

## **BEHAVIOUR OF SECONDARY SCHOOL TEACHERS TOWARDS THE USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGY: A STUDY IN WARANGAL URBAN DISTRICT**

---

G. Srilatha\*  
Raju Gandham\*\*

### **ABSTRACT**

*The present study examined the behaviour of secondary school teachers towards ICT in school of Telangana with reference of Warangal urban district. A descriptive cum survey method was adopted with a sample of 50 secondary school teachers were selected, using simple random sampling technique from government and private secondary schools of Warangal urban district of Telangana. Behaviour Scale towards Information Technology for Teachers was used to collect the data. The data collected was analyzed using the mean, standard deviation and ANOVA test. The finding revealed that secondary school teachers have a favourable attitude towards ICT in school. Similarly, a significant gender difference was observed in their attitudes towards ICT.*

**Keywords:** *ICT, Simple Random Sampling, Information Technology, ANOVA Test, Standard Deviation.*

### **Introduction**

The Information and Communication Technology in education is in a very promising stage. The employment of technology in education is not solely expected as a method of increased and extended educational strategies, however additionally the educational method during this century. The proper and acceptable use of ICT within the field of educational provides each teacher and students numerous learning opportunities and with that improves their teaching and learning method. Teachers throughout the world ought to find out how to use and teach by incorporating trendy technologies in their instructions. It is additionally essential that teacher education establishments develop plans and techniques to train teacher and to be well-prepared with ICT skills and competencies to deal with the inflow of changes, as this initial training can verify the ways that they use it in their teaching-learning activities at the school. Information, communication and technology has emerged as an indispensable part of our lives. During the last twenty five years, the use of ICT has essentially changed the practices and systems in the field of banking, tourism, share market, engineering, industry, and publish administrative centre. ICT is one of the major cutting-edge motives shaping the global economy and producing speedy changes in society. ICT is a powerful instrument for problem fixing, conceptual development and principal pondering that helps to make the training procedure a lot simpler for the teachers. Because of advantage explosion and significantly rapid altering ICT, the teachers regularly to find it as a substitute complex to manage with the brand new intellectual challenges being thrown up via the converted international and nearby context.

The competencies of ICT are the necessity of the hour. Even though teachers could have mastered the ordinary pedagogies in instructing their pupils, the changing world dictates that these are now not primary instrument, which is able to switch the gift isolated, teacher centred, and book-centred studying environment right into a rich student-centred atmosphere. This new finding out environment developed via ICT is known as Interactive learning ambience. At the present time, teaching is fitting probably the most challenging professions in India the place knowledge is expanding swiftly and far of it is on hand to students as well teachers at every time and anywhere. As teacher education is mainly directed towards preparing teachers, the quality of teacher education relies on the instructor ample. The

---

\* Student, University College of Education, Kakatiya University, Warangal, Telangana, India.

\*\* Research Scholar, Department of Business Management, Telangana University, Nizamabad, Telangana, India.

teachers must accept the demands of contemporary world and adjust their ancient ideas and approaches consistent with the needs of learners. In any other case the teachers will end up out-dated within the coming future and it'll deteriorate the quality of teacher education. Essentially the most effecting innovation in the field of education is the combination information and communication technology in education. The educational institutions should cope with the all of the sudden growing demand for information and skill. Once cannot depend on best the same gigantic blackboard , an overhead projector and video- graphed concepts as either due to the fact that the transcription of curriculum is poor or the tools used in its transaction lack utility and skill. ICT encourages each impartial and collaborative learning even as extending and assisting the educational approach.

Educational technology is the science on the basis of which various methods and techniques are developed and constructed in order to achieve pre – determined teaching objectives i.e Educational Technology is defined as teaching objectives in behavioural terms. When the teaching objectives are determined, and then come the educational technology to achieve them. By this conditions, for integrating the input during teaching process, are created. The appropriate strategy for achieving the teaching objectives is selected and applied. Educational technology has helped teachers to use scientific and systematic approaches to conduct action research in the class room situation to overcome the classroom problems, related to classroom environment, content, curriculum etc. It helps in realizing pre-specified learning objectives by incorporating available procedures and techniques, helps in teachers' professional growth. Adds to their teaching competence, modify their teaching behavior and style, inculcate a scientific outlook, approach and attitude and help them transfer these to their learners.

#### **Objectives of the Study**

The present study entitled, "Behaviour of Secondary School Teachers towards the Usage of Information and Commutation Technology – A Study in Warangal Urban District". However, this broad objective has been grouped into the following:

- To study the behaviour of secondary school teachers towards Information and Communication Technology in school.
- To study the difference between behaviour of teachers towards the use of technology in teaching in relation to Age.
- To study the behaviour of male and female secondary school teachers towards Information and Communication Technology in school.

#### **Hypothesis of the Study**

The following null hypotheses of the research will be taken in the present study based on the objectives of the study stated above as follows:

**H<sub>01</sub>:** There is no significant difference between the behaviour of teachers towards the use of technology in teaching in relation to Age.

**H<sub>02</sub>:** There is no significant difference between behaviour of male and female secondary school teachers towards Information and Communication Technology in school.

#### **Review of Literature**

**Chandini (2016)** investigated on Attitude of Secondary School Teachers towards the use of Computers in Education. The results showed that there is significant difference in secondary school teacher's attitude towards the use of computers in education with respect to their age. The findings have implications for the teachers to equip themselves through computers literacy training. Government has to provide infrastructure facilities for use of computers in classrooms. Thus the attitude of secondary school teachers towards the use of computers in education can be improved.

**Balta Nuri and Duran Moharren (2015)** made a study on Interactive whiteboards are highly rated by both teachers and students. Students mostly prefer the usage of interactive whiteboards in math courses, and their attitudes differ across their genders and school levels. As students get elder, their positive attitudes toward interactive whiteboard technology decrease, and it has been found out that there is no difference between teachers' and students' attitudes. This study includes some implications for policy makers, educator and researchers.

**Yadav Reena (2015)** made a study on Attitude of secondary school teachers of Rewari district towards the use of information communication technology in education. The investigator found that teachers of urban area school showed more attitudes towards use of ICT as compared to rural area school teachers. Private School teachers showed greater attitude towards use of ICT in education as compared to government school teachers.

**Waxman, Lin and Michko (2003)** extended the study to estimate the effects of Teaching and learning with technology on students' cognitive, affective, and behavior experimental published research on the effects of teaching and learning with technology on student outcomes in naturalistic settings. The technology had a small, negative effect on students' behavioral Outcomes. The overall study-weighted effects were constant across the categories of Study characteristics, quality of study indicators, technology characteristics.

**Waxman et al. (2003)** found that in general the available research related to teaching and learning with technology lacked quality. Few quantitative studies used randomized, experimental design. The studies also lacked details such as specifics about software and technology components. The study indicated that such elements as student characteristics, teacher skills, access to technology, effective Planning, and administrative support and leadership are essential to technology Planning.

### Research Methodology

Research methodology is a systematic process dealing with diction of identifying a research problem, collection of data, analyzing data and reacting on a certain conclusion either in form of solution towards problem concerned or certain generalizations for some theoretical formulation. It also comprises of number of alternative approaches and inter related and frequently coincides procedures and practices.

For the present study, it will propose to adopt a descriptive research design. The current research study will involves both primary and secondary data. Primary data will collect through a field survey with the help of structured questionnaire and it consists of definite and pre-ordered questions. The scaling technique will be used for the questionnaire is a 5-point Likert-scale. Where the attitude will marked as 1=Strongly Disagree, 2=Disagree, 3= Neutral 4=Agree, 5=Strongly Agree.

The sampling technique in this study is the Simple Random Sampling method. The sample of the survey constitutes 50 individuals secondary school teachers in Warangal urban district. In the present study, equal sample representation will be given to secondary school teachers of Warangal district in Telagana state for sampling area. Only urban school teachers of Warangal district will involve in the study sample. The target population of this research included all secondary schools in Warangal Region, and all teachers in secondary schools in Warangal Region. The sample will consist of fifty (50) respondents from ten (10) secondary schools with each school providing five (05) teachers. Secondary schools will be sampled using stratified random sampling technique. Fifty (50) secondary school teachers will be selected from the sampled secondary schools using convenience sampling technique.

The secondary data is to be gathered from existing review of research, literature, different brochures of banks, websites of banks, magazines, encyclopaedias, government surveys, web portals, research articles, published thesis and journals for the purpose of building a strong conceptual background of the study.

The study results analyzed by using suitable statistical tools like Simple percentage, Mean, Standard division and One-Way ANOVA used for the analysis and interpretation of data, to measure the behaviour of secondary school teachers towards the usage of information and communication technology in warangal urban district in Telangana state.

### Data Analysis and Interpretation

- **Objective 1:** To study the behaviour of secondary school teachers towards Information and Communication Technology in school.

### Mean Scores, Standard Deviation and Variance of Behaviour of Secondary School Teachers towards the Usage of Information and Communication Technology

S. no	Particulars	N	Mean	Std. Deviation	Variance
1	I am fully aware of the opportunities that offer by internet in the teaching of the subject.	50	3.54	1.129	1.274
2	I can evaluate new information resources in teaching of subject.	50	3.42	1.144	1.310
3	I can select technological innovations based on their appropriateness in teaching of the subject.	50	3.74	1.006	1.013
4	ICT supports various teaching learning styles	50	3.92	1.259	1.585
5	ICT supports personalize learning	50	3.96	1.142	1.304

6	Using content specific tools (e.g. software, simulation, graphing, calculators, web tool etc.) support teaching	50	3.82	1.190	1.416
7	Using ICT in teaching, it increases the interest of students towards the subject	50	3.88	1.304	1.700
8	ICT one makes effective use of class-time in teaching of the subject.	50	3.88	1.239	1.536
9	There is lack of interest in teachers in technology usage	50	3.94	1.284	1.649
10	Through ICT one makes effective use of class-time in teaching of the subject.	50	3.70	1.074	1.153
11	I can use ICT for instructional design more effectively in higher education subjects	50	4.20	1.088	1.184
12	It is hard for me to explain the use of computer application in teaching of my subjects to my students.	50	2.92	1.455	2.116
13	ICT will make it easier to prepare course material	50	4.14	1.088	1.184
14	I could use ICT if I had online support on instructional technology design.	50	3.20	1.325	1.755
15	It is easy for me to learn integration of technology in teaching.	50	3.38	1.105	1.220
16	Using computer technology will increase the academic scores of students	50	4.02	.979	.959
17	ICT promotes the development of communication skills (e.g. writing and presentation skills.)	50	3.84	1.095	1.198
18	ICT is a valuable instructional tool.	50	3.80	1.050	1.102
19	It is too costly in terms of resources, time and effort.	50	3.74	1.103	1.217
20	ICT makes teachers feel more competent as educators.	50	3.52	1.216	1.479
21	ICT is successful only if teachers are given training to teach students.	50	4.20	1.107	1.224
22	It is successful only if computers are maintain regularly.	50	4.10	.974	.949
23	It gives teachers the opportunity to be learning facilitators instead of information provides.	50	3.66	1.099	1.209
24	It demands too much time be spent on technical problem.	50	2.80	1.400	1.959
25	ICT is successful only if, computer technology is part of the Students home environment.	50	3.14	1.414	2.000
26	ICT requires extra time to prepare lesson to teach.	50	3.54	1.092	1.192
27	ICT could reduce the number of teachers employed in the future.	50	3.04	1.068	1.141
28	I enjoy teaching through means of ICT.	50	3.14	1.591	2.531
29	The use of technology in teaching has becomes a necessity of today's education.	50	4.20	1.161	1.347
30	ICT can be used only by smart people.	50	2.58	1.279	1.636
31	ICT teaching is more powerful than common teaching.	50	3.58	1.326	1.759
32	Education of real life situation can be liked through technological deceives	50	4.40	.990	.980

Source: Primary Data

As per the table shown above, majority of the respondents agreed that Education of real life situation can be liked through technological deceives like cell phones, tabs, laptops etc. with highest mean value at 4.40 with standard deviation of 0.990 and variance is at 0.980. The other statements are "I can use ICT for instructional design more effectively in higher education subjects", "ICT is successful only if teachers are given training to teach students" and "The use of technology in teaching has becomes a necessity of today's education with the mean value of 4.20. ICT will make it easier to prepare course material has the mean value is at 4.14. Hence it can be inferred that the behaviour of Secondary School Teachers towards the Usage of Information and Communication Technology is similar and deviation in the behaviour is low.

- **Objective 2:** To study the difference between behaviour of teachers towards the use of technology in teaching in relation to Age.

**Null Hypothesis:** There is no significant difference between the behaviour of teachers towards the use of technology in teaching in relation to Age.

**Alternate Hypothesis:** There is a significant difference between the behaviour of teachers towards the use of technology in teaching in relation to Age.

#### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
I am fully aware of the opportunities that offer by internet in the teaching of the subject.	Between Groups	58.241	3	19.414	213.718	.000
	Within Groups	4.179	46	.091		
	Total	62.420	49			
I can evaluate new information resources in teaching of subject.	Between Groups	57.888	3	19.296	141.079	.000
	Within Groups	6.292	46	.137		
	Total	64.180	49			
I can select technological innovations based on their appropriateness in teaching of the subject.	Between Groups	41.879	3	13.960	82.953	.000
	Within Groups	7.741	46	.168		
	Total	49.620	49			
ICT supports various teaching learning styles	Between Groups	66.823	3	22.274	94.373	.000
	Within Groups	10.857	46	.236		
	Total	77.680	49			
ICT supports personalize learning	Between Groups	50.938	3	16.979	60.163	.000
	Within Groups	12.982	46	.282		
	Total	63.920	49			
Using content specific tools (e.g. software, simulation, graphing, calculators, web tool etc.) support teaching	Between Groups	58.916	3	19.639	86.329	.000
	Within Groups	10.464	46	.227		
	Total	69.380	49			
Using ICT in teaching, it increases the interest of students towards the subject	Between Groups	72.101	3	24.034	98.900	.000
	Within Groups	11.179	46	.243		
	Total	83.280	49			
ICT one makes effective use of class-time in teaching of the subject.	Between Groups	68.253	3	22.751	148.937	.000
	Within Groups	7.027	46	.153		
	Total	75.280	49			
There is lack of interest in teachers in technology usage	Between Groups	70.516	3	23.505	104.940	.000
	Within Groups	10.304	46	.224		
	Total	80.820	49			
Through ICT one makes effective use of class-time in teaching of the subject.	Between Groups	49.875	3	16.625	115.434	.000
	Within Groups	6.625	46	.144		
	Total	56.500	49			
I can use ICT for instructional design more effectively in higher education subjects	Between Groups	49.205	3	16.402	85.789	.000
	Within Groups	8.795	46	.191		
	Total	58.000	49			
It is hard for me to explain the use of computer application in teaching of my subjects to my students.	Between Groups	94.406	3	31.469	156.091	.000
	Within Groups	9.274	46	.202		
	Total	103.680	49			
ICT will make it easier to prepare course material	Between Groups	46.779	3	15.593	63.809	.000
	Within Groups	11.241	46	.244		
	Total	58.020	49			
I could use ICT if I had online support on instructional technology design.	Between Groups	76.884	3	25.628	129.320	.000
	Within Groups	9.116	46	.198		
	Total	86.000	49			
It is easy for me to learn integration of technology in teaching.	Between Groups	49.718	3	16.573	75.760	.000
	Within Groups	10.062	46	.219		
	Total	59.780	49			
Using computer technology will increase the academic scores of students	Between Groups	35.676	3	11.892	48.395	.000
	Within Groups	11.304	46	.246		
	Total	46.980	49			
ICT promotes the development of communication skills (e.g. writing and presentation skills.)	Between Groups	47.756	3	15.919	66.785	.000
	Within Groups	10.964	46	.238		
	Total	58.720	49			

ICT is a valuable instructional tool.	Between Groups	44.196	3	14.732	69.126	.000
	Within Groups	9.804	46	.213		
	Total	54.000	49			
It is too costly in terms of resources, time and effort.	Between Groups	49.513	3	16.504	75.115	.000
	Within Groups	10.107	46	.220		
	Total	59.620	49			
ICT makes teachers feel more competent as educators.	Between Groups	69.667	3	23.222	379.817	.000
	Within Groups	2.812	46	.061		
	Total	72.480	49			
ICT is successful only if teachers are given training to teach students.	Between Groups	48.688	3	16.229	65.993	.000
	Within Groups	11.312	46	.246		
	Total	60.000	49			
It is successful only if computers are maintain regularly.	Between Groups	35.446	3	11.815	49.171	.000
	Within Groups	11.054	46	.240		
	Total	46.500	49			
It gives teachers the opportunity to be learning facilitators instead of information provides.	Between Groups	52.250	3	17.417	114.941	.000
	Within Groups	6.970	46	.152		
	Total	59.220	49			
It demands too much time be spent on technical problem.	Between Groups	81.869	3	27.290	88.835	.000
	Within Groups	14.131	46	.307		
	Total	96.000	49			
ICT is successful only if, computer technology is part of the Students home environment.	Between Groups	85.952	3	28.651	109.204	.000
	Within Groups	12.068	46	.262		
	Total	98.020	49			
ICT requires extra time to prepare lesson to teach.	Between Groups	50.670	3	16.890	100.250	.000
	Within Groups	7.750	46	.168		
	Total	58.420	49			
ICT could reduce the number of teachers employed in the future.	Between Groups	45.602	3	15.201	67.764	.000
	Within Groups	10.318	46	.224		
	Total	55.920	49			
I enjoy teaching through means of ICT.	Between Groups	111.368	3	37.123	134.973	.000
	Within Groups	12.652	46	.275		
	Total	124.020	49			
The use of technology in teaching has becomes a necessity of today's education.	Between Groups	58.286	3	19.429	115.852	.000
	Within Groups	7.714	46	.168		
	Total	66.000	49			
ICT can be used only by smart people.	Between Groups	66.085	3	22.028	71.890	.000
	Within Groups	14.095	46	.306		
	Total	80.180	49			
ICT teaching is more powerful than common teaching.	Between Groups	75.653	3	25.218	110.197	.000
	Within Groups	10.527	46	.229		
	Total	86.180	49			
Education of real life situation can be liked through technological deceives	Between Groups	35.768	3	11.923	44.836	.000
	Within Groups	12.232	46	.266		
	Total	48.000	49			

Source: Primary Data

**Inference:** Since P value (0.000) is lesser than 0.05 in all the statements, the null hypothesis  $H_0$  is rejected at 5% level of significance and it is concluded that there is a significant difference between the Age and different dimensions of behaviour of secondary school teachers towards the usage of information and communication technology.

- **Objective 3:** To study the behaviour of male and female secondary school teachers towards Information and Communication Technology in school.

**Null Hypothesis:** There is no significant difference between behaviour of male and female secondary school teachers towards Information and Communication Technology in school.

**Alternate Hypothesis:** There is a significant difference between behaviour of male and female secondary school teachers towards Information and Communication Technology in school.

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
I am fully aware of the opportunities that offer by internet in the teaching of the subject.	Between Groups	42.491	1	42.491	102.345	.000
	Within Groups	19.929	48	.415		
	Total	62.420	49			
I can evaluate new information resources in teaching of subject.	Between Groups	40.148	1	40.148	80.187	.000
	Within Groups	24.032	48	.501		
	Total	64.180	49			
I can select technological innovations based on their appropriateness in teaching of the subject.	Between Groups	33.383	1	33.383	98.687	.000
	Within Groups	16.237	48	.338		
	Total	49.620	49			
ICT supports various teaching learning styles	Between Groups	40.148	1	40.148	51.344	.000
	Within Groups	37.532	48	.782		
	Total	77.680	49			
ICT supports personalize learning	Between Groups	29.673	1	29.673	41.590	.000
	Within Groups	34.247	48	.713		
	Total	63.920	49			
Using content specific tools (e.g. software, simulation, graphing, calculators, web tool etc.) support teaching	Between Groups	43.088	1	43.088	78.663	.000
	Within Groups	26.292	48	.548		
	Total	69.380	49			
Using ICT in teaching, it increases the interest of students towards the subject	Between Groups	52.202	1	52.202	80.626	.000
	Within Groups	31.078	48	.647		
	Total	83.280	49			
ICT one makes effective use of class-time in teaching of the subject.	Between Groups	33.647	1	33.647	38.792	.000
	Within Groups	41.633	48	.867		
	Total	75.280	49			
There is lack of interest in teachers in technology usage	Between Groups	53.528	1	53.528	94.142	.000
	Within Groups	27.292	48	.569		
	Total	80.820	49			
Through ICT one makes effective use of class-time in teaching of the subject.	Between Groups	40.727	1	40.727	123.942	.000
	Within Groups	15.773	48	.329		
	Total	56.500	49			
I can use ICT for instructional design more effectively in higher education subjects	Between Groups	37.172	1	37.172	85.667	.000
	Within Groups	20.828	48	.434		
	Total	58.000	49			
It is hard for me to explain the use of computer application in teaching of my subjects to my students.	Between Groups	84.368	1	84.368	209.701	.000
	Within Groups	19.312	48	.402		
	Total	103.680	49			
ICT will make it easier to prepare course material	Between Groups	29.549	1	29.549	49.818	.000
	Within Groups	28.471	48	.593		
	Total	58.020	49			
I could use ICT if I had online support on instructional technology design.	Between Groups	56.571	1	56.571	92.272	.000
	Within Groups	29.429	48	.613		
	Total	86.000	49			
It is easy for me to learn integration of technology in teaching.	Between Groups	30.423	1	30.423	49.742	.000
	Within Groups	29.357	48	.612		
	Total	59.780	49			
Using computer technology will increase the academic scores of students	Between Groups	30.675	1	30.675	90.302	.000
	Within Groups	16.305	48	.340		
	Total	46.980	49			
ICT promotes the development of communication skills (e.g. writing and presentation skills.)	Between Groups	41.019	1	41.019	111.229	.000
	Within Groups	17.701	48	.369		
	Total	58.720	49			

ICT is a valuable instructional tool.	Between Groups	37.870	1	37.870	112.696	.000
	Within Groups	16.130	48	.336		
	Total	54.000	49			
It is too costly in terms of resources, time and effort.	Between Groups	36.756	1	36.756	77.166	.000
	Within Groups	22.864	48	.476		
	Total	59.620	49			
ICT makes teachers feel more competent as educators.	Between Groups	48.483	1	48.483	96.980	.000
	Within Groups	23.997	48	.500		
	Total	72.480	49			
ICT is successful only if teachers are given training to teach students.	Between Groups	30.549	1	30.549	49.789	.000
	Within Groups	29.451	48	.614		
	Total	60.000	49			
It is successful only if computers are maintain regularly.	Between Groups	29.922	1	29.922	86.637	.000
	Within Groups	16.578	48	.345		
	Total	46.500	49			
It gives teachers the opportunity to be learning facilitators instead of information provides.	Between Groups	30.928	1	30.928	52.471	.000
	Within Groups	28.292	48	.589		
	Total	59.220	49			
It demands too much time be spent on technical problem.	Between Groups	61.831	1	61.831	86.860	.000
	Within Groups	34.169	48	.712		
	Total	96.000	49			
ICT is successful only if, computer technology is part of the Students home environment.	Between Groups	64.001	1	64.001	90.302	.000
	Within Groups	34.019	48	.709		
	Total	98.020	49			
ICT requires extra time to prepare lesson to teach.	Between Groups	38.858	1	38.858	95.350	.000
	Within Groups	19.562	48	.408		
	Total	58.420	49			
ICT could reduce the number of teachers employed in the future.	Between Groups	32.079	1	32.079	64.586	.000
	Within Groups	23.841	48	.497		
	Total	55.920	49			
I enjoy teaching through means of ICT.	Between Groups	99.887	1	99.887	198.672	.000
	Within Groups	24.133	48	.503		
	Total	124.020	49			
The use of technology in teaching has becomes a necessity of today's education.	Between Groups	40.727	1	40.727	77.353	.000
	Within Groups	25.273	48	.527		
	Total	66.000	49			
ICT can be used only by smart people.	Between Groups	58.125	1	58.125	126.500	.000
	Within Groups	22.055	48	.459		
	Total	80.180	49			
ICT teaching is more powerful than common teaching.	Between Groups	67.138	1	67.138	169.235	.000
	Within Groups	19.042	48	.397		
	Total	86.180	49			
Education of real life situation can be liked through technological deceives	Between Groups	22.909	1	22.909	43.826	.000
	Within Groups	25.091	48	.523		
	Total	48.000	49			

Source: Primary Data

**Inference:** Since P value (0.000) is lesser than 0.05 in all the statements, the null hypothesis  $H_0$  is rejected at 5% level of significance and it is concluded that there is a significant difference between the Gender and different dimensions of behaviour of secondary school teachers towards the usage of information and communication technology.

### Conclusion

Information and Communication Technology (ICT) has become an important part of most organizations and computers had begun to be placed in schools in the early 1980's and several researches suggest that ICT will be an important part of Education for the next generation. Modern Technology offers many means of improving teaching and learning in the classroom. ICT is of the view



that new technologies have the potential to support education across the curriculum and provide opportunities ties for effective communication between teachers and students. ICT plays a remarkable role in improving the quality of the teaching and learning process by supplementing teachers training. Motivating learners and enabling them to acquire basic skills. The present study was conducted to study the behaviour of teachers towards the role of Information and Communication Technology (ICT). Understanding Teacher's perception towards the role of Information and Communication Technology (ICT) in teaching of subjects at secondary level is very important as the perception determines the behavior of a particular person. However, effective technology integration offers various chances to enhance subject teaching to increase student enthusiasm while preparing students with the knowledge , skills and values necessary to become good citizens, which are the fundamental goal.

### References

1. Balta Nuri & Duran Moharren( 2015). Attitudes of Students and Teachers towards the Use of Interactive Whiteboards in Elementary and Secondary School Classrooms. The Turkish Online Journal of Educational Technology – April 2015, volume 14 issue 2.
2. Chandini ( 2016). Attitude of secondary school teachers towards the use of computers in education. International Journal of Current Research and Moderrn Education (IJCRME). ISSN (Online): 2455 - 5428 Volume I, Issue II Page No.237.
3. Chessler, M., Rock man, S., and Walker, L. (1998). Powerful tools for Schooling: second year study of the laptop program. San Francisco: Rock man ET AL.
4. Denton, J. J. & Manus, A. L. (1995). Accountability effects of integrating Technology in evolving professional development schools. (Eric document ED393443).
5. Follansbee, S., Gilsdorf, N., Stahl, S., Dunfey, J., Cohen, S., Pisha, B. & Hughes, B. (1996). The role of online communication in schools: a national Study. Peabody, MA: Center for Applied Special Technology.
6. Huang, D. (2007). The National Partnership for Quality Afterschool Learning and the National Center for Research and Evaluation, Standards, and Student Testing.
7. Neetu Spring (2019). A Study Of Secondary Level Students', Teachers' And Principals' Perception Of The Role Of Information And Communication Technology (Ict) In Teaching Of Social Studies, Integral University, Lucknow, India.
8. Reena Yadav (2015).Attitude of Secondary School Teachers Towards The Use of Information Communication Technology In Education. International Journal of Education and Information Studies. Volume 5, pp. 31-33.
9. Thappa, A.(2013). Attitude of teachers towards EDUSAT. Unpublished M.Ed. Dissertation. Central University Of Jammu
10. Wiesenmayer, R. & Koul, R. (1998) Integrating Internet resources into the Science classroom: Teachers' perspectives. Journal of Science Education and Technology. 7(3), 271-277.

### Websites

1. [www.google.com](http://www.google.com)
2. [www.e-journals.org](http://www.e-journals.org).

