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RESEARCH ARTICLE

ATTITUDE OF THE SECONDARY SCHOOL TEACHERS TOWARDS INFORMATION TECHNOLOGY IN RELATION TO THEIR GENDER AND LOCALITY

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ABSTRACT

The present study is related to attitude of the secondary school teachers towards information technology in relation to their gender and locality**.** Descriptive Survey Method was used by the investigator. The random sampling technique was exercised in the selection of sample, which comprised 50 male and 50 female secondary school teachers. 10 secondary schools (5 from rural and 5 from urban area) were selected from that district of Ludhiana (Punjab) that districts randomly selected. After that, 100 secondary school teachers 10 from each school (5 male and 5 female) was selected randomly. Attitude Scale towards information technology (Dr.(Ms) Nasreen and Dr.(Ms) Fatima Islahi ,2012) was used by the investigator. The collected data was analysed by Percentage, Mean, Standard deviation and t-test. It was found that: 1. 99% of the Secondary School teacher had favourable attitude the use of information technology while 1% of the secondary school teachers had unfavourable attitude towards information technology. 2. The difference between mean attitude scores of male and female secondary school teachers towards information technology was not found to be significant. 3. The difference between mean attitude scores of rural and urban secondary school teachers towards information technology.

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INTRODUCTION

Globalization and technological change processes that have accelerated in tandem over the past fifteen year have created a new global economy powered by technology, fuelled by information *and* driven by knowledge. Technology today is a global commodity and businesses must find technology and engineers anywhere in the world and put them together to work worldwide commerce, globalization of Business and marketing, sports, entertainment and cultural exchange are driving globalization of education. The technology based global economy also poses challenges of countries as national economies become more internationalized, with the increasing flow of information technology, products, capital and the people between nations. This new economic environment is creating a new era of global competition for goods, services and expertise. All of these changes are producing dramatic shifts in the political, economic and social structures of many countries around the world. In industrialized nations, the economic base is shifting from industry to information. This shift also demands new knowledge and skills in the work force. Information technology is a major factor in shaping the new global economy and producing rapid change in society.

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Information technology change the nature of work and the types of skills needed in most field and profession while they have, on the one hand created a wide array of new jobs, many of which did not even exist ten year ago, they have also replaced the need for many types of unskilled or low skilled workers. Within the past decade, the new I.T. tools have fundamentally changed the way of people communicates and does business. They have produced significant transformation in industry, agriculture, medicine, business, engineering and other fields.However the advantage of technology comes with price within the field of education. To a great extent, technology itself can colonize the life world of education and educators. They have the potential the nature of education-where and how learning takes place and the roles of students and teachers in the learning process. There is growing awareness among policy maker's business leaders and educators that the educational system designed to prepare learners for an agrarian or industrially-based economy will not provide student with the knowledge and skills they will need to thrive in the 21st century's knowledge-based economy and society. The new knowledge-based global society is one in which

- The world's knowledge base doubles every 2-3 years.
- 7000 scientific and technical articles are published each day.

- Data sent from satellites are biting the earth transmit enough data to fill 19 million Volume two weeks
- Graduates of secondary schools in industrialized nation have been exposed to more Information than their grandparents were in life times.

There will be as much changed in the next three decades as there was in the last three Centuries.Many countries are engaged in a number of efforts to effect change in the teaching learning process to prepare students for information and technology based society. The new technology challenge traditional conceptions of both teaching and learning and by reconfiguring how teachers and learners gain access to knowledge have the potential to transform teaching and learning processes. Information technology provide an array of powerful tools that may help in transforming the present isolated, teacher centered and tax-bounds classroom into rich, students focused, interactive knowledge environments. The global adoption of information technology into education has often been promised on the potential of the new technological tools to revolutionize and out mode educational system, better prepare students for the information age or accelerated national development efforts. In developing countries in particular, the above promise have generated a whale set of wiled speculations about the necessity of educational reforms that will accommodate the new tools. Governments in most developing countries have responded to the challenge by imitating national programs to introduce computer into education.

Concept of Attitude

The attitude is the voluntary disposition of a person given the existence in general or to aparticular aspect of this. Humans in your life experience various emotions that are far frombeing motivated by his free choice; instead, the attitude encompasses those psychicphenomena on which manuse of freedom and that serve for the various challenges that arisein one way or another.In addition to this classification according to how we stop against our lives and from there is the attitude that we also take these types of attitudes (negative or positive) can be used to catalogue our behaviour to others, all other human beings that surround us. Between positive attitudes, which will surely come and strengthen our links with others either in family, friends, work, school, associations in which we participate, are: solidarity, friendship, and understanding, be proactive, creativity, humour, among others. On the other hand, those which relate to the negative attitude and that tend to create conflicts and tensions with othersare: selfishness, envy, jealousy, resentment, lie, greed, arrogance, indifference, among others, that can be identified.

Information Technology

Information technology (IT) is the application of computer and telecommunication equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise. The term is commonly used as a synonym for computers and computer network. But it also encompasses other information distribution technology such as television and telephones are several telecom equipment, e-commerce, e-learning, e-education, and computerservice cells. Information technology is any computer-based tool that people use to work with information and support the information and information processing needs of an organization. It includes computers and its related technologies, internet and video conferencing etc. Information technology can be used to promote the opportunities of knowledge dissemination. It can help the teachers and students having up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning and information technology is a set of tools that can help provide the people with the right information at the right time.Information technology can promote the opportunities of destructing the teaching learning process. These can transform teaching and learning by offering alternative to the teacher provided information, access to virtually unlimited resources and opportunities for real world communication, collaboration and competition. The phases of this process are described below.

- Developing awareness- recognizing that something is wrong or different.
- Exploring alternative –Researching for new ideas from their institutions and acknowledging that change in needed.
- Making a transition – living the old approaches behind (or dramatically changed).
- Achieving integration – putting the pieces from the transition phase back together.
- Taking action – putting new ideas into operation.

Information Technology in Education

Technological advances have changed human life societies, and education is one of the sectors that has most benefited from the current technological advancement. Advances in information Technology (IT) have caught the attention of many educators and researches. Educational system around the world is under increasing pressure to use the new technologies to teach students the knowledge and skills they need in the 21st century. It based instructional application are considered an effective alternative to traditional teaching methods. The use of IT in education open the new era of knowledge and offers a tool that has the potential to change many of the existing educational methods. The teacher is the key to the effective use of this resource in the educational system.

Information Technology and Teacher

The teacher must play a central and crucial management role regarding IT in schools. The teacher becomes manager at the learning environment a creative, interesting, demanding and professionally rewarding role. This expended role for the teacher in a changed learning environment as considerable resource implications, interns of staffing levels and professional development needs. Teachers will need to be able to modify their pedagogydramatically and on a continuing basis, whereby they will become for their students role models for lifelong learning. The success of any imitations to implement technology in an educational program depends strongly upon the support and attitude of teacher involved. It has been suggested that if teachers believed or perceived proposed computer programs as full filling neither their own or their students, they are not likely to attempt to introduce technology into their teaching and learning. Among the factors that affect the successful use of computers in the classroom are teacher attitude towards computers (Huang and Liaw, 2005) Attitude, intern, constitutes various dimensions some example of these are perceived use fullness, computer confidence, training, gender, knowledge about computers, anxiety and

liking. Critical of computers are to be affectively integrated into the school curriculum. A major reason for studying teachers, attitude towards computer use is that it is a major predictor In many developed countries nearly all schools are equipped with the infrastructure to conduct IT medicated teaching and learning. Positive teacher attitude towards computing are for future computer use in the classroom Studied 184 pre-service teachers and found a significant relationship between computer attitude and its use in the institution. That most teachers believe that the amount of computer experience has a positive effect on attitude towards computer. In achieving excellence in schools, it is important to insure that teachers are able to integrate technology into the curriculum. As such, the ground work must be laid at the trainer or pre-service teacher's level. To do otherwise is to produce future teachers with under developed skills in the use of technology. In the course their training, pre-service teachers should be provided with the tools and experiences that will be useful for the regular activities in their future job: classroom instruction, research and problem solving.

Review of Related Literature

The research must thoroughly familiar with both pervious theory and research. To a sure this familiarity a review of the research literature is done, It allow the researcher know the source for amount of work done in the connected area. The clarity of the problem is possible with the throw understanding of the knowledge generation in the research. Studies reviewed in the present research are: Albrini.A. (2004) Teacher's Attitudes towards Information and Communication Technologies.Huang &Liaw (2005) the study found that teachers' attitude towards technology influence their acceptance of the usefulness of technology and its integration into teaching. If teachers' attitudes are positive towards the use of educational technology then they can easily provide useful insight about the adoption and integration of ICT into teaching and learning process. Bordbar, (2010) Studied of English Teachers' Attitude towards Computer-Assisted. Lai and Praat, (2004) Information Communication Technology (ICT) in secondary schools: The role of the computer coordinator. Liu, (2005) the attitude of University Teachers to adopt Information Technology in Teaching-Learning.Mehra, V. and Newa, R. (2009) School Teachers Attitude towards Information and communication technology. Teo, 2008. Pre-service Teachers' Attitude towards Computer Uses. Vannatta and Frodham, (2004) Teacher Dispositions as Predictors as classroom Technology use. Yusuf and Blowgun, (2011) Student-Teachers Competence and Attitude towards Information and Communication Technology.

Justification of the Study

The world of education is changing as the modern world continues to grow. With so much progress happening, it's important that education be able to reach students in new ways so that their students are prepared for the future. The students of today are the leaders, inventors, teachers and businessmen (and women) of tomorrow. Without the proper skills, these students will not have the preparation needed to survive. With so much focus placed on education, it can sometimes be difficult to hold a job and still get the training needed to get a better job. Information technology plays a key role in student being able to keep their jobs and go to school. Now most schools offer online classes that can be accessed on computers or laptop, tablets and even mobile phones. A busy student at work can easily check in or submit assignments while on their lunch break.Teachers need to be prepared by staying up to date with information technology and this can mean more than just reading about the latest gadgets. Learn how to teach with technology with an online class. Using technology, teachers can prepare their students for a future flooded with gadgets including tablets, mobile phones, computers and so much more. It is only possible when the teacher have right attitude towards information technology. Teacher attitude towards information technology have a marked influence on their readiness to utilize technology in their teaching strategic. If the teacher has confidence in using the technology, they will possess positive attitude which may greatly influence their teaching and learning process. However, it teachers are reluctant to use computers, then changing teachers attitude could possibly be one way of overcoming this problem. Thus, the successful use an application of computer in the educational system may very much be related to, dependent upon, the teachers attitude towards IT. A perusal of research studies reveals that teacher's attitude towards IT is important for integrating IT in education teacher attitude has been found to be a major predictor of implementing new technologies in instructional setting and teacher remains a key component in integration of technology in education setting. The purpose of this study was therefore, to determine the attitude of secondary school teachers towards the use of information technology IT.

Statement of the Problem

Attitude of the secondary school teachers towards information technology in relation to their gender and locality.

Objectives of the Study

The following objectives were:

- To study the attitude of secondary school teachers towards information technology.
- To study the difference in the attitude of male and female secondary school teachers towards information technology.
- To study the difference in the attitude of rural and urban secondary school teachers towards information technology.

Hypotheses

Following Hypotheses were formulated to explore the above objectives:

- Secondary school teachers have favourable attitude towards information technology
- There is no statistically significant difference in the attitude of male and female secondary school teachers towards Information Technology.
- There is no statisticallysignificant difference in the attitude of rural and urban secondary school teachers towards Information Technology.

Delimitations

The following delimitations, with respect to the present study, were taken into account:

- The study was conducted at the secondary school level teachers.
- It was conducted at LudhianaandFatehgarhSahibDistrict of Punjab.

Materials and Methods

Research Design

A descriptive survey research design was adopted in the present study, in which the investigator attempted to find the difference attitude of secondary school teachers (Male and Female) teaching in secondary schools in Punjab i.e. District of LudhianaandFatehgarh Sahib.

Sample: There are 22 districts in the Directorate of Education, Punjab. Of these districts, two were randomly selected. The names of the district are Ludhiana and Fatehgarh Sahib. Ten 10 secondary schools (5 from rural and 5 from urban area) were randomly selected from these districts. 100 secondary school teachers 10 from each school (5 male and 5 female) was randomly selected.

Tool to be used: Attitude Scale towards information technology by Dr. (Ms) Narseen and Dr.(Ms) Fatima Islahi (2012) was used by the investigator.

Statistical Techniques to be used: Percentage, Mean, Standard deviation and't'-test were used to analysis the data.

Results and Discussion

Hypothesis1: The secondary school teachers have favourable attitude towards the information technology.

Table 1. No of Senior Secondary School Teachers Lies in Mean value, above and below means value

N	Mean	No, of senior secondary school teachers lies above mean scores	No, of senior secondary school teachers lies average mean scores	No, of senior secondary school teachers lies below mean scores
100	72.24%	99.%	0.%	1.%

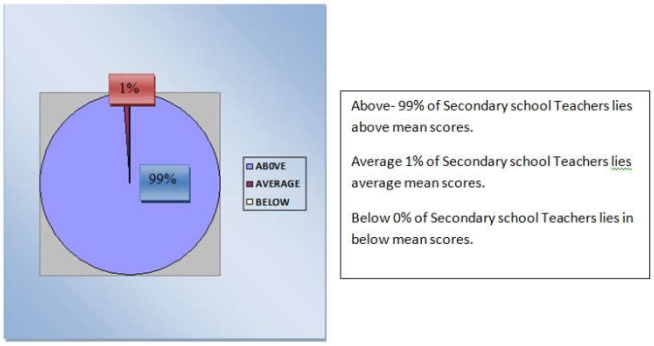

Fig. 1.Pie chart showing percentage of secondary school teachers with different levels of attitude towards information technology.

Interpretation

It is quite clear from the table 1 that 99% of the secondary school teachers have favourable attitude of secondary school teachers towards information technologies (IT) while 1% of secondary school teachers have unfavourable attitude towards information technology in relation to their gender and locality. Thus, the hypothesis stands accepted.

Hypothesis 2

There is no statistically significant difference in attitude of male and female secondary school teachers towards information technology

Table 2. Significance of difference between Mean Attitude Scores of male and female secondary school teachers towards information technology

Gender	N	Mean	S.D.	S.E.D	't' value	Interpretation
Male	50	116.5	13.30			Not significant
Female	50	113.3	10.63	2.61	0.68	at both level

Interpretation

The obtained t-value 0.68 is not significant at either level of significance. So this null hypothesis is not rejected. It is inferred that the gender variation does not existed in the attitude secondary school teachers towards information technology (IT). So the null hypothesis is accepted. Hence, in this aspect attitude towards information technology (IT) no significant difference was found between them.

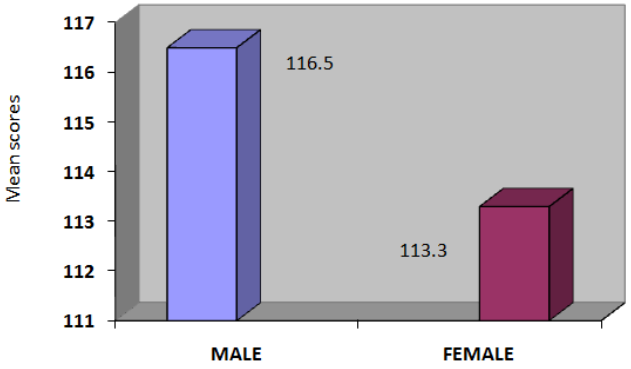

Fig. 2. A Pictorial View of Result is also shown in bar diagram

Hypothesis 3

There is no statistically significant difference in attitude of rural and urban secondary school teachers towards information technology (IT).

Table 3. Significance of difference between mean attitude score of rural and urban secondary school teachers towards information technology

Locality	N	Mean	S.D.	$S_{E.D}$	't' value	Interpretation
Rural	50	116.3	13.39	2.61	0.68	Not Significant atboth level

Interpretation

The t-value has come out to be 0.68 which is less then the corresponding table value at 0.01 and 0.05 level. So, the null hypothesis is accerted. It is revealed that there is no siginificant difference in the attitude of rural and urban secondary school teachers towards technology. Hence, in this aspect attuitude of rural and urban secondary school teachers towards information technology no significant difference was found between them.

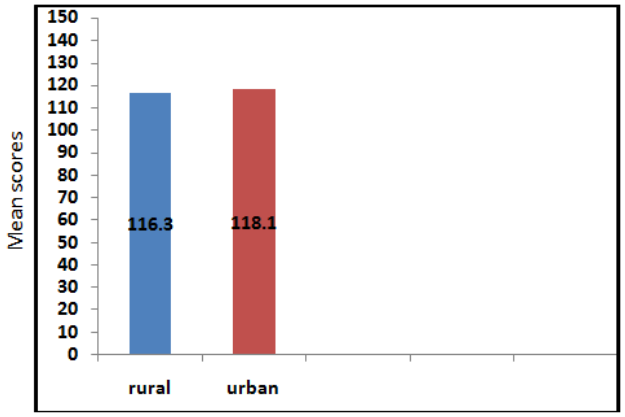

Fig. 3.A pictorial view of result is also shown in bar diagram

Main Findings

Finding of the study are:

- 99% of the Secondary School teacher had favourable attitude the use of information technology while 1% of the secondary school teachers had unfavourable attitude towards information technology.
- The difference between mean attitude scores of male and female secondary school teachers towards information technology was not found to be significant. Therefore, it was concluded that gender did not account for difference in the attitude of secondary school teachers towards information technology.
- The difference between mean attitude scores of rural and urban secondary school teachers towards information technology. Therefore, it was conducted that the rural and urban secondary school teacher's attitude towards the information technology was not different.

Conclusion

While conducting the study, the investigator came to know that most of the teachers do not make use of information technology due to the technological phobia. So there is a need for teachers to improve their skills through frequent use, and practice, in order for them to successfully use any technology. This is because there is no reason to believe that the technology evolution will stop. Therefore, training programmes must be added, removed or revised, as new technology evolves.Education is always concerned with the development of the potential of individuals for the future, not only among teachers. Therefore, teachers must understand that earning how to use computers does not play a part only in result of trial-and error endeavours in normal life. Therefore, teachers ought to have courage to try new skill without apprehension, so that they are able to act as agents of change to fill the new objective of teaching in the age of technology. By Providing information on new technological developments and opportunity of application periodically to teachers can make them develop more positive attitude towards technology and thus increase the quality of education through more active and effective use of technologies concerning education and training.Teachers can be supplied with a variety of technological tools and computer especially that they can get benefit in items of school and out of school with the condition of taking them back in each them. In this context, the teachers can follow technology and develop their attitude towards technology and in the removal of at least one the obstacle in the technology and education may be provided.

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