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A STUDY OF THE ATTITUDE OF TGT AND PGT SCHOOL TEACHERS TOWARDS INTEGRATION OF ICT IN CLASSROOMS

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ABSTRACT

In the present study, an attempt has been made to study the attitude of TGT and PGT teachers towards the integration of ICT in the classrooms. A purposive sample of 100 of TGT and PGT teachers of smart class equipped CBSE schools of Yamunanagar district was selected. The investigator had used the self-made attitude scale to know about the attitude of TGT and PGT teachers towards the integration of ICT in the classrooms. For analysis and interpretation of the data graphical representation, mean, standard deviation, standard error and t-test were used. The major findings of the study were that there there exists a favourable attitude of TGT and PGT teachers towards integration of ICT in classrooms and there exists no significant difference between the attitude of TGT and PGT teachers towards integration of ICT in classroom in relation to gender and age.

Keywords: Attitude, PGT and TGT teachers, Integration of ICT, Yamunanagar.

INTRODUCTION

The rapid growth in Information Communication and Technologies (ICT) have brought remarkable changes in the twenty-first century and affected demands of the modern society. ICT is becoming increasingly important in our daily lives as well as in educational systems. Therefore, there is a growing demand on educational institutions to use ICT to teach the skills and knowledge that students need for the 21st century. Realizing the effect of ICT on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities in order to bridge the existing technology gap in teaching and learning processes. This restructuring requires effective adoption of technologies into existing learning environments in order to provide learners with knowledge of specific subject areas to promote meaningful learning and to enhance professional productivity.

The integration of ICT into education has been assumed as the potential of the new technological tools to revolutionize an outmoded educational system (Albrini, 2006). Most countries around the world are focusing on approaches to integrate ICT in learning and teaching to improve the quality of education by emphasizing competencies such as critical thinking, decision-making, handling of dynamic situations, working as a member of a team, communicating effectively (Anderson &Weert, 2002). Also governments especially in developing countries have tried to improve their national programs to integrate ICT into education.

STATEMENT OF THE PROBLEM

'A study of the attitude of TGT and PGT school teachers towards integration of ICT in classrooms.'

OBJECTIVES OF THE STUDY

1) To assess the attitude of TGT and PGT school teachers towards integration of ICT in classrooms.
2) To assess out the attitude of TGT and PGT female school teachers towards integration of ICT in classrooms.
3) To know the attitude of TGT and PGT male school teachers towards integration of ICT in classrooms.
4) To compare the attitude of male and female TGT and PGT school teachers towards integration of ICT in classrooms.
5) To compare the attitude of TGT and PGT school teachers towards integration of ICT in classrooms in relation to their age groups.

HYPOTHESES

1) There exists a favourable attitude of TGT and PGT school teachers towards integration of ICT in classrooms.
2) There exists unfavourable attitude of female TGT and PGT school teachers towards integration of ICT in classrooms.
3) There exists a favourable attitude of male TGT and PGT school teachers towards integration of ICT in classrooms.
4) There exists significant difference in the attitude of male and female TGT and PGT school teachers towards integration of ICT in classrooms.
5) There exists significant difference in the attitude of TGT and PGT school teachers towards integration of ICT in classrooms in relation to their age group.

DELIMITATIONS OF THE STUDY

1) The study was delimited to Yamunanagar District.
2) The study was delimited to smart class equipped C.B.S.E. schools.
3) The study was delimited to smart class equipped C.B.S.E. school teachers only.
4) The study was delimited to TGT and PGT school teachers only.
5) The study was delimited to 60 female and 40 male TGT and PGT school teachers only.
6) The study was delimited to 57 TGT and PGT school teachers belonging to age group of 21-40 and 43 TGT and PGT school teachers belonging to age group of 41-60 only.

METHODOLOGY

The investigator has followed descriptive method to study the attitude of the TGT and PGT school teachers towards the integration of ICT in classrooms.

RESEARCH TOOLS USED

Self made questionnaire is used by the investigator to know about the attitude of the TGT and PGT school teachers towards the integration of ICT in classrooms.

POPULATION AND SAMPLE

The population of the present study was consisted of TGT and PGT school teachers of smart class equipped C.B.S.E. schools of Yamunanagar district. The size of the sample was taken as 100. Purposive sampling was followed for the present study. The distribution of the sample is shown in the following table:

					Age Group	
S.No.	Name of C.B.S.E. School	Total	Female	Male	21-40	41-60
1	Sacred Heart Sr. Sec. Convent School	30	17	13	18	12
2	M.L.N. public School	20	16	4	16	4
3	Swami Vivekanand Public School	30	18	12	12	18
4	Dyal Singh Public School	10	5	5	6	4
5	St. Thomas Convent School	10	4	6	5	5
	Total	100	60	40	57	43

STATISTICAL TECHNIQUES USED

In order to analyze and interpret of final data, the researcher adopted the following statistical techniques:

- Graphical representation by drawing histogram and Graph
- The Measure of Central tendency (Arithmetic Mean)
- The Measure of Dispersion (Standard Deviation)
- Standard Error
- t-ratio

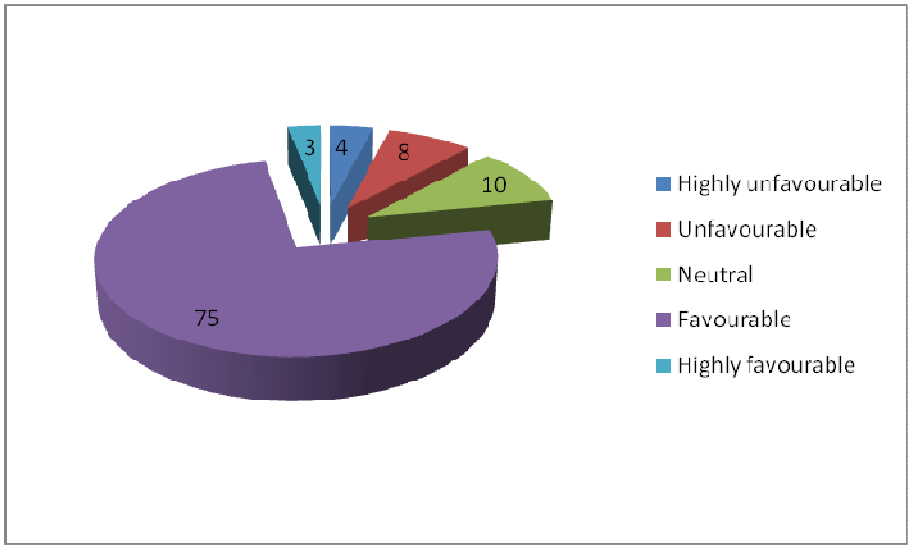
ANALYSIS OF THE DATA

Table 1: Attitude of TGT and PGT school teachers towards integration of ICT In classrooms

Degree of Attitude	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
	0 – 145	146 - 167	168 -184	185-250	251 – 284
Attitude of Teachers	**4 %**	**8 %**	**10 %**	**75 %**	**3 %**

Interpretation: Analysis of table 1 depicts that the attitude of TGT and PGT school teachers varies with regards to the integration of ICT in classrooms but it is highly concentrated in the range of agree i.e. from 185-250, which is 75%. Hence, the hypothesis is accepted.

Graph 1: Graphical representation of distribution of favourableness of attitude of TGT and PGT school teachers towards integration of ICT in classrooms



Graph 1 exhibits that the 4% teachers are having highly unfavourable attitude, 8% teachers are having unfavourable attitude, 10% teachers are having neutral attitude, 75% teachers are having favourable attitude and 3% teachers are having highly favourable attitude towards integration of ICT in classrooms.

Table 2: attitude of female TGT and PGT school teachers towards integration of ICT in classrooms

Degree of Attitude	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
	0 – 145	146 – 167	168 -184	185-250	251 – 284
Attitude of Teachers	**0%**	**10%**	**10%**	**75%**	**5%**

Interpretation: Analysis of table 2 depicts that the attitude of TGT and PGT teachers varies with regards to the integration of ICT in classrooms but it is highly concentrated in the range of agree i.e. from 185-250, which is 75%. Hence, the hypothesis is rejected.

Table 3: Attitude of male TGT and PGT school teachers towards integration of ICT in classrooms

Degree of Attitude	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
	0 - 145	146 – 167	168 -184	185-250	251 – 284
Attitude of Teachers	**10%**	**5%**	**10%**	**75%**	**0%**

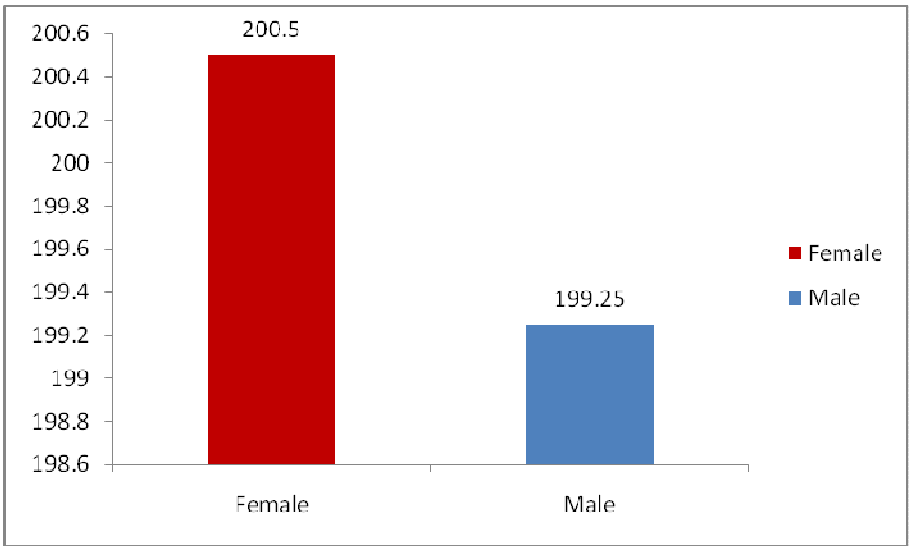
Interpretation: Analysis of table 3 depicts that the attitude of male TGT and PGT school teachers varies with regards to the integration of ICT in classrooms but it is highly concentrated in the range of agree i.e. from 185-250, which is 75%. Hence, the hypothesis is accepted.

Table 4: Difference in the attitude of female and male teachers towards integration of ict in classroms

Group	N	Mean	S.D.	S.E.	t-ratio	Table value At 0.01 level	Level of Significance
Female	60	200.5	25.02	5.92	0.21	2.63	Not Significant
Male	40	199.25	31.41				

Interpretation: Analysis of table 4 depicts that there is no significant difference in the attitude of female and male TGT and PGT school teachers towards integration of ICT in classrooms at 0.01 level. Thus, the hypothesis is rejected.

Graph 2: Graphical representation of the comparison of attitude of female and male teachers



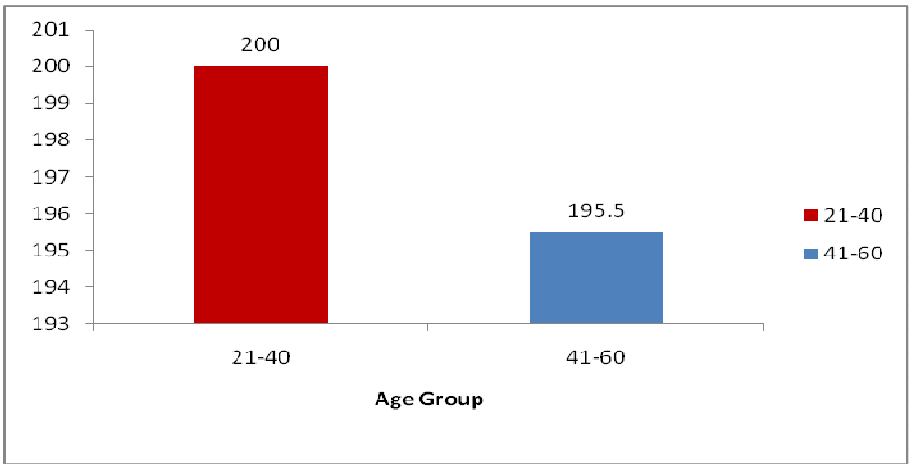
Interpretation: Graph 2 exhibits that there exists no difference in the attitude of the male and female TGT and PGT school teachers towards the integration of ICT in classrooms.

Table 5: Difference in the attitude of TGT and PGT school teachers towards integration of ICT in relation to their age

Age Group	N	Mean	S.D.	S.E.	t-ratio	Table value At 0.01 level	Level of Significance
21-40	57	200	26.7	5.79	0.78	2.63	Not Significant
41-60	43	195.5	30.11				

Interpretation: Analysis of table 5 depicts that there is no significant difference in the attitude of TGT and PGT school teachers towards integration of ICT in classrooms in relation to their age 0.01 level. Hence, is rejected.

Graph 2: Graphical representation of the comparison of attitude of TGT and PGT school teachers towards integration of ICT in relation to their age



Interpretation: Graph 3 exhibits that there exists no difference in the attitude of the TGT and PGT school teachers towards the integration of ICT in classrooms in relation to their age group.

FINDINGS

- While making calculation of attitude among TGT and PGT school teachers, female TGT and PGT school teachers and male TGT and PGT school teachers towards integration of ICT in classrooms, it was found that attitude of TGT and PGT school teachers, female TGT and PGT school teachers and male TGT and PGT school teachers is highly concentrated in the range of agree with regards to the integration of ICT in classrooms.
- While making comparison of attitude of male and female TGT and PGT school teachers towards integration of ICT in classrooms, it was found that both the group of male and female TGT and PGT school teachers are having favourable attitude towards integration of ICT in classrooms.
- While making comparison of attitude of TGT and PGT school teachers towards integration of ICT in classrooms in relation to their age group, it was found that both the age groups i.e. 21-40 and 41-60 are having favourable attitude towards integration of ICT in classrooms.

EDUCATIONAL IMPLICATIONS

- This research will help administrators, planners, Educationist and teachers in effective planning and implementation of integration of ICT in classrooms.
- It can guide the school administrators for effective and efficient integration of ICT in classrooms.
- It will be beneficial for the other researchers in the field of Education.
- More workshops have to be conducted at State levels and care has to be taken that all teachers undergo through training before they start implementing ICT in their classrooms. Only if they get practical training on implementation of ICT, then only they can implement it successfully in their classes. Such workshops and trainings will give that hand on experience on ICT integration. It will also give them a chance to interact with experts and other teachers and thus share their problems and find solutions for the same.

- Suitable refresher courses should also be organised for the in-service teachers so that they can always upgrade their knowledge about ICT leading towards better integration of ICT in the classrooms.
- While providing training regarding ICT, there should be no biasedness in relation to the sex and age group of the teachers.
- Suitable rewards should also be given to the teachers working effectively and efficiently to integrate ICT in the classrooms.

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