A Study of Attitude of High school Teachers towards Application of Technology in Classroom Teaching

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1. Introduction

A goal of a teacher preparation in education Technology use is increasing teacher's knowledge of educational technology. Knowledge in this context has often been limited to content knowledge of computer hardware and software affordance. Knowledge of Educational Technology use in teacher learning may be more complex, including knowledge of pedagogical strategies for teaching with computers, assessment methods for student products created with the aid of technology, awareness of student capacity and common obstacles, and other factors yet un known.

To examine what new and experienced teachers know about technology use for teaching and learning, how they use knowledge of technology use in their practice, and how knowledge is shared. Investigation proposes to study teacher's attitude towards educational Technology in their teaching.

2. Objectives

Objectives of present study were as follow.

1. To examine the attitude of primary school teachers towards application of technology in classroom teaching with respect to Gender i.e. male and female.
2. To examine the attitude of primary school teachers towards application of technology in classroom teaching with respect to Area. i.e. Rural and Urban
3. To examine the attitude of primary school teachers towards application of technology in classroom teaching with respect to length of experience.

3. Hypotheses

1. There will be no significant difference between the mean scores of attitude of male and female schools teachers towards application of technology in teaching.
2. There will be no significant difference between the mean scores of attitude of Rural and Urban areas schools teachers towards application of technology in teaching.
3. There will be no significant difference between the mean scores of attitude of Vidya Sahayak teachers and permanent teachers towards application of technology in teaching.

4. Research Method

The method of the present paper was Descriptive Research Method. Survey Study Method was used in Descriptive method.

5. Population and Sample Of the study

The population of present study consists all the primary teachers of Himmatnagar city.. 50 teachers were selected b stratified sampling technique method.

6. Tool of The study

For the present study, investigator had decided to construct his own attitude scale. It contains 40 statements. The subject indicated reaction to each statements, usually on a five point scale Strongly Agree (S.A.), Agree (A), Disagree (neutral) (U.A.), Disagree (D) and Strongly disagree (S.D.).

7. Results of the study

For testing of null hypothesis, t-value was obtained. Comparing the obtained t-values with the value at 0.05 and 0.01 level. By this we can study that which variable affects the attitude of primary school teachers towards application of technology in teaching and which variable doesn't affect the attitude high school teachers towards application of technology in teaching.

Table 1
Study of the Null Hypothesis

No.	Hypothesis	t-value	Level of Sig.	Accepted/Rejected
Ho 1	There will be no significant difference between the mean scores of attitude of male and female schools teachers towards application of technology in teaching.	0251	Sig. at 0.05 level	Rejected
Ho 2	There will be no significant difference between the mean scores of attitude of rural and urban area's teachers towards application of technology in teaching.	2.51	N.S.	Accepted
Ho 3	There will be no significant difference between the mean scores of attitude of Vidhya Sahayak teachers and permanent teachers.	2.30	N.S.	Accepted

8. Discussion of the result

- There is no significant difference between the attitudes of male and female school teachers towards application of technology. It means they have similar attitudes.
- There is a significant difference between the attitudes of rural and urban area's school teachers towards application of technology. The attitudes of urban areas teacher are found superior that rural areas teachers.
- There is a significant difference between the mean scores of attitude of vidyasahayak teachers and permanent teachers.

9. Suggestions

1 Teachers should participate in work-shop seminar related to technology used in teaching.
2. Teachers should implement technology in their daily teaching work.
3. Teachers should provide latest information communication technologies to the students.
4. Teachers should use technology to access information, model problem solving, and have to develop simulations that provide greater understanding of how technology is used in teaching learning process.
5. Teachers should continue to use technology to guide and engage students in self directed learning activities.
6. Teachers should increase the number of hours to use internet to search for information to update their teaching.

7. Teacher's active participation in seminars and workshop is highly recommended. Ideally both teachers and students should have access to data that can be used to meet accountability expectations.
8. Teachers should be motivated to use ICT and technology for learning purpose.

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