

## Relationship between attitudes of elementary students toward ICT and ELL in Manipur

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### To Cite this Article

R.K. Ratna Devi, Chongtham Khogendra Singh, Konjenbam Rashitombi Devi "Relationship between attitudes of elementary students toward ICT and ELL in Manipur". *Musik in Bayern*, 89(8), 20–23.

<https://doi.org/10.15463/gfbm-mib-2024-256>

### Article Info

Received: 02-04-2024 Revised: 2-06-2024 Accepted: 5-07-2024 Published: 16-08-2024

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## Abstract

*This study investigates elementary students' attitudes toward Information and Communication Technology (ICT) and English Language Learning (ELL) in government schools in Manipur. A total of 700 students from classes VI to VIII participated. Using a self-constructed 62-item questionnaire, attitudes were measured and analyzed. Results indicate varied levels of ICT and ELL attitudes, with significant correlations between them. The study highlights the need for targeted interventions to enhance positive attitudes towards ICT and ELL, emphasizing the importance of supportive educational environments. Statistical analysis was performed using IBM SPSS Statistics Version 22, with significance set at 0.05.*

**Keywords:** Elementary Students, Attitude, Information and Communication Technology, English Language Learning, and Manipur.

## 1. Introduction

### 1.1 Background

Elementary education, also called primary education in India, is the first stage in formal education. It is free and compulsory, comprising 6 to 14 years (grades 1–8). It aids in developing the

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elementary students' critical thinking and problem-solving abilities, effective communication skills, and comprehension of key ideas in science, mathematics, social studies, and other subjects. Hence, Integrating Information and Communication Technology (ICT) in education has become increasingly significant, influencing teaching and learning processes worldwide. ICT has the potential to transform traditional educational practices, promoting active learning and enhancing students' engagement and motivation [1]. Similarly, English Language Learning (ELL) is crucial in today's globalized world, where proficiency in English can provide students with better educational and professional opportunities [2].

In the context of Manipur, a region with diverse linguistic and cultural backgrounds, elementary students' attitudes towards ICT and ELL are of particular interest. Previous studies have indicated that students' attitudes towards these subjects can significantly impact their learning outcomes and overall academic performance [3] [4]. Understanding these attitudes can inform educators and policymakers to develop targeted interventions that foster positive attitudes and improve educational outcomes. Attitude towards English language learning refers to the students' general attitudes towards learning English as a second language (L2) or foreign language. English is imparted at the elementary level as a compulsory or core subject, along with other subjects such as mathematics, sciences, and social science. English teaching aims to create a multilingual community that can enrich all our languages; this has been an abiding national vision [5].

This study aims to explore the attitudes of elementary students in government schools in the Valley Regions of Manipur towards ICT and ELL. By examining these attitudes, the study seeks to provide insights into how educational practices can be optimized to support students' learning experiences in these crucial areas.

## 1.2 Objectives

1. To study the level of attitude towards Information and Communication Technology (ICT) of elementary students.
2. To study elementary students' attitudes towards English Language Learning (ELL).
3. To investigate the relationship between the attitude of elementary students towards Information and Communication Technology (ICT) and their attitude towards English Language Learning (ELL).

## 2. Materials and Methods

**2.1 Participants:** Adopting a descriptive survey design, the study included 700 randomly selected elementary students from classes VI to VIII. These students were enrolled during the academic session 2023-2024 in all government elementary schools located within the Valley Regions of Manipur, affiliated with the Board of Secondary Education Manipur (BOSEM). All participants consented to take part in the study.

**2.2 Instrumentation:** A self-constructed 62-item questionnaire, divided into three sections, was used to measure elementary students' attitudes toward Information and Communication Technology (ICT) and English Language Learning (ELL). The first section collected bio-data, the second section contained 17 items on ICT attitudes, and the third section had 45 items on ELL attitudes. All items were Likert-type, with response options coded as follows: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). Negatively worded items were reverse-coded. The instrument was pilot-tested for validity and reliability, yielding Cronbach's Alpha coefficients of 0.87 for the ICT subscale and 0.899 for the ELL subscale.

**2.3 Data Collection Procedure:** The questionnaire was administered to participants during normal school hours from January to March 2024. Completed questionnaires were collected on the spot.

**2.4 Data Analysis:** The responses were scored and analyzed using IBM SPSS Statistics Version 22. Statistical analyses included Pearson correlation, means, standard deviations, and means of means of the responses. A mean score of 3.0 or higher indicated a very high positive attitude towards ICT and ELL. Scores between 2.5 and 2.9 indicated high positive attitudes, scores between 2.1 and 2.4 indicated average positive attitudes and scores below 2.0 indicated negative attitudes. The significance level was set at 0.05.

### 3. Results

**3.1 The level of attitude towards ICT:** The data presented in Table 1 shows the distribution of Information and Communication Technology (ICT) attitudes among the participants.

**Table 1: Level of ICT Attitude**

Sr. No.	Attitude level	Frequency (%)
1	Very High positive ICT attitude	90 (12.86%)
2	High positive ICT attitude	200 (28.57%)
3	Average positive ICT attitude	399 (57.00%)
4	Negative ICT attitude	11 (1.57%)

The results indicate that 12.86% (n = 90) of the participants exhibited a very high positive ICT attitude, while 28.57% (n = 200) demonstrated a high positive ICT attitude. The majority of participants, 57.00% (n = 399), had an average positive ICT attitude. A small percentage, 1.57% (n = 11), exhibited a negative ICT attitude. These results suggest that while most participants have a positive attitude towards ICT, there is variation in the intensity of this positivity, with a small minority displaying negative attitudes.

**3.2 Level of attitude towards English Language learning (ELL):** Table 2 presents the distribution of attitudes towards English Language Learning (ELL) among the participants.

**Table 2: Level of ELL attitude**

Sr. No.	Attitude level	Frequency (%)
1	Very High positive ELL attitude	67 (9.57%)
2	High positive ELL attitude	232 (33.14%)
3	Average positive ELL attitude	387 (55.29%)
4	Negative ELL attitude	14 (2.00%)

The findings reveal that 9.57% (n = 67) of the participants had a very high positive ELL attitude, whereas 33.14% (n = 232) demonstrated a high positive ELL attitude. A majority of 55.29% (n = 387) had an average positive ELL attitude, and 2.00% (n = 14) exhibited a negative ELL attitude. These results indicate that the majority of participants hold positive attitudes towards ELL, though the degree of positivity varies, with a small proportion showing negative attitudes.

**3.3 Relationship between ICT attitude and ELL attitude:** Table 3 explores the relationship between ICT attitude and ELL attitude among the 700 participants.

**Table 3: Relationship between ICT attitude and ELL attitude**

Variables	N	M	SD	r	Sig.
ICT Attitude	700	2.45	0.99	.675	.000
ELL Attitude	700	2.37	0.45		

The mean score for ICT attitude was 2.45 (SD = 0.99), while the mean score for ELL attitude was 2.37 (SD = 0.45). The correlation coefficient between ICT attitude and ELL attitude was  $r = .675$ , indicating a strong positive relationship between the two variables. This correlation was statistically significant ( $p < .001$ ), suggesting that participants with positive attitudes toward ICT are also likely to have positive attitudes toward ELL. This significant positive correlation implies that enhancing ICT attitudes could also potentially improve ELL attitudes.

In summary, the analyses indicate that both ICT and ELL attitudes are generally positive among the participants, with a significant and strong positive relationship between the two attitudes. These findings underscore the importance of fostering positive attitudes in both domains to support and enhance educational outcomes.

#### 4. Conclusion

This study highlights the importance of understanding elementary students' attitudes towards ICT and ELL in the Valley Regions of Manipur. The findings indicate that while there is a generally positive attitude towards ICT and ELL, there are variations that suggest a need for targeted interventions. Enhancing access to resources, providing professional development for educators, and implementing supportive programs can foster more positive attitudes and improve educational outcomes. Future research should continue to explore these attitudes in different contexts and among diverse student populations to develop comprehensive strategies that support effective teaching and learning in ICT and ELL.

#### Acknowledgment

We would like to extend our sincere gratitude to the 700 elementary students who participated in our survey and their school authorities for granting permission to conduct this important data collection. Your cooperation and support have been invaluable to the success of our research. Thank you for your contribution and dedication to this study.

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