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PRINCIPAL'S ATTUTUDE TOWARDS USE OF ICT IN THE SCHOOLS OF MALAWI SOUTHERN EASTERN EDUCATION DIVISION IN RELATION TO GENDER AND LOCATION

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ABSTRACT

Background. There are several efforts that school principals are endeavoured to offer in support of technology use within their respective institutions. These support efforts cannot go unnoticed by everyone who loves the need to use ICT schools and much-needed support from those in authority. To study the present support of the principal towards the use of technology in schools in relation to gender and location. And result revealed that attitude of male and female differ significantly while with respect to location significant result is not seen.

Keywords: ICT, Principal, age, location, attitude

1.1. Introduction

Throughout the old time, when the teacher-pupil ratio was very small, to profit from education, the environment with emphasis on nature played a vital role as a cradle for the process of teaching and learning. Nature was the greatest teacher. People's means of getting educated was learning by experience. Every encounter with nature meant one had to learn both the good and the bad. This meant nature provided enough instructional aids. In no time the figure of students to seat in front of an educator or instructor increased enormously. The consequence students enrolment hike also lead to change of materials and an increase in the amount of resources which helped in the teaching-learning process. Thinking outside the box to meet the demands of the ever-increasing number of student craving to be educated was what man had to do. This situation lead

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to the beginning of what today is called educational technology or Information communication and technology (ICT).

1.2 Importance of ICT.

Many countries realize that ICT is the simplified path to easing the hustles that teachers go through in the modern teaching and learning process and has an exceptionally lasting benefit that goes beyond the classroom setting to change degree and level of teaching and learning. Important to note also that when ICT came in the 1990s, it steered the mind of the people to take a broad view that computer-based technology could change the current learning structures, advance the value besides proficiency of instructional pedagogy, as well as raise learners performance. Various research results point out that ICT increase students' self-assurance and self-worth, arouse own curiosity, broaden own achievement, accept more cooperation and collaboration, and develop learners' analysis of the critical issue of life and most importantly enhancing learners' creativeness and many more other aspects of their lives

Fishbein and Ajzen (1975) described attitude as "learned predisposition to respond in a consistently favourable and unfavourable manner for a given object" (p. 6).

Abell and Lederman (2007) define attitude as, "general and enduring positive or negative about some person, object or issue".

Anastasi (1957) defined attitude as “a tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or racial group custom or an institution”

Hayati (2019) attitude constitutes “the beliefs, feelings, and action tendencies of an individual or group of individuals towards objects, ideas and people. Attitude is said to define the personality of a human’ being.

Shafika (2007) description of Malawi, notes that despite being “a highly impoverished country, Malawi has a dedicated national ICT policy that includes the promotion of ICTs in education.

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Freeman (1950), defines an attitude as "a dispositional readiness to respond to certain institutions, persons or object in a consistent manner which has been learned and has become one's typical mode of reference"

The Cambridge dictionary (2009) defines attitude as; "a feeling or opinion about something or someone, or a way of behaving."

Powell, (2013) defines attitude as "behavior based on conscious or unconscious mental views developed through cumulative experience"

Dark (2005) defines attitude as, "an enduring, learned predisposition to behave in a consistent way toward a given class of objects, or a persistent mental and/or neural state of readiness to react to a certain class of objects, not as they are but as they are conceived to be."

1.3.Objectives

2. To explore the principal's support towards use of information and communications technology in schools of Malawi Southern Eastern Education division in relation to location.
3. To explore the principal's support towards use of information and communications technology in schools of Malawi Southern Eastern Education division in relation to gender.

1.4. Analysis and results

ANALYSIS BASED ON THE MEAN DIFFERENCES IN PRINCIPAL'S ATTITUDE TOWARDS USE OF TECHNOLOGY IN SCHOOLS.

Results concerning the difference in the attitude of Principals towards technology usage based on the locality.

To study the significant difference in the attitude of principals towards technology usage based on the locality, data was analyzed by use of the mean, standard deviation and t-test. The calculated results are given in the table 1 below

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Table 1: Mean, standard deviation, mean difference and t-test value showing the difference in the attitude of principals towards technology usage based on the locality.

LOCATION	Mean	Standard Deviation	N	M_D	t-test
Rural	89.52	13.95	27	0.60	0.20
Urban	90.12	8.21	34		

Significant at 0.5level

The table 1 reveals that the mean difference in principals' attitude towards use of technology in school scores of rural and urban principals are 89.52 (SD=13.95), (N=27) and 90.12 (SD=8.21), (N=34) respectively and mean difference of 0.60 and t-test value of 0.20.

Hypothesis 1

The table 1 calculated value of t is 0.20, which less than the table value 0.5. Hence, the null hypothesis No. 1, "*There exists no significant difference in the attitude of Principals towards technology usage based on the locality"* accepted. Consequently, it can be construed that there exist no significant difference in the attitude of principals towards technology based on the locality. The mean score of the attitude of principals towards technology usage based on the locality is however, negligible i.e. 89.52 and 90.12 for rural and urban respectively. Therefore, the conclusion is that there is no significant different in the attitude of principals towards technology based on the locality. The results do not differ significantly.

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Table2 Mean, standard deviation, mean difference and t-test value showing the difference in the attitude of principals towards technology usage based on gender.

Gender	Mean	Standard Deviation	N	M_D	t-test
Male	91.5	11.05	48	7.73	2.23*
Female	83.77	8.85	13		

Significant at 0.5

The table 2 reveals that the mean difference in principals' attitude towards use of technology in school scores of male and female principals are 91.5 (SD=11.05), and 83.77 (SD=8.85) respectively. The mean difference (M_D=7.73) and t-test 2.23.

Hypothesis 2

The table 2 calculated value of t are 2.23 which is greater than the table value 0.5 at 0.5 level of significance. Hence, the null hypothesis No. 2, "*There exists no significant difference in the attitude of Principals towards technology usage based on gender"* is rejected. Consequently, it can be construed that there exist a significant difference in the attitude of principals towards technology based on gender. The mean difference in scores of the attitude of principals towards technology usage based on gender are 91.5 and 83.77 (M_D=7.73) for male and female principals respectively. Therefore, this shows that there is a significant different in the mean attitude of principals towards technology based on gender. The results show a significant difference in attitude level of 7.73. Conclusively, this can be interpreted that male principals have higher attitude levels towards the use of technology than female principals in schools.

1.5. CONCLUSION

- There exist no significant different in the mean attitude levels of principals towards technology based on location is accepted.
- There exists no significant difference in the attitude of principals towards technology based on the gender is rejected. Male found better attitude than female principals.

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1.6. DISCUSSION

Baloglu, Cevik (2009) investigated attitude of contenders and principals in technology usage level considering their ages. Outcomes indicated that contenders had increased eagerness and positive attitude towards technology usage in comparison with working and experienced school administrators. Afshari et al (2010) found administrators had a significant attitude towards using technology in their professional life. Visvanathan (2010) investigated and findings showed that principals' attitude besides assistance and workshops remained the bottommost projectors upon the usage of technology in class while the indeterminate findings showed principals 'attitude contributed much to the principals supporting usage of technology in teaching and learning processes.

1.7. SUGGESTIONS

- Government of Malawai should take initiative on the attitude of female towards the use of ICT. As the result of study has explored that males are having better attitude towards use of ICT than their counterparts.
- Technology specialists in education should give appropriate trainings to school principals
- Government should support schools with adequate funds to sustain available ICT equipment in schools

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