



Received: 17-07-2022

Accepted: 27-08-2022

## International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

### A Study on ICT Integration in Teaching by the Teachers in Higher Education and their Attitudes towards ICT

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#### Abstract

This study is researched on the teachers' attitude towards ICT and integrating technology in teaching learning process. During the Covid-19 pandemic online classes' session were established and teachers had to take online classes according to the guideline of HRD Ministry of India as well as by the Government of W.B. The main objective of the study is to understand teachers ICT Attitude and using technology in

teaching learning process. This study is qualitative in nature and an interview schedule was used to collect the data from fifty teachers teaching in higher education institution in West Bengal. The results of this study revealed that the teachers' positive attitudes towards the ICT are related to the use of ICT in teaching.

**Keywords:** ICT, Integration, Attitudes, Technology

#### 1. Introduction

The integration of ICT in educational system and the need for technical and pedagogical training and support to teachers in educational institution is the need of the hour. From last 35 years, there has been a concerted push for ICT integration in education in the context of Indian education system. The use of ICT in Education appears to have created a conflict between those who have a positive or negative attitude to ICT use as a teaching tool. Negative attitudes towards technology have primarily been found to arise due to teachers' lack of confidence in using technology, inadequate pedagogically driven training opportunities being provided, in addition to inadequate technical support (Awan, 2011) <sup>[1]</sup>. Using technological devices in teaching learning process always helps teachers to make his/her class effective and enjoyable. It's also helpful for the learner because integration of ICT arouses motivation among learners and increases their interest and they become more attentive in the class as well as in the instructional content which improve their problem solving, reasoning skills and higher order thinking, which are some important objectives in the present formal system of education. Since technology has a huge scope to present an inanimate content or subject to the students in lively way, such things become much more interesting to the learners of current generation. But still a large number of parents and teachers do not want to give more importance to the integration of ICT in teaching learning method for various reasons. Some teachers face difficulties in using software and hardware, some needs more technical support, for some persons it's too expensive to use it regular manner and many more other factors. Although the use of technology devices for instruction does not however always result in an effective learning environment, as there is other several variables involved in creating a successful learning tool. So, there is a clear distinction between the attitudes of the teachers towards ICT integration in teaching. To understand attitudes and their effect on teachers, it is important that teachers should be tech-savvy. Teachers' interest is also important for technology integration in the teaching learning process. Interest is therefore appearing important for teachers' attitudes towards ICT and related learning experiences helps to develop lessons where ICT use is pedagogically driven and meaningfully integrated to support existing curriculum. By knowing the teachers' attitudes on use of ICT in teaching learning process, helps to recognize the contextual and psychological factors of teachers which is involved in the process of ICT integration in teaching learning process. The attitude of teachers towards ICT talks more about the equipment the teacher has access to, the training they have had, and the teaching and learning community they are part of. As teachers are benefitted from ICT in their work and their students also, then school environment should be supportive in this context.

#### 1.1 Significance of the study

During the Covid-19 pandemic online classes' session were established and teachers had to take online classes according to the guideline of HRD Ministry of India as well as by the Government of West Bengal. Suddenly a large number of teachers were

forced to use ICT as a compulsory method of teaching. As we know online class session enables users to started classes over a network, or via a web page on the World Wide Web. Teachers were encouraged to experiment with online classes and to keep searching the internet for suitable material and resources for their respective lessons. Using ICT in teaching learning process is an important issue in the present context of education system. So, researcher decided to work on the topic "A Study on ICT Integration in Teaching by the Teachers in Higher Education and their Attitudes towards ICT".

### 1.2 Objective of the study

To understand teachers' attitude towards ICT in teaching learning process.

To evaluate teachers' attitude towards using ICT in teaching learning process.

### 2. Methodology

This study is qualitative in nature. Total Fifty Teachers were selected from the different higher education institutions from West Bengal. A questionnaire was administered to teachers in order to identify their attitude towards ICT in teaching. The questionnaire consisted of 20 questions. The questionnaire sought to assess teachers' actual experience with technology in general as well as their confidence in their knowledge and ability to use technology effectively within the classroom.

### 3. Results

The results suggest that the teachers' opinions of ICT use in their teaching are positive, they feel more confident in using the technology for finding resources for teaching purpose, which assist students in their learning. The fear factor associated with using technology appears to affect the ICT attitude of the teacher.

Some of the opinions of Teachers on ICT are as follows: They feel a good balance of ICT based subject content and learning activities have good impact on the learner and with too much ICT based information is distracting to the students from the pedagogical content. Teachers felt that ICT development is perceived as an important part of teachers' professional development and their institution is positive to use ICT in the teaching learning process. Teachers felt that the ICT use in the teaching learning process should be according to the socio-economic status of the students, there should not be create the digital divide or any inequality due to the use of ICT in teaching learning process. The cultural suitability and appropriateness of the visual material used in teaching learning process and the subject matter presented to students have to develop the cognitive domain according to the hierarchy of learning. Some of the opinion of teachers on the content they are using ICT as a teaching and learning tool are: They think that the material presented in the ICT is appropriate for the students in the class, Teachers need to be careful of the content as they are working with young learners and sometimes the content of internet is not suitable for children and even adults, some teachers thought that the content was ok to use with students, there was nothing to concerned about, nothing that would be inappropriate or that would be offensive. Some of the opinion of teachers on the value of the resource using ICT as a teaching and learning tool: Teachers thought that the students were really excited about

the program related with ICT. They all wanted to answer each question. The reason why is perhaps because it's easily aroused the motivation of the students.

Some teachers thought that ICT related teaching is very suitable for all students despite their differences in cognitive ability. ICT related teaching enables students to act independently and try to find answers to questions. In addition, students can learn independently through the excellent feedback or facts after each answer. Some teacher's opinion is ICT related teaching is excellent in many ways. It easy to use because of the technology, clear instructions and a clear pattern in the way students should answer and interact with the ICT as a teaching and learning tool.

### 4. Discussion

The results of this study demonstrate that providing teachers with positive learning experiences can positively affect their attitudes towards ICT use in their lessons. Follow up feedback from the teachers suggested that they had found the teaching with ICT is useful, enjoyed the lesson they had delivered and would appreciate further mentoring in developing their ICT skills and resources further.

In spite of the various policies and programmes initiative for using ICT in teaching learning process but using of ICT in learning process is very slow. Technology using not the ultimate solution to increase the quality of education, ICT should be used with proper pedagogical content knowledge. So, teacher has a great role to use the online resources properly in the teaching learning process. Teacher should know what to teach with how to teach by using online resources. Teachers have to use the online resources by using their teaching styles. Online Assessment methods are also very complex and it can be applied after proper management programme.

The problems related with the technology embedded teaching techniques emerges because computer based educational devices, have failed to make as a credible teaching tool in most institutions. A number of reasons have been put forward and they suggest: using the technical devices in the teaching learning process is not possible except the proper knowledge of technology related pedagogy, generally the tasks are poorly designed by the teachers and it do not support progressive understanding.

Sometimes with the advent of the internet and wireless technologies the conception of learning as a classroom-based activity is rapidly disappearing. Furthermore, the online resources as an important and valuable component in the learning process has changed the manner in which we conceive learning activities and materials. By using the online resources, the teaching learning process can be activity based. It can create fun, playful environment where students have a sense of their own progression and where learning is relevant, appropriate and suitably explicit. The present research demonstrates that if the focus of ICT use by teachers in classrooms can be assessed and understood as the meaningful use of the technology in line with pedagogic and teaching objectives, rather than on the 'mastering the technology' itself as a goal, then ICT through the use of educational devices can serve as a personal and professional enabling and empowering tool.

### 5. Conclusion

This study founded that the teachers' attitude to ICT

depends on the success of using technology devices in the teaching learning process. The observed outcomes of this study found that teachers felt confident and happy with the using of ICT they in their teaching learning process and this resulted in positive learning experiences and attitudes to further ICT training and use in their lessons. Which is similar to the findings of Awan, 2011<sup>[1]</sup> in the paper What Happens to Teachers ICT Attitudes and Classroom ICT Use when Teachers are made to Play Computer Games? To encourage greater ICT, use by teachers it is suggested that more workshops on using of technology in teaching learning process be considered as fruitful for teachers.

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