CHAPTER 3
EMERGENCE OF THE PROBLEM

3.1 NEED OF THE STUDY

Schools and school systems have been using ICT for more than two decades to address goals ranging from the teaching of programming to increasing participation in distance education to supporting language-acquisition in early childhood. Over the course of this period, advances in hardware, software, and networking have amplified the potential that ICT holds for schools. Concurrently, the influence of systemic factors—including curricula, teacher capacity, infrastructure, and assessment—has become clearer, and has shaped both achievements and expectations. (Gaible, 2009)

Globalization is the networking of the world through the global network, to develop global economy. Hence people around the globe are more connected to each other than ever before. Undoubtedly, the use of ICT is inevitable and ICT skills are very necessary to participate in the knowledge societies and economies (Oye, Iahad and Rahim 2012). ICT implementation and adoption have enabled and presented opportunities for new ways of working, and for organising and managing work. Some researchers have focused on the idea that there is a shift from an industrial to an information society in response to globalisation and ICT implementation. This was believed to be driven by economic and social changes and increased employment in knowledge-intensive jobs in the 1980s and 1990s. The information society may be characterised by a highly skilled, knowledge-driven workforce employed in flatter organisations (Miles, 1996). This shift has been argued to mark the move towards ‘fluid careers’ (Bimrose, 2006). Sung and Ashton (2006) highlighted various successful cases where ICT adoption have been central to new working practices by, for instance, enabling communication, stimulating innovation and supporting to new product development and services.
Today India is actively promoting use of ICT in education sector. The country’s decision makers, at both the central and state levels, have chosen the use of newer computer and internet based ICTs for education. A Key element that seems to be left out in the application of ICT users and the real agents of change within the classroom arena. It is widely accepted that unless teachers develop positive attitudes towards ICT, they will not use them in their teaching practice. (Reddi & Sinha, 2003). Our findings show that the motivational factors which correlated most positively with ICT use were: perceived ability to use IT; level of resources available and their satisfaction with IT; and whether using IT in teaching is considered to be interesting and enjoyable. The most significant negative factor was difficulties experienced in using IT. We also found that a whole range of other motivational factors attributed by the teachers to using ICT, such as: making the lessons more interesting for the teacher, increasing pupils' motivation, improving presentation of materials, making the teaching more enjoyable, improving the content of the lesson, and making the lessons more fun for the pupils were considered by the teacher respondents to contribute to pupils' learning. (Cox and Cox, Preston, 1999)

Therefore, it is in this background that the investigator undertook the present study.

3.2 STATEMENT OF THE PROBLEM

“TEACHERS’ ATTITUDE TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN RELATION TO GENDER, MOTIVATION, COMPUTER COMPETENCE AND COMPUTER ANXIETY”

3.3 OBJECTIVES OF THE STUDY

1. To study government and private school teachers attitude towards ICT.
2. To study male and female teachers attitude towards ICT.
3. To study interaction among gender, school type, and academic streams with regard to teachers’ attitude towards ICT.
4. To study government and private school teachers attitude towards ICT in relation to Motivation.

5. To study government and private school teachers attitude towards ICT use at different levels of Motivation.

6. To study government and private school teachers attitude towards ICT in relation to Computer competence.

7. To study government and private school teachers attitude towards ICT use at different levels of Computer competence.

8. To study government and private school teachers attitude towards ICT in relation to Computer Anxiety.

9. To study government and private school teachers attitude towards ICT use at different levels of computer anxiety.

3.4 HYPOTHESES OF THE STUDY

Hypotheses related to teachers' attitude towards ICT in relation to Gender

2x2 ANOVA was employed for analyzing teachers' attitude towards ICT scores with respect to gender.

- **H1** – There is no significant difference between attitude towards ICT of government and private school teachers.

- **H2** - There is no significant difference between attitude towards ICT of male and female school teachers.

- **H3** - There is no significant difference between attitude towards ICT of Language, Social Science and Science teachers.

- **H4** - There is no significant between interaction academic streams and gender.

- **H5** - There is no significant interaction between school type and gender.

- **H6** - There is no significant interaction between academic streams and school type.
• H7-There is no significant interaction between gender, academic streams and school type with respect to teachers’ attitude towards ICT.

HYPOTHESES RELATED TO COMPUTER COMPETENCE.

- H8 There is no significant difference between government and private teachers’ attitude towards ICT with regard to computer competence.
- H9- There is no significant difference between government and private teachers’ attitude towards ICT with regard to high and low computer competence.
- H10 There is no significant interaction between school type and high and low computer competence with respect to teachers attitude towards ICT.

HYPOTHESES RELATED TO MOTIVATION

- H11-There is no significant difference between government and private teachers’ attitude towards ICT with regard to Motivation
- H12 – There is no significant difference between government and private teachers’ attitude towards ICT with regard to high and low Motivation.
- H13- There is no significant interaction between school type and high and low Motivation with respect to teachers attitude towards ICT.

HYPOTHESES RELATED TO COMPUTER ANXIETY

- H14- There is no significant difference between government and private teachers’ attitude towards ICT with regard to computer Anxiety
- H15 There is no significant difference between school type and high and low computer anxiety with respect to teachers attitude towards ICT
- H16- There is no significant interaction between school type and high and low computer with respect to teachers attitude towards ICT
3.5 DELIMITATIONS OF THE STUDY

1. The study was delimited to 480 teachers of language, social science and science stream.

2. The study was conducted on teachers of 240 government and 240 private schools only.

3. The study was delimited to the schools of Chandigarh only.

4. The study comprised both 240 male and 240 female teachers.

5. The present study was delimited with respect to the variables of attitude towards ICT, motivation, computer competence and Computer anxiety.