



**ORIGINAL RESEARCH PAPER**

**Education**

**A STUDY ON ICT AWARENESS AMONG HIGH SCHOOL TEACHERS IN THIRUVALLUR DISTRICT**

**KEY WORDS:** ICT, High School Teachers, Thiruvallur District.

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**ABSTRACT**

The present study is carried out by differential analysis to know the difference between ICT Awareness among High School Teachers. Three hundred High School Teachers had been randomly selected for the present study. Normative survey method was used to collect the data. The study was done in Thiruvallur District. In the study it is found that there is a significant difference between high school teachers in their ICT Awareness with respect to their gender. Also found that there is a significant difference among high school teachers in their ICT Awareness with respect to their Subject. Further it is found that there is a significant difference among high school teachers in their ICT Awareness with respect to the type of management.

**INTRODUCTION:**

Nowadays teaching is becoming one of the most challenging professions in India where knowledge is expanding rapidly and much of it is available to students as well as teachers at anytime and anywhere. Teachers have to accept the demands of modern world and modify their old concepts and methods according to the needs of learners and to improve the quality of education at all levels. So, every teacher must understand that ICT awareness influences all aspects of their teaching learning process and they are also integral part of shaping their profession. Through ICT awareness the teachers can bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student which is essential for the younger generation for whom they are going to handle the class.

Moreover, at present there is a shortage of qualified and competent teachers in all most all subjects at all levels. Due to rapid population explosion classroom size increased and the quality of teaching in the classroom is on the decline. Further most of the teachers use lecture method to cope up with this prevailing condition which does not have potentiality of achieving present multidimensional objectives. This will reduce interest among students and may lead to negative attitude towards students' learning which can be prevented by proportionate ICT awareness even in the increased classroom size to meet the present demands of the society.

Hence, realizing the present status of both teacher and students, our government has introduced lot of measures to improve their ICT awareness to cope with the new intellectual challenges being thrown up by the changed global and local context by conducting lot of seminars, workshops to update their knowledge in these aspects which is recommended at present, or else the teachers will become outdated in the coming future and it will deteriorate the quality of education in schools also.

**NEED AND SIGNIFICANCE OF THE STUDY**

At present quality teachers must be provided with quality education about ICT usage and its effectiveness. Because teachers those who are competent in these areas alone are able to mold competent students to face the emerging challenges of present situation and other environmental and social issues. Quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the competency of the teachers. To satisfy this awareness towards ICT are needed as a key factor to achieve this goal.

Teaching at School as well as Higher Education, mostly, concentrates on giving information which is not the sole objective of teachers. Along with giving information, the other objectives which they have to enrich among students are developing understanding and application of the concepts, expression power, reasoning and thinking power, judgment and decision making ability, improving comprehension, speed and vocabulary, self-concept and value clarification, proper study habits, tolerance and

ambiguity, risk taking capacity, scientific temper, etc. Hence all these objectives can be rendered to the students only by the teachers those who are competent in ICT awareness. So the present study is conducted to identify to what extent ICT awareness influence Academic achievement among high school teachers.

**OBJECTIVES OF THE STUDY**

1. To find out significant difference among high school teachers in ICT Awareness with respect to gender.
2. To find out significant difference among high school teachers in ICT Awareness with respect to subject.
3. To find out significant difference among high school teachers in ICT Awareness with respect to type of management.

**HYPOTHESIS OF THE STUDY**

1. There is no significant difference among high school teachers in ICT Awareness with respect to gender.
2. There is no significant difference among high school teachers in ICT Awareness with respect to subject.
3. There is no significant difference among high school teachers in ICT Awareness with respect to type of management.

**LIMITATIONS**

The present study has been restricted to the following limitations.

- The study was done in the Thiruvallur District.
- High School Teachers were taken for the study.
- The study was done on about 300 Teachers.

**METHOD**

- Normative survey method was used to collect the data.

**STATISTICAL TECHNIQUES USED**

- In the present study the following statistical techniques were used.
- Mean.
- Standard Deviation.
- Critical Ratio.
- Differential analysis

**HYPOTHESIS – 1**

There is no significant difference among high school teachers in ICT Awareness with respect to gender

**TABLE -1 t-test for significant difference among high school teachers in ICT Awareness with respect to gender**

Variable	Gender	N	Mean	Standard Deviation	t-value	Level of Significance
ICT Awareness	Female	166	15.05	4.087	4.745	0.01
	Male	134	12.87	3.7499		

The calculated 't' value is greater than the table value at 0.01 level of significance, the null hypothesis is rejected. Thus, there is a significant difference among Female and Male high school teachers with respect to ICT Awareness.

**HYPOTHESIS – 2**

There is no significant difference among high school teachers in ICT Awareness with respect to subject.

**TABLE - 2 t-test for significant difference among high school teachers in ICT Awareness with respect to subject**

Variable	Subject	N	Mean	Standard Deviation	t-value	Level of Significance
ICT Awareness	Science	170	14.55	4.379	2.304	0.05
	Arts	130	13.45	3.630		

The calculated 't' value is greater than the table value at 0.05 level of significance, the null hypothesis is rejected. Thus, there is a significant difference among high school teachers with respect to their subject (Science/Arts) in terms of ICT Awareness.

**HYPOTHESIS –3**

There is no significant difference among high school teachers in ICT Awareness with respect to type of management.

**TABLE - 3 ANOVA for significant difference among high school teachers in ICT awareness with respect to type of management**

Variable	Groups	Sum of squares	Df	Mean squares	F value	LS
ICT Awareness	Between Groups	224.207	2	112.103	6.930	0.01
	Within Groups	4804.180	297	16.176		
	Total	5028.387	299			

The calculated f value is greater than the table value at 0.01 level of significance and hence there is a significant difference. So the null hypothesis is rejected.

**FINDINGS:**

1. There is a significant difference between high school teachers in their ICT Awareness with respect to their gender.
2. There is a significant difference among high school teachers in their ICT Awareness with respect to their Subject.
3. There is a significant difference among high school teachers in their ICT Awareness with respect to type of management.

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