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ATTITUDE, AWARENESS, AVAILABILITY AND FREQUENCY OF USING ICT BY SCIENCE TEACHERS IN INDORE CITY

By

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Abstract

Information technology has occupied central place. ICT has opened new avenues, like, e-coaching, online learning, e-books, e-learning, virtual classes, e-journals etc. technological inventions ought to be realized and needed to be accepted as the related sources in professional life. Objective of the present study was; to know about the attitude, awareness, availability and frequency of using ICT by science teachers. A questionnaire was prepared by the investigator under the guidance of research supervisor. The sample consists of 60 science teachers from different schools in indore city. Instructions were given to respondents regarding responses to be given in the tool. Percentage was calculated for statistical analysis of the collected data. The findings revealed that 30% of the science teachers ict wastes the time while only 15% finds that ICT is useful and beneficial. only 51.66% science teachers know that data can be downloaded easily. 58.33% realize that large data can be stored in a small space. 63.33% schools are providing ICT facilities. 70% finds it difficult to manage storage of vast study material. the majority of teachers (30%) using internet once a week but the modern world produces new inventions in every minute. a small percentage of teachers (11.66%) are using ICT for more than one hour daily. it shows that teachers usage is very slow than its explosion. hence, the teachers are required to come forward in this respect and should try to adopt and accommodate ICT in their professional life.

Keywords*: attitude, awareness, availability a, frequency, ICT*

Introduction

Technological improvements in the process of information transfer have made a great demand on strategies of teaching- learning process. Information technology has occupied central place. The new Information and Communication Technology tools have basically changed the way of communication. ICT is important source in shaping the new global economy and producing drastic changes in society. Internet has impact on different areas of communication and learning. ICT helps the teacher to

upgrade their knowledge by using new technologies as per the current needs and researches in their field. Awareness about Information and Communication Technology is essential for it's impact on education among teaching- learning community. The delivery of information around the world is the enormous advantage of technology. The value of Information and Communication Technology for teaching- learning has been a point of emphasis for some time. ICT can be considered as one of the basic building blocks of modern and fast growing society. Many countries now regard understanding Information and Communication Technology and mastering the basic skills as a part of the core education, same as; writing, reading and numerical ability. It has been resulted in a significant transformation in industries, medicine, commerce, education, agriculture, engineering, architecture and other fields. ICT has opened new avenues, like, e- coaching, online learning, e-books, e-learning, virtual classes, e-journals etc. It will be cost effective. The ICT brings more rich material in the classroom and libraries for the teachers and students. It has provided opportunity for the learners to use maximum senses to get the information. It has provided variety in the teaching learning process and broken the monotony.

Rationale of the study

Teachers are to be empowered to evolve ways of effective teaching. Teacher's skill and training are the important components of the whole educational process, which can be effectively used for improving the educational status. Technological inventions ought to be realized and needed to be accepted as the related sources in professional life. So, the researchers are required to have intention to identify where the science teachers stood in digital world.

Title of the Study

Attitude, Awareness, Availability and Frequency of using ICT by Science Teachers in Indore City

Objective of the study

To know about the attitude, awareness, availability and frequency of using ICT by science teachers.

Methodology

The methodology applied by the researcher is as follows;

Sample: The data was collected by using incidental sampling method. 60 science teachers from different schools in Indore city were considered for the

present study by taking normative survey method.

Tool: A questionnaire was prepared by the investigator under the guidance of research supervisor. It is containing four sections. Only one option to be opted for item one and four. More than one alternative could be ticked for item number two and three.

Procedure: The questionnaire was distributed to 79 science teachers from different schools in Indore city. Instructions were given to respondents regarding responses to be given in the tool. Only 60 of them returned duly filled questionnaire. The collected tools were analyzed for their responses.

Statistical analysis: Percentage was calculated for statistical analysis of the collected data.

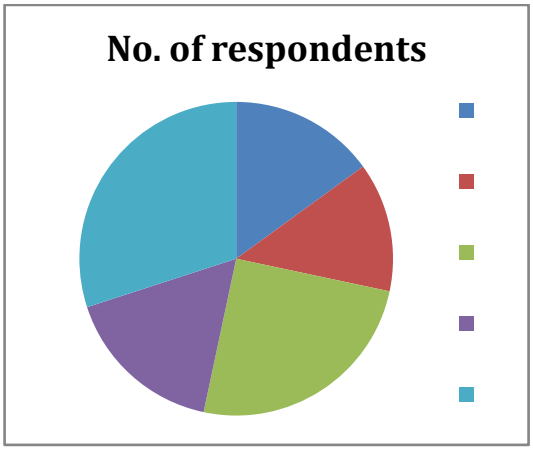
Result and findings

Findings of the study are presented in the following tables;

Table 1. Number of respondents and percentage wise findings for attitude towards ICT

S. No.	Category	No. of respondents	Percentage
1	ICT is useful and beneficial	09	15.00%
2	ICT may reduce teacher's burden	08	13.33%
3	ICT can be used but much time needed	15	25.00%
4	ICT can be support tool for us	10	16.66%
5	ICT wastes the time	18	30.00%
	Total	**60**	**100%**

Graph 1. Number of respondents and percentage wise findings for attitude towards ICT

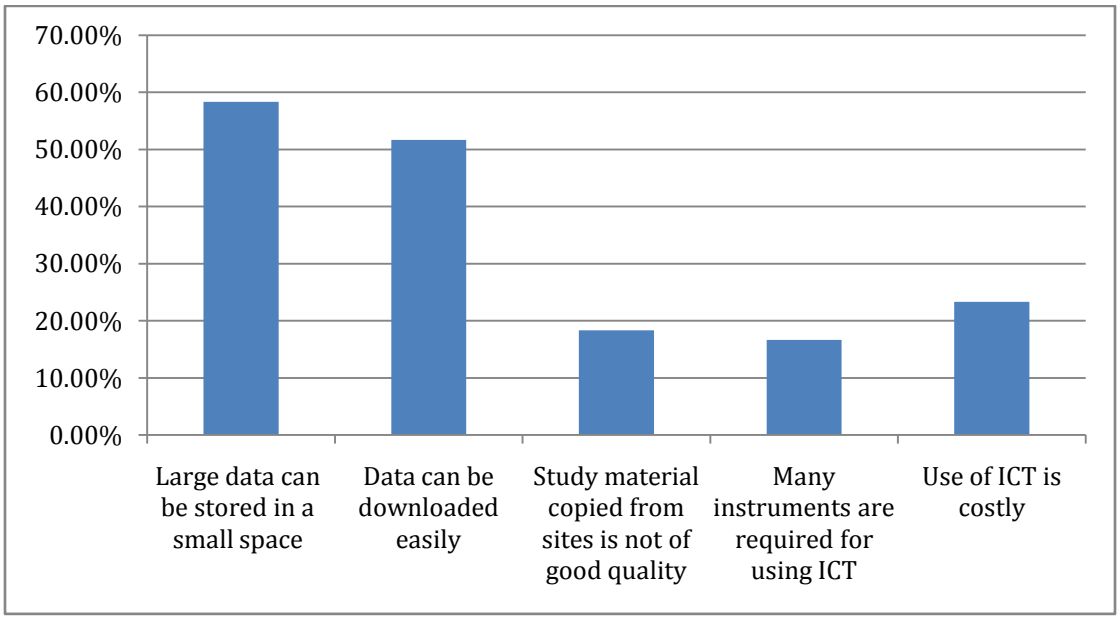


The above table and pie chart shows that; 15% science teachers responded that ICT is useful and beneficial. Only 13.33% science teachers found that ICT may reduce teacher's burden. 25 % science teachers responded that ICT can be used but much time needed for it. 16.66% science teachers responded that ICT can be supportive tool for us. 30% science teachers found that ICT wastes the time.

Table 2. Number of respondents and percentage wise findings for ICT awareness

S. No.	Category	No. of respondents	Percentage
1	Large data can be stored in a small space	35	58.33%
2	Data can be downloaded easily	31	51.66%
3	Study material copied from sites is not of good quality	11	18.33%
4	Many instruments are required for using ICT	10	16.66%
5	Use of ICT is costly	14	23.33%

Graph 2. Number of respondents and percentage wise findings for ICT awareness

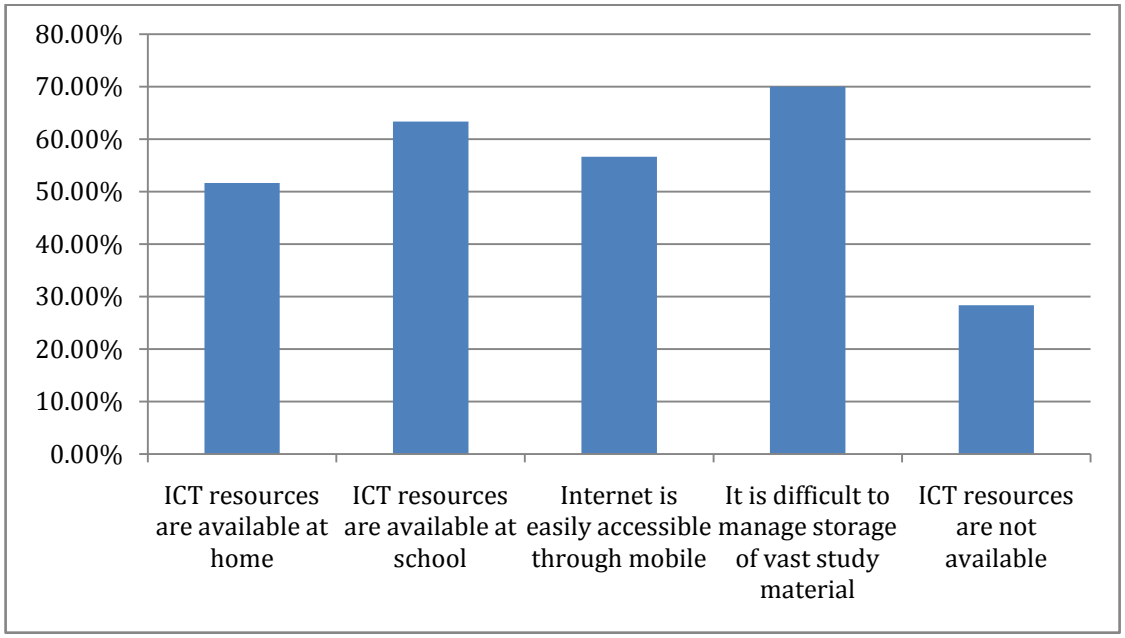


The above table and chart shows that; 58.33% science teachers responded that large data can be stored in a small space. 51.66% science teachers found that data can be downloaded easily. 18.33% science teachers responded that study material copied from sites is not of good quality. 16.66% science teachers responded that many instruments are required for using ICT. 23.33% science teachers found that use of ICT is costly.

Table 3. Number of respondents and percentage wise findings for availability of ICT resources

S. No.	Category	No. of respondents	Percentage
1	ICT resources are available at home	31	51.66%
2	ICT resources are available at school	38	63.33%
3	Internet is easily accessible through mobile	34	56.66%
4	It is difficult to manage storage of vast study material	42	70.00%
5	ICT resources are not available	17	28.33%

Graph 3. Number of respondents and percentage wise findings for availability of ICT resources

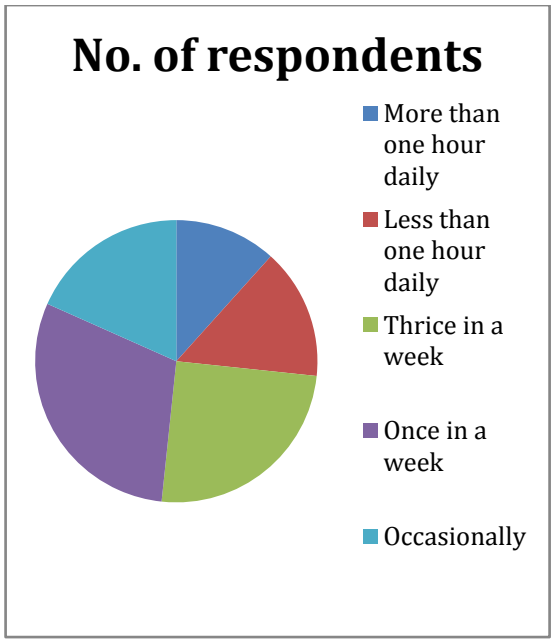


The above table and chart shows that; 51.66% science teachers responded ICT resources are available at home. 63.33% science teachers found that ICT resources are available at school. 56.66% science teachers responded that Internet is easily accessible through mobile. 70% science teachers responded that its difficult to manage storage of vast study material. ICT resources are not available to 28.33% science teachers.

Table 4. Number of respondents and percentage wise findings for the usage of ICT

S. No.	Category	No. of respondents	Percentage
1	More than one hour daily	07	11.66%
2	Less than one hour daily	09	15%
3	Thrice in a week	15	25%
4	Once in a week	18	30%
5	Occasionally	11	18.33%
	Total	**60**	**100%**

Graph 4. Number of respondents and percentage wise findings for the usage of ICT



The above table and pie chart shows that; Only 11.66% science teachers use ICT for more than one hour daily. 15% science teachers spend only less than one hour daily for ICT. 25 % science teachers use ICT in their profession thrice in a week. 30% science teachers use ICT in their profession only once in a week. 18.33% science teachers use internet.

Conclusion

A glorious revolution occurred in the field of education, which comprised of CAI, Online learning, Web based project, LCD, Over Head Projector, Smart boards and smart classes. These are the products of the ICT revolution in our modern era and we would adjoin with it. But unfortunately the researcher found that student teacher's attitude, awareness, availability and frequency of using internet is not as expected level. According to 30% of the science teachers ICT wastes the time while only 15% finds that ICT is useful and beneficial. Only 51.66% science teachers know that data can be downloaded easily. 58.33% realize that large data can be stored in a small space. 63.33% schools are providing ICT facilities. 70% finds it difficult to manage storage of vast study material. The majority of science teachers (30%) using internet once a week but the modern world produces new

inventions in every minute. A small percentage of teachers (11.66%) are using ICT for more than one hour daily. It shows that teachers usage is very slow than its explosion. Hence, the teachers are required to come forward in this respect and should try to adopt and accommodate ICT in their professional life. Then only, the quality of education is improved by accessing the new methodologies, updating knowledge information very rapid to overcome the explosion of technology in teaching- learning aspect. The management must favour to give financial assistance to buy equipments and organizing workshops and training in the field of new technology. A coursework at various pre-service and in service at degree level must be adopted by internet as a tool of ICT which promote teacher education. Educational Institutions should provide internet facilities within their campus inside and encourage teachers to make use of educational websites for their content. Online education ought to be included in the teacher training curriculum, so that the pre-service teachers utilize the internet to enhance carrier with academic excellence.

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