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TEACHERS' OPINIONS ON ICT AS A TEACHING TOOL IN TEACHING AND LEARNING PROCESS



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Teachers' opinions on ICT as a Teaching Tool in Teaching and Learning Process

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Abstract

This project was conducted to explore teachers' opinions on ICT as a teaching tool in their classrooms. It also included some sub-questions: ICT in the curriculum, School board's policies for ICT, a role of school bodies in promoting ICT, teachers; training in ICT tools, teachers' professional development and motivation for using ICT in teaching and learning project. This research based on Punjab (India) and 12 teachers from different education boards participated. The results showed that the factors like personal life experiences, gender inequality, school's economic status, social concept and implementation of educational policies in practical influences the teachers' attitude towards integration of technology in education.

Keywords: ICT in education, Teachers' Perceptions,

1: Introduction

Use of ICT (Information and Communication Technology) for teaching and learning has received a lot of attention in the last two decades. The present study is an attempt to understand the use of ICT among secondary school teachers' perceptions of teaching and learning in Punjab, India. In the Indian context, there are three educational boards in every state: The Central Board of Secondary Education and the State Education Board and Indian Certificate of Secondary Education. The focus of the study is to elucidate teachers' perceptions about the actual use of ICT in classroom teaching. The study is carrying out among secondary school teachers from three educational boards who are working in Punjab, India.

1.1: ICT or Smart Boards:

In Punjab, I asked a definition of ICT to a head of school, and he replied, "What is ICT?". That time, I decided that I have to use a word smart class or smart board rather than ICT. ICT is a term that is using of technical tools that are helping a teacher in their lessons. These tools are works like an assistant and making teaching and learning process easier and interesting.

1.2: Teachers' Perception on ICT

The focus is on teachers' approach to the integration of ICT in their classrooms and their real practice with ICT tools. Moreover, how teachers are taking mental pressure from other important bodies of school education system (school management, head of school, parents, and students) and threats like competition, and promotion.

1.3: Theoretical Aspect of ICT Tools

International research has shown that ICT can lead to improved student learning and better teaching methods. My second variable is ICT policies in Indian education system and individual policies of schools. Also, depth researches that are these policies are relevant for Indian education system.

2: Justification of the Study:

Teachers are bridged the between the educational policies or ideas and implementation. Moreover, a curriculum of all education boards is focusing on technology-based education and forcing teachers to use technology in classrooms. Teachers should be motivated to use technology rather than forcing them, teachers training in ICT tools and their skill nourishment also impact their efforts to adopt the technology. Teachers studied in Blackboardera, and they are teaching in the period of smart boards so for good results in use of ICT, teachers should be trained and inspired.

2: Objectives:

This research is critically analyzing the perception of teachers, how they construct the use of ICT in teaching and learning process and the implications for practice. This research will contribute to the reformation of secondary education through the integration of ICT in teachers' educational practice. This research will enable all the stakeholders, policy makers to understand teachers' views of ICT practices in all schools of Punjab.

3: Research Questions:

The main research question in this study reflects on how teachers' practice is influenced and impacted by using ICT as a teaching tool in schools of Punjab, and the journey of teaching methods is from the blackboard to smart boards or white boards. It also includes differences of teachers' opinions on educational policies and the threats of their professional development. The interesting thing is that how aged teachers are ignoring new changes in education methodology and criticizing ICT tools in teaching and learning process.

4: Data Sample and Sampling:

In Punjab, three educational boards are serving education, and I collected my data through purposeful sampling and selected six schools from three education boards. Further school management allowed me to interview to two teachers from each school.

5: Theoretical Framework:

I choose Qualitative research because it deploys a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand ((Bali (2010))). Qualitative research involves the studied use and collection of a variety of empirical material-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives. This qualitative study will attempt to establish teachers' perceptions of the causal links between teacher ICT practice and learning outcomes. An interpretive theory used to get the real experiences of teachers on ICT tools in classrooms. I collected my data with purposeful sampling, and twelve teachers participated in my data collection. There are three different education boards in Punjab, and I selected two schools from each board and two teachers from each school.

6: Method and Methodology

This descriptive case study and seeks to explore the views of teachers in secondary school to ascertain their perceptions of the contribution of ICT to teaching and learning. Crystallization used as a methodology that is a combination of methods to explore a single situation.

Semi –structured interviews used as a gathering data from teachers' by asking reliable and open-ended questions based on the topic, interviews recorded, and as per my ethics approval, I gave them the opportunity to review their interviews.

The interview schedule was into two or three parts. All interviews e held outside the school and all interviews written in interview booklet. Some social meetings or gathering also arranged with teachers for more rich and thick data.

Observations were the second method that I used in classrooms during the lessons. As a researcher, I observed all my participants' lessons for more understanding that how they are using ICT tools and what kind of facility are provided by school management in their classrooms related to ICT? During observations, I captured pictures and videos so I can discuss the situation with my supervisory team and peer group and I maintained the observation booklet as well.

I worked on three different education boards so it was, important for me to get a deep look at educational policies so I can define them in my research as a second variable. I am studying policies related to ICT in education will be analyzed to identify strategies and goals related to using ICT in teaching and learning process.

7: Expected Outcomes

The initial outcome from the research indicates the real mirror of ICT tools in classrooms through the real-life experiences of teachers. The unbelievable thing is that there is the huge difference in teachers' experience and government's policies. Instead of motivating to teachers to use ICT a teaching tool, school management, and the government is forcing them to integrate technology in teaching and learning process. Another unexpected finding is that female teachers were suffering from domestic violence, and they cannot concentrate on technology because of their mental stress. Moreover, teachers have some threats and barriers in the way of ICT: like competition with colleagues and high expectations of school and school bodies.

8: Educational Implication

It hoped that this research would help school education boards to revise their policies for the integration of technology in education. The school management will arrange special teacher training programs for the use of ICT in education. The government will be aware of the gender inequality in professional development and domestic violence against females. The teacher will try to motivate themselves for ICT tools, and they will adopt technology positively.

9: Intent of Publication

The intent of the journal publication will enable the academic richness and the word of mouth to benefit the Punjab, India. These will inspire the stakeholder along with the participants to implement educational policies in a practical way.

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