ATTITUDE TOWARDS INTEGRATING ICT IN THE TEACHING LEARNING IN THE HIGHER SECONDARY LEVEL: A SURVEY

Rabin Banerjee[1] , Dr.Santanu Biswas[2]

[1]Research Scholar, Department of Education RKDF UNIVERSITY*, RANCHI*
[2]HOD &Associate Professor, Department of Education, RKDF University, Ranchi

ABSTRACT:

Using information and communication technologies (ICT) is now routine for many individuals. Its significance in people's lives is growing, and this trend is predicted to continue, making proficiency in ICT a practical need in many facets of life. Value is added to teaching and learning when ICT is used, either by making learning more efficient or by bringing a new dimension to it. This research set out to compare the perspectives of male and female high school seniors, as well as those of students majoring in the sciences and the arts, and those living in rural and urban areas, when it comes to the use of information and communication technologies (ICT). According to the results, there was no discernible difference in ICT attitudes across male and female, rural and urban, Arts and Science, and higher secondary school students. So, it's important to promote creative ICT-based programmes at schools so that students may learn more about the advantages of incorporating ICT into the classroom.

Keywords: Students Attitudes, ICT Literacy, Rural Urban, Communities.

Introduction:

Information literacy and lifelong education in the twenty-first century cannot be achieved without proficiency in ICT. Educators and education critics' interest and discussion have been piqued by the prospect of a new generation of students joining our classrooms. The idea's proponents contend that since this new generation has been raised in a media-rich digital environment, they have a natural affinity for and comfort with modern forms of communication and information technology (Sweeney & Geer, 2010). Technology advancements in the realm of computers are now ubiquitous. According to Burniske (2001), pupils who are proficient in ICT would be better equipped to contribute to their communities as responsible adults and to grasp the workings of modern society. When implemented effectively, ICT has the potential to elevate the quality of education by turning learning and teaching into an interactive process that is contextually grounded in the real world. In 2011 (zaman, Shamim, and Clement), they found. In agreement with the findings of Choo (2007), who found that students' use of ICT increased their ability to think outside the box while solving problems related to their coursework. Learning may take place everywhere, not only in a traditional classroom, thanks to the usage of ICT. As a result, students have more freedom in their educational pursuits than they would in a traditional classroom setting (Shodin, 2013). Students now have additional leaning options because to the pliability of the educational system. The use of computers and the internet allowed students to connect with others electronically and get inspiration from a wide range of online resources. Students are asked to develop their own learning strategies in order to succeed with the new approach. Students were urged to work together to solve issues using the Internet and other technologies when the instructor was not present (Dlaska, 2002). Technology integration is more likely to be effective if students see ICT as a useful tool for fostering productive learning (Malahi and Mohamed, n.d.). Jana and Pavol (2008) discovered that a research conducted in the classroom had a significant impact on the behavioural elements of students' attitudes towards information and communication technologies. According to research by De-Sousa, Pavon, and Ortiz (2012), the use of ICT promotes changes in attitudes, behaviour, and values, as well as cognitive and perceptual processes, which in turn altered the way students approached learning. Student learning behaviours were more self-directed and self-managed when ICT was included into the process. The extent to which people use computers may be affected by their attitudes towards them (Ottensen, 2006). Therefore, one indicator of whether or not students value the integration of computers into the educational process is their perspective.

Objectives:

The present study has been carried out with the following objectives-
To find the difference between Male and Female Higher secondary school students attitudes towards the use of ICT.
To find the difference between Science and Arts Higher secondary school students attitudes towards the use of ICT.
To find the difference between Rural and Urban Higher secondary school students attitudes towards the use of ICT.

METHODOLOGY:

Hypothesis:

- There is not significant difference in their attitude towards integrating ICT in the Teaching Learning between Male and Female students
- There is no significant difference in their attitude towards integrating ICT in the Teaching Learning between Arts and Science students
- There is not significant difference in their attitude towards integrating ICT in the Teaching Learning between Rural and Urban students

The descriptive survey method is used to study this problem.

Population and Sample:

Students from Paschim Medinipur, West Bengal, secondary schools make up the study's population. The researcher used a random sample method to pick 86 students in their last year of high school among the targeted high schools for this investigation.

Tool used

The researcher developed a 15-item attitude test towards ICT to use with secondary school pupils. Five alternatives (SA, A, U, D, and SD) were provided to respondents, with the method based on the Likert scale. There were 12 upbeat utterances and 3 downers on the scale. SA, A, U, D, and SD each received 5, 4, 3, 2, and 1 points for a true statement answer. Negative comments were given a lower score. On this scale, 15 is the lowest possible score and 75 is the most possible.

DATA ANALYSIS AND INTERPRETATION:

Table 1-Difference of Attitude between Male Students and Feamle Students

Group of students	N	Mean	SD	SEM	t-value
Male Students	45	56.82	7.32	1.0912	1.5158
Female Students	41	54.26	8.34	1.3025	

The table 1 depicts that the computed t-value estimated to be 1.5158which is smaller than the criterion t-value (1.99) at .05 level of confidence for 84 df. Therefore, the computed t-value (1.5158) has not been considered significant and the formulated hypothesis, " There is not significant difference in their attitude towards integrating ICT in the Teaching Learning between Male and Female students" is accepted.

Table 2-Difference of Attitude between Arts Students and Science Students

Group of students	N	Mean	SD	SEM	df	t-value

ARTS Students	54	58.24	6.95	0.9458	84	1.4039
SCIENCE Students	32	56.04	7.15	1.2640		

The table 2 depicts that the computed t-value estimated to be 1.4039 which is smaller than the criterion t-value (1.99) at .05 level of confidence for 84 df. Therefore, the computed t-value (1.4039) has not been considered significant and the formulated hypothesis, "There is no significant difference in their attitude towards integrating ICT in the Teaching Learning between Arts and Science students" is accepted.

Table 3-Difference of Attitude between Rural Students and Urban Students

Group of students	N	Mean	SD	SEM	df	t-value
Rural Students	42	54.80	7.32	1.1295	84	1.4130
Urban Students	44	56.91	6.52	0.9829		

The table 3 depicts that the computed t-value estimated to be 1.4130 which is smaller than the criterion t-value (1.99) at .05 level of confidence for 84 df. Therefore, the computed t-value (1.4130) has not been considered significant and the formulated hypothesis, " There is not significant difference in their attitude towards integrating ICT in the Teaching Learning between Rural and Urban students" is accepted.

Findings: **The following have been found out from the data analysis-**
- There exists no significant difference between male and female students in regard to the attitude towards integrating ICT in the Teaching Learning.
- Rural students do not differ from the urban students in regard to their attitude towards Integrating ICT in the Teaching Learning.

Conclusion:

No statistically significant differences in ICT perception were discovered between male and female, rural and urban, Arts and Science, and secondary school pupils. Therefore, it is important to promote creative programmes connected to ICT in the classroom so that students may become more informed consumers of educational technology. In hopes that they'll be inspired to make better use of digital tools for education.

REFERENCES:

1. Anjaneleyu A.N.K. Prasanna 2011. Facets for Quality in Higher Education., Delhi : MacMillan Publishers India Pvt. Ltd.
2. Chapelle, C. (2011). Computer applications in second language acquisition: Foundations for teaching, testing and research. Cambridge: Cambridge University Press.
3. Chien, S.P., Wu, H.K., & Hsu, Y.S. (2014). An investigation of teachers' beliefs and their use of technology based assessments. Computers in Human Behavior, 31, 198-210.
4. Shukla S. Satish Prakash 2012. Information and Communication Technology in Teacher Education., Agra :Agrawal Publication.
5. Mukherjee Barnali 2008. Role of Teacher in Enhancing Learning Achievement of Child and Emphasis on Teacher Skill development, Knowledge Building and ICT., Patna : Indian Social and Psychological Studies. 2(1).
6. Grabe, M., & Grabe, C. (2007). Integrating technology for meaningful learning (5th ed.). Boston, MA: Houghton Mifflin.
7. Jorge, C. M. H., Gutiérrez, E. R., García, E.G., Jorge M. C. A., & Díaz, M. B. (2003). Use of the ICTs and the perception of e-learning among university students: A differential perspective according to gender and degree year group. Interactive Educational Multimedia, 7, 13-28.

8. Tezci, E. (2011). Factors that influence preservice teachers' ICT usage in education. European Journal of Teacher Education, 34, 483-499.

9. Yang, K. T., & Wang, T. H. (2012). Interactive White Board: Effective Interactive Teaching Strategy Designs for Biology Teaching. Tech, E-Learning-Engineering, On-Job Training and Interactive Teaching, 139- 154.