



A Study of Senior Secondary School Teachers' Attitude towards Information Technology

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Abstract: The present research has been designed to study the attitude of senior secondary school teachers towards information technology. The study aimed to find out the significant difference in the attitude of senior secondary school teachers towards information technology with respect to their gender (i.e., male and female); type of schools (i.e. government and private); and social category (i.e., general and scheduled caste). The Attitude scale towards information technology for teachers developed by Dr. Nasrin and Dr. Fatima Ishali was employed to collect the data. The sample consisted of 140 senior secondary school teachers, out of which 70 were males and 70 were females. Collected data was analyzed through mean, standard deviation and t-test. The study showed a positively favorable attitude of teachers towards information technology. The results revealed that there was a significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their gender i.e. male and female. There was no significant difference in the attitude of senior secondary school teachers towards information technology in relation to their type of school (i.e. government and private) and social category (i.e., general and scheduled caste).

Keywords: *Information Technology, School Teachers*

1. Introduction

Dominance of technology is increasing in every aspect of life and Integration of technology in the teaching learning process has become a need of the era. Today, information

technology has the potential to assist and simplify the process of teaching and learning. Using information technologies, students can decide about their studies, learning time, place and resources in a better way. Students can make their learning process easier by using technology and they can study constructively. On the other hand, teachers can also make the teaching process interesting through technology. A society that is prosperous in information technology encourages new practices and paradigms for educational activities. In this type of educational setting teacher is a mentor or a coach to the students in their studies. It decreases the habit of spoon-feeding in the classrooms. Because students have access to information easily, so they are independent to learn with a wide choice of programs (Hussain & Safadar, 2008). Technological advancements have changed human life, societies and education. Education is one of the sectors that has benefited most for the current technological advancement. The use of IT in education opens a 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 these resources in the educational system (Nasrin & Islahi, 2012).

Information Technology

According to the North Dakota Century Code, Information Technology means the use of hardware, software, services, and supporting infrastructure to manage and deliver information using voice, data and video. IT can be a device that has the capacity to process data or information, both systemically and sporadically, whether applied to the product or applied in the process (Victoria, 2020). IT not only has the potential to enhance teaching and learning processes, but it may also change the concept of education. Education is no longer limited to taking place in one physical environment at a certain time during the day. Rather, education can become available at any time and at any place (Voogt & Knezek, 2008).

2. Review of Literature

Mansuri (2016) studied the attitude of SSC and ICSE school teachers towards information technology. He found a significant difference in the attitude of SSC and ICSE teachers towards information technology. The study also showed that there was a significant difference in the attitude of female and male teachers from SSC and ICSE boards. The attitude of the female and male teachers from ICSE board was higher than the female and male teachers from SSC board. No significant difference was found in the attitude of female and male teachers

towards information technology on the basis of gender. **Devi (2018)** conducted a study on the attitude of higher secondary School teachers towards using new technology. Results indicated that the higher secondary teachers had a positive attitude towards using new technology and teaching. Teachers of Government and private schools, and young/junior and senior/old teachers differ significantly in their attitude towards using new technology. **Kumar (2019)** conducted a study on secondary School teachers' attitude towards using new technology and found significant difference in attitude towards using new technology of secondary school male and female teachers; teachers working in Government and private aided schools; teachers working in government and private unaided schools. However, there was no significant difference in attitude towards using new technology among secondary school teachers working in private aided and private unaided schools. **Goswami (2020)** studied secondary school teachers' attitude towards information and communication technology in Meerut City. The findings showed that secondary school teachers have a favorable attitude towards ICT. The results indicated that there was no significant difference in the secondary school teacher attitude towards ICT in relation to stream, gender and area of the school. **Bajaj (2023)** conducted a study on secondary school teachers' attitude towards information technology. The Sample consisted of 100 teachers. The results revealed that the teachers in both government and private schools had a positive attitude towards information technology, but the attitude of private school teachers towards information technology was significantly higher than government schoolteachers. The findings also showed that there was no significant difference in the attitude of secondary school teachers towards information technology with respect to their gender. **Behera et al. (2023)** studied the attitude of secondary school teachers towards the use of information and communication technology. The findings revealed that 3% of teachers had a highly favorable, 21% favorable, 39% neutral, 17% unfavorable and 20% highly unfavorable attitude towards the use of ICT in education. The study also showed that there was a significant difference between male and female teachers' attitude towards the use of ICT in education. On the other hand, there was no significant difference between rural and urban teachers' attitude towards the use of ICT in education. **Misra (2024)** conducted the study on the attitude of secondary school teachers towards information and communication technology in Odisha. The findings revealed that teachers were comfortable and skilled in the use of ICT. There was a positive attitude of teachers towards the use of ICT for the purpose of quality instructional delivery. Attitude of teachers towards the use of ICT for quality

instructional delivery did not differ significantly on the basis of gender, age, stream and area of the school. **Mahanta (2024)** studied the attitude of teachers towards ICT at the secondary level. The researcher found that 23% of teachers had a highly positive attitude towards ICT. 56% of teachers had a moderate attitude and 20% of teachers had a low attitude towards the use of ICT in education. This study also showed that there was no significant difference between male and female teachers' attitude towards the use of ICT.

3. Methodology

3.1 Statement of the Problem

A study of Senior Secondary School Teachers Attitude towards Information Technology.

3.2 Objectives of the Study

- a) To study the level of attitude of senior secondary school teachers towards Information technology.
- b) To find out the significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their gender i.e. male and female.
- c) To find out the significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their type of school i.e. government and private.
- d) To find out the significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their social category i.e. general and scheduled caste.

3.3 Hypotheses of the Study

- a) There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their gender i.e. male and female.
- b) There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their type of school i.e. government and private.
- c) There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their social category i.e. general and scheduled caste.

3.4 Research Methodology

To conduct the present study survey technique was adopted. The sample consisted of 140 senior secondary school teachers of the Solan district of Himachal Pradesh.

3.5 Procedure of Data Collection

First of all, initial contact was made with the school principals. The aim of this study was discussed with school principals. Firstly, the investigator took permission from principal of the school regarding data collection from the teachers. Then data was collected personally by the investigator using a questionnaire. The questionnaire was distributed to the teachers. The teachers were told that their answers will be kept secret and will not be shown to anyone. The students were given 20 minutes to complete the questionnaire and after 20 minutes questionnaires were taken back by the investigator.

3.6 Variables

Independent Variables: Gender (Male and Female); Type of School (Government and Private); Social Category (General and Scheduled Castes).

Dependent Variable: Attitude towards Information Technology.

3.7 Tool

Attitude Scale towards Information Technology for Teachers by Dr. Nasrin and Dr. Fatima Ishali (2012) was employed to study the attitude of teachers towards information technology. The scale consisted of 30 items (both negative and positive items).

3.8 Statistical Technique Used

To study the significant difference between different variables, mean, standard deviation and t-test were used.

4. Results and Discussions

Level of Attitude of Senior Secondary School Teachers towards Information Technology

Table 1: Overall Attitude of Senior Secondary School Teachers towards Information Technology

Teachers' Attitude towards Information Technology	N	Mean	SD	df	Overall Result
	140	116	9.89	138	Positively Favorable Attitude

Table 1 show that the mean of the score for the teachers' attitude towards information technology is 116. This score falls under the category of moderately favorable as per the norms

of the instrument. So, overall attitude of teachers towards information technology is positively favorable.

Hypotheses 1: There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their gender i.e. male and female.

Table 2: *Gender-wise differences in the attitude of senior secondary school teachers*

Gender	N	Mean	SD	df	't' value	Level of Significance
Male	70	119.22	8.94	138	2.98	*S
Female	70	113.90	11.98			

***S-** statistically significant at 0.01 level of significance

Table value of 't' for df 138 at 0.01 level of significance = 2.61

Table 2 represents that the t value comparing male and female school teachers is 2.98, which is greater than t table value even at 0.01 level of significance with degree of freedom 138. Hence, the null hypothesis that "There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their gender i.e. male and female." was rejected. So, it can be concluded that the male teachers had higher (119.22>113.90) attitude towards information technology than female teachers.

Hypotheses 2: There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their type of school i.e. government and private.

Table 3: *School-wise differences in the attitude of senior secondary school teachers*

Type of School	N	Mean	SD	df	't' value	Level of Significance
Government	70	114.92	10.57	138	1.79	NS
Private	70	118.20	10.99			

NS- Not statistically significant at 0.05 level of significance

Table 3 represents that the t value comparing government and private school teachers is 1.79, which is less than the t table value (1.98) at 0.05 level of significance with degree of freedom 138. Hence, the null hypothesis that "There is no significant difference in the attitude of

senior secondary school teachers towards Information technology in relation to their type of school i.e. government and private.” was accepted. So, it can be concluded that the government and private school teachers had similar attitude towards information technology.

Hypotheses 3: There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their social category i.e. general and scheduled caste.

Table 4: *Social category wise differences in the attitude of senior secondary school teachers*

Social Category	N	Mean	SD	df	‘t’ value	Level of Significance
General	85	116.74	11.23	138	0.23	NS
Scheduled Caste	55	116.29	10.39			

NS- Not statistically significant at 0.05 level of significance

Table 4 represents that the t value comparing general and scheduled caste teachers is 0.23, which is less than the t table value (1.98) at 0.05 level of significance with degree of freedom 138. Hence, the null hypothesis that “There is no significant difference in the attitude of senior secondary school teachers towards Information technology in relation to their social category i.e. general and scheduled caste.” was accepted. So, it can be concluded that the general and scheduled caste teachers had similar attitude towards information technology.

5. Conclusion

The results of the above study showed a positively favorable attitude of teachers towards information technology. The findings revealed the male teachers had higher attitude ($119.22 > 113.90$) towards information technology than female teachers. While there was no significant difference in the attitude of senior secondary school teachers towards information technology in relation to their type of school (i.e. government and private) and social category (i.e. general and scheduled caste).

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