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LEARNING WITH ICT- NEED AND CHALLENGES FROM TEACHER'S PERCEPTION: A STUDY WITH REFERENCE TO FIRST GRADE COLLEGES IN UDUPI DISTRICT

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ABSTRACT:

A Modern classroom is defined by technology by these days. There is constant pressure on teachers and administrators to implement technology in classes. Though there are several advantages of making use of technology in teaching but the adoption of ICT at some of the institutions is difficult task for them. The main purpose of this study is to analyse teachers' perceptions and what are all the needs and challenges faced by the teachers in using ICT tools in classroom for learning. The methodology used in the paper is both the primary and secondary data. For the analysis of the study we applied convenience sampling. This study provides clear picture on how teachers are using innovative technology to deliver the subject contents to the students in the modern digital Era and how the students benefited from it, comparing to the traditional teaching method.

KEYWORDS: Innovative technology, ICT, Learning, Teachers, Barriers, Uses.

INTRODUCTION:

Mankind has entered the information age from an industrial age that prevailed till a few years ago. This change is expected to have an intense effect on the way we live, make money and deal with wars. It would therefore be useful to examine the nature of information and the information technology that is at the basis of future opportunities, challenges and competition. Information as well as Information technology has been there since the beginning. But it is computer, which has made information technology so popular.

Education plays a very important role for societies. For every nation proving its population, the quality education is a foremost goal. In this era of technology and science, learning process has also improved significantly over a time from blackboard to smart boards, from notebooks to tablets, from Computers to laptops etc.

Information and communication technology is an inevitable part of most of the institution these days. Due to increasing importance of ICT in society it becomes important to identify the possible barriers and improving the quality of learning. Although teacher's knowledge the value of ICT in colleges, they continue encountering barriers in integrating technology into learning process.

OBJECTIVES OF THE STUDY:

The specific Objectives of this study are:

- To analyse the role of ICT in strengthening the teaching skill.
- To identify the teachers' perception in implementing ICT tools in a classroom.
- To explore the challenges and barriers faced by the teachers in using ICT tools for better learning.

RESEARCH METHODOLOGY:

This paper is based on conceptual study. For this purpose, the primary data is collected from the respondents. A total of 120 respondents working in a teaching profession were taken for primary data collection. The data used in the paper are both the primary data as well as secondary data. With regard to the sampling plan, the convenience random sampling is used for the purpose of collecting the data. The primary data collection was done with the help of structured questionnaire. The secondary data were collected from the journals and surfing on the Net.

ANALYSIS OF DATA AND FINDINGS:

Table 1: Description of the Respondents

Variables	Characteristics	No of Respondents (120)	Percentage (100%)
Age Group	22 to 25	20	16.67
	26 to 30	39	32.50
	31 to 35	32	26.67
	Above 35	29	24.17
Gender	Male	49	40.83
	Female	71	59.17
Education	Post-Graduation	96	80.00
	Post-Graduation with M.Phil.	16	13.33
	Post-Graduation with Ph.D.	08	07.00

Source: Primary data

- From the above statistics, it is revealed that most of respondents fall under the age bracket of 26-30 which is 32.5% and another 26.67 % are from age category of 31-35. And remaining 24.17% of the respondents fall under the age category of above 35 years only. 16.67% of the respondents fall under the age category between 22 to 25.
- From the data, it is clear that 9.17% of respondents are Female while 40.83% are male. It clearly states that female's participation is more comparing to male in teaching field, may be because of many reasons.
- The table clearly depicts that majority of the respondents i.e., 80% have completed post-graduation to come to this post whereas 13.33% of the respondents have completed their post-graduation with MPhil where only 7% of the respondents completed their post-graduation with Ph.D. Among 120 respondents, the post graduated respondents are more in teaching field.

Table 02: Scope of use of ICT in current scenario

Stream	No. of respondents	Percentage
Commerce and Management	81	67.50
Science	21	17.50
Arts	18	15.00
Total	120	100

Source: Primary data

Smart classes are very interesting in current scenario because it has its own scope and weight age. To the 120 respondents' simple question was asked that's which stream has the more scope to use the ICT. Here maximum numbers of respondents are from commerce and management stream they strongly agree that commerce and management stream has more scope to use ICT tools.

Table 03: Use of ICT tools in teaching career

Year of usage	No. of respondents	Percentage
1 to 3 year	98	81.67
3 to 6 year	22	18.33
Above 6 year	-	-
Total	120	100

Source: Primary data

Experience makes everyone perfect. Hence the above table shows that from how many years' teachers are using ICT tools. Whether they have an enough knowledge about that or not. Here maximum numbers of respondents (81.67%) are fall under the category of 1 to 3 year of usage of ICT tools.

Table 04: Use of own equipment to prepare the contents for smart classes

Option	Respondents	Percentage
Yes	69	57.5
No	51	42.5
Total	120	100

Source: Primary data

Technology is on the rise, it's not a secret. "Smart" devices have molded the way we live, work, play and most importantly learn. Hence it's better to have own equipment by the teacher to prepare the contents for the smart class. The intension of this question is to know whether every teacher has their own equipment or not. Maximum number of respondents has the own equipment to prepare for the smart class.

Table 05: Duration of engaging smart classes

Particular	Respondents	Percentage
Rarely	38	31.67
Sometimes	69	57.5
Regularly	13	10.83
Never	-	-
Total	120	100

Source: Primary data

Teaching in the Internet age means teachers must teach tomorrow's skills today so we asked this question to 120 students. The similar question that is since how many years you are using smart class is asked with 120 respondents. Among that 57.5% of the respondents said that sometimes they are using ICT tools for their effective teaching.

Table 06: Time spent per day to prepare the smart classes

Option	Respondents	Percentage
Up to 1 hour	43	35.83
1-2 hours	69	57.50
2-4 hours	08	06.67
More than 4 hours	--	--
Total	120	100

Source: Primary data

The above table stated that how much time each respondent will take to prepare for the smart class. Here majority of the respondents 57.5% takes 1 to 2 hour to prepare the contents for the smart class where 35.83% of the respondents take 1 hour to prepare for the smart class.

Table 07: Methods used to involve the students for the smart class presentation

Option	Respondents	Percentage
By showing useful videos related to the contents	45	37.5
By displaying attractive PPTs	63	52.5
By showing effective logos / pictures.	12	10
Total	120	100

Source: Primary data

Education is a lifelong process therefore anytime anywhere access to it is the need. So here every teacher try to deliver the subjects contents to each and every students in a best manner hence this special question asked with the 120 respondents that's how can you make can you make students involvement for the better learning. Where maximum number of respondents agrees that by displaying attractive PPTs they will make the students involvement for the smart class presentation.

Table 08: Influence of ICT to improve confidence level of the students for better learning

Options	Respondents	Percentage
Yes	113	94.17
No	7	5.83
Total	120	100

Source: Primary data

The inclusion of technology in the classroom has been shown to improve student participation, information retention, and overall test performance. One reason for the success of educational technology is that it boosts student confidence. Students, who are secure in their abilities, work harder and take their educations seriously. Hence one of the similar questions is asked with the 120 respondents that's whether ICT will improve the confident level of the students for better learning. Among that majority of the respondents (94.17%) agrees the statement and remaining respondents (5.83%) disagrees this.

Table 09: Effectiveness of smart classes comparing to traditional classes

Option	No of respondents	Percentage
It will reach to every student	12	10
It improves students' concentration on their learning	26	21.67
Students easily understand and remember what they have learnt	71	59.17
It improves the class climate	11	9.16
Total	120	100

Source: Primary data

Technology has the power to transform life as we know it and classrooms to have been influenced by the influx of technology in our lives. This has led to a constant debate on the benefits of traditional education versus the advantages of smart education. Hence here one of the simple question which is asked to the respondents is, how smart classes are affective than the traditional teaching. Among 120 respondents 59.17% of the respondents believes that students easily understand and remember what they have learnt through the smart class where 21.67% of the respondents agrees

that It improves students' concentration on their learning but 10% of the respondents have the opinion that It will reach to every student but only 9.17% of the respondents believes that It improves the class climate

Table 10: Use of Instructional animations, slideshows, videos, CD, DVD etc. in the smart class presentation

Particular	Respondents	Percentage
Yes	73	60.83
No	47	39.17
Total	120	100

Source: Primary data

Chalk and talk might be boring for the students in present scenario so this is one of the question added to the 120 respondents that is are you using any Instructional animations, slideshows, films (videos, CD,DVD) etc. in the smart class presentation. In that 60.83 % of the respondents are using various kinds of instructional animations, slideshow, films etc. Whereas 39.17% of the respondents are not using any kind of instructional animations, slideshows, film etc.

Table 11: Effect of use of ICT tools at college level which affect employment skills of the students

Option	Respondents	Percentage
Yes	116	96.67
No	4	3.33
Total	120	100

Source: Primary data

ICT is widespread and essential to play a meaningful role in changing and modernizing educational systems as well as the way of learning. And in current scenario ICT has the more scope, hence it's better to ask one of this questions with the respondents that is whether usage of ICT tools in college level will affect the employment skills of the students in their future .In that 96.67% of the respondents strongly agrees this statement and only 3.33% of the respondents disagrees this statement.

Table 12: Suitability of subjects for ICT integration

Option	Respondents	Percentage
Better suited	113	94.16
Not suited	7	5.84
Total	120	100

Source: Primary data

The above table depicts that presentation of the subject through the smart class. This is a particular question asked with teachers to find their opinion about the subject to the presentation of smart class. Majority of the respondents, 94.16% have the opinion that some subjects are better suited for ICT integration but only 5.83% have the opinion that some subjects have not suited for the smart class presentation.

Table 13; Major difficulties facing by the teachers while preparing contents for ICT class

Option	Respondents	Percentage
Lack of Teachers technical knowledge	-	-
Insufficient number of media .(printer, scanner etc.) for effective use of computers	39	32.5%
Absence of motivation and support systems for teaching – learning	13	10.83
Lack of interest of teachers in ICT usage for teaching - learning.	13	10.83
Insufficient time to prepare material based on technology.	55	45.84
Total	120	100

Source: Primary data

For rendering the quality of education ICT plays a very important role in current scenario. Even though ICT has a broad scope some of the major issues are facing by the teachers while preparing the contents for ICT class. Among 120 respondents 45.83% of the respondents are facing the problem of time management to prepare material based on Technology. 32.5% of the respondents facing the problem of insufficient number of media. (Printer, scanner etc.) For effective use of computers.10.83% of the respondents facing the problem of Absence of motivation and support systems for teaching -learning and Lack of interest of teachers in ICT usage for teaching - learning.

Table 14: Workshop/conference/FDP/ on ICT preparation

Option	Respondents	Percentage
Attended	93	77.5
Not attended	27	22.5
Total	120	100

Source: Primary data

Education doesn't stop after earning a degree and starting a career. Through continuing education, career-minded teachers can constantly improve their skills and become more proficient at their jobs. So this is a question asked to the 120 respondents about whether they have attended any workshop or conference or FDP which is related to ICT. In that majority (77.5%) of the respondents attended the various workshop/FDP/conference etc. and remaining respondents (22.5%) have not attended any workshop or conference.

Table 15: Suggestions by others to use the ICT tools

Option	Respondents	Percentage
By own interest	79	65.83
Through the students opinion	-	-
Through Colleagues suggestion	30	25
Through the management support	11	9.17
Others	-	-
Total	120	100

Source: Primary data

Creative ideas are very necessary to the teachers to build their character in future. Here the questions which is related to who suggested the teachers to use the ICT tools. Among 120 respondents 65.83% of the respondents used ICT because of the own interest. Where 25% of the respondents used ICT classes because of the suggestion by the colleagues only 9.17% of the respondents used ICT tools because of the management support.

Table 16: Opinion about use of ICT for Practical subjects

Option	Respondents	Percentage
Yes	109	90.83
No	11	9.17
Total	120	100

Source: Primary data

Practical knowledge is more important than theoretical knowledge. Practical work includes experiments in laboratories, study tours, projects, assignments etc. the advantages of practical work are unmatched. Getting theoretical knowledge has no value until students can apply it for practical purposes. Hence this question has the more scope in this research paper. Among 120 respondents 90.83% of the respondents agrees that practical subjects are not better suited for the presentation through ICT and remaining students disagrees that.

Table 17: Major issues which discourage the use of ICT

Option	Respondents	Percentage
Lack of learning equipment tools and resources	26	21.67
Lack of management support / initiatives	58	48.33
Lack of sufficient training	19	15.83
Difficulty to maintain class room	-	-
Poor internet access	17	14.17
Total	120	100

Source: Primary data

From the above table it is clear that majority of the teachers facing the issue that is lack of management support or the initiative to use the ICT in their respective colleges.

Table 18: Training Programmes for teachers in the institutions during the last year

Option	Respondents	Percentage
Yes	98	81.67
No	22	18.33
Total	120	100

Source: Primary data

The intention if this question is to know whether their reputed institution is giving any training programme in technology for teacher's trainer. It helps them to create more confident in their mind and it encourages them to prepare well for the smart class. Here maximum number of respondents (81.67%) strongly agrees that their institution is providing adequate training facility to them about the ICT tools. Remaining respondents disagree this statement.

Table 19: Dependency of the students only on the contents presented in the ICT

Option	Respondents	Percentage
Yes	49	40.83
No	71	59.17
Total	120	100

Source: Primary data

The above table states that students learning capacity through the ICT. The simple questions asked to the respondents that is whether students restricted only to the contents presented in the ICT which is delivered by the teachers. Among 120 respondents, majority of the respondents 59.17% strongly disagree this statement and remaining respondents agree that.

OTHER MAJOR FINDINGS:

- Majority of the respondents (32.5%) are fall under the age category between 26 to 30 years.

- Most of the respondents (59.17%) are female candidates engaged in this field comparing to male candidates
- 20% of the respondents have completed M.Phil./Ph.D. in addition to post-graduation to come for the teaching field.
- 67.5% of the respondents agree that commerce and management stream has more scope to use ICT.
- Majority of the respondents (81.67%) are using ICT (smart class) from the 1 to 3 years
- Majority of the respondents (57.5%) have their own gadgets to prepare the contents for the smart class.
- Most of the respondents (57.5%) are not using smart classes regularly
- 57.5% of the respondents take 1 - 2 hour every day to prepare smart class for the presentation.
- By displaying attractive PPTs and all, 52.5% of respondents are making the students to involve in the smart class presentation.
- 94.17% of the respondents agree that ICT will improve the confidence level of the students for better learning.
- Majority of the respondents (59.17%) have the opinion that students can easily understand and remember what they have learnt through the smart classes so they agree that smart classes are more effective comparing to traditional teaching.
- 60.83% of the respondents are using instructional animations, slideshows, films (videos, CD, DVD) etc. in the smart class presentation.
- 96.67% of the respondents agree that usage of ICT tools in college level will influence the employment skills of the students in their future life.
- Majority of the respondents have the opinion that some subjects are better suited for ICT
- Most of the respondents (45.83%) are facing the problem of insufficient of time to prepare material based on technology while preparing the contents for ICT class
- Majority of the respondents (77.5%) of the respondents attended various workshop, conference, FDP etc. about ICT training
- 65.83% of the respondents are using smart class because of the own interest and they have not taken any suggestions by others in order to use ICT tools
- 90.83% of the respondents have the opinion that practical subjects are not better suited to make the presentation through ICT
- Lack of the management support / Initiative discouraged 42.34% of the respondents to use the ICT tools in current scenario.

- 81.67% of the respondents strongly agree that in their respective institutions- Majority of the respondents (59.17%) have the opinion that students are not restricted only to the content presented in ICT delivered by them.

SUGGESTIONS OF THE STUDY:

- Management of the colleges should try to encourage the teachers to use the ICT tools by providing various attractive facility like proper internet facility, sufficient number of projectors etc.
- Every first grade college must make smart class presentation compulsory at least twice in a month
- Every institution should encourage the teachers to attend various workshop/conference/FDP on ICT or every college try to organize workshop/conference/FDP relates to ICT.
- Some of teachers don't know how to use the smart class, hence institutions should provide adequate training facility to them to create their own interest to use the smart classes.

CONCLUSION

When technology enters classrooms, it "weaves itself into the learning process in many more ways than its original promoters could possibly have anticipated. The trainings offered need to be delivered by qualified educational technologists and are not geared towards teaching them about the technology alone. Teachers need more than professional development workshops to help them utilize these technologies in the classrooms. They also need to take into account research that demonstrates the value of incorporating a variety of technologies into learning environments and how these tools can be incorporated creatively and effectively into instruction. If educators do not buy into the pedagogical value of various technologies, they will remain just fashionable add-ons in our curricula. "No tool is good or bad in itself; [technology's] effectiveness results from and contributes to the whole configuration of events, activities, contents, and interpersonal processes taking place in the context in which it is being used." In light of this, if teachers do not change in the activities, curriculum and learning environment, it will stay un-integrated because of pedagogical constraints.

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