Effect of Attitude and Competency towards ICT on Job Satisfaction of Secondary School Teachers

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Abstract: *ICT, with its strength that has changed many aspects of the way that we live. This study observed the attitude, competency, job satisfaction of secondary school teachers toward using ICT tools in education. These have included such aspects as a lack of capital to support the purchase of the technology, a lack of training among established teaching probationers, a lack of motivation and need among teachers and students to use ICT as a teaching and learning tools. But in present eras, issues have emerged which have supported and stimulated moves to use ICT into classrooms and learning locations. These have included a growing need to explore efficiencies in terms of program delivery. The opportunities for flexible delivery provided by ICT, the capacity of technology to provide support for customized educational programs to meet the needs of individual learners and the outside world; creation and delivery of presentations and lectures; academic research; administrative support, student enrolment. This study provides importance to the need to expand the ICT substances of secondary school teacher education curriculums in emerging countries.*

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

1. Introduction

Evolution of ICT brought in rapid changes in various fields including education. It has made entry into school education because of its appropriateness, applicability and versatility in use for classroom teaching. ICT is predictable that it has great prospective for refining the teaching learning process. It facilitates personalized learning and develops problem solving skills. It is interactive and motivate with students naturally. Educationist and teachers believe that with the help of ICT quality of education given to the students can be significantly improved.

ICT perform an increasingly important role in virtually all aspects of our daily lives. Technology not only is profoundly transforming teacher's work and professional life, but it is also altering how teacher interact, communicate, retrieve and share information. ICT also significantly affect multiple facets of education. They can provide new opportunities for students to learn outside of school and can change teachers' pedagogical approaches and learning experience of students in school. Furthermore, education systems are increasingly implanting digital competencies in their curriculum.

1) ICT is integrated into learning in three major ways :
- Student's arrangement with ICT both in and outside of school can affect their intellectual procedures and their well-being and eventually what they learn.
- Teachers are increasingly using ICT for instruction, and administrative and communication purposes, with numerous implications for classroom management, instructional practices, pedagogical approaches and time use.
- Competency in using ICT and digital literacy are being recognized as important skills that students need to acquire if they flourish in the digital age.

- Due to the digital communication both students and teachers have an easy access to sources of information.

2) But, to take advantages of ICT
- The teachers must to be aware of various information technologies and their potential practices in the field of education. It is pertinent to representation the teachers to information technology so as to realize its reimbursement for their students.
- Teachers will update their knowledge and skills in using ICT to make fullest utilization of hardware and software resources available. It change the teaching methods in curriculum transaction. It is essential that teachers have to consent their apprehensions behind about technology mediated instruction and adopt new technologies.
- From the perspective of policy makers and educational administrators there is a essential to redesign and modernize the educational systems established on the new educational paradigms so that both teachers and students improve necessary knowledge and skills sought in this digital age. Most countries around the world are concentrating on approaches to integrate ICT in learning and teaching to increase the quality of education by put emphasis on competencies for instance critical thinking, decision-making, and handling of dynamic situations, working as a member of a team, and interactive effectively. Governments, exclusively, in developing countries have been trying to improve their national programs to integrate ICT into education

ICT in education

All government's aim to provide the most comprehensive education possible for their citizens within the constraints of available finance. Because of the vital position of ICT in modern societies. It introduction in secondary schools, it will be high on any political agenda.

Education is a process and it focuses on the future world and it prepares child for future living and today, the student is not only considered as an empty vessel to be filled with facts and figures, but they are also now expected to use so many media and material to acquire learning. In this regard, Education plays an important role in the life of an individual and the most important factor in the educative process is the teacher. The teachers are the key of any educational reconstruction whereby the teachers' entire personality is reflected on the minds of the students and it leaves revolting mark in the young mind of the child.

Education is one of the major sectors which has undergone the influence of innovations in ICT. From the beginning provide online content service, platform for consolidating learning experiences to working learning and valuation has been changed greatly by ICT improvements. Students, teachers and educational administrators in education has been benefited by the integration of ICT in education

Attitude towards ICT
The importance of teachers attitudes toward new innovations has been universally recognized in the process of technology implementation in schools, implementation of ICT can be unproductive unless teachers develop positive attitudes to the toward the new technologies. Detrudes et al (2003) asset that teachers' attitudes regarding ICT use in schools not only pose difficulties in the use of technology but also cancel the learning benefits expected to spring from the instructional reform. An innovation is a multi-dimensional process that involves changes is beliefs and attitudes as well a practice. For change to occur, identifying teachers' attitudes would be the first natural step. It explains the regular calls for conducting more studies on teachers' attitudes.

Competency towards ICT
The starring role of teacher elaborate in all phases of ICT combination to the curriculum is essential. Teachers are required to decide how to make appropriate educational use of ICT in the classrooms, where there are no longer lecture-based or didactic teaching methods in classrooms any more. Teachers must to improvement of their skills, knowledge in the field of ICT. The expectations placed on teachers seem to be expanding day by day. Their role is not only teaching specific content and mentoring students but also functioning as frontline social workers and competent in all the ways. To meet the challenges of schooling, teachers need to model in their own conduct the very qualifies – flexibility, networking, creativity and also acquire and display these qualifies to redefine their skills for the task of teaching through ICT that are how key outcomes from students.

Each teacher needs to be proficient in the areas of technology competencies required for chats, web sites, databases, audio and video links, electronic conferencing, e-mail, picture publishing, word processing and numerical processing. Teaching, learning needs to be organized very carefully with virtual learning environment, near dialogue, radio, television and computers. It is used for integrating technological competencies with principles of learning (independent learning, inductive learning and Team learning) and Teaching learning organizations

Job Satisfaction between ICT Teachers
The teachers who are satisfied with their job can accomplish their everyday jobs with more deliberation and devotion. It is an recognised fact that a satisfied teacher situates best determinations to make teaching more effective. Job Satisfaction positively influences the teacher's performance, student's achievement, organizational commitment and as well as work motivation.

A satisfied teacher can do justices with his/ her profession and brought positive results and success in the process of imparting and transmission knowledge from one generation to another generation. Broadly speaking, the role of teachers is to facilitate students learning by imparting knowledge to them and by setting up a situation in which students can and will learn effectively and efficiently.

The roles of teachers are essential and significant tool for the transfer of knowledge and skills to students in the schools.
- ICT helps to create mindfulness of the issues that affect teachers job satisfaction for school teacher.
- It helps as input to improve the teaching and learning process through refining teachers job satisfaction and their assurances by using finding of this study.
- ICT gives for encouragement teachers within the schools by initiating schools management and department heads in schools to progress teachers job satisfaction and their assurance by proposing the clear picture of teachers job satisfaction and their obligation practices for schools.
- ICT inspires other researchers who have an interest in the associated problems that they can use this study as reference substantial for further studies.
- The application of ICT provide more prospects for communication between peer learners; they can discussion information in real time, they can share in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic protective delivered by the internet, we will have a better awareness into the culture of the country and individuals whose language we study.

2. Review of Literature

Chen, Zhou et al., (2019) surveyed 3730 Chinese primary and secondary school teachers, and adopted the environment-based design, exploratory factor analysis, confirmatory factor analysis, and structural equation modeling to analyze the factors influencing teachers' usage of ICT to develop teaching activities and proposed a model of the influencing factors of ICT usage. This model indicated that application willingness, application frequency, ICT-based teaching Competency, helpfulness degree and application, context are the five major factors that influence teachers' usage of ICT to develop high-quality teaching activities. According to the status of teachers' ICT application in China, this study suggested strengthening teachers' willingness and enriching application contexts of ICT. Implications of this study will be discussed.

Berok and Yunus, (2019) examined a total of 11 English teachers from 6 rural schools in Tatau, Sarawak were selected based on purposive sampling. Data was collected via questionnaire and calculated using percentage. It was

then analyzed and semi-structured interview was later conducted. The findings revealed that although teachers, attitude toward ICT integration in rural school was positive and it had enhanced their performance in teaching and learning, the actual use was the practically of integrating ICT. The findings also revealed poor Internet connection, limited facilities and infrastructure were the challenges that had influenced their behavior in using ICT which put a limitation of its usage.

Jarrear Ahmad and Mohd, Ahmad Khan (2016) studied "A study of teaching Competency of secondary school teachers in relation to their educational qualifications, streams of type of school". To study the teaching Competency, 447 secondary school teachers of eastern U.P. is randomly selected. General Teaching Competency scale is a claim observation schedule which has been constructed by Passi and Lalitha to analyze and interpret the data mean, SD and t-test were used between the different demographic variables. There is interesting result drawn from this study that government school teachers are dominating over private teachers in secondary level on the bais of their teaching Competency. It is also found that qualification of secondary school teachers does not have an effect on teaching Competency. The science stream teachers are competent that art stream teachers.

Wang Wei et al., (2015), they developed a research model to examine the relationship between employee users' satisfaction with information and communication technologies (ICT) and job satisfaction. Based on an online survey of 229 employee users of ICT, this study finds that job fit positively moderates the impact of IT satisfaction on job satisfaction. Also, the results approve the mediating effect of both job fit and professional fit. This study contributes to IT performance literature by moving beyond researchers' focus on IT-related outcomes, such as employee user satisfaction, to broader job-related outcomes.

3. 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
1) To assess the level of Attitude towards ICT, Competency towards ICT and Job Satisfaction of secondary school teachers.
2) To find out the relationship between and among the variables Attitude towards ICT and Competency towards ICT and Job Satisfaction.
3) To find out the relationship between and among the variables between Attitude towards ICT and Competency towards ICT and Job Satisfaction of secondary school teachers with respect to

- Gender
- Types of Institutions
- Medium of Instruction

Hypothesis
1) There is no significant difference in gender, type of institutions and medium of Instruction with respect to Attitude towards ICT of secondary school teachers.
2) There is no significant difference in gender, type of institutions and medium of Instruction with respect to Competency towards ICT of secondary school teachers.
3) There is no significant difference in gender, type of institutions and medium of Instruction with respect to Job Satisfaction of secondary school teachers.

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. This study determines to explore this variable with respect to gender, type of institutions and medium of instructions 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.

4. Data Analysis and Interpretation

a) **Descriptive Analysis**

Table 1: Mean and standard Deviation of attitude, competency and job satisfaction towards ICT among secondary school teachers

Variable	Total Score	No.	Mean ($\bar{X}$)	Standard deviation (σ)
Attitude	56		47.37	4.77
Competency		696	146.52	17.86
Job satisfaction			99.53	11.40

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

Variable		Gender		Types of Institution			Medium of Instruction	
		Male	Female	Govt.	Aided	un aided	Tamil	English
Attitude	No	346	350	227	239	230	337	359
	Mean ($\bar{X}$)	47.17	46.70	47.70	47.37	47.03	47.47	47.27
	Standard deviation (σ)	4.97	5.12	4.63	4.63	5.03	4.52	4.99
competency	Mean ($\bar{X}$)	147.10	144.39	145.41	146.43	147.72	144.43	148.49
	Standard deviation (σ)	16.63	20.94	16.71	20.19	16.32	18.88	16.64
Job satisfaction	Mean ($\bar{X}$)	97.76	98.73	100.18	99.98	98.41	100.14	98.96
	Standard deviation (σ)	13.33	12.40	11.39	8.97	13.45	11.44	11.35

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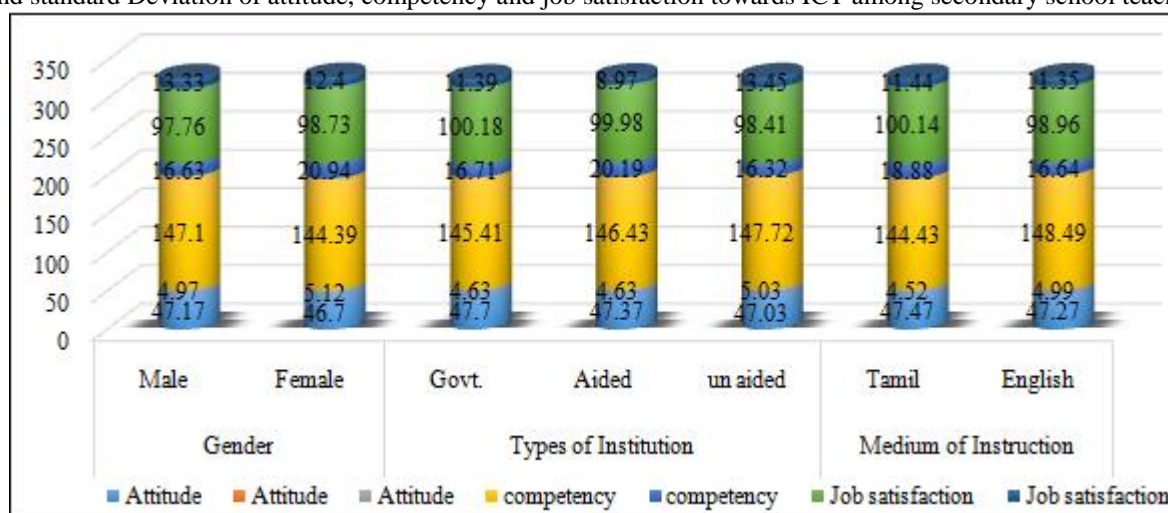
b) Differential Analysis

Table 3: Shows Mean, SD and 't' Value of competency in ICT among Teachers in digital literacy

Variable		Gender		Types of institutions			Medium of instruction	
		Male	Female	Govt	Aided	un aided	Tamil	English
	No	346	350	227	239	230	337	359
Attitude	Mean($\bar{X}$)	47.17	46.70	47.70	47.37	47.03	47.47	47.27
	S D (σ)	4.97	5.12	4.63	4.63	5.03	4.52	4.99
	't' test	0.2198		0.342			0.565	
	Signification @ 5% level	NS		NS			NS	
competency	Mean($\bar{X}$)	147.10	144.39	145.41	146.43	147.72	144.43	148.49
	S D (σ)	16.63	20.94	16.71	20.19	16.32	18.88	16.64
	't' test	0.0582		0.378			0.003	
	Signification @ 5% level	NS		NS			NS	
Job satisfaction	Mean($\bar{X}$)	97.76	98.73	100.18	99.98	98.41	100.14	98.96
	S D (σ)	13.33	12.40	11.39	8.97	13.45	11.44	11.35
	't' test	0.323		0.369			0.172	
	Signification @ 5% level	NS		NS			NS	

5. 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 types of institution in secondary school teachers with respect to attitude, competency towards Information Communication Technology.
- There is no significant difference between medium of instruction in secondary school teachers with respect to job satisfaction towards Information Communication Technology.

6. Conclusion

ICT is becoming more and more dominant in our society. ICT is all around us whether we want it to be or not: it is the vehicles we drive. Upgrades are being made and new innovations are being discovered every day in field of *ICT* . *ICT* has had a major impact on our school systems and is still impacting it today. 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 competency 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 under score 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 by teachers. This study revealed that majority of the secondary school teachers are at a moderate level of use of ICT. In order to make teachers reach a higher level of use of ICT, there is a need to implement more ICT resources and to provide opportunities to them to utilize and integrate ICT to its fullest potential in their classrooms. *ICT* enables all teachers to master more complex subjects via rich interactions with resources outside of classroom walls just as geographically distributed workers create, share, and master knowledge. Thus ICT technology is impacting the young mind to a great extent.

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