

Attitude of school Administrators towards ICT Applications

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Abstract- The school administrator uses a variety of tactics to support the smooth functioning of the institution, to unlock the full potential of its teachers and staff, and to deliver the best possible educational results. The use of ICT is an activity which requires thorough understanding and well-developed skills of the administrators. Thus, it is important that the administrators have sufficient awareness on the availability and use of the ICT for performing their assigned administrative tasks. Attitude on ICT usage is the foundation upon which all the other competencies can be effectively acquired. Therefore, it is vital that the administrators possess the sufficient ICT skills before they can start engaging in use of ICT for administrative purpose. The investigator found it desirable to limit the study to a sample of 639 Post Graduate Teachers who were the administrators of Schools located in Bengaluru City of Karnataka State, India.

Key words: Attitude of ICT Applications, School Administrators

INTRODUCTION

Attitudes of administrators may also play a role in the acceptance and utilization of ICT in school administration. Administrators may view ICT as a time-consuming task or a challenge to daily routines. If they lack the knowledge or skills to manage ICT, then they are likely to be more resistant to its adoption. Stine (2020) reports that if administrators do not fully comprehend the potential benefits of ICT for school administration; they are more likely to be reluctant to employ it. Several factors that could influence the administrators' attitude and motivation to use ICT for school administration. These are: (1) external constraints, such as the availability or funding of ICT resources; (2) socio-cultural norms of the community which may discourage the use of ICT; and (3) the administrator's personal beliefs. The field of school administration is complicated, frequently including a large number of people with a wide range of duties. The headmaster, instructors, and students are typically the most significant members of the administrative team at a school. Each of these three people plays a specific duty, yet they all contribute significantly to making sure that a school runs well.

Need for the present study

Technology can assist school administrators in managing data more effectively, reducing burden, and improving accuracy and communication. ICT is utilised in school administration to simplify and automate a number of processes, including data management, communication, reporting, and attendance tracking (Piva, 2017). Additionally, ICT can be leveraged to develop more interactive and engrossing learning environments (Goldgger, 2012). ICT can be used, for instance, to build virtual classrooms and support online teaching and learning. CT use in school administration can assist in reducing burden, enhancing communication, boosting accuracy, and better data control (Moore & Kearsley, 2020). By allowing them to quickly and readily access information, ICT can also assist school administrators in enhancing student engagement and performance (Oecd, 2017). The school administrator uses a variety of tactics to support the smooth functioning of the institution, to unlock the full potential of its teachers and staff, and to deliver the best possible educational results .

Title of the Study

The problem taken for the present study may be stated as "Attitude of School Administrators towards ICT Applications".

Objectives

The present study has the following objectives.

- ❖ To find out the level of Attitude of School Administrators towards ICT Applications.
- ❖ To find out whether there is any significant difference in Attitude of School Administrators towards ICT Applications in terms of variable such as
Gender: (Male/Female)
Locale: (Rural/Urban)

Hypothesis of the study

The hypotheses of the study are as follows:

1. The Attitude of School Administrators towards ICT Applications is high.

2. There is no significant difference in Attitude of School Administrators towards ICT Applications between male and female School Administrators
3. There is no significant difference in Attitude of School Administrators towards ICT Applications between rural and urban School Administrators.

Tool

Attitude of Administrators towards ICT Applications for School Administration, Scale, developed and validated by Ajai Kumar David .J and Senthilkumar .K (2019)

Method

Random sampling technique was used in the selection of sample. So, the sample includes 639 Post Graduate Teachers who were the administrators of Schools located in Bengaluru City of Karnataka State, India.

Analysis and the interpretation of data**Hypothesis-1**

The Attitude of School Administrators towards ICT Applications is high.

Table -1 The Mean and SD of Attitude of School Administrators towards ICT Applications Scores

Demographic Variables	Sub sample	N	Mean	SD
Gender	Male	307	149.34	15.522
	Female	332	140.73	16.332
Locality	Rural	336	141.54	16.722
	Urban	303	148.56	15.475
Entire Sample		639	144.87	16.508

The School Administrators' are possessing a moderate level of Attitude in ICT Applications for School Administration (M=144.87). Further, the mean values for the sub samples indicates that Male, Urban school, School Administrators are having higher level of Attitude in ICT Applications for School Administration than their counterparts

Hypothesis-2

There is no significant difference in the Attitude of School Administrators towards ICT Applications with respect to in their gender.

Table -2 Significant difference between male and female school administrators in their Attitude of ICT applications

Variables	Gender	N	Mean	S.D	t-value	Remark
Attitude of ICT applications	Female	307	149.34	15.522	6.83	significant
	Male	332	140.73	16.332		

It is inferred from the above table that there is a significant difference between male and female school Administrators in their Attitude of ICT Applications.

Hypothesis-3

There is no significant difference in the Attitude of School Administrators in ICT Applications with respect to in their locality.

Table -3 Significant difference between urban and rural school administrators in their Attitude of ICT applications

variables	Locality	N	Mean	S.D	t-value	Remark
Attitude of ICT applications	Urban	336	141.54	16.722	5.513	significant
	Rural	303	148.56	15.475		

It is inferred from the above table that there is a significant difference between urban and rural Administrators in their Attitude of ICT Applications

Major finding of study

- The School Administrators' possess a moderate level of Attitude in ICT Applications.
- It is inferred from the above table that there is a significant difference between male and female school Administrators in their Attitude of ICT.
- It is inferred from the above table that there is a significant difference between urban and rural Administrators in their Attitude of ICT Applications.

Conclusion

From the above analysis, it is conducted that the majority of the entire sample of School Administrators' possess a moderate level of Attitude in ICT Applications. The sub sample of the present study such as the Gender and Locality shows a significant difference in Attitude of ICT Applications.

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