

**CHRIST**(DEEMED TO BE UNIVERSITY)
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Notice for the PhD Viva Voce Examination

Ms Ningchuilu Gangmei, Registration Number: 2070807, PhD Scholar at the School of Education, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Tuesday, 30 June 2026 at 09.00 am in Room No. 628, 6th Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis : **Information and Communication Technology (ICT) Competencies, Proficiencies and Attitude of Teachers Towards Use of ICT in Higher Secondary Schools of Imphal, Manipur**

Discipline : **Education**

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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Registrar (Academics)

Place: Bengaluru
Date: 22 June 2026

ABSTRACT

Information and Communication Technology (ICT) has emerged as a crucial aspect of the contemporary education system, elevating the learning experience and enabling new ways of gaining knowledge. The present study investigated the level of ICT competencies, ICT proficiencies and attitude of teachers towards ICT use among the higher secondary school teachers of Manipur in the districts of Imphal West and Imphal East. The research aimed to find out the prediction of teachers' ICT competencies, proficiencies and attitude of teachers towards use of ICT, also the association among these variables and the variations in demographic factors. A quantitative descriptive survey was conducted among 1,000 teachers in government and private schools. A sample of 1,000 was selected by proportionate stratified random sampling with district and school management as strata. The methods of data collection were standardised scales covering ICT competencies, ICT proficiencies and attitude towards use of ICT. Statistical analyses were performed using SPSS 23, RStudio and Excel; descriptive statistics, Spearman's rank correlation, quantile regression, Mann–Whitney U test, Kruskal–Wallis test and Scheirer–Ray–Hare test. Results of descriptive statistics demonstrated that teachers overall had high levels of ICT competencies and favourable attitudes toward the use of ICT, while their ICT proficiencies were average. Correlation analyses showed an average, positive, and significant correlation between ICT competencies and attitude of teachers towards ICT use. A weaker, yet significant association was observed between ICT proficiencies and attitudes. Regression analysis also confirmed that ICT competencies were a stronger predictor of attitude than ICT proficiencies. ICT competencies, ICT proficiencies and attitudes significantly differed between several demographic factors. Teachers from Imphal East had better ICT competencies and proficiencies than the teachers from Imphal West. Male teachers showed significantly higher levels of ICT competencies and ICT attitudes than female teachers, while government school teachers were found to be significantly better in ICT competencies and proficiencies as compared to private school teachers. Moreover, there was a significant difference in ICT competencies and proficiencies among the different educational qualifications; teachers with professional qualifications like B.Ed. and M.Ed. had better ICT skills. The study suggests that ICT competencies are significant determinants of attitude of teachers towards integrating ICT in education. The findings point to the development of a professional training program for the acquisition of technical and pedagogical computer-based skills. In the future, research could investigate longitudinal results of ICT training, as well as include qualitative perspectives to obtain more complete knowledge about teacher practices of ICT incorporation.

Keywords: attitude towards ICT, higher secondary school teachers, ICT competencies, ICT proficiencies, information and communication technology, Manipur

Publications:

1. **Gangmei, N., & Thomas, K. A. (2025).** Teachers' Technology Proficiency for Quality Learning and Teaching—A Scoping Review. *International Journal of Educational Reform*, 0(0). <https://doi.org/10.1177/10567879251316213>
2. **Gangmei, N., & Thomas, K. A. (2026).** Teachers' attitudes toward ICT integration in higher secondary education: Evidence from Manipur, India. *International Journal of Evaluation and Research in Education*, 15(3). <https://doi.org/10.11591/ijere.v15i3.38730>