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Information and communication technology (ICT) among tribal and nontribal secondary school teachers attitude in relation to their management and subject taught

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Abstract
ICT Stands for Information and Communication Technology. ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. The present study was conducted on 160 secondary school teachers in Telangana State. ICT permeates the business environment, it underpins the success of modern corporations, and it provides governments with an efficient infrastructure. At the same time, ICT adds value to the processes of learning, and in the organization and management of learning institutions. The Internet is a driving force for much development and innovation in both developed and developing countries. Countries must be able to benefit from technological developments. To be able to do so, a cadre of professionals has to be educated with sound ICT backgrounds, independent of specific computer platforms or software environments. Technological developments lead to changes in work and changes in the organization of work, and required competencies are therefore changing. The result reveals that there was a significant between the information and communication technology (ICT) knowledge of secondary school teachers with respect to management and subject taught.

Keywords: information and communication technology, gender, location

Introduction

Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. The use of Information and Communication Technology (ICT) in India has begun since more than the last two decades. It has the potential to bring about enormous changes in almost every sphere of life including educational field by transforming the thinking, attitude and ability of the people. This necessitates a change in the mode of delivery and pedagogy in the educational sphere. For providing accessible, affordable and quality higher education, it is essential to integrate the ICT in the education system. Use of ICT in education can provide huge benefits by increasing the flexibility of delivery of education and thereby improving the quality of teaching learning process. In the rural areas, ICT can foster better teaching by reaching out to disadvantaged groups which can lead to democratization of higher education. But at the same time, ICT can pose certain challenges especially in the rural areas which need to be addressed. Combining ICT in rural development can speed up the development process and it can also fill the gaps between the educationally and technologically backward and advanced sections of the society. In the 21st century, modern society is undergoing many profound and rapid technological changes. Among these changes are the invention and rapid development of information and communication technology (ICT).

ICT is affecting all areas of society. For instance, ICT is playing an increasingly important role in education. Governments all over the world recognize that the ability of their people to continually master ICT will have a critical impact on their future global competitiveness and education is the key to meeting this challenge. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

ICT in Education: Goals

- To prepare learners for their future specialized activities;
- To introduce ICT as a necessary base for lifelong learning system;
- To meet citizens' needs in national culture;
- To educate and cultivate younger generation with healthy moral and body;
- To educate younger generation with liberal, self-managing and cooperative principles and sense of responsibility, civil and human awareness.
- To cultivate scientific vision of the world, politics, economics, social and legal culture, and creative thinking;
- To provide students with opportunities to a quire systematic knowledge, that meets needs and demands of society;

Objectives

1. To find the attitude towards ICT among secondary

school teachers in relation to their management.
2. To find the attitude towards ICT among secondary school teachers in relation to their subject taught.

Hypothesis
1. There is no significant difference between attitude towards ICT among secondary school teachers in relation to their management.
2. There is no significant difference between attitude towards ICT among secondary school teachers in relation to their subject taught.

Sample of the Study
The sample consisted of 160 secondary school teachers from Ranga Reddy, Medchal, Warangal and Khammam districts of Telangana State, India

Tool of the Study
Attitude towards the use of Information and Communication Technology in teaching Scale (ATUITS) developed by Dr. S Rajasekar

Analysis and Interpretation
Hypothesis 1: There is no significant difference in the attitude towards using information and communication technology among tribal and non-tribal secondary school teachers in relation to management.

Table 1: Showing secondary school teachers attitude towards ICT - management wise

	Management	N	Mean	SD	t	Sig.	Df
Attitude of Secondary School Teachers	Tribal Schools	80	70.54	11.45	2.79	.79	1, 158
	Non-Tribal Schools	80	71.92	11.02			
	Total	160	71.23	11.23			

From the above table, out of the total of 160 secondary school teachers, 80 were from tribal schools and the remaining 80 were from the non-tribal schools. It is evident from the above table that 50% of the secondary school teachers were from tribal schools and the other 50% were from non-tribal schools. The mean score obtained for tribal school teachers was 70.54 and non-tribal school teachers was 71.92. The obtained t value 2.79 with a df of 1 and 158 was found to be statistically not significant. It is clear from the above table that t value for tribal and non-tribal secondary school teachers attitude towards information and communication technology came out to be 2.79, which was statistically not significant. Based on the mean scores, it may be concluded that, non-tribal school teachers were better than tribal school teachers in the attitude towards using information and communication technology.
Hence the hypothesis 1, which states that 'There is no significant difference in the attitude towards using information and communication technology among tribal and non-tribal secondary school teachers in relation to management, is accepted.

Hypothesis 2: There is a significant difference in the attitude towards using information and communication technology among tribal and non-tribal secondary school teachers in relation to subject taught.

Table 2: Showing secondary school teacher's attitude towards ICT – optional subject taught wise

	Optional Subject	N	Mean	SD	t	Sig.	Df
Attitude of Secondary School Teachers	Languages	80	66.56	10.33	6.98	.05*	1, 158
	Non-Languages	80	73.87	08.25			
	Total	160	70.21	9.29			

From the above table, out of the total of 160 secondary school teachers, 80 were teaching languages as one of the subject and the remaining 80 were from teaching non languages as one of their subject. It is evident from the above table that 50% of the secondary school teachers were teaching languages and the other 50% were teaching non languages. The mean score obtained for language teaching teachers was 66.56 and non-language teaching teachers was 73.87. The obtained t value 6.98 with a DF of 1 and 158 was found to be statistically significant at 0.05 level of significance. It is clear from the above table that t value for language and non-language secondary school teacher's attitude towards information and communication technology came out to be 6.98, which was statistically significant at 0.05 level.
Based on the mean scores, it may be inferred that, non-language teaching school teachers were better than language teaching school teachers in the attitude towards using information and communication technology and it was statistically proved.
Hence the hypothesis 2, which states that 'There is a significant difference in the attitude towards using information and communication technology among tribal and non-tribal secondary school teachers in relation to subject taught, is accepted.

Findings
1. There was no significant difference between secondary school teachers attitude towards information and communication technology (ICT) with respect to management.
2. There was a significant difference between secondary school teachers attitude towards information and communication technology (ICT) with respect to subject taught. Non language teaching school teachers were better than language teaching school teachers in the attitude towards using information and communication technology and it was statistically proved.

Conclusion
Use of ICT in Indian Higher Education scenario is a necessary response to the changing needs and demands of the time. In order to enhance the quality of education in both urban and rural areas, acquisition of ICT skills are essential. This is possible by providing greater access to technology in

the rural areas by overcoming the challenges and also to encourage its use. It is expected and believed that, ICT enabled education will lead to the democratization of education in the near future. This is the age of technology. Everyone and everything seems to have something to do with computers and communications. Our future generation is already showing signs of becoming totally computer and technology dependent. Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. Most software for online learning is interactive and easy to customize both on the administrative and user end. Students can choose what notifications they want to get and instructors or administrators are given step by step instructions on what fields to integrate into the learning experience. Instructors can receive announcements in the system when students have contacted them, turned in assignments or completed tests and quizzes. ICTs have impacted on educational practice in education to date in quite small ways but that impact will grow considerably large in years to come and ICT will become a strong agent for change among many educational practices. The result of this study reveals that there was a significant difference between secondary school teachers attitude towards information and communication technology (ICT) with respect to location.

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