

---

## **Attitude of Teachers towards the Use of Technology and Innovation in the Classroom**

**Sumita Kumar<sup>1</sup>,**

Professor, Department of Business Studies  
Mount Carmel College  
Bengaluru-560052

**Mamata Rani<sup>2</sup>**

Professor, Department of Business Studies  
Mount Carmel College  
Bengaluru-560052

“The only person who is educated is the one who has learned how to learn and change. All of the top achievers we know are life-long learners. Looking for new skills, insights, and ideas. If they’re not learning, they’re not growing and not moving towards excellence.”

The quality of learning is derived by the quality of teachers and by the way teachers engage the learners in their class room. So class room teaching demands more innovation and improvisation in the new millennium. In recent years there has been a groundswell of interest in how computers and internet can best be harnessed to improve the efficiency and effectiveness of education at all levels. Now ICT is playing a remarkable role in the education sector. Finding that access to digital communication technology has made learning more interesting. Thus this study is undertaken to identify the attitude of College teachers towards the use of technology in their classroom, and to study the teaching experience and type of management skills that prevail while using technology.

***Keywords: teacher’s, attitude, technology.***

## **INTRODUCTION**

The attitude and expectation of society in general and of the family of the learner in particular affect how learning is viewed and how teaching is organized. These attitudes and expectations vary from society to society and attempting to copy learning and teaching strategy from one society into another, without trying to adapt into the local conditions may not be successful. There are many kinds of technology present in today's classroom, including computers, tablets and smart boards. These pieces of technology have the potential to allow content to be taught much more efficiently, introduce new skills in the form of handling technology and are several times more engaging and relevant to students of the next generation. However, history has taught us that the introduction of new tools, concepts and solutions often do not work very well in their first iteration. Change may be met with resistance because many of the "old guard" is distrustful of altering what they have been doing for their entire careers, particularly in the absence of clear research-based alternatives.

Attitude is a very complex cognitive process just like the personality of an individual. The difference between these two is that personality is usually thought of as the whole person, whereas attitude may make up the personality. It is a very important variable in human behavior, because it constitutes an important psychological attribute of individuals which shape their behavior. The importance of attitudes in understanding psychological phenomenon was given formal introduction early in the history of psychology till now, interest in attitudes have been studied with differing methods and emphasis has also been different.

## **Effects of Attitude**

For better or worse, your attitude affects your performance. Your attitude has a profound impact on the way you lead people. It affects the way you sell and the way you serve customers. Your attitude has a direct impact on how you communicate and collaborate with others, how you contribute to the culture of your work environment, and how you perform your daily tasks and responsibilities. Ultimately, your attitude shapes your success and your happiness. Other things being equal, the person with the best attitude will win. Other things *not* being equal, the person with the best attitude usually still wins! Unfortunately, many people cling to beliefs and attitudes that restrict rather than empower their performance.

## **Measurement**

Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert Scale.

A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree.

In its final form, the Likert Scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement-

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral

## **RESEARCH DESIGN**

### **STATEMENT OF THE PROBLEM**

The problem stated in the study is the “Attitude of teachers towards the use of Technology and Innovation in the Classroom”. How technology can be utilised in order to ensure effectiveness in teaching methodologies and the behavioural patterns of teaching fraternity to embrace new technology and ensure to use it in the classrooms is the area on which the study focuses on.

### **OBJECTIVES OF THE STUDY**

- To find out the attitude of College teachers towards the knowledge of ICT and skills to use ICT in teaching
- To find out the attitude of college teachers towards use of innovative methodology in teaching pedagogy.

### **METHODOLOGY**

The study is an empirical study based on survey method collected from over 200 respondents from ten selected Autonomous colleges of Bengaluru. The perception of the respondent's forms the basic data for the purpose of analysis. Questionnaires were carefully prepared and administered to the respondents. Personal interview was conducted in order to collect the information from the respondents.

### **DATA COLLECTION**

- **Primary Data** –For this research study, the collection of primary data was done through questionnaires method. A questionnaire of twenty questions was prepared and addressed to the teachers of different institutions
- **Secondary Data** –For this research study, the collection of secondary data was done from the website of the institutions selected.

### **SAMPLING DESIGN**

**Sample Size** – The respondents consisted of 200 Teaching faculties from selected Autonomous colleges across Bengaluru.

### **Sample Technique–**

As the scope of this study is limited to the teaching faculty of different institutions the suitable sampling technique was convenient sampling wherein the teachers of institutions were most convenient for data collection.

### **TOOLS FOR DATA COLLECTION**

The tool used to get the information from the respondents was the Questionnaire method. For this study, a structured questionnaire of twenty questions consisting both open ended and close ended questions was used for the teachers of different autonomous institutions. It was designed in such a way that it covered all aspects of the study. In this study data is collected from 200 teachers in the form of questionnaires, which are completely structured. The questionnaires were distributed by the researcher.

### PLAN OF ANALYSIS

**Step 1** – Data collected in the form of questionnaires were tabulated.

**Step 2** – Tabulated data was analyzed.

**Step 3** – Data representation Charts were drawn.

**Step 4** – Inferences were drawn from the Charts.

### LIMITATIONS OF THE STUDY

- **Scope of the study** -The study was conducted only on teachers of autonomous institutions.
- **Time constraint**- On account of Time constraint a depth analysis of the attitude of teacher’s towards use of technology in the classroom could not be carried out.
- **Accuracy of the study** -The accuracy of the report depends upon how honestly or sincerely the respondents have answered

### DATA ANALYSIS

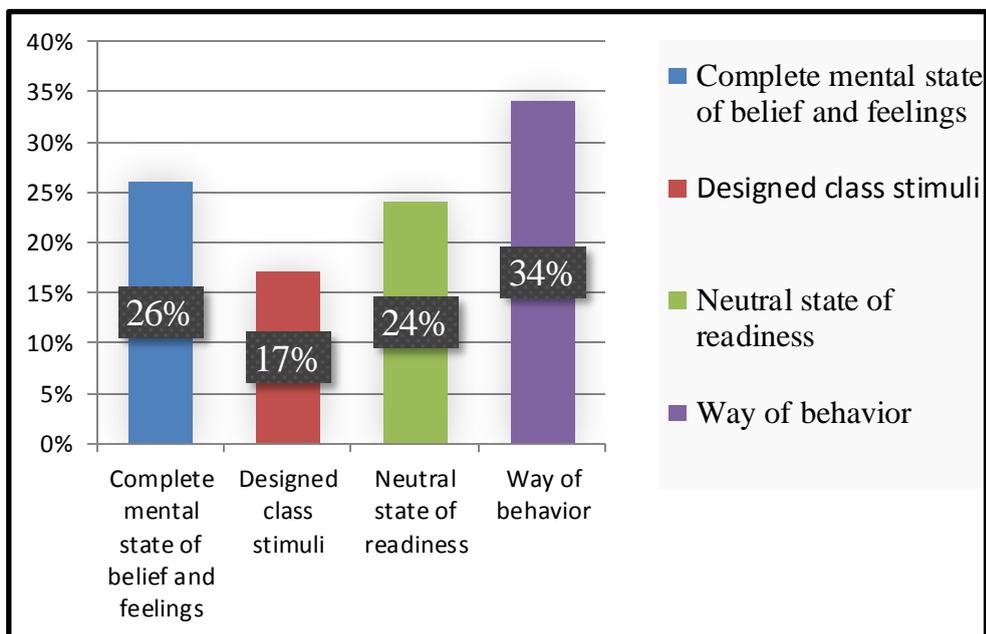
**TABLE 1: Table showing the meaning of attitude according to respondents.**

PARTICULARS	NO OF RESPONDENTS	%
Complete mental state of belief and feelings	52	26
Designed class stimuli	33	17
Neutral state of readiness	48	24
Way of behavior	67	34
<b>TOTAL</b>	<b>200</b>	<b>100</b>

### ANALYSIS:

The above table reveals that out of 200 respondents, 67 responded as way of behavior, 52 responded as complete mental state of belief and feelings, 48 responded as neutral state of readiness and 33 of them answered it as designed class stimuli.

**GRAPH 1: Graph showing the meaning of attitude according to the respondents.**



**INFERENCE:**

From the above graph majority (34%) of the respondents answered it was a way of behavior and minority (17%) of the respondents answered as designed class stimuli.

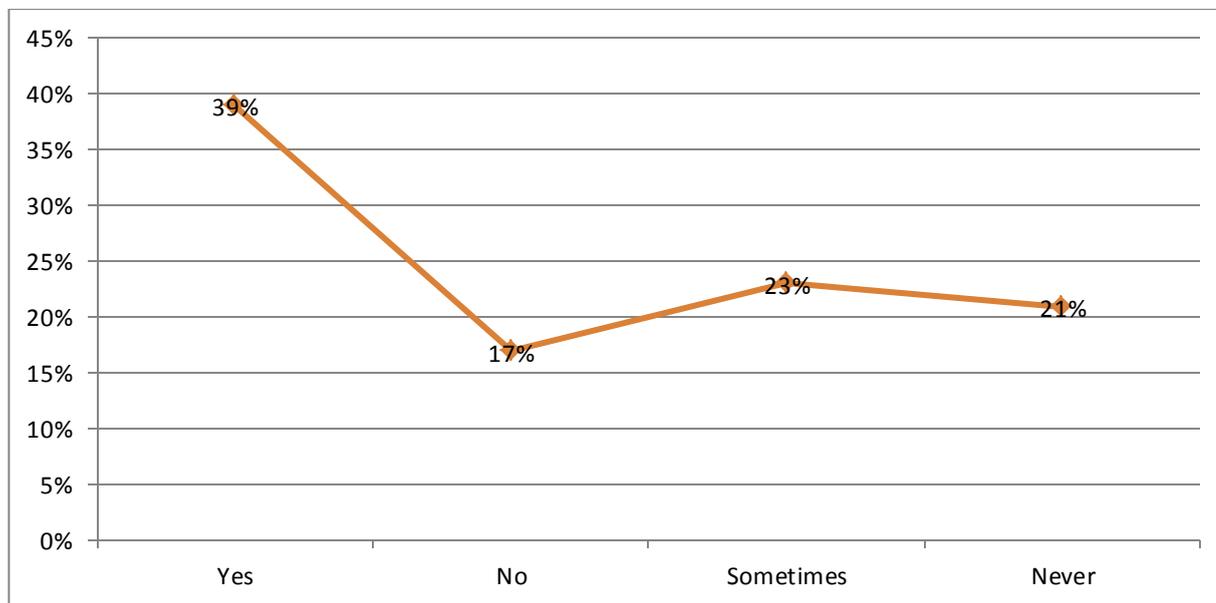
**TABLE 2: Table showing the number of respondents who use technology in the classroom.**

PARTICULARS	NO OF RESPONDENTS	%
Yes	79	39
No	34	17
Sometimes	46	23
Never	41	21
<b>TOTAL</b>	<b>200</b>	<b>100</b>

**ANALYSIS:**

The above table reveals that out of 200 respondents, 79 answered Yes, 46 answered sometimes, 41 answered never and 34 answered No with regard to usage of technology in classroom.

**Graph 2: Graph showing the number of respondents who use technology in the classroom.**



**INFERENCE:**

From the above graph we can infer that majority (39%) of the respondents answered yes, they use technology in the classroom and 17% of the respondents answered as no they don't use technology in classroom.

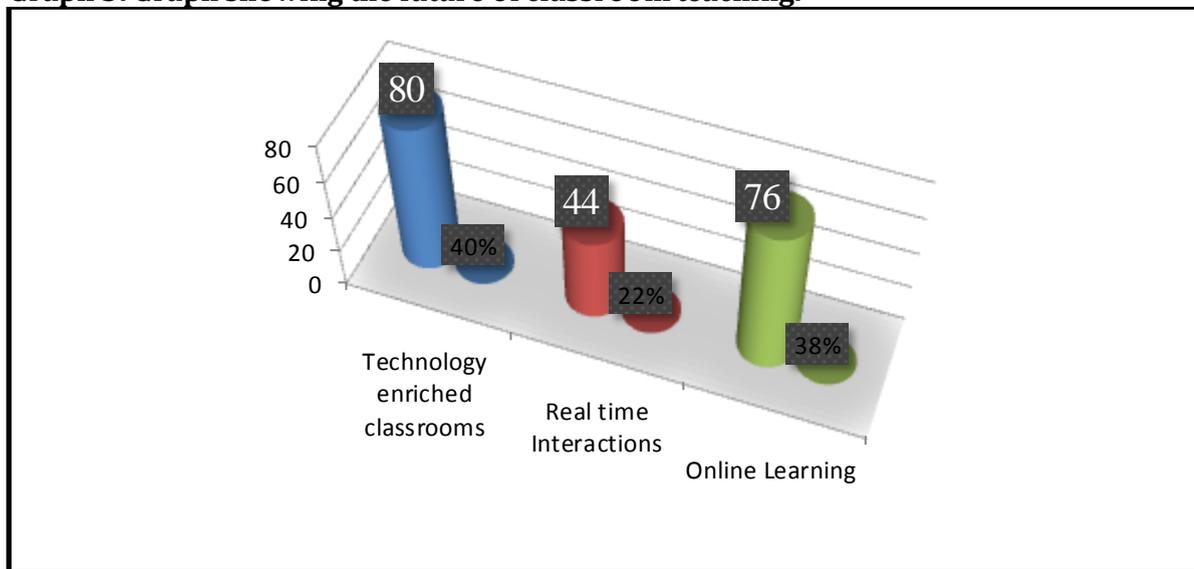
**TABLE 3: Table showing the future of classroom teaching.**

PARTICULARS	NO OF RESPONDENTS	%
Technology enriched classrooms	80	40
Real Time Interaction	44	22
Online Learning	76	38
<b>TOTAL</b>	<b>200</b>	<b>100</b>

**ANALYSIS:**

From the above table we can analyze that 80 out of 200 respondents think the future classroom teaching will be enriched with technology, 76 responded as online learning and 44 responded as real time interaction.

**Graph 3: Graph showing the future of classroom teaching.**



**INFERENCE:**

The above graph shows that majority (40%) of the respondents think future of classroom teaching will be enriched with technology and 22% responded as real time interactions.

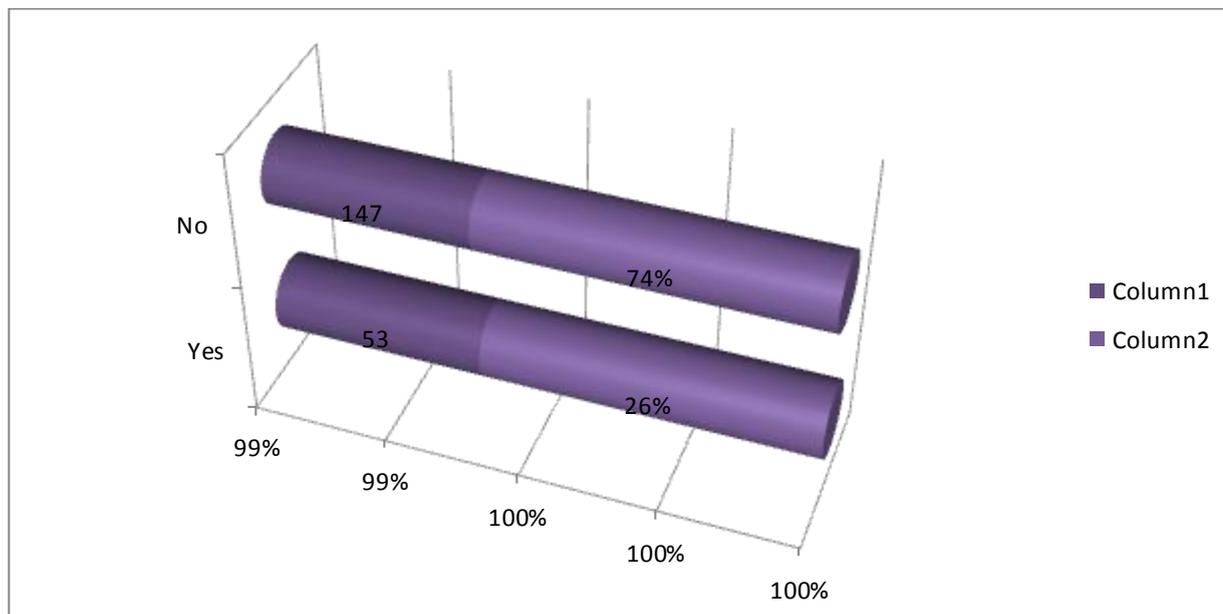
**TABLE 4: Table showing whether the age of facilitator plays an important role in the use of technology in classroom.**

PARTICULARS	NO OF RESPONDENTS	%
Yes	53	26
No	147	74
<b>TOTAL</b>	<b>200</b>	<b>100</b>

**ANALYSIS:**

From the above table we can analyze that 147 out of 200 respondents responded as no, age of facilitator doesn't play an important role in the use of technology in classroom whereas 53 responded as yes, age of facilitator plays an important role.

**Graph 4: Graph showing whether the age of facilitator plays an important role in the use of technology in classroom.**



**INFERENCE:**

The above graph shows that majority of the respondents with 74% responded as they don't think age of facilitator plays an important role in use of technology in classroom and 26% said yes.

**FINDINGS OF THE STUDY:**

- Majority (33%) of the respondents were of the opinion that attitude is a way of behavior.
- It was observed that majority (39%) of the respondents said they use technology in classroom.
- Majority (40%) of the respondents think future of classroom teaching will be technology enriched classrooms.
- Majority (74%) of the respondents responded as they don't think age of facilitator plays an important role in use of technology in classroom.

**CONCLUSION**

- To conclude we live in the age where technology has gone to an extent of becoming one of the basic necessities of life. We cannot avoid technology even by choice. As they say change is the only thing that's constant, embracing the change and living in the real world is the best option available to all of us.
- Technology will not serve as a substitute for teaching but yes technology is very important to make teaching effective. The teaching faculty irrespective of age has embraced technology to a very large extent. This not only helps our students by providing a better learning experience but also provides for the skill enhancement of teachers.
- Attitude on the whole is the behavioral patterns people develop and this should be mended according to the real world requirements in specific the use of technology. The institutions on the other should provide the teaching fraternity the support and various training facilities to empower their teaching skills. This should go hand in hand and the interest groups are also responsible at the same time.

## **BIBLIOGRAPHY**

### **nBOOKS**

1. SHASHI (K) GUPTA organizational behavior, Kalyani publishers, New Delhi, 2007 edition ,pg 7.1- 7.25
2. ROSY JOSHI organizational behavior, Kalyani publishers, New Delhi, 2007 edition ,pg 7.1- 7.25

### **WEBSITE**

- [www.google.com](http://www.google.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [https://en.wikipedia.org/wiki/Attitude\\_\(psychology\)](https://en.wikipedia.org/wiki/Attitude_(psychology))
- <http://www.businessdictionary.com/definition/attitude.html>
- [http://www.successconsciousness.com/positive\\_attitude.html](http://www.successconsciousness.com/positive_attitude.html)