Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2016 = 6.17, www.srjis.com
UGC Approved Sr. No.45269, JULY-AUG 2017, VOL- 4/35

ICT CONFIDENCE AND ANXIETY AMONG SECONDARY SCHOOL TEACHER'S IN THENI DISTRICT

I. Ambeth, Ph. D.

Assistant Professor of Vocational Education, Tamil Nadu Open University, Chennai-15

Abstract

The impact of ICT on human life has considerably changed man's environment more and more benefit from the acquisition and analysis, communication, bio-technology and other technological development. Therefore in this present world like a person has to function efficiently the technology knowledge, skill and attitudes must be acquired. Technology plays an vital role in teaching and learning process, so the investigator felt that everybody must have knowledge about ICT. The paper focus on the School Teacher's ICT confidence and anxiety. The total sample size 430 Secondary School Teacher's from Three Blocks of Theni Districts due proportionate weightage was given to Gender, Residence, Knowledge in ICT, Access to computer at home, Access to computer at school.

Keywords: *ICT Confidence and ICT Anxiety.*

Introduction

Information and communication Technologies in schools

Information and Communication Technologies have enabled the convergence of wide array of technology based and technology mediated resources for teaching learning. It has therefore become possible to employ ICT as an omnibus support system education. The potential of ICT to respond to the various challenges the Indian education system poses are:

1. ICT can be beneficially lever aged to disseminate information about and catalyze adaption, adoption, translation and distribution of sparse educational resources distributed across various media and forms. This will help promote its wide spread availability and extensive use.
2. There is an urgent need to digitize and make available educational audio and video resources, which exist in different languages, media standards and formats.
3. Given the scarcity of print resources as well as web content in Indian languages, ICT can be very gainfully employed for digitizing and disseminating existing print resources like books, documents, handouts, charts and posters, which have been used extensively in the school system, in order to enhance its reach and use.
4. ICT can address teacher capacity building, ongoing teacher support and strengthen the school system's ability to manage and improve efficiencies, which have been difficult to

address so far due to the size of the school system and the limited reach of conventional methods of training and support.

5. Using computers and the Internet as mere information delivery devices grossly under utilizes its power and capabilities. There is an urgent need to develop and deploy a large variety of applications, software tools, media and interactive devices in order to promote creative, aesthetic, analytical, and problem solving abilities and sensitivities in students and teachers.

Gender-related differences toward the use of computers

Gender-related differences toward the use of computers are well established. Males have traditionally dominated the use of computers and their applications in technological fields. Many investigators have attributed this gender gap in computer use to anxiety about using computers. Computer anxiety among females does not lessen with age or with experience using computers, and females have held a more negative attitude toward using computers than males. Thus females have been underrepresented in occupations that require using computers. Future teachers, particularly female teachers, need encouragement to use computers and other technologies and develop positive attitudes toward their use. The extent to which students use computers depends, in part, upon the comfort that teachers feel towards using computers in the classroom, the extent to which they integrate computers within courses and programs, and the extent to which students receive opportunities to use them. Computer confidence has also been shown to be inversely related to computer anxiety and significantly related to computer utilization.

The teaching and learning process has been altered by the convergence of a variety of technological, instructional, and pedagogical development in recent times (Bonk & King 1998; Marina, 2001) Technology is challenging the boundaries of the learning, Recent advances in computer technology and software, multimedia, and network resources over the last decade heralded the development and implementation of new and innovative teaching strategies. Educators who advocate technology integration in the learning process believe it will improve learning and better prepare students to effectively participate in the 21st century workplace.

Objectives of the Study

1. To find out the level of ICT confidence of Secondary School Teacher's.
2. To find out the level of ICT anxiety of Secondary School Teacher's.

3. To find out whether is any correlation between the ICT confidence and ICT anxiety of Secondary School Teacher's.

Method of study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at particular time. It is interested in knowing something about the whole population. The present investigation aims to bring out the Secondary School Teacher's ICT confidence and anxiety.

Tool used in the study

The data are necessary for carrying out research investigation must be collected with the aid of special instruments or devices. The successful research represents on proper selection of tools. The following tools were used for the present study. Computer confidence scale and Computer anxiety scale were prepared and validated by Heinssen, Glass & Muhammad D.Alkhaldi and Ibrahim M.A- Jabri (1997).

Sample for the study

The present study consists of 430 Secondary School Teacher's from Three Blocks of Theni district due proportionate weightage was given to Gender, Residence, Knowledge in computer, Access to computer at home and Access to computer at college.

Secondary School Teacher's ICT Knowledge, Confidence, Liking And Anxiety With Respect To Knowledge In Computer

Variable	Knowledge in Computer	N	Mean	S.D	df	'f' value	Significant at 0.05 level
ICT Confidence	Yes	224	36.02	5.59	310	4.307	Significant
	No	98	34.01	5.40			
	Yes	224	36.02	5.59	324	- 4.482	Significant
	Course done if any	103	37.08	5.80			
	No	98	34.01	5.40	198	- 7.213	Significant
	Course done if any	103	37.08	5.80			
ICT Anxiety	Yes	224	32.2	5.15	310	3.601	Significant
	No	98	30.51	5.25			
	Yes	224	32.2	5.15	324	- 3.361	Significant
	Course done if any	103	33.75	5.50			
	No	98	31.43	5.20	198	- 5.897	Significant
	Course done if any	103	33.75	5.50			

The micro analysis was done to find out the significant difference between two groups. There is significant difference in the ICT confidence between (i) Yes and No (ii) Yes and Courses done if any (iii) No and Courses done if any. There is significant in the ICT anxiety between (i) Yes and No (ii) Yes and Courses done if any (iii) No and courses done if any. Hence there is no significant difference and anxiety with respects to their knowledge in ICT.

ICT confidence & Anxiety set's correlated (y) values is 0.467 which is higher than the table value (0.081) and significant at 0.01 level. Hence the hypothesis that there is no correlation between the ICT confidence and anxiety of School Teacher's is rejected and concluded that there is correlation between ICT confidence and anxiety of Secondary School Teacher's.

Results

1. The ICT confidence of the Secondary School Teacher's is high whereas the ICT anxiety is low
2. There is significant difference in the Secondary School Teacher's ICT confidence and anxiety based on knowledge in computer.
3. There is correlation between ICT confidence and anxiety of Secondary School Teacher's.

Conclusion

In general, the results suggest that the represents had high computer confidences, medium attitudes. ICT confidence has also been shown to be inversely related to ICT anxiety. Teachers who are going to participate in courses that require the use of the computer would benefit if offered technology literacy courses prior to enrolling in courses that requires its use. Teachers' participation would increase computer literacy, consequently improving attitudes toward learning.

Reference

John W. Best and James V.Kahn, (July 1999) Research in Education, Seventh edition, prentice Hall of India Pvt Ltd, New Delhi.

Mangal S.K. (2002) Statistics in Psychology and education, second edition, prentice-hall of India Pvt. Ltd., New Delhi.

Naidu, S. (2003) E-Learning: A guidebook of principles, procedures and Practice. New Delhi. Commonwealth Educational Media Centre for Asia

Jager, (1999). "Impacts of ICT in education. The role of the teacher and teacher training" http://leeds.ac.uk/educol.documents/000012.01.htm

Bonk C.J., & King, K.S. (1998). Electronic collaborators: Learner centered technologies for literacy. apprenticeship, and discourses, Mahwah: Lawrence Erlbaum.

Ibrahim M.Al-Jabri and Muhammad A. AlKhaldi. (1997). Effects of user Characteristics on Computer Attitudes among Undergraduate Business students. Journal of Organizational and End User Computing (JOEUC) 9(2).

Kuppusamy, B (1976) Communication and Social Development in India, New Delhi: Sterling Publication Private Ltd.

Kumar K.J (2000). Mass Communication Theory in India. New Delhi: Jaico Publishing House.

Ramesh Chandra (2005) Impact of media and in Technology in Education Gyn books Private Ltd.

www.ERIC.Com