ATTITUDE OF SCHOOL TEACHERS TOWARDS INFORMATION TECHNOLOGY OF PAPUMPARE DISTRICT OF ARUNACHAL PRADESH

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Abstract

In contemporary society, technology has revolutionized education, favoring approaches that prioritize the needs of students. Advancements in technology have empowered students to engage actively in their learning process and progress at their own pace. This development has significantly enhanced the effectiveness, affordability, and accessibility of education, reaching a broader audience than ever before. The proliferation of technology has completely transformed the educational landscape, providing crucial support to educators and learners alike. The adaptation of teaching methods to technological advancements allows educators to tailor their approaches to meet the diverse needs of students. This research explores the attitudes of school teachers towards information technology in the Papumpare district of Arunachal Pradesh, considering factors such as sex and location. The "Attitude Scale towards Information Technology for Teachers" (English version), developed and standardized by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Fatima Islahi, was utilized for the study by Employing a quota cum random sampling technique, a sample of 100 school teachers of both sex working in urban and rural areas was selected. The study found notable differences in the attitude of school teachers towards information technology of papumpare district of Arunachal Pradesh with respect to their sex, however no differences were observed based on the teachers locality.

Key words: Arunachal Pradesh, Papumpare, Information Technology, School Teachers, Attitude.

1.0. INTRODUCTION:

The future of our democratic nation relies heavily on a robust and adaptable educational system. Education serves as a potent catalyst for societal transformation, a concept inherent in every aspect of nature. According to Prof. D.S. Kothari, "In the rapidly changing world of today, one thing is certain, yesterday's educational system

will not meet todays and ever so less, the needs of tomorrow''. Education stands as humanity's greatest asset, serving as the corner stone for individual and national development. It acts as the conduit for comprehensive progress within a nation. The pivotal role of educators cannot be overstated in shaping the minds of the populace. In the realm of education, their position and responsibilities are paramount. The rapid advancements in science and technology have brought about significant enhancements, rendering our world exceedingly dynamic.

In the realm of teaching and learning, historical methods were predominantly centered around oral lectures, dialogues, book reading, and the use of chalkboards. Traditional education systems tended to prioritize a teacher-centric approach. However, in modern society, technology has revolutionized education by shifting towards student-centered methodologies. Technological advancements have enabled students to progress at their own speed and actively engage in acquiring knowledge. Technology has significantly enhanced the learning process, making it more efficient, cost-effective, and accessible on a broader scale than ever before. It plays a crucial role in reshaping the teaching-learning dynamic and contributes to the development of informed citizens in the information age.

The rise of technology has completely transformed the field of education, providing invaluable support to both teachers and students throughout their learning journey. Technological advancements have brought about a revolution in teaching methods, allowing educators to tailor their approaches to suit the diverse needs of students. In today's classrooms, teachers utilize tools such as projectors, computers, and the internet to enhance the effectiveness of their teaching methodologies. Technology empowers teachers to foster independence, critical thinking, and problem-solving skills among students. Through the integration of technology, the teaching-learning process becomes more engaging, inspiring, and efficient. Furthermore, the use of technology, especially the internet, in education can expand access to learning opportunities, potentially improving the quality of education through the implementation of advanced teaching techniques, enhanced learning outcomes, and better management of educational systems.

Competent teachers equipped with appropriate educational technology have the potential to significantly enhance the teaching-learning process. However, in the current educational landscape, teachers face numerous challenges due to additional responsibilities and overcrowded classrooms. Despite these obstacles, teachers are expected to effectively impart knowledge to their students while covering a substantial amount of curriculum.

To enhance understanding, teachers should employ various teaching methods, while also utilizing new technologies to pique students' interest in learning. Furthermore, integrating information technology into education is essential for fostering independent study habits and nurturing self-confidence in learning. In today's rapidly evolving world, where knowledge is expanding exponentially, relying solely on spoken or written words to convey information to learners is impractical. Thus, Information Technology is indispensable for facilitating better communication in education. Implementing such technology in educational institutions will not only inspire the teaching community but also create conducive learning environments.

1.1. RATIONALE OF THE STUDY:

Teachers play a crucial role in any efforts aimed at enhancing the teaching and learning process. Additionally, the integration of IT into schools will only be effective if teachers are actively engaged in every stage of its implementation into the curriculum. It is essential for teachers to determine how to effectively incorporate IT for educational purposes in the classroom. Essentially, teachers must enhance their expertise and understanding in Information Technology, as well as in other subject areas, to improve their teaching methods.

Technology has significantly impacted education across all levels. To ensure that educational practices benefit optimally from technology, several factors must be considered. This study highlights the importance of fostering a positive attitude among school teachers towards information technology, as IT skills are increasingly essential in today's world. The integration of Information Technology in schools presents a challenge for teachers who may be unfamiliar with it and have established teaching methods. Promoting a positive attitude towards technology integration in the classroom involves assessing current technology attitudes among teachers and implementing interventions to change negative perceptions. Examining the attitudes of school teachers can provide insights into acceptance and usage of technology in the teaching and learning process.

Utilizing Information Technology in schools presents a challenge for teachers who have established teaching methods and limited IT knowledge. Encouraging a favorable outlook on integrating technology in classrooms requires assessing current attitudes towards technology among teachers and implementing interventions to shift negative perceptions. Teacher educators hold the responsibility of preparing future teachers to adapt to societal trends by effectively integrating technology into the teaching-learning process. Therefore, understanding teachers' attitudes towards using information technology in education is crucial.

1.2. STATEMENT OF THE PROBLEM:

Attitude of School Teachers towards Information Technology of Papumpare district of Arunachal Pradesh

1.3. OPERATIONAL DEFINITION:

Attitude: Attitude is the individual degrees of like or dislike depending on the positive or negative views that a person has and he tend to behave towards any circumstance according to his/her view.

School Teachers: In the present study, teachers refer to the teaching personnel teaching in the private schools located in the Rural and Urban areas of Papumpare district of Arunachal Pradesh.

Information Technology: The term 'Information' refers to any communication or representation of knowledge such as facts, data or opinions including textual, numerical, graphic Cartographic, narrative or audio visual forms.

Arunachal Pradesh: Arunachal Pradesh was formed from the North-East Frontier Agency (NEFA) region, and became a state on 20 February 1987. Itanagar is the state capital and its largest town. Arunachal Pradesh is the largest of the Seven Sister States of Northeast India by area. It borders the states of Assam and Nagaland to the south. It shares international borders with Bhutan in the west, Myanmar in the east, and a disputed 1,129 km border with China's Tibet Autonomous Region in the north at the McMahon Line.

1.4. OBJECTIVES OF THE STUDY:

1. To compare the attitude of male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.
2. To compare the attitude of urban and rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

1.5 HYPOTHESES:

1. There is no significant difference between male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.
2. There is no significant difference between urban and rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

1.6. METHODOLOGY OF THE STUDY:

- **Method of the Study:** For the present study the investigators adopted the descriptive cum survey method
- **Population and Sample:** The study sample comprised 100 male and female teachers from various private schools across both rural and urban areas of the Papumpare district. From the rural area, 5 schools were selected, with 5 male and 5 female teachers chosen from each school. Similarly, the sample from urban areas was drawn from five schools, with 5 male and 5 female teachers from each school, using the quota cum random sampling technique.
- **Tool Used:** For the present study the researcher used a standardized attitude scale developed by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Fatima Islahi to measure the attitude of teachers towards information technology.

1.7. ANALYSIS AND INTERPRETATION:

Data was analyzed and interpreted quantitatively using descriptive statistics and differential statistics, Descriptive statistics included Mean and Standard deviation for summarizing and comparing data, differential statistics included t- test to test the significant difference between given variables.

Objective 1: To compare the attitude of male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

Hypothesis 1: There is no significant difference between male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

Table: 1.1 showing the mean, SD and t value of the attitude of male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

Group	N	Mean Score	Df	Sd	t- value	Remark
Male	50	114.56		8.24		
			98		6.34	Significant
Female	50	104.38		7.96		

Source: *field visit, January, 2024*

Interpretation: The above table shows that the calculated t value of 6.34 is greater than the Table t value of 1.98 for 98 df at 0.05 level of significance. Hence there is a significant difference between the attitude of male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh. Therefore, the formulated null hypothesis i.e., There is no significant difference between male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh gets disapproved. The table also shows that the mean score of male school teachers (114.56) is higher than the mean score of female school teachers (104.38) which shows that Male school teachers have more favorable attitude towards information technology than the female school teachers.

Objective 2: To compare the attitude of urban and rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

Hypothesis 2: There is no significant difference between urban and rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

Table: 1.2 showing the mean, SD and t value of the attitude of urban and rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

Group	N	Mean Score	Df	Sd	t- value	Remark
Urban	50	108.06		7.54		Not
			98		0.61	Significant
Rural	50	106.88		11.27		

Source: *field visit, January, 2024*

Interpretation: The above table shows that the calculated t value of 0.61 is lesser than the Table t value of 1.98 for 98 df at 0.05 level of significance. Hence there is no significant difference between the attitude of Urban and Rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh. Therefore, the formulated null hypothesis i.e., There is no significant difference between urban and rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh gets approved. The table also shows that the mean score of urban school teachers (108.06) is higher than the mean score of rural school teachers (106.88) which shows that urban school teachers have more favorable attitude towards information technology than the rural school teachers.

1.8. FINDINGS OF THE STUDY:

1. There is a significant difference between the attitude of male and female school teachers towards Information Technology of Papumpare district of Arunachal Pradesh. Therefore, the formulated null hypothesis.
2. There is no significant difference between the attitude of Urban and Rural school teachers towards Information Technology of Papumpare district of Arunachal Pradesh.

1.9. SUGGESTIONS:

1. Due to notable variations in the perceptions of information technology between male and female school teachers, it is advisable for educators and policymakers to arrange seminars, workshops, and orientation sessions to tackle these gender-related distinctions. Initiatives should be tailored to actively involve female school teachers, familiarizing them with information technologies for integration into their teaching practices.
2. The authorities should implement smart classrooms and other technological resources within their educational institutions, fostering a culture that encourages teachers to integrate these tools into their instructional methods.

1.10. CONCLUSION:

In the present study, notable variations in attitudes toward Information Technology were found between male and female school teachers, favoring males with a more positive outlook. Conversely, no notable distinctions were found based on the teachers' locality (rural or urban). These results stress the significance of arranging seminars, workshops, and orientation programs to bolster teachers' comprehension and utilization of diverse teaching techniques and modern technologies to stimulate students' learning enthusiasm. Moreover, the integration of IT into education is crucial for cultivating self-reliant study habits and bolstering learners' confidence.

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