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## ATTITUDE OF HIGHER SECONDARY TEACHERS IN THOOTHUKUDI DISTRICT TOWARDS THE USE OF DIGITAL TECHNOLOGY IN CLASSROOMS

Mrs. N. SudhaKumari<sup>1</sup> and Dr G. Rexlin Jose<sup>2</sup>

<sup>1</sup>Assistant Professor of Education , Annammal College of Education for Women , Thoothukudi .

<sup>2</sup>Assistant Professor(Stage II) , M. S. University (DD & CE) , Tirunelveli .

### ABSTRACT

In recent years reference to digital technology in the classroom can be taken to mean digital processing systems that encourage active learning, knowledge construction, inquiry, and exploration on the part of the learners, and that allow for remote communication as well as data sharing to take place between teachers and/or learners in different physical classroom locations. This paper investigates the attitude of higher secondary teachers towards the use of Digital Technology in the classrooms in Thoothukudi district, in the state of Tamilnadu, India. The data for the study were collected through a questionnaire consisting of questions measuring the attitude of higher secondary teachers towards the use of digital technology in their classrooms. In November 2015, a questionnaire was distributed to 222 higher secondary teachers from four disciplines/subjects in Thoothukudi district. The findings of the study, which were obtained by analyzing the data collected from the teachers revealed that, teachers had a low level of use of digital technologies in classrooms but teachers hold positive attitudes towards the use of technology. The findings suggest that use of digital technologies in today's classrooms should be given greater consideration than it currently receives.

**KEYWORDS :** Attitude, Digital technology use, Thoothukudi district, Higher Secondary.



### 1. INTRODUCTION

Innovation is presently at the edge of its development inside every one of the parts. The reason for this exploration is to impart to the perusers the discoveries of a study directed to examine the level of mentality on the utilization of computerized innovation among higher auxiliary educators in Thoothukudi area. Lately, advanced advances have turned out to be a powerful apparatus for instructive reason, and it has changed the way understudies learn and educators instruct.

### 2. BACKGROUND AND OBJECTIVES OF THE PRESENT STUDY

Instruction is not constrained to educating the understudies as indicated by the recommended syllabus. It has

much more extensive targets and objectives. In this way, training is turning into an inexorably important tool in giving the earth where the understudies encounter the linkage between the life and instruction in the genuine sense. It is likewise required that the life of the understudies ought to run as one with the attributes of current society. Highlight of present day society is the infiltration of information advances in all circles of life, including tutoring. When all is said in done, the new innovations have been recognized to assume a significant part in creating and enhancing the instructing and learning circumstances in schools and colleges. It is additionally accepted and demonstrated that advancements would make training and learning logical, justifiable, proficient, powerful, and intriguing. Government is likewise buckling down and successfully to present fitting innovations to improve and improve the nature of instruction in India. With the advancement of innovation in the field of instruction, numerous nations including India contributed a lot of cash to incorporate innovation in the field of education by furnishing educators' with the great chances to build up their aptitudes and learning identified with the utilization of advances in classrooms. In one hand, the lion's share of schools in India are furnished with the necessary infrastructure to incorporate innovation into training. Then again, different colleges in the nation offering courses identified with the utilization of technology during the time spent educating and figuring out how to the pre-benefit educators. Such courses concentrate on developing ICT aptitudes, information and skill of instructors. Regardless of the extension of innovation in Indian schools, the assortment of experimental research examining the level of technology use for instructive reasons for existing is still generally little. The utilization of innovation in training remains a developing field of concentrate, to a great extent in light of the fact that mechanical advances introduce new instructional potential outcomes. The significant research addresses the study tries to investigate were as per the following:

- 1) What is the remain of most educators in the state of mind towards the utilization of advanced innovation in the classrooms?
- 2) Is there any critical contrast in the instructors' state of mind towards the utilization of computerized innovation in the classrooms concerning sex?
- 3) Is there a noteworthy contrast among educators of various age assemble in the demeanor towards the utilization of advanced innovation in the classrooms?
- 4) Is there a noteworthy difference among instructors of various subjects in the demeanor towards the utilization of computerized innovation in the classrooms?

### 3. MATERIALS AND METHODS

In this study, survey method was employed to collect data. A self – developed questionnaire was used in this study. The questionnaire included 20 items used to measure the attitude of higher secondary teachers in Thoothukudi district. A two point scale format was used to assess the higher secondary teachers' attitude on the use of digital technology in the classrooms (1=Agree and 2=Disagree). The data collection was limited to government higher secondary schools teachers in Thoothukudi district. The intended population for this research was 222 higher secondary teachers. The data were statistically analysed through SPSS version 17.0 and the results obtained are discussed below.

### 4. DISCUSSION AND SUMMARY

Regarding the attitude intensity of higher secondary teachers, the results of descriptive analysis were presented in Table 1, showing that the higher secondary teachers have average intensity of attitude towards using digital technology in classrooms which shows a positive wave among teachers

towards the technology use. Hence it is obvious that teachers are ready to use the technology in their classrooms but it is not practically followed due to factors such as non-availability of ICT facilities, lack of competency of teachers, lack of in-service training for teachers, ignorance and lack of awareness etc. From Table 2, it is revealed that there is no significant difference between male and female higher secondary teachers in their attitude towards using digital technology in classrooms. Both the gender feels the similar attitude and so it is clear that gender isn't a bias towards the use of technology in classrooms. Similarly there is no significant difference among the higher secondary teachers belonging to different subjects in their attitude revealed from Table 3, where the teachers irrespective of their subjects felt the significance towards the use of technology in classrooms. However the higher secondary teachers differ significantly in their attitude towards the use of digital technology in the classrooms with respect to the age group from Table 4. This shows that the people of higher age group feel reluctant to use technology in their classrooms may be due to they are stereotyped against integrating technology in classrooms. The higher secondary teachers also differ significantly in their attitude with respect to their purpose of usage of computers. From Table 5, it is revealed that the teachers who use computers for entertainment have better scores in the attitude towards the technology integration in their classrooms. This may be due to the fact that due to their frequent usage of computers for entertainment, they got accustomed to the usage which makes them feel convenient in using the technology in classrooms too. It is also found out that the higher secondary teachers in Thoothukudi district mostly use computers for entertainment purposes and the relative data is given in the Table 6.

**Table 1**  
**Level of Attitude of Higher Secondary Teachers on the Use of Digital Technology in the classrooms**

Background Variables	Categories	Number	Intensity of Attitude					
			Low		Average		High	
			Count	%	Count	%	Count	%
Gender	Male	97	20	20.4	59	60.2	19	19.4
	Female	124	17	13.7	96	77.4	11	8.9
Discipline /Subject	Mathematics	17	4	23.5	10	58.8	3	17.6
	Commerce	57	11	19.3	35	61.4	11	19.3
	Economics	68	8	11.8	50	73.5	10	14.7
	Science	80	14	17.5	60	75.0	6	7.5
Usage of Computers	Information	22	6	27.3	13	59.1	3	13.6
	Entertainment	100	15	15	70	70	15	15
	Both	96	15	15.6	69	71.9	12	12.5
	None	04	1	25	3	75	0	0
Age	Below 35	36	8	22.2	22	61.1	6	16.7
	36-45	104	15	14.4	76	73.1	13	12.5
	46 & above	82	14	17.1	57	69.5	11	13.4

**Table 2**  
**Difference between male and female teachers in their attitude towards the use of digital technology in the classrooms**

Attitude	Gender	Count	Mean	S.D.	Calculated t-value	Table value @ 5% level	Remarks
Gender	Male	97	16.28	2.478	0.223	1.96	NS
	Female	124	16.21	1.989			

**Table 3**  
**Difference in the attitude on the use of digital technology with respect to their discipline/subject**

Source of Variation	Sum of Squares	df	Mean Squares	Calculated F-value	Table value @ 5 % level	Remarks
Discipline/Subject	Between	3	2.512	0.512	0.674	NS
	Within	218	4.903			

**Table 4**

Category	Age	Low		Average		High		Calculated $\chi^2$ value	Table value	Remarks
		Observed	Expected	Observed	Expected	Observed	Expected			
Attitude on the use of digital technology in classroom	Below 35	8	6.0	22	25.1	6	4.9	1.884	0.95	S
	36-45	15	17.3	76	72.6	13	14.1			
	46 & above	14	13.7	57	57.3	11	11.1			

**Table 5**

Source of Variation	Sum of Squares	df	Mean Squares	Calculated F-value	Table value @ 5 % level	Remarks
Purpose of usage of computers	Between	3	5.788	1.191	0.314	S
	Within	218	4.858			

Difference in the attitude on the use of digital technology with respect to their usage of technology

**Table 6**

Computer Usage for the purpose of	Percentage of Use (%)
Information	9.9
Entertainment	45
Both	43.2
None	1.8

## 6. CONCLUSION

This study looks at the force of state of mind of educators towards the utilization of computerized innovation in the classrooms. The ebb and flow ponder has added to the examination about the utilization of data and communication innovation during the time spent educating and learning contemplates among higher optional instructors in Thoothukudi locale. The discoveries of this investigate have given more consideration regarding the favourable attitude of higher optional instructors to increment and energize the utilization of computerized innovation in their classrooms. This study prescribes that future specialists need to consider the top to bottom subjective concentrates, for example, classroom observations and inside and out meetings to explore the deterrents they have which doesn't permit them to use the innovation in their classrooms.

## 7. EDUCATIONAL IMPLICATIONS OF THE STUDY

- Teachers should be oriented on gaining skills in using ICT effectively.
- Teachers could be encouraged to pursue online courses via MOOCs.
- Infrastructure facilities available in schools should be surveyed regularly and might be provided equitable facilities.
- Teachers should be trained on E-content development in their respective subjects.
- Simple action research projects could be given for teachers in classrooms.

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**Mrs. N. SudhaKumari**

Assistant Professor of Education , Annammal College of Education for Women , Thoothukudi .



**Dr G. Rexlin Jose**

Assistant Professor(Stage II) , M. S. University (DD & CE) , Tirunelveli .



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258/34 Raviwar Peth Solapur-413005, Maharashtra  
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