

ATTITUDE OF TEACHERS TOWARDS THE USAGE OF NEW TECHNOLOGY

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ABSTRACT

The aim of the present study was to measure the attitude of teachers towards the usage of new technology. 40 teachers from Erode district participated in this study. The data were collected on the basis of “Attitude Towards Using New Technology Scale” (ATUNTS). The results showed that most of the teachers had positive attitude towards the usage of new technology. There is significant difference in the attitude of teachers towards usage of new technology based on gender and educational qualification.

Keywords: Attitude, Teacher, Usage, New Technology

Introduction

Innovations play a vital role in the minds of students and teachers in the field of education. Technology and education are pretty intertwined. Technology has the power to transform teaching by ushering in a new model of connected teaching improving instruction and personalising learning. A good teacher can inspire hope, ignite the imagination and instil a love of learning. This is possible by a teacher who is not only innovative but also equipped with techno-savvy classrooms. It is important for a teacher to push the boundaries of his comfort zone and integrate relevant technology and constructive pedagogy. Knowing the degree of favourableness towards the usage of new technology helps the teacher to be technology driven as well as to focus on the application of new technology with pedagogy.

Purpose of the Study

The purpose of this study was to determine the attitude of teachers towards the usage of new technology, taking total sample and sub samples like gender, and educational qualification.

Objectives of the Study

The study has the following objectives:

1. To study the attitude of teachers towards the usage of new technology.
2. To study the attitude of teachers towards the usage of new technology with respect to gender and educational qualification.

Hypotheses

1. The teachers do not have positive attitude towards the usage of new technology.
2. There is no significant difference in the attitude of teachers towards the usage of new technology with respect to their gender.
3. There is no significant difference in the attitude of teachers towards the usage new technology with respect to their educational qualification.

Methodology

Sample

Forty school teachers from Erode district participated in this study. The sample were selected by stratified random sampling method, giving due representation to factors like gender and educational qualification.

Tool

The investigator collected the quantitative data on the basis of the attitude towards using new technology scale (ATUNTS) developed by Rajasekar (2009).The statements were categorised under dimensions hardware and software. This scale comprised of 30 statements with 5 point rating. The positive statements were scored as Strongly agree =5, Agree = 4, Undecided = 3, Disagree =2, Strongly disagree = 1 and vice versa for the negative statements. The overall score yields the teachers attitude towards the usage of new technology.

Results

The resulting data were analysed using the test of significance. The results have been explained under the below mentioned headings.

Teachers Attitude Towards the Usage of New Technology

To determine the teachers attitude towards the usage of new technology, responses of the teachers on attitude scale were tabulated and analysed. The statistical constants, arithmetic mean, median, mode, standard deviation, skewness and kurtosis have been summarised in table 1.

TABLE 1**Basic Statistics Of Attitude Towards the Usage Of New Technology For The Total Sample**

| Mean | Median | Mode | SD | Skewness | Kurtosis |
|--------|--------|------|-------|----------|----------|
| 118.95 | 119 | 120 | 15.09 | -0.279 | 0.229 |

Results as presented in Table 1 reveal that the overall attitude of teachers was found to be positive towards the usage of new technology. Hence, the research hypothesis no. 1 is rejected.

TABLE 2**Teachers Attitude Towards The Usage Of New Technology With Respect To Gender**

In order to find out if there is any gender difference on the attitude, the data were analysed using the test of significance, the results of which are presented in Table 2.

| Variable | N | Mean | SD | t value | Level of Significance |
|----------|----|--------|-------|---------|-----------------------|
| Male | 20 | 128.65 | 11.87 | 4.561* | 0.05 |
| Female | 20 | 110.4 | 12.92 | | |

Results in Table 2 reveal that the calculated 't' value is greater than table value at 0.05 level. This may indicate that male and female teachers differ significantly in their attitude towards the usage of new technology. In the light of the present finding, the research hypothesis no. 2 has been rejected.

TABLE 3

Teachers Attitude Towards Using New Technology with respect to their Educational Qualification

To know if there is any difference in the attitude of teachers towards using new technology with respect to their educational qualification, the data was statistically analysed, the results of which are presented in Table 3.

| Variable | N | Mean | SD | t value | Level of Significance |
|----------|----|--------|-------|---------|-----------------------|
| PG | 13 | 126.6 | 12.34 | 3.26* | 0.05 |
| UG | 17 | 112.45 | 15.02 | | |

Results in Table 3 reveal that the calculated 't' value is greater than table value at 0.05 level. This may indicate that PG teachers and UG teachers differ significantly in their attitude towards the usage of new technology. In the light of the present finding, the research hypothesis no. 3 has been rejected.

Discussion

Overall, the teachers showed positive attitude towards the usage of new technology. The overall positive attitude towards new technology could be attributed to the availability, accessibility and knowledge about the use of new technology. This study found significant differences in the attitude towards the usage of new technology of teacher with respect to their gender and educational qualification.

Conclusion

The emergence of a single world, a global economic space, a competitive scene in which the possession of information, knowledge and the development of innovation increasingly appear as prime factors of successful development and education for all would give us a bright future. Teachers are crucial agents in integrating technology in the schools and classrooms. Teaching is not a profession but a mission; teachers are the change agents of education sector in particular and society in general. The study reveals the fact that almost all the teachers use technology in their classroom effectively as understood by their positive attitude towards using new technology.

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