Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2016 = 6.17, www.srjis.com
UGC Approved Sr. No.49366, SEPT-OCT 2017, VOL- 4/36

ICT AND TEACHER EDUCATION: A TOOL TO DEVELOP CONCENTRATION IN CLASSROOM LEARNING: STUDENTS PERSPECTIVE

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Abstract

This paper aims to address the issues of student's attention in classroom learning through the use of Information and Communication Technology (ICT). ICT has a tendency to develop the concentration of the students towards classroom studies. ICT helps teacher to deliver lecture through the use of PowerPoint presentation and use of AV tools, which helps him/her to attract students towards the lecture. The ICT usage in the schools is increasing day by day as the student get attracted towards the innovative techniques followed by the teachers. Different colors and codes used by the teachers in ppt are having a great impact on the memorizing power of the students helping in the increase of retention power. This study adopts the qualitative cum quantitative methods in order to know the role of ICT in the retention power of students and enhance concentration of the students towards attending lectures.

***Keywords**: Information, Communication, Technology, education, classroom*

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Introduction

Within a very short time, Information and communication technology (ICT) has become, one of the necessary commodity of modern society. Number of countries have started using ICT in education sector form classroom teaching to curriculum development as its basic skills and concepts of ICT has played a part of the core of alongside reading, writing and numeracy.

The ICT has a tendency to develop higher concentration skills in the students and in school management and, in particular, on the optimal balance, given local circumstances, between ICT and older educational technologies like use of software for delivering the quality output and assisting schools in developing educational software and materials that reflect their own national and regional cultures.

ICT permeates the business environment and develops the level of understanding in the students on the 3D front of examples in the science classes, it underpins the success of modern corporations and equipments, and it provides governments with an efficient infrastructure in terms of tackling the redtapism. At the same time, ICT adds value to the processes of learning, and in the schools, organization and management of learning

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institutions. The Internet is a driving force for much development and innovation in both developed and developing countries as it has lot of information in hand readily available.

ICT's Technological developments lead to changes in working environment and changes in the organization of work culture, and required employees competencies are therefore changing the arena of development. Gaining in importance are the following competencies:

• It enhances the critical thinking in the students

• it develops the tendency of generalist (broad) approach

• ICT has tendency to develop competencies enabling the expert work,

•it facilitates the decision-making in the organizations

• it helps in handling of dynamic situations like safety and security issues.

• it creates an atmosphere towards working as a member of a team, and • it facilitates the communication techniques by using its features like colors symbols in presentation.

Teaching and learning are best examples of ICT as it does not only supports teachers i delivery of lectures a but it helps to gain the students concentration towards lecture and helps to enhance the class work roll. Studies of teaching and learning in schools around the world identify that in the way that teachers and students learn about and gain confidence in the use of ICT.

Though ICT is a vital sector of the economy as it generates the employment in terms of software engineers , expert trainers and soon, requiring highly skilled professionals, it nevertheless represents only a relatively small fraction of total employment. However, in the knowledge economy, as it is now and more so as it will be in the future, ICT competence is a prerequisite for employees in virtually every area.

Furthermore, the need for a facility with ICT is not confined to the area of work environment but increasingly permeates all aspects of everyday life from morning to evening, including home and leisure. The social imperative for promoting ICT in schools, therefore, is clear: if students are to be prepared to lead fulfilled and productive lives in a knowledge-based society, that is why they should be ICT-competent on leaving the school system.

The Teaching Skills Initiative recognized that there was little point in putting computers in schools unless teachers were trained in their use, the training of teachers will boost their confidence in using it and also help to change the society by imbibing the skills of ppt in the students. This initiative provided for teacher training in three distinct areas, namely ICT skills and awareness, professional skills development in ICT, and pedagogical skills development.

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Review of Literature

That ICT should be an integral part of the education system is no longer a matter for debate. Students must be provided with the opportunity to develop the competence required to equip them for life in a knowledge-based society, while teachers cannot afford to ignore the potential of ICT for enhancing teaching and learning in their classrooms. Yet achieving an appropriate level of integration of ICT in teaching and learning presents a number of challenges. These range from the provision of the necessary physical resources to issues of curriculum development and assessment and the professional development of teachers. The remainder of this report describes the current stage of development of ICT in primary and post-primary schools. Jonathan Anderson(2002).

It presents examples of good practice as well as areas of concern and provides a series of recommendations for policy-makers and schools that, if implemented, would serve to enhance the learning experience of the young people in our schools. The pivotal role of ICT in the development of the knowledge economy is widely recognized. The most common qualitative approach to assessing the impact of ICT is by observation of teaching and learning in classrooms. This is the approach normally adopted by school inspectorates. in addition to observing classroom practice, inspectors examined school planning documents and discussed the issues and their findings with the wider school community. Jonathan Anderson(2002)

The objectives of the evaluation may be summarized as follows:

• to assess the extent of the use of ICT in primary and post-primary schools

• to evaluate the impact of ICT on teaching and learning

• to assess the ICT skills of students at selected points in the education system

• to obtain the views of principals and teachers about their ICT skills and their opinions about the impact and future role of ICT in education.

The effectiveness of ICT in any school is very much dependent on the quality of the infrastructure present. This chapter examines some ICT infrastructural issues in schools. It begins by taking a step back from the school itself to look at the ICT advisory service and in particular the degree to which schools engage with the service.

ICT funding issues are also considered, as schools frequently raised the issue of funding during the course of the evaluation. The problems associated with the lack of technical support and maintenance were commented upon strongly in the national survey responses from principals and teachers. These respondents' comments provided an insight into the complexities faced by some schools regarding this issue. One principal of a small primary

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school stated that "the biggest problem encountered is lack of technical support. We have to take equipment to the nearest IT company for repair." Another primary school principal mentioned that it was "difficult to access maintenance in an isolated rural area, and it's hugely expensive. Jonathan Anderson(2002)

ICT facilities comprising at least one computer were located in special-education settings in the majority of case-study primary schools. Schools that made dedicated computer facilities available for teachers' use reported that it encouraged the teachers to engage with the technology and that it also led to improvements in the quality of the resources used in teaching.

The school has an ICT plan which takes into account areas such as: development of the ICT facilities, timetabling, network, usage, assessment, teacher usage of equipment, staff development, educational objectives, ICT and special needs, and an ICT roadmap which outlines some of the skills which students are expected to acquire during their time in school. Although this list of skills is very suitable it could be further expanded and developed and consideration should be given to delineating at what class level these skills are achieved by students. Computers were found to be used by teachers in their classroom or lesson planning and preparation work in most of the fifty-two case-study schools evaluated, even in those schools where the teacher may not have been included in ICT planning at the school level . Department of Education and Science (2008) states that the use of computers for such work in these schools was generally found to be a matter for individual teachers. One post-primary report stated: At a classroom level it is a matter for individual teachers to plan for the use of ICT in lessons and from discussions with a small group of teachers it was clear that planning for use of, as well as actual usage of, ICT in teaching is uniformly strong. Department of Education and Science(2008) This is facilitated by the existence of ICT hardware and software in certain classrooms. In general, the findings suggest that teachers are partial to using the internet to help them with their lesson preparation work, and that Scoilnet, and other such web sites, can act as a very helpful resource in this respect. It is equally clear, however, that a significant proportion of teachers do not exploit the benefits of the internet in preparing for their lessons. Department of Education and Science(2008) These include teachers over thirty five, teachers who do not have ready access to appropriate ICT facilities, and teachers (at post primary level) of certain subjects. Furthermore, of those who make use of the internet, for example for visiting such web sites as Scoilnet, their use is infrequent. It is

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clear that there is significant scope for the further development of the use of ICT in the area of lesson preparation.

RESEARCH METHODOLOGY

Research Design: The present study has adopted the *Mixed Approach Research. As per the objective point of view, it is e*xploratory cum descriptive research. The researcher tries to explore the existing literature, in order to know the variables/dimensions which are having association or relationship with the particular research. Under descriptive research, it describe the whole problem in terms of concepts, variables, dimensions, constructs, sub-constructs and relationship between the variables

Data Collection: Data was collected from both primary as well as the secondary sources as per the need of the study. A self-administered questionnaire was distributed to the students asking their response based on the Likerts-5-Point Scale in which perception towards ICT and its use in Govt schools and the problems faced by these teachers in using ICT. In many cases the respondents were verbally encouraged to participate. In total 80 questionnaires were distributed out of which only 68 were filled by the respondents. 6 Questionnaires were partially filled and 4 were returned unfilled.

Primary Data

Present study is primarily based on primary data which is collected from the target population like students and teachers who are working in the academics and the data is collected from these respondents through a self structured questionnaires.

Secondary Data

Secondary data collected from various international as well as the national journals and also obtained by reviewing the articles published in journals of National and International repute, on the internet and various business magazines and also the information is collected from the state and national bodies.

Sample Design

Sample Element: Both the Genders.

Sample Unit: students

Sampling Extent: Kashmir Division, Jammu and Kashmir

Sampling Technique: This study used a convenience sampling procedure

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DATA ANALYSIS AND INTERPRETATION

S No	Questions/ Variables	Mean	Standard Deviation
1	Do you feel that the use of laptop and computers in the class room has good impact on your learning	4.4	0.01
2	Do you feel that it has helped the poor students to get more and more concentration towards education	4.1	0.07
3	Do you feel that the teachers have been benefited by the use of ICT in the classroom	2.2	0.03
4	Do you think that the teachers are able to teach effectively in the classroom due to ICT	4.3	0.61
5	Do you think that the attendance in the class gets increased due to use of ICT	3.5	0.72
6	Do you feel that the ICT has a great impact on the students learning retention power in class room learning	3.9	0.54
7	The ICT has helped teachers to gain more and more confidence while delivery	4.2	0.66
8	ICT is the source of many teaching material	2.1	0.99
9	Do you feel that the teachers using ICT needs high level of training	4.1	0.81

The results of Table reveals that the majority of students are with the point that ICT has helped them in many ways like Enhance the attendance in class work, it has helped the poor students to get more and more concentration towards education, The ICT has helped teachers to gain more and more confidence while delivery , the use of laptop and computers in the class room has good impact on your learning, the teachers are able to teach effectively in the classroom due to ICT as their mean value tended to be positive and states that the respondents are well versed with the ICT and its role in the upliftment. The respondents tended to be positive that is more than 4.00 "which illustrates that there is dire need of using the ICT in teaching and learning process as it plays a vital role in grabbing the attention of students towards the studies. The study about the perception of the students towards role of ICT indicates that students motivation is attained and enrollment of students in classroom is high.

Conclusion

The data analysis explains that The ICT usage in the schools is increasing day by day as the students get attracted towards the innovative techniques followed by the teachers like different colors and codes used by the teachers in ppt is having a great impact on the memorizing power of the students. In general the retention power increases. Also As per the literature for this study The ICT has a tendency to develop higher concentration skills in the students and in school management and, in particular, on the optimal balance, given local

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circumstances, between ICT and older educational technologies like use of software for delivering the quality output and assisting schools in developing educational software and materials that reflect their own national and regional cultures. The school has an ICT plan which takes into account areas such as: development of the ICT facilities, timetabling, network, usage, assessment, teacher usage of equipment, staff development, educational objectives, ICT and special needs, and an ICT roadmap which outlines some of the skills which students are expected to acquire during their time in school. Also the analysis reveals that the majority of students are with the point that ICT has helped them in many ways like Enhance the attendance in class work, it has helped the poor students to get more and more concentration towards education, The ICT has helped teachers to gain more and more confidence while delivery , the use of laptop and computers in the class room has good impact on your learning, the teachers are able to teach effectively in the classroom due to ICT as their mean value tended to be positive

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