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A Study of Teacher Attitudes towards Use of ICT in Classroom of Secondary School of Sabarkantha District

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ABSTRACT

This paper synthesizes the research literature on teachers use of Information and Communication Technology (ICT) in secondary schools in Sabarkantha district. In this research attitude scale for Use of ICT in classroom To assess attitude the use of ICT in classroom by teachers the authors developed a scale. Likert's method of summated rating procedure for the construction use of ICT in classroom attitude scale was followed five types of responses were selected for each item which were strongly agree to strongly disagree. In order to study the significant difference in score of attitude scale of teachers with regarded to gender, type of school and type of medium of instruction in School 't' test was employed. With use of present study studier give a direction in this way the traditional classroom teaching is outdated now as a teaching method. In present day use of ICT in classroom is a very advance technique of teaching. However, awareness of this type teaching method is less in teacher knowledge

KEYWORDS: ICT; Pedagogy; Technology; Technological Literacy; School; Teacher Education

Introduction:

This paper synthesizes the research literature on teachers use of Information and Communication Technology (ICT) in secondary schools in Sabarkantha district, with a particular emphasis on improving the quality of subject teaching and learning. We focus on the internal factors of influence on teachers use, or lack of use, of technology in the classroom. Our discussion attends to perceptions and beliefs about ICT and their motivating effects, technological literacy and confidence levels, pedagogical expertise related to technology use, and the role of teacher education. These factors are discussed in light of significant infrastructure and other external issues. We conclude by drawing out a number of pedagogical implications for initial teacher education and professional development to bring schooling within developing contexts into the 21st century.

Objectives:

- To Construct attitude scale for study towards use of ICT in classroom
- To compare attitude towards use of ICT in classroom with respect to gender
- To compare attitude towards use of ICT in classroom with respect to type of school
- To compare attitude towards use of ICT in classroom with respect to type of medium of instruction in School

Hypotheses:

HO1

There is no significant difference between male and female teachers mean score of attitude scale for use of ICT in classroom

HO2

There is no significant difference between granted school and self financed school teachers mean score of attitude scale for use of ICT in classroom

HO3

There is no significant difference between Gujarati and English medium school teachers mean score of attitude scale for use of ICT in classroom

Tool:

Attitude scale for Use of ICT in classroom To assess attitude the use of ICT in classroom by teachers the authors developed a scale. Likert's method of summated rating procedure for the construction use of ICT in classroom attitude scale was followed five types of responses were selected for each item which were strongly agree to strongly disagree. Both for positive and negative statements Tool has 30 statements

Type of the Study:

To present study was and applied research as well as present study was of quantitative research. Score were collected through the use of ICT in classroom attitude scale as well as data was analyzed by inferential statistics.

Data Collection:

Population of study consists of the secondary school teachers of Sabarkantha district. Stratified Random sampling technique was used to select the sample.

Table 1: Sample of the study

Type of School	Gujarati Medium		English Medium		Total
Gender	Male	Female	Male	Female	
Granted	40	35	33	42	150
Self-financed	38	37	39	36	150
Total	78	72	72	78	300

Analysis and Interpretation:

In order to study the significant difference in score of attitude scale of teachers with regarded to gender, type of school and type of medium of instruction in School 't' test was employed

HO1

There is no significant difference between male and female teachers mean score of attitude scale for use of ICT in classroom

Table: 2

The Data of Mean, S.D., and C.R. of attitude scale with respect to gender

Gender	N	Mean	S.D	d	t
Male teacher	150	98.55	9.11	1.05	2.99*
Female teacher	150	95.43	8.99		

0.01* = level of signification

From above table Show the total, mean and S.D. of the score of attitude scale for use of ICT in classroom by male and female teachers. The means of male and female teachers are 98.55 and 95.43 respectively. This shows difference at first sight. The Value of computed CR ratio in the table 2.99 for the level value at 0.01 levels is 2.58. The value of computed is grater then the table value of 0.01 level. There for the null hypotheses is rejected here there is signification difference in the mean score of attitude scale of use of ICT in classroom by male and female teachers

HO2

There is no significant difference between granted school and self financed school teachers mean score of attitude scale for use of ICT in classroom.

Table: 3
The Data of Mean, S.D., and C.R. of attitude scale with respect to type of school

Gender	N	Mean	S.D	d	t
Male teacher	150	88.24	8.24	1.00	4.57*
Female teacher	150	92.83	9.14		

0.01* = level of signification

From above table Show the total, mean and S.D. of the score of attitude scale for use of ICT in classroom by granted school and self financed school teachers. The means of granted school and self financed school teachers are 88.24 and 92.83 respectively. This shows difference at first sight. The Value of computed CR ratio in the table 4.57 for the level value at 0.01 levels is 2.58. The value of computed is grater then the table value of 0.01 level. There for the null hypotheses is rejected here, there is signification difference in the mean score of attitude scale of use of ICT in classroom by granted school and self financed school teachers

HO3
There is no significant difference between Gujarati and English medium school teachers mean score of attitude scale for use of ICT in classroom

Table: 4
The Data of Mean, S.D., and C.R. of attitude scale With Respect to type of medium of instruction in School

Gender	N	Mean	S.D	d	t
Male teacher	150	85.72	9.17	1.05	3.52*
Female teacher	150	89.41	8.97		

0.01* = level of signification

From above table Show the total, mean and S.D. of the score of attitude scale for use of ICT in classroom by Gujarati and English medium school teachers. The means of commerce and arts stream students are 85.72 and 89.41 respectively. This shows difference at first sight. The Value of computed CR ratio in the table 3.52 for the level value at 0.01 levels is 2.58. The value of computed is less than the table value of 0.01 level. There for the null hypotheses is rejected here, there is signification difference in the mean score of attitude scale of use of ICT in classroom by Gujarati and English medium school teachers

Finding:
- There was significant difference between male and female teachers mean score of attitude scale for use of ICT in classroom. In which Male teachers attitude towards use of ICT in classroom is more positive compare to the female teachers.
- There was significant difference between granted school and self financed school teachers mean score of attitude scale for use of ICT in classroom. in which self financed school teachers attitude towards use of ICT in classroom is more positive compare to the granted school teacher.
- There is no significant difference between Gujarati and English medium school teachers mean score of attitude scale for use of ICT in classroom. In which English medium school teachers attitude towards use of ICT in classroom is more positive compare to the Gujarati medium school teachers.

Conclusion:
With use of present study studier give a direction in this way the traditional classroom teaching is outdated now as a teaching method. In present day use of ICT in classroom is a very advance technique of teaching. However, awareness of this type teaching method is less in teacher knowledge

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