



Study of attitude of school teachers teaching in English medium at different boards towards using Information Communication Technology (ICT) in Teaching Learning Process (TLP) in Mumbai Region

¹Rahidabano Firoz-Ahamad Patel, ²Dr.Karuna Sinha

¹ Head of Mathematics Department, Singapore International School, Mumbai, Maharashtra, India

² Professor H. J. college, Gujrat Research Society of Education, Mumbai, Maharashtra, India

Email - rahida2015.patel@gmail.com, ² karunahs2014@gmail.com

Abstract: Integrating Information Communication Technology (ICT) in Teaching Learning Process (TLP) is extremely important to make teaching Learning Process more meaningful and relevant.

This study aims to examine the attitude of teachers teaching in English medium schools at different boards towards using Information Communication Technology (ICT) in Teaching Learning Process(TLP) with regards to the age level of the teachers in Mumbai region.

In this study, the tool made by researcher has been use to collect primary data from the school teachers teaching in English medium schools in Mumbai region at different boards. A sample of 500 primary and secondary school teachers teaching national and International Boards were collected using random sampling technique.

Data were analyzed using descriptive and inferential statistics. The study found out that the teachers had positive attitudes towards the use of ICT in their teaching learning process. Also, research results illustrated that there is a significant difference between the attitudes of teachers' use of ICT in TLP by their age.

Key Words: Attitude, School teacher, Information Communication Technology (ICT) and Teaching Learning Process (TLP)

1. INTRODUCTION:

To improve the quality of education integration of ICT in TLP is extremely important. As per new policy of education-2020, the focus is on extensive use of technology in teaching and learning. The teacher plays a crucial role in education system hence, it becomes extremely important to assess the attitude of teachers towards using ICT in TLP.

It is very well said by Nancy Kassebaum,

“There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails.” Nancy Kassebaum

There are many factors affecting teachers attitude such as their gender, age , experience, willingness to integrate ICT, awareness of ICT tools, available resources, ICT infrastructure ,time to use ICT, appropriate trainings etc. The **aim** of this study to examine the attitude of teachers teaching in English medium schools at different boards towards using Information Communication Technology (ICT) in Teaching Learning Process(TLP) with regards to the age level of the teachers in Mumbai region.

2. LITERATURE REVIEW:

Now a days, in every field including Education, ICT plays a major role. Hence, it is important to develop appropriate ICT skills and positive attitude towards the use of ICT in teaching learning process irrespective of the age,



gender, experience, grade level, qualification, locality or the subject which teacher is teaching. Different factors have been examined by some studies (Abdullah Sa'ad Al-Dera and Hassan Saleh Mahdi 2013, Dr. Shazli Hasan Khan 2016, Gonzalo Almerich, Jesús M. Suárez, Consuelo Belloch & Rosa M Bó 2011)

Teachers age influences the frequency of computer use (Almerich, Gonzalo; Suárez-Rodríguez, Jesús M.; Belloch, Consuelo & Bo, Rosa M., 2011). Effective use of ICT in teaching and learning process is a complex and that includes various teacher level and school level conditions (Aydin, Gurol, & Vanderlinde, 2016; Vanderlinde & van Braak, 2011). Age of the teacher is one of the factor contributes to the attitude of teacher towards using ICT (Ali Semerci 2018). This implies age is an important factor and needs to be considered to make the teachers attitude positive towards the use of ICT in TLP. For example, while designing different ICT trainings to develop ICT skills and knowledge of the teachers. it also extremely important to work on their beliefs and increase the positive attitudes towards use of ICT in TLP. ICT can be successfully integrated in the TLP depends mainly on the knowledge of ICT tools and on the attitude of teachers towards the use of ICT tools and skills in teaching and learning process. Thus, experienced teachers, newly qualified, and student-teachers need to be confident in using ICT effectively in their teaching (Bank, Kyriakidou & Chrisostomou, 2000).

- **Objective :** To compare the attitude of school teachers towards the use of Information Communication Technology (ICT) in Teaching Learning Process (TLP) with respect to their age.
- **Hypothesis:** There is no significant difference between the attitude school teachers towards using Information Communication Technology in Teaching Learning Process and their age group.
- **TOOL / MATERIALS :**

In this study the tool use was designed by researcher. It was divided into 2 major parts viz,

i. Personal information of the teachers

ii. To measure the attitude of the teachers towards using ICT into TLP. The tool included 26 questions for which linkert scale has been used from scale 1 (Strongly Disagree) to 5(Strongly Agree).

The reliability coefficient of the tool, Cronbach's Alpha, $\alpha = .881$.

Mean score of attitude is 96.67 of SD 12.94.

Minimum score of found to be 39 and maximum score is 130.

Mean + SD = $96.67 + 12.94 = 109.61$ and

Mean - SD = $96.67 - 12.94 = 83.73$

Hence,

a) **Mean attitude < 83.73** is considered as **Low positive attitude**

b) **$83.73 \leq \text{Mean attitude} < 109.61$** is considered as **medium positive attitude** and

c) **Mean attitude ≥ 109.61** is considered as **high positive attitude**.

Generally, the age of the teacher could vary between 18 to 65 years and hence the researcher has divided age groups in the interval of 10 years to get better results.

4. METHOD:

The study undertaken by the researcher is descriptive survey. The population includes all the school teachers, teaching all different national board – (SSC, CBSE, ICSE) and international boards- (IGCSE, A-level and IB), English medium schools teaching age group 3- 16 years in Mumbai region. Random sampling method has been used to collect the sample of 500 school teachers.

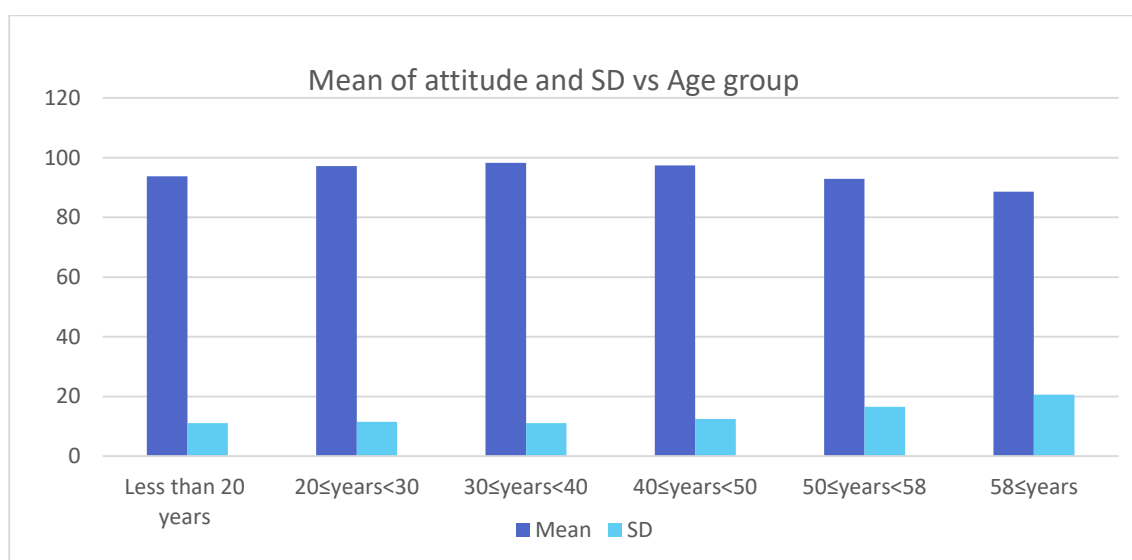


5. ANALYSIS:

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 Less than 20 years	12	93.75	11.055	3.191	86.73	100.77	70	105
2 20>years<30	84	97.18	11.487	1.253	94.69	99.67	66	125
3 30>years<40	163	98.26	11.092	.869	96.54	99.97	58	125
4 40>years<50	161	97.36	12.493	.985	95.42	99.30	52	125
5 50>years<58	63	92.86	16.510	2.080	88.70	97.02	39	115
6 58 >years	17	88.59	20.649	5.008	77.97	99.20	49	111
Total	500	96.67	12.940	.579	95.53	97.81	39	125

Table 6.1 Descriptive statistics for the Score of attitude of ICT on the basis of age

The visual representation of the above data of mean attitude and SD can be represented visually as below.



Bar graph 6.1 Bar graph of mean and SD of attitude with respect to the age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2637.863	5	527.573	3.221	0.007
Within Groups	80922.687	494	163.811		
Total	83560.550	499			

Table 6.2 One-way ANOVA for Attitude of ICT between and within groups

6. FINDINGS: In order to examine whether there is a statistically significant difference between the teachers' attitude towards use of ICT in TLP by their age group, we used a One-way ANOVA.



From the table 6.1

The results in Table 6.1 shows that the mean attitudes score of use of ICT in TLP of teachers of;

age Less than 20 years is 93.75 of SD 11.055,

age between 20 to 30 years is 97.18 of SD 11.487 ,

age between 30 to 40 years is 98.26 of SD 11.092 ,

age between 40 to 50 years is 97.36 of SD 12.493 ,

age between 50 to 58 years is 92.86 of SD 16.51 and

for those above 58 years is 88.59of SD 20.649.

From the bar graph 6.1

Mean of attitude follows approximate bell shaped curve and SD is a negatively skewed means, SD is highest (=20.649) for the old age (more than 58 years) teachers.

From the table 6.2

Additionally results in table 6.2 shows that the mean square between the groups (= 527.573) is much higher than the mean square within the groups (=163.811).

F value (=3.221) > p value (0.007)

Hence, do not accept the null hypothesis, so we accept the alternate hypothesis.

Which means, there is a significant difference between the attitude school teachers towards using Information Communication Technology in Teaching Learning Process and their age group.

This result, contradicts with the findings of Prosperity Mwila(2018) and Teo (2008), who in their respective studies reported that younger teachers have more positive attitudes towards the use of ICT related components in the teaching process than older teachers.

This means for our results the possible interpretation is that as age increases from younger to mid age, experience of using ICT will increase which might leads to increase in positive attitude towards the use of ICT.

As age increases from mid age to older might leads to decrease in positive attitude towards the use of ICT due to other variables such as energy level, monotony of use of same ICT ,lack of confidence or more demand of new ICT skills with time which might be difficult learn with growing age .

7. RESULT: Thus this result indicates that, as teachers grow older they have more positive attitude towards the use of ICT in TLP and it is highest for age group $30 \leq \text{years} < 40$.After 40 years again the competency of positive attitude start decreasing as the age increase.

8. RECOMMENDATIONS FOR FURTHER RESEARCH: Following are the recommendations for further research based on the findings of this research .

The Impact of the factors such as teachers' age, gender, curriculum, qualification, locality, experience, available ICT resources and infrastructure on ICT integration into teaching and learning process in Mumbai school teachers.



9. CONCLUSION:

In order to conclude, age of the teacher is an important factor towards the attitude of use of ICT in TLP. Young teachers are highly energetic and hence it is very important to expose them to the ICT tools and also enhance their ICT skills to increase the competency of their positive attitude towards the use of ICT in TLP. Aged teachers have more experience and with their positive attitudes they can contribute their best in TLP and can make teaching Learning process more meaningful. Hence, it is also, important to increase the level of the positive attitude of aged teachers. At the same time it is necessary to maintain the positive attitude of middle age teachers towards the use of ICT in TLP.

REFERENCES:

1. "https://www.education.gov.in/Sites/upload_files/Mhrd/Files/NEP_Final_English_0.Pdf." Government of India, 2020.
2. "Nancy Kassebaum." AZQuotes.com. Wind and Fly LTD, 2022. 2 December 2022. <https://www.azquotes.com/quote/549201>
3. Gonzalo, Almerich. "Training Needs of Teachers in ICT: Training Profiles and Elements of Complexity." Sept. 2011.
4. Dr. Shazli Hasan Khan. "Teacher Educators Attitude Towards Information And Communication Technology Competencies And Usage: An Empirical Study." June 2016.
5. Gonzalo Almerich, Jesús M. Suárez, Consuelo Belloch & Rosa M Bó. "Training needs of teachers in ICT: Training profiles and elements of complexity." September 2011.
6. Teo T. "Assessing the Computer Attitudes of Students: An Asian Perspective. Computers in Human Behavior." Cientific Research, 2008.
7. Semerci, Ali. "Examining High School Teachers' Attitudes towards ICT Use in Education." *Research Gate*, Apr. 2018.
8. Sharma, Savita. "In- Service Teachers Attitude Towards Information and Communication Technology in Education." Jan. 2013.
9. P. Mwila. "Assessing the attitudes of secondary school teachers towards the integration of ICT in the teaching process in Kilimanjaro, Tanzania." *Eric*, 2018.