

# ATTITUDE OF SCHOOL TEACHERS OF CHANDIGARH TOWARDS USING NEW TECHNOLOGY IN THE CLASSROOMS

Dr. Vijay Phogat<sup>1</sup>

## Abstract

*The structure of the education system has changed very much due to the development of technology. Technological progress helps in making the teaching learning process more effective and Comprehensive. In this era, role of teachers have become complex, multidimensional and challenging. Modern teachers are expected to have a positive attitude towards the technological approaches in teaching. Therefore, the present study was planned to find out the attitude of school teachers of Chandigarh towards using new technology. The study reveals that there is a moderate attitude of school teachers using new technology in teaching. It also shows that there is a significant difference between attitude of govt. and private school teachers towards using new technology in teaching. It also indicates that there is no significant difference between attitude of female and male school teachers towards using new technology in teaching*

## Introduction

In knowledge based society, there is a need of new technologies to access and proper transaction of this fast growing knowledge. These new technologies have a purpose of effective delivery with minimum efforts. This change in society affects our education system in terms of curriculum framework, methodology and evaluation techniques. Technology has become an integral part of today's teaching process under the changing scenario, there is need to redefine the role of new technology in teaching process. It helps the teacher and make the process of teaching learning easy and enriching the goals of education.

Educational systems around the world are under increasing pressure to use new technology to teach students the knowledge and skills they need in the 21st century (UNESCO, 2002). The new technology is seen as a cognitive tool that has the potential of encouraging inquiry based learning, reinforcing instructional concepts and fostering active and creative learning by

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<sup>1</sup> Assistant Professor, Govt. College of Education, Chandigarh

engaging students in the process. Technologies have the potential to change the classroom dynamics and make teaching more interesting and effective.

Technology is a great instrument that can support and change education in various ways, from making it easier for teachers to develop instructional materials to facilitate new ways for people to learn and work together. Government of India is focusing on approaches to integrate new technology in teaching and learning process to improve the quality of education at all levels. The National Policy on ICT at school level is very strong step towards this. Technology is not magic, but teachers are, the role of teachers in successful implementation of any programme is vital and cannot be undermined in anyway. Teachers are the torchbearers for the society and being a pivot in the process of teaching, knowledge of new technology system and skill to use new technology in teaching learning has gained immense important for today's teacher. A teacher is expected to successfully infuse knowledge of new technology into his/ her subject area to make learning meaningful. In India, studies showed that teachers in India have positive attitude towards the use of technology in teaching (Zanguyi, 2011; Kumar & Patil, 2013; Ramakrishnan, 2016). The study was planned to know the attitude of school teachers of Chandigarh towards the use of new technology in the class rooms.

### **Objectives of the Study**

The study was carried out with the following objectives:

- 1) To study the attitude of school teachers of Chandigarh towards using new technology.
- 2) To compare the mean scores of attitude of male and female school teachers of Chandigarh towards using new technology.
- 3) To compare the attitude of govt. and private school teachers of Chandigarh towards using new technology.

### **Hypotheses of the Study**

The following hypotheses were formulated to achieve the objectives of the study:

- 1) There is no significant difference in the attitude of male and female school teachers of Chandigarh towards using new technology.
- 2) There is no significant difference in the attitude of teachers working in govt. and private schools of Chandigarh towards using new technology.

**Methodology**

Descriptive research is describing, recording and interpreting the conditions that exist. It involves comparison or contrast and attempt to discover the relationship between the manipulated variables. The descriptive survey method was used to conduct the present investigation.

**Sample**

Sample of 100 teachers was taken on the basis of random sampling from Chandigarh. 5 govt. schools and 5 private schools were selected and 50 (25 male and 25 female) teachers from govt. schools and 50 (25 male and 25 female) from private schools were selected.

**Tool Used**

The investigator used “Attitude of Teachers toward using new Technology scale” by Rajashekar (2009) to measure the the attitude of school teachers of Chandigarh towards the use of new technology in the class rooms.

**Analysis and Interpretation of the Results**

The results of the study are given in the following sections:-

**Section I: Attitude of School Teachers of Chandigarh using New Technology****Table: 1**

<b>Range of Raw Scores</b>	<b>No. of Teachers</b>	<b>Level of Attitude towards using new technology</b>
<b>30-40</b>	<b>Nil</b>	<b>Highly Unfavourable Attitude</b>
<b>41-65</b>	<b>02</b>	<b>Unfavourable Attitude</b>
<b>66-115</b>	<b>86</b>	<b>Neutral</b>
<b>116-140</b>	<b>12</b>	<b>Favourable</b>
<b>141-150</b>	<b>Nil</b>	<b>Highly Favourable Attitude</b>

**Interpretation:** Table 1 shows that none of the school teacher has scored between 30 to 40 scores. It shows that no teacher has highly unfavourable attitude towards using new technology. Only two teachers have scored between 41 to 45 scores that shows unfavourable attitude of teachers towards using new technology. 86 teachers have neutral attitude towards using new technology. 12 teachers have scored between 116 to 140 meaning thereby that they have favourable attitude towards using new technology. After studying the attitude of school teachers, we can say that most of them have moderate attitude towards using new technology.

**Section II: Comparison of Mean Scores of Attitude of Male and female School Teachers of Chandigarh towards using new technology**

**Table: 2**

Group	No. of Teachers	Mean	SD	t-test	Remarks
Male	50	98.59	12.30	0.60	Not Significant
Female	50	99.92	13.38		

**Interpretation:** The results of table no. 2 show that the mean scores of attitude of male teachers (98.59) towards using new technology is lower than the mean scores of attitude of female teachers (99.92). However, the t-value is 0.60 which is not significant at 0.05 level. Therefore, our hypothesis that there is no significant difference in the attitude of male and female teachers of Chandigarh towards using new technology is accepted.

**Section III: Comparison of Mean Scores of Attitude of Govt. and Private School Teachers of Chandigarh towards using new technology**

**Table: 3**

Type of School	No. of Teachers	Mean	SD	t-test	Remarks
Govt.	50	90.14	9.06	6.89	Significant
Private	50	108.37	11.05		

**Interpretation:** The results of table 3 reveal that the mean scores of attitude of private school teachers (108.37) towards using new technology is higher than the mean scores of attitude of govt. school teachers (90.14). The t-value is 6.13 which is significant at 0.01 level. This value indicates that there is a significant difference in govt. and private school teachers' attitude towards using new technology in teaching. So our hypothesis is rejected.

**Conculsion**

The present study will be very significant for teachers, administrators, parents in understanding the attitude of teachers towards new technology. The results of this study show that attitudes of teachers towards using new technology are moderate. This moderate attitude should be improved. As Government is providing lot of opportunities to improve the quality of education at

all level so teacher must change their beliefs and have positive attitude towards using new technology. Relevant programmes are taken by the Government to modify the teachers' attitude towards technology such as including ICT in the curriculum of teacher education; organizing ICT based training workshops etc.

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