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RESEARCH PAPER

# Study of Attitude towards ICT Enabled Teaching of Social Science Students of Secondary School

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## ABSTRACT

*The present study titled 'Study of Attitude towards ICT Enabled Teaching of Social Science Students of Secondary School'. Sample involved in the present study consisted of 300 (150 boys and 150 girls) students studying in rural and urban area respectively. An ICT Enabled teaching Scale prepared by the researcher has been used. T-test a statistical technique has been used in this study for analysis of data and its finding are: 1 there is no significant difference in Attitude towards ICT Enabled teaching of boys and girls of rural secondary school. 2 There is significant difference in Attitude towards ICT Enabled teaching of boys and girls of urban secondary school'.*

***Key words**: ICT Enabled teaching, Social Science students*

## INTRODUCTION

The infusion of information and communication technology (ICT) into teaching and learning and for that matter into actual and virtual classroom has generated much interest in educational research in recent years. ICT Enabled teaching have the potential of proving an alternative and more effective teaching and learning tool in education. Evidence emanating from research literature suggests that ICT Enabled teaching has a powerful and significant impact on education both in terms of students' affective and cognitive outcomes in learning any subject of their choice. This is especially true in the seconadry school environment, where educational tools and resources are limited in the area of Social science.

## ICT ENABLED TEACHING

ICT Enabled teaching is defined as the term used to describe the tools and processes to access, retrieve, manipulate, store, organize, produce and/or exchange information by electronic and automatic means. A centrally sponsored scheme "Information and Communication Technology in School" was launched, in December 2004, to provide opportunities to secondary state students to develop ICT Enabled teaching skills and for ICT aided learning process as a major channel to bridge the digital divide amongst students of various socio-economic and other geographical barriers. The scheme provided support to State/UTs to establish computer Labs on a sustainable basis and aimed at setting up SMART schools in Navodaya Vidyalayas and Kendriya Vidyalaya to act as: "Technology Demonstrators" and to lead in propagating ICT Enabled teaching skills among students of schools. The traditional classroom environment in Social Science has been not so oriented towards a syllabus-based delivery, using teacher control and textbook resources. In today's world, teachers need to be equipped not only with subject expertise and effective teaching methodologies but also with the capacity to assist students to meet demand of the promising knowledge- based society with new forms of ICT and need to have the ability to use that technology to improve the quality of learning.

## OBJECTIVES OF THE STUDY

1. To study the Attitude towards ICT Enabled teaching of boys and girls of rural Secondary School.
2. To study the Attitude towards ICT Enabled teaching of boys and girls of urban Secondary School.

## HYPOTHESES OF THE STUDY

1. There is significant difference in Attitude towards ICT Enabled teaching of boys and girls of rural Secondary School
2. There is significant difference in Attitude towards ICT Enabled teaching of boys and girls of urban Secondary School

## RESEARCH METHOD

In the present study Ex Post Facto research design of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed.

## POPULATION & SAMPLE

The population for the present study consists of all students studying in secondary schools of Allahabad District. In the present study included students who were enrolled in class IX$^{th}$, in Allahabad, Uttar Pradesh. Sample involved in the present study consisted of 300 (150 boys and 150 girls) students studying in rural and urban area respectively.

## TOOL

ICT Enabled teaching Scale prepared by the researcher will be used.

## STATISTICAL TECHNIQUES

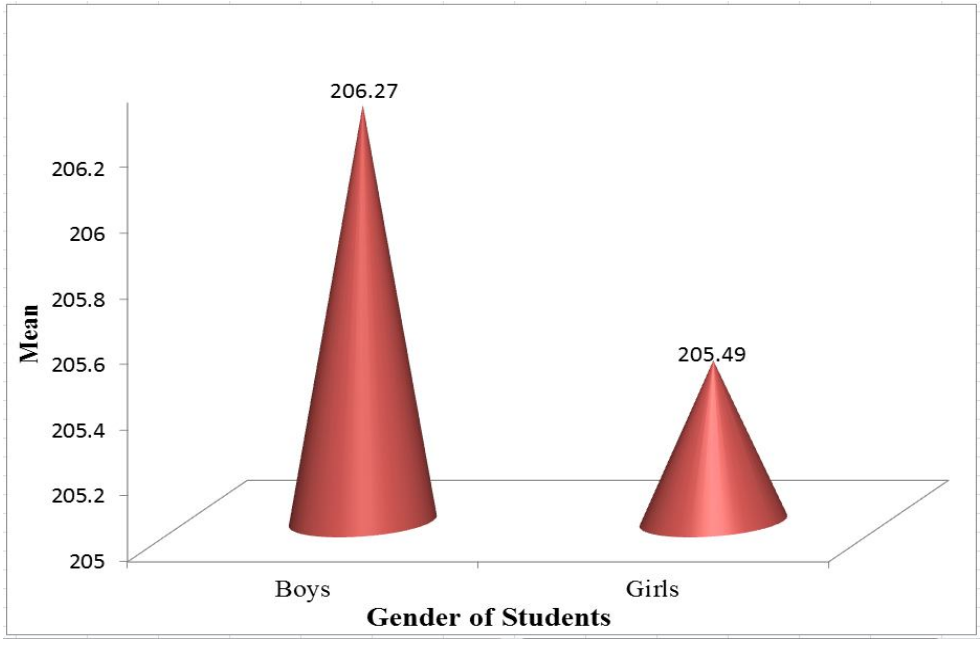
T-test statistical techniques will be used in this study for analysis of data.

**Objective 1:** To study the Attitude towards ICT Enabled teaching of boys and girls of rural Secondary School

**Table 1:** Mean, SD and T-ratio of Attitude towards ICT Enabled teaching of Boys and girls of rural Secondary School

| Gender | N | Mean | SD | S.E. Mean | t-ratio |
|---|---|---|---|---|---|
| Boys | 150 | 206.27 | 14.648 | 1.196 | .507** |
| Girls | 150 | 205.49 | 11.862 | .969 | |

**Insignificant at 0.05 level of significance




**Graph 1:** Mean of Attitude towards ICT Enabled teaching of boys and girls of rural Secondary School

From the table-01 it is clear that the calculated value of t-ratio .507 is less than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is accepted at .05 level of significance that 'There is no significant difference in Attitude towards ICT Enabled teaching of Boys and girls of rural Secondary School' and the research hypothesis is rejected that 'There is no significant difference in Attitude towards ICT Enabled teaching of Boys and girls of rural Secondary School'. Hence it is stated that there is significant difference in Attitude towards ICT Enabled teaching of boys and girls of rural Secondary School.

It is observed from Table 01 that the Attitude towards ICT Enabled teaching of boys of rural Secondary School is 206.27 which are more than the Mean of Attitude towards ICT Enabled teaching of Girls of rural Secondary Schoolis205.49. The exists difference in Attitude towards ICT Enabled teaching of Boys and girls of rural Secondary School is insignificant at .05 level of significance. So it is stated that boys and girls of rural Secondary School are comparatively similar in Attitude towards ICT Enabled teaching than Attitude towards ICT Enabled teaching of boys and girls of rural Secondary School.

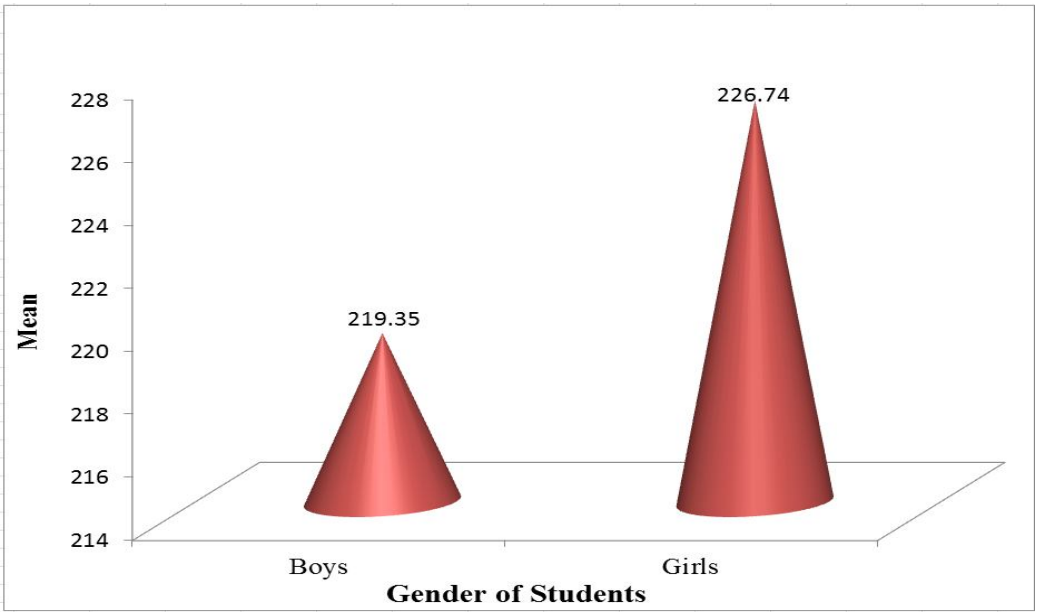
**Objective 2:** To study the Attitude towards ICT Enabled teaching of boys and girls of urban Secondary School

**Table 2:** Mean, SD and T-ratio of Attitude towards ICT Enabled teaching of boys and girls of urban Secondary School

| Gender | N | Mean | S. D. | S. E. Mean | t-ratio |
|---|---|---|---|---|---|
| Boys | 150 | 219.35 | 18.419 | 1.504 | 3.438* |
| Girls | 150 | 226.74 | 18.795 | 1.535 | |

*Significant at 0.05 level of significance

From the table-02 it is clear that the calculated value of t-ratio 3.438 is greater than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is rejected at .05 level of significance that 'There is no significant difference in Attitude towards ICT Enabled teaching of Boys and girls of urban Secondary School' and the research hypothesis is accepted that ''There is no significant difference in Attitude towards ICT Enabled teaching of Boys and girls of urban Secondary School'. Hence it is stated that there is significant difference in Attitude towards ICT Enabled teaching of boys and girls of urban Secondary School.




**Graph 2:** Mean of Attitude towards ICT Enabled teaching of boys and girls of urban Secondary School

It is observed from Table 02 that the Attitude towards ICT Enabled teaching of boys of urban Secondary School is 219.35 which are less than the Mean of Attitude towards ICT Enabled teaching of Girls of urban Secondary Schools is226.74. The exists difference in Attitude towards ICT Enabled teaching of Boys and girls of urban Secondary School is significant at .05 level of significance. So it is stated that girls of urban Secondary School take comparatively high Attitude towards ICT Enabled teaching than Attitude towards ICT Enabled teaching of boys of urban Secondary School.

## EDUCATIONAL IMPLICATION

The results of this study may be useful in identifying attitude towards ICT enables teaching of social science students of Secondary School and approaches for using the ICT resources. The information generated could also be utilized that ICT enabled teaching is more effective than the traditional teaching. The favorable attitude towards ICT will help the teacher to use or integrate ICT and different multimedia approach in teaching-learning process. By the use of different technological devices classroom environment can be improved and make the future citizen skilled one. It can fulfill the educative need of the students; cover wide range of students with a short period of time by saving the time and energy of both teacher and students.

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