attitude towards using new technology scale devised by Rajasekar.S, (2009) was used. This scale consists of 30 statements in which,13 positive and 17 negative statements. The responses were given as strongly

agree, agree, undecided, disagree and strongly disagree on a five point scale. Maximum score for this tool is 150 and minimum is 30.

STATISTICAL TECHNIQUE

For analysing data, mean, standard deviation and ‘t’ test were computed.

ANALYSIS AND INTERPRETATION

DESCRIPTIVE ANALYSIS

Mean and standard deviation for teachers attitude towards using new technology of entire sample were analysed and the details are given in Table 1

**TABLE 1
MEAN AND S.D FOR TEACHERS ATTITUDE TOWARDS USING NEW TECHNOLOGY**

| Variable | N | Mean | Standard deviation |
|--|----|--------|--------------------|
| Teachers attitude towards using new technology | 50 | 103.35 | 12.62 |

It is inferred from Table 1 that the mean and standard deviation of whole sample for teachers attitude towards using new technology is 103.35 and 12.62.

The various levels of teachers attitude towards using new technology are given in Table 2

**TABLE 2
VARIOUS LEVELS OF TEACHERS ATTITUDE TOWARDS USING NEW TECHNOLOGY**

| S.NO | Score range | N | Percentage | Level |
|-------|-------------|----|------------|---------------------|
| 1. | 30-40 | 0 | 0 | Highly unfavourable |
| 2. | 41-65 | 13 | 26 | Unfavourable |
| 3. | 66-115 | 22 | 44 | Neutral |
| 4. | 116-140 | 10 | 20 | Favourable |
| 5. | 141-150 | 5 | 10 | Highly Favourable |
| Total | | 50 | 100 | |

It is clear from Table 2 that among the total 50 teachers 13 (26 %) are having unfavourable attitude, 22 (44 %) have neutral attitude, 10 (20 %) have favourable attitude and 5 (10%) have highly favourable attitude. It was concluded that the teachers’ attitude towards using new technology is neutral.

DIFFERENTIAL ANALYSIS

In order to find out the significant difference between the teachers attitude towards using new technology scores of male and female teachers and government and private school teachers, ‘t’ test was applied and the results are given in Table 3

Table 3
‘t’ VALUE FOR THE TEACHERS ATTITUDE TOWARDS USING NEW TECHNOLOGY SCORE OF MALE AND FEMALE TEACHERS AND GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL TEACHERS

| Sub variables | N | Mean | SD | t-value | Report |
|-------------------|----|--------|-------|---------|--------|
| Male | 23 | 100.30 | 11.81 | 4.89 | S |
| Female | 27 | 107.30 | 12.57 | | |
| Government school | 26 | 102.78 | 13.01 | 1.26 | NS |
| Private school | 24 | 104.79 | 11.54 | | |

It is evident from table 3 that, male and female differ significantly in their attitude towards using new technology scores. Female teachers have secured greater mean score than male teacher.

It is also clear from table 3 that government and private school teachers do not differ significantly in their attitude towards using new technology scores. Private school teachers have obtained greater mean value than government school teachers.

FINDINGS

- The teachers have neutral attitude towards using new technology in teaching.
- Male and female teachers differ significantly in their attitude towards using new technology.
- Government and private school teachers do not differ significantly in their attitude towards using new technology.

RECOMMENDATIONS

The present study gives a clear-cut view about the present position of teachers attitude towards using new technology in teaching. Based on the important findings stated earlier the following recommendations are suggested.

1. Teachers must be provided with adequate opportunities to enhance their knowledge in new technologies and equipments. The government should provide more effective environment through schools for them to improve their skills in application of new technologies in teaching.
2. Periodical in-service training programmes should be organized to keep their interest and quest in teaching.

CONCLUSIONS

The present study clearly indicates that the teachers have neutral attitude towards using new

technology in teaching. Male and female teachers differ significantly in their attitude and Government and private school teachers do not differ significantly in their attitude towards using new technology. Therefore the teachers should develop their attitude towards using new technology for the present scenario. They should practice themselves to use the technology in class room teaching.

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