INFLUENCE OF ATTITUDE AND COMPETENCY TOWARDS ICT ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

T. Balasubramanian, Research Scholar, Department of Education, Alagappa University, Karaikudi, Tamilnadu, India.

Dr. K. Govindarajan, Research Supervisor, Assistant Professor, Department of Education, Alagappa University, Karaikudi, Tamilnadu, India.

ABSTRACT

Information and communication technology (ICT) tools are being increasingly used to facilitate teaching in educational institutions. This study observed the attitude, competency, job satisfaction of secondary school teachers toward using ICT tools in education. ICT is a scientific, technological and engineering discipline and executive technique used in handling information, its application and association with social, economic and cultural substance. In modern science and technological societies education demands more knowledge of teacher concerning ICT and skills to use ICT in teaching–learning process. The knowledge of ICT also required for pre-service teacher during training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way by which it can be applied in future for the betterment of the students. This study inspect secondary school teachers’ competence and attitude, job satisfaction towards information and communication technology. ICT influence on their competence and attitude, job satisfaction were also observed on gender, educational qualification, locality. The data collected through a questionnaire were analysed using percentages, means, and chi-square statistics. Findings revealed that majority of the secondary school teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools and also job satisfaction are positive to explore. The implication is that the secondary school teachers require the necessary competence in the full integration of ICT in the curriculum. This study gives emphasis to the need to improve the ICT contents of secondary school teacher education programs in developing countries.

Keywords: ICT, attitude, teaching learning process, competency, job satisfaction,

I. INTRODUCTION

Information and Communication Technologies is a part of our lives for the preceding few decades distressing our society as well as individual life. ICT which is now mostly used in educational world. Teacher, Student and every people related to education are widely used ICT. Teacher use ICT for creation of teaching learning process easy as well as interesting. A competent teacher has several skills and techniques for given that successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT. Currently ICT’s are transforming schools and classrooms a new glance by convey in new curriculum based on real world problems, projects, providing tools for enhancing learning, providing teachers and students more facilities and opportunities for feedback. ICT also assist teachers, students and parents to come together. ICT tools of association and social media to be helpful in learning and in increasing their future service; additionally, the teachers establish these ICT tools to be useful. The functions of ICT tools, rather than the tools, decide their use in a classroom. ICT increase learning through traditional teaching methods and assists teachers in developing students’ abilities. Consequently, by integrate relationship and social media in teaching and course design, teachers can improve student participation and link students’ learning to their future service.

Teachers be required to recognize the use of ICT in their subject areas to help the student for
learning more efficiently. Hence, the knowledge of ICT is very much important for the both prospective teachers as well as in-service teachers too. This will assist teachers to know integrated technology with classroom teaching. Teachers use ICT to develop the attitude and competence of their teaching performance. Therefore, making an allowance for the potential of ICT tools in teaching, governments worldwide have dedicated toward integrating ICT into education to make easy students’ learning.

**Attitude in ICT**
Attitudes refer to one’s positive or negative judgment about a concrete subject. Attitudes are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results. There is a common saying that attitude determines altitude. Studies have established close links and affinities between teachers’ attitude and their use of ICT. More positive attitudes towards the computer were associated with a higher level of computer experience.

Students’ confidence on ICT can be explained through the attitude and behaviours of their teachers. Teachers’ behaviour is a critical influence on students’ confidence and attitude towards ICT as they provide important role model to their students. The literature suggests that lack of adequate training and experience is one of the main reasons why teachers do not use technology in their teaching. Attitude of pre-service and in-service teachers towards computer and technology skills can be improved by integrating technology into teacher. Attitude is a major predictor of future computer use. Thus, there is the need to take care of the emotional needs of student teachers as attitude is a major predictor of future ICT use. Student teachers have positive attitude and are highly enthusiastic about interactive whiteboards as an important feature of teaching and learning, and this motivated them to practice using the technology.

**ICT Competency**
Competence is defined as “the ability to combine and apply relevant attributes to particular tasks in particular contexts. These attributes consist of high levels of knowledge, values, skill, personal outlooks, understandings and proficiencies, and the ability to put those combinations into practice in an suitable way”
Competency is the skill of an individual to do a job well or execute perfectly. A competency is a set of defined activities that provide a structured guide facilitating the identification, assessment and development of the behaviours in individual.

An ICT competency defines what a teacher should know to be competent to use technology in his/her professional exercise. These consist of competency in creating personal use of ICT. Mastery of a range of educational hypotheses that make use of ICT; Making use of ICT as concentrations tools. Using ICT as tool for teaching Learning a range of assessment patterns which contains use of ICT, and Accepting the policy scopes of the use of ICT for teaching and learning.

ICT competencies into two: basic and educational ICT competence. These competences are further elaborated in the ICT competency standards for teachers developed by the United Nations Educational, Scientific and Cultural Organization. Based on these documents, the information and communication technology competency is comprehensive than mere focus on ICT skills. Rather, it is a comprehensive approach to education reform in six broad areas of policy, curriculum and assessment, pedagogy, the use of technology, school organization and administration, and teacher professional development. The UNESCO standards for teachers are meant to improve teachers’ practice in using ICT in an innovative way for teaching, collaborating with colleagues, and for school organization.
Job Satisfaction between ICT Teachers
The word job satisfactions denote to the attitude and feelings teachers have about their work. Progressive and encouraging attitudes towards the job indicate job satisfaction. In the present era the use of technology in our lives is very common feature. Everyone uses it for many reasons at different places either at home, at office, at business place or elsewhere. Other than the educational qualification an essential qualification in the form of computer literacy, not only literacy rather efficiency and skills, is generally required at almost all jobs places at all levels. It is due to this reason the use of technology in schools in general and in classrooms, in particular, has been increasing day by day. To reap full benefits from the use of technology in education the policy planners must give due consideration to all the necessary conditions and environments, directly or indirectly, related to the technology use. Educational system of the country and the method of teaching adopted by the teacher, therefore, have their great influence in determining the attitude of students towards integration of technology in education. Job satisfaction, as a overall assumed, depends on the convention among an individual’s whole of attitudes, happiness, behavioural outlines, expressive responses, social roles, and other individual behaviour that tolerate over long episode of time and that individual’s work atmosphere. The work an individual achieves goes elsewhere an income, it appearances status and self-importance, and the extremity line is job satisfaction. The further assumed is that people who work in information technology fields are properly different from other persons in their approach to profession; they do work for money, but they often do the same kind of work just for satisfying.

II. REVIEW OF LITERATURE

Thomas and Thomas (2012) examined the attitudes of teachers and students toward ICT tools from the perspective of the development of abilities. The study primarily investigated feedback from the students and teachers to determine their attitude toward using ICT as an educational tool. In the teaching and learning process, feedback is one of the most effective methods for promoting student learning (Hattie and Timperley 2007). ICT tools facilitate teaching (Kim et al. 2013), few studies have simultaneously investigated both students and teachers’ attitude toward the use of ICT tools in classrooms.

Albirini (2006) who stated that technology competence includes not only technology knowledge but also the skills and experience important to put them into use. Technology competency agrees the teachers to turn into most effective individuals in distributing with daily tasks such as to communicate with the student’s parents; to keep records; to do research in their possibility domain; and to prepare performances.

AidatunTasir, et al, (2012), examined the study on “Relationship between Teachers’ ICT Competency, Confidence Level, and Satisfaction toward ICT Training Programmes: A Case Study Among Postgraduate Students”. The study aimed to find out the relationship among teachers’ ICT competency, teachers’ confidence level in using ICT and teachers’ satisfaction on ICT training programmes.

Zembylas,M.,andPapanastasiou,E.(2006), observed teachers’ job satisfaction as a function of the supposed relation between what one wants from teaching and what one notices teaching is offering to teacher. Hongying, (2008) enhances, job satisfaction mentions to the overall attitude and duties of teachers just before their working conditions and profession. Teachers are the most important properties in schools. They are the key figures for educational reforms required in schools. The facility of high quality education system depends on high quality teachers. Jyoti & Sharma, (2009). A teacher is a classroom expert, the one
who transforms educational philosophy and objectives into knowledge and skills. They are expected to dedicate themselves professionally, with given that knowledge, skill and attitude.

III. METHODOLOGY

Research problem
The title of the current study is “Influence of attitude and competency towards ICT on job satisfaction of secondary school teachers”

Objectives of the study
➢ To evaluate the level of attitude, competency towards Information and Communication Technology of job satisfaction among secondary school teachers in Thanjavur District.
➢ To study the variance in the level of of attitude, competency towards Information and Communication Technology of job satisfaction among secondary school teachers between the groups regarding gender, educational qualification and school Location.

Hypothesis
1. There is no significant difference between male and female Secondary school teachers’ attitude, competency, job satisfaction towards Information and Communication Technology.
2. There is no significant difference between Under Graduate and Post Graduate Secondary school teachers’ attitude, competency towards Information and Communication Technology.
3. There is significant difference between Rural and Urban area Secondary school teachers’ attitude, competency, job satisfaction towards Information and Communication Technology.

Research methodology
The research technique of study implemented by the investigators for the current study is Normative survey. This method is applied to reach the descriptive sample of data.

Sample size
The sample holds of 696 teachers from government, Aided and Un-Aided schools in Thanjavur District.

Tools
Attitude, Competency towards Information and Communication Technology questionnaire was designed and standardized by O.Yusuf & R Balogun (2011) Nigerian used for the study.
Job satisfaction Inventory was constructed by the research scholar and also used for this present study.

Variable of the study
The normal variables are used in this study. These study determines to explore this variable with respect to gender, educational qualification and locality of teachers.

Statistical techniques used
The data collected by the research scholar from the sample were evaluated statistically. That the variables were examined by using Descriptive Analysis (Mean, SD) and Differential Analysis (‘t’-test) to be used.

IV. DATA ANALYSIS AND INTERPRETATION

a. Descriptive Analysis

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>Mean((\overline{X}))</th>
<th>Standard deviation((\sigma))</th>
</tr>
</thead>
</table>

TABLE 1: Mean and standard Deviation of attitude, competency and job satisfaction towards ICT among secondary school teachers
TABLE 2: 
Mean and standard Deviation of attitude, competency and job satisfaction with respect to demographic variables towards ICT among secondary school teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Educational qualification</th>
<th>Locality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>UG</td>
</tr>
<tr>
<td>Attitude</td>
<td>312</td>
<td>384</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>Mean((\bar{X}))</td>
<td>47.91</td>
<td>46.93</td>
</tr>
<tr>
<td></td>
<td>Standard deviation((\sigma))</td>
<td>4.46</td>
<td>4.96</td>
</tr>
<tr>
<td>Competency</td>
<td>149.04</td>
<td>144.5</td>
<td>148.07</td>
</tr>
<tr>
<td></td>
<td>Mean((\bar{X}))</td>
<td>149.04</td>
<td>144.5</td>
</tr>
<tr>
<td></td>
<td>Standard deviation((\sigma))</td>
<td>14.26</td>
<td>20.11</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>99.89</td>
<td>99.24</td>
<td>101.10</td>
</tr>
<tr>
<td></td>
<td>Mean((\bar{X}))</td>
<td>99.89</td>
<td>99.24</td>
</tr>
<tr>
<td></td>
<td>Standard deviation((\sigma))</td>
<td>10.66</td>
<td>11.97</td>
</tr>
</tbody>
</table>

Mean and standard Deviation of attitude, competency and job satisfaction towards ICT among secondary school teachers

b. Differential Analysis:
TABLE 3: Shows Mean, SD and ‘t’ Value of competency in ICT among Teachers in digital literacy

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Educational</th>
<th>Locality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Mean</td>
<td>Male</td>
<td>Female</td>
<td>UG</td>
</tr>
<tr>
<td>Attitude SD</td>
<td>47.91</td>
<td>46.93</td>
<td>48.21</td>
</tr>
<tr>
<td>Competency Mean</td>
<td>149.04</td>
<td>144.5</td>
<td>148.07</td>
</tr>
<tr>
<td>Competency SD</td>
<td>4.46</td>
<td>4.96</td>
<td>3.91</td>
</tr>
<tr>
<td>Job satisfaction Mean</td>
<td>99.89</td>
<td>99.24</td>
<td>101.10</td>
</tr>
<tr>
<td>Job satisfaction SD</td>
<td>10.66</td>
<td>11.97</td>
<td>7.83</td>
</tr>
</tbody>
</table>
Findings
- There is no significant difference between male and female secondary school teachers with respect to attitude, competency, job satisfaction towards Information Communication Technology.
- There is no significant difference between Under Graduate and Post Graduate in secondary school teachers with respect to attitude, competency towards Information Communication Technology.
- There is significant difference between Under Graduate and Post Graduate in secondary school teachers with respect to job satisfaction towards Information Communication Technology.
- There is a significant difference between Rural and Urban area secondary school teachers with respect to attitude, competency and job satisfaction towards Information Communication Technology.

CONCLUSION
In this study, it was exposed that secondary school teachers have positive attitude, competency and job satisfaction towards the use of ICT. The results made known that among the basic computer competencies, sub-divisions, teachers indicated competency in general computer operation, word processing, downloading, and using basic internet resources and also the use of peripheral ICT equipment. The findings underscored the need to introduce teachers to more choice on ICT with needed hand-on experiences so as to promote effective integration of ICT throughout the curriculum of teachers. In addition, it brings to the front the need for teachers to model good use of ICT in their instruction. Computer operation and in the use of generic software although they have positive attitude towards the use of computer in secondary schools. These findings have shown that level of ICT diffusion in the school system, although the attitudes of teachers have been positive. Overall, no significant difference was established between male and female teachers’ attitudes, competency, job satisfaction, and use of ICT. Only school location has impact the use of ICT tools. Achievement
gratitude of secondary school teachers’ attitude and perceived competence in the use of ICT may provide useful near the future of technology integration, acceptance and usage in teaching and learning in developing countries.

REFERENCES


