

A STUDY ON THE ICT INTEREST OF THE TEACHERS WORKING IN THE HIGHER SECONDARY SCHOOLS

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ABSTRACT: The proliferation of technologies has complicated the teaching learning process and finding the best ways of integrating technology into classroom practice is one of the challenges the 21st century teachers face. Effectively integrating ICT into learning system is much more complicated than providing computers securing a connection to the internet. It is a fact that teachers play an important role to deal with the current demands of society and economy. Hence, building the capacity of teachers in the utilization of ICT for education requires long term continuous development of the lead trainers, sharing of knowledge among teachers, partnerships and collaboration among educators and organizations, and support from principals and administrators. These factors must be available in order to create changes in the classroom. The present study has been done so as to study the ICT interest of the higher secondary school teachers. Random sampling technique has been used in the selection of the sample of as many as 529 higher secondary school teachers. The ICT interest inventory has been constructed and validated by Rajasekar, S., (2014) has been distributed to them and the responses were collected and computed according to the objectives framed. The findings of the study revealed that the higher secondary school teachers shows an average level of ICT interest and the same trend has been seen in respect of the sub-samples, too.

Keywords: ICT interest, Higher secondary school teachers.

ICT INTEREST:

Nowadays information and communication technologies occupy more and more areas of our life. Knowledge of ICT enables us to access a number of IT-based services and helps to ensure success in the labour market. It also provides a considerable return to the society. The proliferation of technologies has complicated the teaching learning process and finding the best ways of integrating technology into classroom practice is one of the challenges the 21st century teachers face. Effectively integrating ICT into learning system is much more complicated than providing computers securing a connection to the internet. It is a fact that teachers play an important role to deal with the current demands of society and economy. Every year ICT knowledge is obtained at an earlier stage. The standard of teachers' computer literacy states that it is necessary for each member of the present society to have at least a basic competence of using the computer and the ability to use ICT tools for a personal and public activity. ICT helps in the professional development of teaching and learning and individuals involved in the programs of teacher education. It can be infused in the learning process so as to acquire the knowledge and skill efficiently. ICT provides access to resources so that teachers can apply new knowledge and skills they have learnt. Communication technology helps to develop the capacity of the teacher at the same time and can strengthen the capacity of teacher which is the fundamental requirement of effective transactional strategy. Hence, building the capacity of teachers in the utilization of ICT for education requires long term continuous development of the lead trainers, sharing of knowledge among teachers, partnerships and collaboration among educators and organizations, and support from principals and administrators. As this was the case, the present study is proposed. So, the present study has high need and importance.

OBJECTIVES OF THE STUDY:

The following were the objectives FORMULATED for the present investigation.

1. To study the level of ICT interest of the higher secondary school teachers.
2. To study if there is any significant difference in ICT interest between the male and female higher secondary school teachers.
3. To study if there is any significant difference in ICT interest between the higher secondary school teachers working in the schools located in the rural area and in the urban area.
4. To study if there is any significant difference in ICT interest between the higher secondary school teachers residing in the rural area and in the urban area.
5. To study if there is any significant difference in ICT interest between the higher secondary school teachers having teaching experience upto 10 years and above 10 years.

HYPOTHESES OF THE STUDY:

The following were the hypotheses framed from the formulated objectives. The higher secondary teachers show a high level of ICT interest.

1. There is no significant difference in ICT interest between the male and female higher secondary school teachers.
2. There is no significant difference in ICT interest between the higher secondary school teachers working in the school located in the rural area and in the urban area.
3. There is no significant difference in ICT interest between the higher secondary school teachers residing in the rural area and in the urban area.
4. There is no significant difference in ICT interest between the higher secondary school teachers having teaching experience upto 10 years and above 10 years.

METHOD:

Normative survey method has been employed in the present study.

TOOL USED:

The tool used for the present study was, ICT Interest Inventory (ICTII) constructed and validated by Rajasekar, S., (2014) was used in the present investigation. This inventory consists of three activities which are given against A, B, C and the respondents are requested to give the response as they liked the most, out of the three. Out of these three activities, under each item, one is clearly related to ICT interest. If the respondent is preferred the activity which is preferred, a score of '1' is given and if any other activity other than that is preferred, a score of '0' is given. The items are scored simply as '1' if correct and '0' if incorrect.

An individual score is the sum of all the score of the 49 items. The score ranges from 0 to 49. The maximum score that one can get in this is 49. The level of the ICT Interest Inventory has been given as follows:

SCORES	INTERPRETATION
45 and above	Very high ICT Interest
34 – 44	High ICT Interest
15 – 33	Average ICT Interest
14 – Apr	Low ICT Interest
3 and below	Very Low ICT Interest

The ICT Interest Inventory has construct validity as the items selected on the basis of their Point-biserial values. Also it has Content Validity as the items were selected by the ICT Experts' opinion. Its Intrinsic Validity was found to be 0.96. The reliability of the inventory was found to be 0.92 by using the test –retest method.

SAMPLE:

Random sampling technique has been used in the selection of the sample of as many as 529 higher secondary school teachers.

STATISTICAL TECHNIQUES USED:

The mean and standard deviation for the entire sample and its sub-samples were computed for ICT Interest Inventory scores. The test of significance was used in order to find out the significance of the difference between the means of the ICT interest inventory score at the 0.05 level significance. The collected data were computed with the SPSS 11.5 and the results were furnished accordingly in the Table 1.

TABLE 1

THE MEAN AND THE STANDARD DEVIATION OF THE ICT INTEREST INVENTORY SCORES OF THE ENTIRE SAMPLE AND ITS SUB-SAMPLES

S.No	SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION	't' VALUE	SIGNIFICANCE AT 0.05 LEVEL
1		Entire sample	529	23.44	11.77		-
2	Sex	Male	272	24.1544	12.39	1.43	Not Significant
		Female	257	22.6887	11.05		
3	School locality	Rural area	240	21.6417	10.82	3.27	Significant
		Urban area	289	24.9377	12.32		
4	Residence	Rural	244	22.0656	11.39	2.51	Significant
		Urban	285	24.6211	11.98		
5	Teaching Experience	Upto 10	230	22.6174	10.79	1.44	Not Significant
		Above 10	299	24.0769	12.46		

FINDINGS OF THE STUDY:

The following are the important findings of the present investigation.

1. Majority of the higher secondary school teachers' shows an average level of ICT interest.
2. There is no significant difference in ICT interest between the male and female higher secondary school teachers.
3. There is a significant difference in ICT interest between the higher secondary school teachers working in the school located in the rural area and in the urban area.
4. There is a significant difference in ICT interest between the higher secondary school teachers residing in the rural area and in the urban area.
5. There is no significant difference in ICT interest between the higher secondary school teachers having teaching experience up to 10 years and above 10 years.

CONCLUSION:

The present investigation revealed that majority of the higher secondary school teachers, were found to have an average level of ICT interest. The higher secondary school teachers also provide leadership in determining how the new technologies can best be used in the context of the culture, needs, and economic conditions within the country. Teachers have to be equipped with the skills and abilities from time to time handle the latest technology as the quality and competence of teachers affect instruction with a strong impact on student learning. So it can be revealed from the investigation that the higher secondary school teachers should enhance the ICT interest in a constructive way.

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