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Information And Communication Technology In School Education: A Study Of Students' Attitude

[1]Lal Baboo Sonakar, [2]Dr. Meena Vishweshwar Rakshe

[1]M.Ed. Student, [2]Assitant Professor Department of Education,

[1] Department of Education, Babasaheb Bhimrao Ambedkar University

(A Central University), Lucknow- 226025. U.P.

Correspondence Author: Lal Baboo Sonakar

Department of Education, Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow-226025 U.P.

ABSTRACT:

The present study, titled **"Information and Communication Technology in School Education: A Study of Students' Attitude,"** was conducted to examine the attitude of secondary school students towards Information and Communication Technology (ICT) in the context of school education. In the present digital age, ICT has become an important part of teaching and learning, as it supports access to information, interactive learning, digital communication, and academic development. The study adopted a descriptive survey method. A sample of **122 secondary school students** was selected for the study. Data were collected through an ICT attitude scale designed to measure students' views regarding the use, usefulness, confidence, interest, barriers, and support related to ICT in education. The collected data were analyzed using appropriate statistical techniques. The findings revealed that secondary school students generally showed a positive attitude towards ICT. However, a **significant difference was found between male and female students** in their attitude towards ICT. This indicates that gender plays an important role in shaping students' perception and acceptance of ICT-based learning. The study highlights the need for equal ICT exposure, proper guidance, and supportive school environments so that all students can develop a positive and confident attitude towards technology in education.

Keywords: ICT, Attitude, Secondary School Students, School Education, Gender Difference, Digital Learning.

INTRODUCTION:

Information and Communication Technology (ICT) has become an important part of modern education. In the present digital age, education is no longer limited to textbooks, blackboards, and classroom lectures. Computers, smartphones, tablets, projectors, internet-based learning platforms, educational videos, online tests, and digital resources have changed the way students learn and teachers teach. ICT

helps students access information quickly, understand difficult concepts through multimedia, communicate academically, and develop skills required for the 21st century. Therefore, ICT is now considered an essential component of school education. In India, the importance of ICT in education has increased further due to the growing emphasis on digital learning and digital literacy. The National Education Policy 2020 highlights the need for technology integration in education and emphasizes the role of digital resources in improving access, equity, and quality of learning (Ministry of Education, 2020). In this context, ICT is not only a supporting tool but also a medium that can make the teaching-learning process more interactive, flexible, and student-centred. It enables students to learn beyond the boundaries of the classroom and supports self-learning, collaborative learning, and lifelong learning. The attitude of students towards ICT plays a very important role in the effective use of technology in education. Attitude generally refers to a person's favourable or unfavourable feeling, belief, or tendency towards a particular object, activity, or situation. In the context of ICT, students' attitude includes their interest in using digital tools, belief in the usefulness of ICT, confidence in operating ICT devices, comfort in digital learning environments, and perception of barriers such as lack of facilities, internet problems, technical difficulties, or fear of using technology. A positive attitude towards ICT may encourage students to use technology for learning, homework, communication, and academic improvement. On the other hand, a negative attitude may reduce students' participation in ICT-based learning activities.

Previous studies have shown that students generally recognize the usefulness of ICT in education. Jan (2017) found that digital literacy had a positive relationship with students' attitudes towards ICT among secondary school students, indicating that students who are more familiar with digital tools tend to develop more favourable attitudes towards their use in learning. Similarly, Hussain, Suleman, Din, and Shafique (2017) reported that ICT-based instruction had a positive effect on students' academic achievement and retention in chemistry at the secondary level. These findings suggest that ICT can support both learning interest and academic performance when it is used properly in the classroom. However, the successful use of ICT in school education depends not only on the availability of devices and internet facilities but also on students' readiness and attitude. Albirini (2006) emphasized that attitude towards ICT is an important factor influencing the acceptance and use of technology in educational settings. Students may have access to ICT facilities, but if they feel anxious, lack confidence, or do not receive proper guidance, they may not use these resources effectively. Therefore, it is necessary to study students' attitude towards ICT in order to understand how they perceive technology as a part of their learning experience. Gender is another important factor in the study of ICT attitude. In many educational contexts, male and female students may differ in their exposure to digital devices, confidence in using technology, family support, and opportunities for ICT practice. Some studies have reported gender-based differences in students' attitudes and ICT skills. Barakabitze et al. (2015), in a study of Tanzanian public secondary schools, found that although students generally showed positive attitudes towards ICT, gender differences were observed in ICT-related competence and attitude. Majumdar et al. (2024) also reported differences in ICT attitude among secondary school students based on school type and gender in Paschim Bardhaman district. These studies indicate that gender may influence how students experience and respond to ICT-based learning.

In the Indian school context, especially among secondary school students, ICT has special importance because this stage prepares students for higher education, career choices, and future skill development. Secondary school students are at an age where they begin to use digital tools more actively for study, communication, entertainment, and information gathering. Their attitude towards ICT can influence their learning habits, academic motivation, and digital competence. If students develop a positive attitude at this stage, they may become more confident and independent learners. Therefore, studying

ICT attitude among secondary school students is highly relevant. Despite the increasing importance of ICT, there are still several challenges in its effective use in schools. Many students may face limited access to computers, poor internet connectivity, lack of proper guidance, insufficient ICT facilities, and lack of encouragement from teachers or parents. These barriers can affect students' interest and confidence in using ICT for educational purposes. Newase, Sheetlani, and Patil (2017) noted that ICT can support rural and educational development, but issues such as poor infrastructure and limited digital literacy remain major challenges. Similar concerns are relevant in many Indian school settings, where policy-level emphasis on digital education may not always match ground-level facilities.

The present study, titled "Information and Communication Technology in School Education: A Study of Students' Attitude," was conducted to examine the attitude of secondary school students towards ICT. The study is significant because it focuses on students' perception of ICT in school education and also examines whether there is a significant difference between male and female students in their attitude towards ICT. By studying a sample of 122 secondary school students, the research provides useful insight into how students view ICT as a part of their learning process. The findings may help teachers, school administrators, curriculum planners, and policymakers understand the need for equal ICT exposure, better digital facilities, proper guidance, and supportive learning environments for both male and female students. Thus, ICT has become an unavoidable part of modern school education. However, its success depends largely on students' attitude, confidence, access, and support. A study of students' attitude towards ICT is therefore necessary to understand their readiness for technology-based learning and to identify areas where improvement is needed. The present study contributes to this need by examining secondary school students' attitude towards ICT and highlighting the role of gender difference in shaping their perception of digital learning.

REVIEW OF THE RELATED LITERATURE:

Majumdar, S., Barman, M., Bala, A., Bej, B., Sen, S., and Das, T. (2024) conducted the study titled *"Attitude of Secondary School Students Towards Information and Communication Technology (ICT) in Paschim Bardhaman District,"* in which Researcher aimed to (1) study the attitude of secondary school students, particularly Class IX, towards ICT, (2) compare attitudes between government and private school students, and (3) analyze gender-based differences in students' attitudes toward ICT. The population consisted of Class IX students from CBSE and West Bengal Board-affiliated schools in Asansol city, Paschim Bardhaman district, West Bengal. The sample included 200 students—100 from government and 100 from private schools—selected using stratified random sampling. The research employed a descriptive survey method and utilized a self-developed attitude scale for data collection. Findings revealed significant differences in attitudes: private school students exhibited a more favorable attitude toward ICT compared to government school students, and girls generally demonstrated a more positive attitude than boys. However, within each school type (government or private), gender-based differences were not statistically significant. The study concluded that school type and gender both influence students' attitudes.

Kumari, P. (2024) he examined the titled "*Exploring Senior Secondary School Student's Attitude Towards the Usage of ICT Tools in Education,"* aimed to (1) evaluate the ICT proficiency of senior secondary school students, (2) investigate their usage patterns and attitudes toward ICT tools, and (3) identify the obstacles they face in adopting ICT. The population consisted of senior secondary students in India, and a sample of 50 students was selected through random sampling. The study followed a mixed-methods approach using online surveys, performance tests, and qualitative interviews. Findings revealed that most students displayed generally positive attitudes towards ICT, valuing its role in enhancing access to information, improving learning efficiency, and supporting collaborative tasks.

However, challenges such as limited access to devices, slow internet, lack of familiarity with software, and digital fatigue were reported. Students suggested improvements such as teacher-led workshops, better ICT infrastructure, and balanced integration of technology with traditional teaching. The study concluded that supportive environments, enhanced training, and inclusive digital policies are essential for fostering positive student attitudes and maximizing the benefits of ICT in education.

Hussain, (2017) conducted research on the *"Effects of Information and Communication Technology (ICT) on Students' Academic Achievement and Retention in Chemistry at Secondary Level."* The study aimed to: (1) investigate the effect of ICT on students' academic achievement in chemistry, (2) examine the effect of ICT on students' retention in chemistry, and (3) evaluate students' attitudes towards ICT-based learning versus traditional methods. The population for the study consisted of all secondary school students enrolled at Kohsar Public School and College Latamber, Karak District, Khyber Pakhtunkhwa, Pakistan. The sample involved 50 students of 9th grade, randomly selected and grouped equally into experimental and control groups. This study adopted an experimental Pretest-Posttest Equivalent Group Design. The findings revealed that ICT significantly improved students' academic achievement and retention in chemistry compared to traditional teaching methods. ICT-based learning was shown to be more effective, compelling, and engaging, promoting better academic results and stronger retention among students.

Newase, A. D., Sheetlani, J., and Patil, R. D. (2017) studied on paper titled *"A Literature Review on Impact of Information and Communication Technology Tools on Rural Society of India,"* aimed to (1) identify observations and conclusions made by previous researchers on the implications of ICT tools in rural Indian societies, (2) understand expert opinions on how ICT supports rural community development, and (3) explore the role of ICT in enhancing rural development. Although this study does not focus directly on students' attitudes towards ICT, it offers a contextual foundation relevant to educational settings in rural India. The population was not specific to any group of students, but the review incorporated studies involving various rural communities across India. This literature review-based study does not involve a direct sample but includes findings from multiple empirical studies focusing on rural applications of ICT. Methodologically, the research employed a systematic literature review approach, synthesizing findings from national and international studies. Key findings highlight that ICT tools play a critical role in bridging the digital divide, enhancing access to education, health, governance, and agricultural resources, and promoting socio-economic empowerment in rural areas. Despite challenges such as poor infrastructure and limited digital literacy, ICT has shown transformative potential in rural education and development when properly implemented.

Jan, S. (2017) reviewed her study titled *"Investigating the Relationship Between Students' Digital Literacy and Their Attitude Towards Using ICT,"* aimed to (1) explore secondary school students' attitudes towards using ICT, (2) examine their level of digital literacy (DL), and (3) analyze the relationship between DL and students' attitudes towards ICT. This study's population comprised secondary school students from a private school system in Karachi, Pakistan, and a sample of 344 students (Grades 9 and 10, aged 13–16) was selected through simple random sampling. The research employed a descriptive quantitative design using a self-completion, computer-based questionnaire adapted from validated sources to measure demographics, attitudes, and digital literacy. Findings revealed that over 53% of students had positive attitudes toward ICT, and a majority demonstrated satisfactory digital literacy. A statistically significant but weak positive correlation was found between digital literacy and attitudes toward ICT. Interestingly, multiple regression analysis showed that students' use of tablets/smartphones for academic purposes was the strongest positive predictor of a favorable ICT attitude, while prior training in computer use and frequent school computer usage were negatively associated with attitude. The study concluded that while digital literacy positively influences student attitudes, factors such as modern device usage and contextual training quality significantly mediate this relationship.

Barakabitze, (2015) by investigating their study *"Exploring Students' Skills and Attitudes on Effective Use of ICTs: Case Study of Selected Tanzanian Public Secondary Schools,"* sought to understand students' perspectives on ICT usage. The objectives relevant to students' attitudes toward ICT were: (1) to identify students' attitudes towards ICT, (2) to examine how students adopt ICT in learning, and (3) to analyze gender- and level-based differences in students' attitudes toward ICT. The population consisted of students enrolled in public secondary schools in Tanzania. A total of 246 students from six government schools in Dar es Salaam and Morogoro were selected as the sample. This study adopted a cross-sectional survey methodology using both quantitative and qualitative techniques, including questionnaires, interviews, and observations. The findings indicated that while most students held positive attitudes toward ICT and acknowledged its usefulness in learning, gender disparities existed, with male students demonstrating significantly more favorable attitudes and higher competence. Additionally, advanced-level students showed more positive attitudes than ordinary-level students. Despite generally positive perceptions, several infrastructural and pedagogical challenges hindered effective ICT adoption.

Abdullah, Z. D., Abu Ziden, A. B., Aman, R. B. C., and **Mustafa, K. I. (2015)** conducted titled *"Students' Attitudes towards Information Technology and the Relationship with their Academic Achievement,"* aimed to (1) identify the underlying dimensions of students' attitudes towards Information Technology (IT), (2) compare attitudes between Arts and Science students, and (3) explore the relationship between these attitudes and academic achievement. The population for this study included undergraduate students from Koya University in Iraq, with a final sample of 678 students (345 from science and 333 from Arts disciplines), selected through proportional stratified random sampling. The researchers adopted a quantitative research methodology using a self-developed Likert-scale questionnaire measuring three attitude components - affection, behavior, and cognition - towards IT. Principal Component Analysis, t-tests, and Pearson correlation were used for analysis. The findings revealed that students generally held positive attitudes towards IT, with behavioral attitudes being the strongest dimension. Science students exhibited significantly more positive attitudes than Arts students, particularly in behavioral aspects, though no significant differences were found in affection and belief dimensions. Additionally, there was no statistically significant relationship between overall attitudes towards IT and academic achievement, although students with medium achievement levels showed slightly higher affection towards IT than those with satisfactory levels. The study concluded that while students appreciate IT, its influence on academic performance remains inconclusive, emphasizing the need for interventions that enhance both affective and cognitive engagement with IT in learning.

Sarfo, (2011) searched out in the title *"Technology and gender equity: Rural and urban students' attitudes towards information and communication technology,"* aimed to: (1) investigate students' attitudes towards Ghana's ICT for accelerated development (ICT4AD) policy, (2) assess students' attitudes toward learning ICT skills, and (3) explore students' attitudes toward using ICT for teaching and learning purposes. The study's population comprised Senior High School students from urban and rural areas in Ghana, with a sample of 324 students (159 males and 165 females) randomly selected from two urban and two rural schools in the Ashanti region, averaging 18.3 years of age. A quantitative research methodology was employed using a six-point Likert-type scale questionnaire, analyzed through descriptive statistics, t-tests, and multivariate analysis. Results revealed no significant gender differences in attitudes toward ICT overall; however, students from urban schools demonstrated significantly more positive attitudes towards technology compared to those from rural schools. Specifically, rural male students exhibited slightly more positive attitudes toward using ICT for teaching and learning than their female counterparts. The study concluded by suggesting that geographic location significantly impacts attitudes towards ICT usage, recommending the improvement of ICT infrastructure, particularly in rural areas, to bridge this urban-rural attitude gap and enhance gender equity in ICT education in Ghana.

Hairulliza, M. J. (2011) worked on titled *"Rural Students' Skills and Attitudes Towards Information and Communication Technology,"* aimed to (1) assess rural students' ICT skills specifically in software and hardware usage, (2) evaluate their attitudes towards using ICT for learning, and (3) determine their awareness and knowledge related to internet usage and safety. The population for this research comprised secondary school students from rural Malaysia, specifically from Sekolah Menengah Kebangsaan Tengku Temenggung Ahmad (SMKTTA) in the rural district of Kundang Ulu, Johore. The study involved a sample of 585 students, selected due to the community project association with Universiti Kebangsaan Malaysia. The methodology employed was a quantitative survey approach, using structured questionnaires covering demographic data, ICT software and hardware competencies, attitudes towards ICT, and internet usage knowledge. Findings revealed that rural students had a moderately positive attitude towards ICT but displayed low to moderate proficiency in software and hardware usage, along with limited knowledge of the internet and related safety issues. The research recommended enhanced ICT infrastructure in rural schools, increased practical exposure through hands-on computer activities, targeted teaching of internet and safety knowledge, and continuous evaluation of ICT educational programs to improve overall ICT proficiency among rural students in Malaysia.

OBJECTIVE OF THE STUDY:

The Objective for the study is as follows –

To study the attitude towards ICT based on gender (male and female) of secondary stage students.

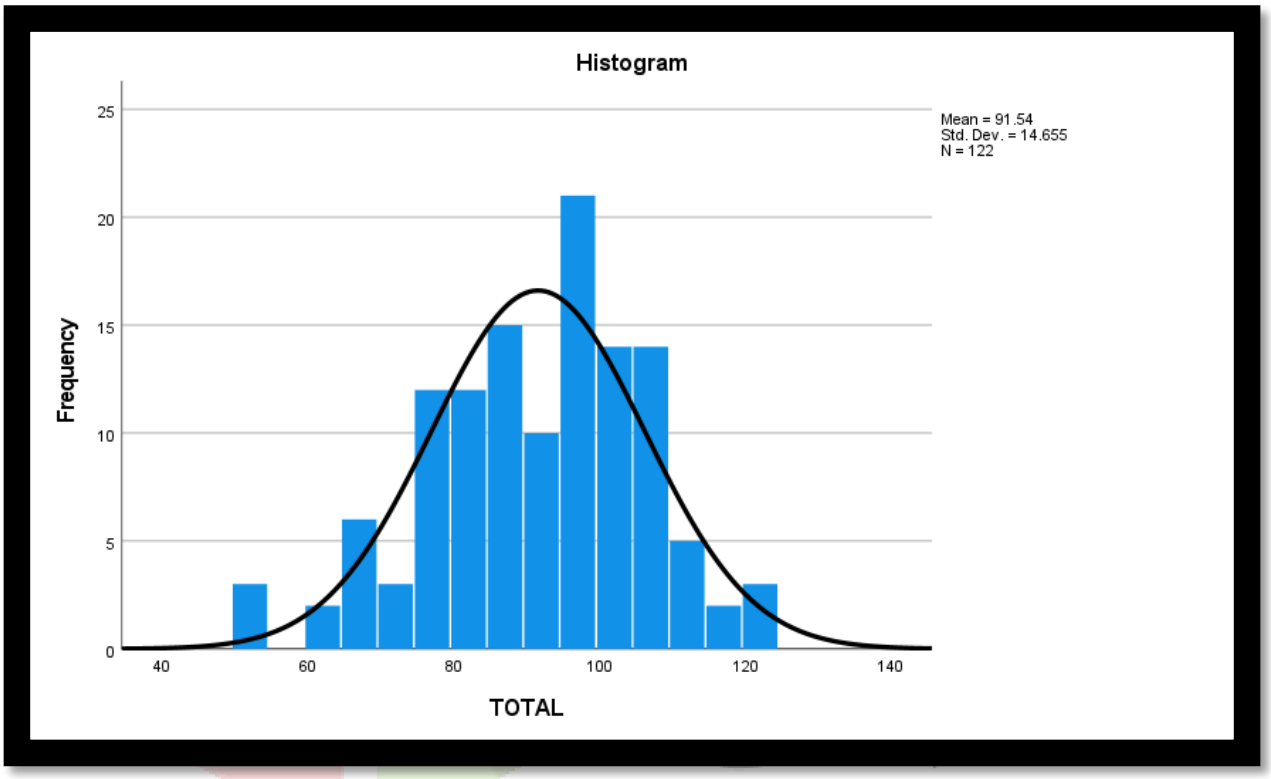
METHODOLOGY OF THE STUDY:

The present study adopted the **Descriptive survey method**. This method was considered suitable because the study aimed to examine the existing attitude of secondary school students towards Information and Communication Technology (ICT). The descriptive survey method helped the researcher collect information from students and describe their attitude towards ICT in a systematic manner. The population of the study consisted of **secondary school students studying in Uttar Pradesh Board schools**. In the context of the study, secondary school students referred to students studying in Classes IX and X. The proposal defined secondary school students as those studying in government and government-aided schools affiliated with the Uttar Pradesh Board of High School and Intermediate Education. The sample of the present study consisted of **122 secondary school students**. These students were selected from secondary schools for the purpose of studying their attitude towards ICT in school education. The sample included both **male and female students**, as the study also aimed to compare the attitude towards ICT on the basis of gender. The study used a **simple random sampling technique** for selecting the respondents. This technique was used to give equal opportunity to the students to be included in the sample. The use of simple random sampling helped the researcher collect responses in an unbiased manner. For data collection, the researcher used the **ICT Attitude Scale (ICT-AS)**. The tool was prepared to study students' attitudes towards Information and Communication Technology. The questionnaire instructed students to read each statement carefully and choose the option that best reflected their opinion. It also clearly stated that there were no right or wrong answers and that the responses would be used only for academic purposes. The researcher collected data from the selected secondary school students by administering the ICT Attitude Scale. Before collecting the responses, the students were given proper instructions regarding the purpose of the study and the method of marking their responses. They were asked to respond honestly to each statement. The responses were collected only for academic and research purposes. Each response was scored according to the five-point Likert scale. For positive statements, scoring was done from **1 to 5**, where Strongly Disagree received 1 mark and Strongly Agree received 5 marks. For reversed statements, the scoring was reversed. After scoring all items, the total score of each student was calculated. A higher score indicated a more favourable attitude towards ICT, while a lower score indicated a less favourable attitude towards ICT. The collected

data were analyzed using suitable statistical techniques. **Mean** and **standard deviation** were used to describe the attitude level of secondary school students towards ICT. To examine the difference in attitude between male and female students, an **independent samples t-test** was used. This helped the researcher determine whether the difference between the two groups was statistically significant. The study was delimited to secondary school students only. It was also limited to students studying in Uttar Pradesh Board-affiliated schools. The study focused mainly on students' attitude towards ICT in school education and gender-based differences in attitude. The responses of the students were kept confidential and were used only for academic purposes. Students were informed that there were no right or wrong answers and that they should answer according to their own opinion. This helped ensure honest and unbiased responses.

RESULT AND INTERPRETATION:

Test of Normality:



Interpretation:

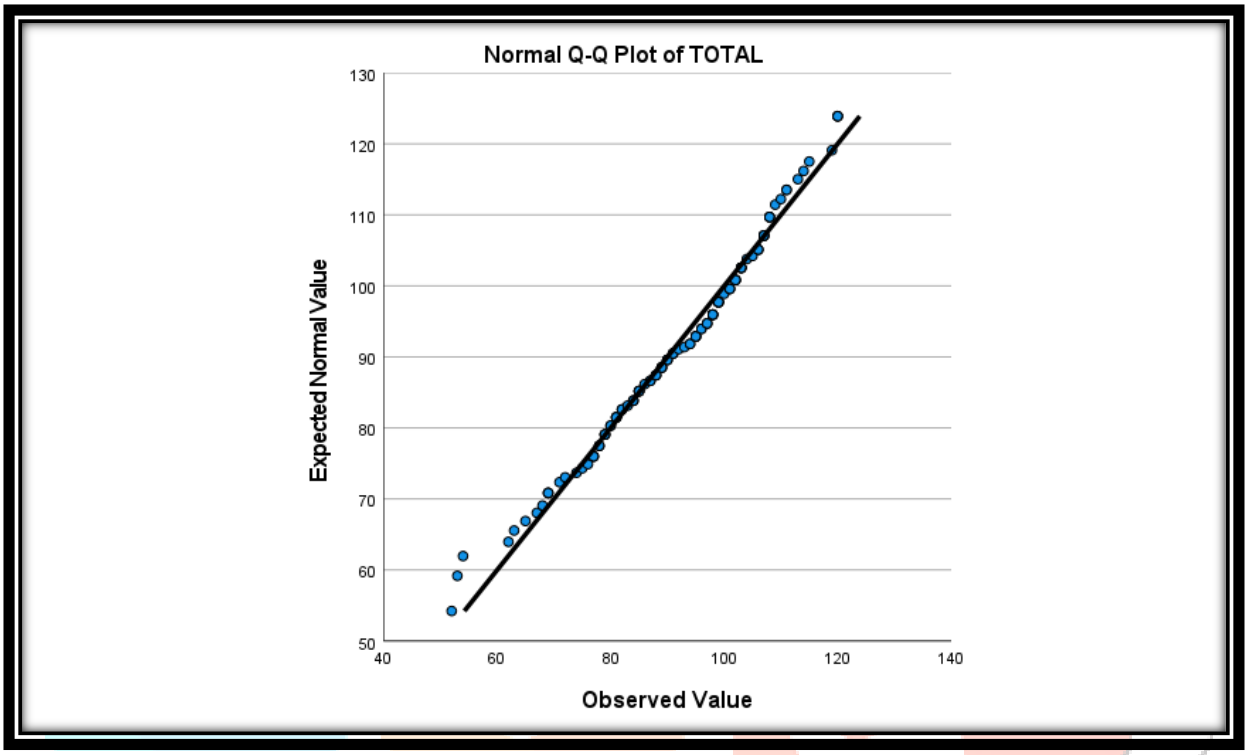
The histogram presents the distribution of total scores of secondary school students on the ICT attitude scale. The total number of respondents was **122**, with a mean score of **91.54** and a standard deviation of **14.655**. The scores were spread approximately between **50 and 125**, with most students scoring between **75 and 110**. The highest concentration of scores was found around the **90–100** range, indicating that a large number of students had a moderate to favourable attitude towards Information and Communication Technology in school education.

The normal probability curve fitted over the histogram shows that the distribution was approximately normal. Although a few scores were found at the lower and higher ends, the overall pattern was fairly balanced and bell-shaped. This suggests that the data were suitable for further statistical analysis, including comparison between groups such as male and female students.

Overall, the histogram indicates that secondary school students showed a generally moderate to positive attitude towards ICT. The mean score reflected that students were neither strongly negative nor extremely positive, but their attitude was inclined toward the favourable side. Therefore, it may be

interpreted that ICT is viewed as a useful and acceptable component of school education among the selected students.

Normal Q-Q Plot of Total:



Interpretation:

The Normal Q-Q plot presents the normality pattern of the total scores obtained by secondary school students on the ICT attitude scale. In the graph, most of the observed values are closely placed along the diagonal reference line. This indicates that the distribution of total ICT attitude scores approximately follows a normal distribution.

A few points at the lower and upper ends show slight deviation from the reference line, but these deviations are minor and do not strongly affect the overall pattern of the data. The central points are very close to the line, which suggests that the majority of the scores are normally distributed.

Therefore, it can be interpreted that the total scores of students' attitude towards Information and Communication Technology were approximately normal. This supports the use of parametric statistical techniques, such as the independent samples t-test, for comparing the attitude towards ICT between male and female secondary school students. Overall, the Q-Q plot confirms that the data were suitable for further statistical analysis in the present study.

Objective

To study the attitude towards ICT based on gender (male and female) students.

H_0: There is no significant difference in attitudes towards ICT between male and female students.

GENDER	N	MEAN	SD	σ_D	t- Value	df	CR
MALE	60	99.57	10.708	2.23	7.08	120	1.98
FEMALE	62	83.77	13.801				

Table 1. There is no significant difference in attitudes towards ICT between male and female students.

Interpretation:

The above table shows the difference in attitude towards Information and Communication Technology (ICT) between male and female secondary school students. The mean score of male students was 99.57, with a standard deviation of 10.708, whereas the mean score of female students was 83.77, with a standard deviation of 13.801. The mean difference between the two groups was 15.80, which indicates that male students scored higher than female students on the ICT attitude scale.

The calculated value of σD was 2.23, and the calculated t-value was 7.08 with 120 degrees of freedom. The critical value of t at the 0.05 level of significance is 1.98. Since the calculated t-value 7.08 is greater than the critical value 1.98, the difference between male and female students is statistically significant.

Therefore, the research hypothesis H1: "There is a significant difference in attitudes towards ICT between male and female students" is accepted. The corresponding null hypothesis is rejected. It may be interpreted that gender has a significant influence on students' attitude towards ICT. The higher mean score of male students indicates that male secondary school students showed a more favourable attitude towards ICT than female secondary school students in the present study.

DISCUSSION

The present study was conducted to examine secondary school students' attitude towards Information and Communication Technology (ICT) in school education. The study also aimed to find out whether there was a significant difference in attitude towards ICT between male and female secondary school students. The data were collected from 122 secondary school students with the help of an ICT attitude scale. The overall result showed that secondary school students had a moderate to favourable attitude towards ICT. The mean score of the total sample was 91.54, with a standard deviation of 14.655. This indicates that most students were aware of the importance of ICT in learning and accepted ICT as a useful part of school education. The histogram and Q-Q plot also showed that the distribution of scores was approximately normal. This supported the use of parametric statistics, especially the independent samples t-test, for comparing male and female students. The findings suggest that ICT has become an important part of students' academic life. Students use ICT tools such as mobile phones, computers, internet resources, videos, online platforms, and digital learning materials for study-related purposes. ICT makes learning more interesting, helps students understand difficult concepts, and provides access to a wide range of educational information. This finding is in line with previous studies which reported that students generally show a positive attitude towards ICT when they find it useful for learning,

communication, and academic improvement. The major finding of the study was that there was a significant difference in attitude towards ICT between male and female secondary school students. The mean score of male students was 99.57, whereas the mean score of female students was 83.77. The calculated t-value was 7.08, which was higher than the critical value of 1.98 at the 0.05 level of significance. Therefore, the difference between male and female students was statistically significant. On the basis of this result, the research hypothesis H1: "There is a significant difference in attitudes towards ICT between male and female students" was accepted. The null hypothesis was rejected. The result clearly indicates that gender had a significant influence on students' attitude towards ICT in the present study. Male students showed a more favourable attitude towards ICT than female students. This difference may be due to several reasons. Male students may have greater exposure to ICT devices such as computers, smartphones, and internet-based tools. They may also get more opportunities to explore technology at home, in school, or outside the classroom. In many families and social settings, boys are sometimes given more freedom to use digital devices, while girls may have comparatively limited access. This difference in exposure may affect confidence, interest, and comfort in using ICT for learning. Another possible reason may be related to self-efficacy. Students who use ICT more frequently tend to feel more confident in operating devices and solving basic technical problems. If male students had more opportunities to use ICT, they may have developed greater confidence and a more positive attitude towards technology. On the other hand, female students may feel less confident or more hesitant if they have limited practice, limited access, or lack of guidance. The findings also highlight the importance of school support and teacher guidance. ICT attitude is not shaped only by personal interest but also by the learning environment. If students receive proper guidance from teachers, regular ICT practice, access to computer labs, and encouragement from parents, they are more likely to develop a positive attitude. Therefore, schools should provide equal opportunities for both male and female students to use ICT in academic activities. The result has important educational implications. Since ICT is an essential part of modern education, students should be encouraged to use technology confidently and responsibly. Special attention should be given to students who show hesitation, anxiety, or low confidence in using ICT. Teachers should create a supportive classroom environment where all students, especially female students, feel comfortable using digital tools. Training sessions, ICT-based assignments, practical demonstrations, and guided use of online learning resources may help reduce the gender gap in ICT attitude. Overall, the discussion shows that ICT is positively viewed by secondary school students, but gender-based differences still exist. Therefore, equal access, regular practice, teacher support, and parental encouragement are necessary for developing a more balanced and positive attitude towards ICT among all students.

CONCLUSION

The present study concluded that secondary school students had a generally favourable attitude towards Information and Communication Technology in school education. ICT was viewed as a useful tool for learning, understanding subjects, completing academic work, and developing skills required in the modern digital age. The study also found a significant difference between male and female secondary school students in their attitude towards ICT. Male students had a higher mean score than female students, which shows that male students possessed a more favourable attitude towards ICT. The calculated t-value confirmed that this difference was statistically significant. Therefore, the research hypothesis was accepted and the null hypothesis was rejected. The findings indicate that gender plays an important role in shaping students' attitude towards ICT. This difference may be connected with unequal exposure, confidence, access to digital devices, and opportunities for ICT practice. Therefore, schools should take necessary steps to provide equal ICT facilities and learning opportunities to both male and female students. In conclusion, ICT has become an essential part of school education, but its effective use depends greatly on students' attitude, confidence, and support system. To promote positive ICT attitude among secondary school students, schools should provide proper infrastructure, regular

ICT-based activities, teacher guidance, and equal opportunities for all students. Such efforts can help reduce gender differences and prepare students for digital learning and future academic challenges.

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