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## A STUDY SHOWING THE IMPACT OF SELF CONFIDENCE OF THE MALE AND FEMALE ENGLISH TEACHERS TOWARDS APPLICATION OF ICT BASED INSTRUCTIONAL MATERIALS

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### Abstract

Information and Communication Technology (ICT) has become one of the basic building blocks of the modern society. The radical technological transformation in both developed and developing countries has made pervasive impacts on various segments. Therefore, it is not surprising to find an exponential growth in the use of ICT in education all over the world. Some impressive evidence on the effectiveness of ICT in education reveals that it has greater impact than any other innovation. Technology opens up new world to gather knowledge and to manipulate our knowledge as our need. This paper has thrown light on ICT based Instructional Materials with respect to the self-confidence of the English Teachers towards ICT based instructional materials at secondary level in the era of digital Communication.

**Keywords:** Information Technology, Educational Technology, Information and Communication Technology (ICT), Self Confidence.

### Introduction

In recent years, we can't close the eyes to that interactive multimedia which dominates the field of language teaching. An effective teaching can be done easily by using the ICT- interactive multimedia in learning and teaching process. It will provide the professional real-world demand than those traditional textbooks. However, we can't decline the popularity of textbook despite common enthusiasm for numerous modern tools. Not everyone is interested in using ICT-based instructional materials. Hutchinson and Torres (1994, p. 314) argue that a textbook is still the most important teaching aid since it does not only survive but also it thrives. It can be said that textbooks clearly survive because they satisfy certain needs. It is considering that not every area covered by the technology and internet so textbook is still the most commonly used in the teaching and learning process. On the other hand, one of Tomlinson (2008, p. 3) arguments is that many ELT (English Language Teaching) materials especially global course books currently make a significant contribution to the failure of many learners of English as a second, foreign or other languages to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development.

In this era of digital communication, both students and teachers have an easy access to sources of information. But, to take advantages of ICT, firstly, the teachers need to be aware of various information technologies and their potential uses in the field of education. It is pertinent to expose the teachers to information technology so as to realize its benefits for them and for their students.

Secondly, teachers will have to update their knowledge and skills in using ICT to make fullest utilization of hardware and software resources available. With changing teaching methods in curriculum transaction, it is essential that teachers have to leave their apprehensions behind about technology mediated instruction and adopt new technologies.

Thirdly, from the point of view of policy makers and educational administrators there is a need to redesign and reconstruct the educational systems based on the new educational paradigms so that both teachers and students develop necessary knowledge and skills sought in this digital age. Most countries around the world are focusing on approaches to integrate ICT in learning and teaching to improve the quality of education by emphasizing competencies such as critical thinking, decision-making, and handling of dynamic situations, working as a member of a team, and communicating effectively (Anderson & Weert, 2002). Governments, especially, in developing countries have been trying to improve their national programs to integrate ICT into education.

### Design of the Study

The researcher has chosen quantitative survey method for his research work. In this research, quantitative methodology was used to collect and analyze the data obtained from all the respondents. The researchers developed the questionnaire and finalized it before being distributed to the targeted group of respondents. Few sections on the questionnaire were designed specifically to address research objectives in regard with the identification of Self Confidence towards ICT based Instructional Materials among Secondary English Teachers. in West Bengal. Therefore, the questionnaire was distributed to obtain the data from the respondents. The intent of the study is to identify the Self Confidence towards ICT based Instructional Materials among Secondary English Teachers.



### Population of the Study

The researcher has chosen here Deshapran Block and Contai-I Block of Purba Medinipur district of West Bengal. The English teachers who teach at secondary level (Madhyamik Board) schools of rural and urban area (including male and female) constitute the population of the study.

**Sample of the Study:** 600 secondary English Teachers (both male and female) are considered here.

### Research Instrument

The following research instrument was used for the collection of data for this particular study:

- Self-confidence scale (self-made and standardized)

### Objectives of the Study

- To measure the self-confidence of the English Teachers towards ICT based instructional materials at secondary level with respect to Male & Female.

### Hypothesis of the Study

H<sub>0</sub>: There exists no significant relationship among the self-confidence of the English Teachers towards ICT based instructional materials at secondary level with respect to Male & Female.

### Analysis and Interpretation of the Study

#### Male & Female

**Table 1.1 Distribution of High and Low Self-Confidence answered according to teachers' gender**

Gender	High self-confidence		Low self-confidence	
	F	%	F	%
Male	275	64.7	75	42.9
Female	150	35.3	100	57.1
<b>Total</b>	<b>425</b>	<b>70.8</b>	<b>175</b>	<b>29.2</b>

**Table 1.2 Gender-wise Comparison of the Self-confidence of Secondary School English Language Teachers towards the Use of ICT (N = 600)**

Sl No.	Category	N	Mean	SD	t-value	Level of Significance
1.	Male	350	1346.98	15.22	1.17	NS
2.	Female	250	245.67	16.23		

### NS-Not Significant

Gender-wise comparison of the Self-confidence of teachers (Table 1.2) revealed that no significant difference exists between the means of the two groups of teachers-male and female. The obtained t-value, 1.15 is not significant. Hence, the null hypothesis "there exists no significant relationship among the self-confidence of the Male English Teachers and Female English towards ICT based instructional materials at secondary level" is accepted. Self-confidence of male and female teachers remains to be same and no gender differ exists in the Self Confidence of teachers.

### Conclusion

In this era of digital communication, both students and teachers have an easy access to sources of information. But, to take advantages of ICT, firstly, the teachers need to be aware of various information technologies and their potential uses in the field of education. It is pertinent to expose the teachers to information technology so as to realize its benefits for them and for their students. The use of new technology by teacher in education, in general and in teaching, in particular, depends strongly upon their support and attitudes. It has been suggested that if teachers believed or perceived proposed computer programs as fulfilling neither their own or



their students' needs, they are not likely to attempt to introduce technology into their teaching and learning. Among the factors that affect the successful use of computers in the classroom are teachers' attitudes towards computers. Attitude, in turn, constitutes various dimensions. Some examples of these are perceived usefulness, computer confidence, training, gender, knowledge about computers, anxiety, confidence, and liking. Access to learning opportunities today is unprecedented in scope thanks to technology. Moreover, the present study established that the teachers group who belongs to rural area having low exposure in technology, humanities group generally less savvy with technology and undergraduate having less opportunity of technology exposure may get boosting from such training and show positive attitude in using the technology in class room. But their counterpart that is urban-post graduate-science teachers has already such kinds of exposure and expertise and this kind of training design may not fit for them. They may have other kinds of problems in integrating ICT therefore, their needs are completely different. Thus, we understood from training pedagogy perspectives that a rigid capsulated design of training is not just befitted for all without consulting their needs.

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