



Attitude of secondary school teachers towards using technological innovations in teaching English in class rooms

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Abstract

The study was carried out with the objective to find out the attitude of teachers handling English in high school classes towards using Technological advancements in class rooms in Kottayam district of Kerala state. ICTiE Attitude Scale, developed and standardised by Suresh and Mathew, is used for this study. The method employed in the present study is survey method. The investigators selected a sample of 60 secondary teachers handling English in classes IX and X of government and government aided schools in Kottayam district, Kerala. The collected data was analysed by using mean, standard deviation and t- test. The findings of the study reveal the fact that there is significant difference between the attitude of male teachers and female teachers, between teachers having service of below 5 years and above 5 years towards using Technological advancements in class rooms.

Keywords: technological innovations, teaching, class rooms, Kottayam district

Introduction

The classrooms and the strategies for teaching are changing day by day. In olden days, teachers depended on black or white boards and chalk or markers as aids for classroom transactions. But now the scenario has changed. The black or white boards have been replaced by interactive boards and chalk or markers by laser pens. Integrating technology in education is a complex issue. This means imparting education through digital media with technology as tools to bring about new learning goals. Technological Innovations have put on stake, the traditional conceptions regarding teaching and learning. These innovations have reconfigured how teachers and learners gain access to knowledge and it is powerful enough to transform the teaching and learning processes. Technology can be easily used in science and Social Science classrooms with ample scope, but in language classrooms, the teacher should take much pains for its implementation. Now the portal Samagra, a government of Kerala initiative is there to help both the teachers and the learners in bringing technology into the classrooms.

Today the schools provide all these new generation tools for a better learning environment, but the teachers are not given the knowledge regarding how to use these effectively in the classroom. Any way the need of the hour is that teachers should be digitally literate in order to use these ICT resources and tools. Existing traditional practices and roles must be changed by the use of technology in the classroom.

Significance of the study

Today, in this digital age the learners have an active, reflective role. They are expert technicians and they are far ahead of their teachers in using the technology and accessing information in various fields. Students are confident enough to

use these technological advancements effectively and they even prefer it more to traditional methods of teaching and learning. Learners now have freedom to explore, discover and inquire whatever they want. A common scenario today is a classroom filled with digitally literate students being taught by the good old technologically illiterate teachers. The present study is to find out the attitude of the teachers towards using these advancements in the field of technology.

Definition of key terms

Attitude: A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation.

Secondary school teachers

Secondary School Teachers used in this study refers to the teachers teaching in standard of IX and X in the government and government aided schools of the Kerala State.

Technological Innovations

Technological Innovations as used in the present study means the new trends or extra steps of developing new services and product with the help of technology.

Teaching English

Teaching English means the classroom procedure in teaching English in the state syllabus.

Objectives of the study

1. To compare the attitude of male teachers and female teachers towards using information technology in the teaching of English in the classrooms.

- To compare the attitude of teachers having service below 5 years and above 5 years towards using information technology in the teaching of English in the classrooms.
- To compare the basic knowledge in Information and Communication Technology of male teachers and female teachers handling English in secondary classes.
- To compare the basic knowledge in Information and Communication Technology of teachers having service below 5 years and above 5 years, handling English in secondary classes.

Hypothesis of the study

- There is significant difference between the attitude of male teachers and female teachers towards using information technology in the teaching of English in the classrooms.
- There is significant difference between the attitude of teachers having service below 5 years and above 5 years towards using information technology in the teaching of English in the classrooms.
- There is significant difference in the basic knowledge in Information and Communication Technology of male teachers and female teachers handling English in secondary classes.
- There is no significant difference in basic knowledge in Information and Communication Technology of both the teachers having service below 5 years and above 5 years handling English in secondary classes.

Methodology

Survey method was adopted for the present investigation. A sample of 60 teachers handling English classes in IX th and X th standards, following Kerala State Syllabus of Kottayam district were selected using random sampling technique by giving due weightages to gender and years of service. The tool employed for conducting the present study was ICTIE Attitude Scale, developed and standardised by Suresh and Mathew. The collected data was analysed by using the statistical technics such as mean, standard deviation and t-value.

Interpretation of the results

Hypothesis 1

“There is significant difference between the attitude of male teachers and female teachers towards using information technology in the teaching of English in the classrooms.”

Table 1

Criterion	Group	N	Mean	Standard Deviation	't'- value
Gender	Male	31	80.28	10.32	4.26
	Female	31	76.34	10.04	

The table shows that the calculated ‘t’ value is 4.26 which is higher than the table value 2.58 at 0.01 level of significance. It means that there is a significant difference.

Hypothesis 2

“There is significant difference between the attitude of

teachers having service below 5 years and above 5 years towards using information technology in the teaching of English in the classrooms.”

Table 2

Criterion	Group	N	Mean	Standard Deviation	't'- value
Service	Above 5 years	31	78.67	9.81	3.98
	Below 5 years	31	71.38	11.21	

The table shows that the calculated ‘t’ value is 3.98 which is higher than the table value 2.58 at 0.01 level of significance. It means that there is a significant difference.

Hypothesis 3

“There is significant difference in the basic knowledge in Information and Communication Technology of male teachers and female teachers handling English in secondary classes.”

Table 3

Criterion	Group	N	Mean	Standard Deviation	't'- value
Gender	Male	31	81.03	9.03	5.02
	Female	31	74.57	9.39	

The table shows that the calculated ‘t’ value is 5.02 which is higher than the table value 2.58 at 0.01 level of significance. It means that there is a significant difference.

Hypothesis 4

“There is no significant difference in basic knowledge in Information and Communication Technology of both the teachers having service below 5 years and above 5 years handling English in secondary classes.”

Table 4

Criterion	Group	N	Mean	Standard Deviation	't'- value
Service	Above 5 years	31	82.41	10.45	1.02
	Below 5 years	31	78.27	9.95	

The table shows that the calculated ‘t’ value come out to be 1.02 which is less than the table value 1.96 at 0.05 level of significance. It means that there is no significant difference.

Findings of the study

- There is significant difference between the attitude of male teachers and female teachers towards using information technology in the teaching of English in the classrooms.
- There is significant difference between the attitude of teachers having service below 5 years and above 5 years towards using information technology in the teaching of English in the classrooms.
- There is significant difference in the basic knowledge in Information and Communication Technology of male teachers and female teachers handling English in secondary classes.

4. There is no significant difference in basic knowledge in Information and Communication Technology of both the teachers having service below 5 years and above 5 years handling English in secondary classes.

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