

# “Comparison of Attitude of Teachers Educators towards uses of Information and Communication Technology in Different mode of Teaching”

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## ABSTRACT

Pandemic has triggered new ways of learning. All around the world, educational institutions are looking to word on line learning platforms to continue with the process of education student. The use of ICT has been increasing in higher education over the last decade. Recently role of teacher training collage, has become one of the key factors in implementing new technology in teaching online. The aim of the study was to investigate how teachers educators uses ICT in online classes and what is the difference in use of ICT in offline classes. The data was collected by an online self-constructed tool based on three point rating scale in which 50 male and 50 female teacher educators responded. Percentage and frequencies were used for the analysis of collected data. the findings of the study shows that male teacher educators possess more positive attitude towards ICT in teaching online in comparison to female teacher educators. And the study also shows that female teacher.

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## INTRODUCTION

“The destiny of India is being shaped in its classroom”, has been pointed out by the Education Commission (1964-65) and to that it may safely be added that the destiny of these classroom is being shaped in the institution of education with committed teachers.

Today’s age of 21st Century and it is also the age of information and technology (IT). Huge flow of information and technologies is emerging in all fields throughout the world, and education is also not untouched by these, information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme.

Student teachers accesses knowledge and information through TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, Whatsapp, Linkedinn, Igo, Line, Wechat etc. Without proper knowledge of ICT teacher cannot perform in his/her class room and it could not be said to be a complete one. Recently, all world is facing pandemic situation, education field is also affected to the great extent due to this, to be out of this situation, ICTs has become a powerful tool in not only making the teaching learning process effective but a suitable one to teach the students anywhere, nowadays students can easily access their online classes through different applications like Zoom, Google meet, Webex etc .

These are popularly used for online education. These apps are helpful for student teachers and teacher educators to reach. Such type of apps are used for meetings in past but now they are using for teaching purpose to a great extent. Also, ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher- talking and students listening approach. ICT appears as a ‘bridge’ to break the distance and ‘survive’ the learning even in pandemic also. Now, the scenario of using ICTs has totally changed in past teachers used these tools in their classroom teaching in the institutions boundaries but now teachers can use ICT through video conference to teach or monitor the students learning process. The purpose of this paper is to see how we can use ICT for obtaining teaching learning process more effective in today’s situation. ICT will be useful for enhancing skills as listening, speaking, reading and writing.

ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students’ own smart phones or other devices for learning during class time, and the “flipped classroom” model where students watch lectures at home on the computer and use classroom time for

more interactive exercises. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings. There are different platforms available for online education. Through these platforms, online classes can be taken, videos can be uploaded, recorded videos can be send. So these platforms are helpful to the students as well as teachers. Eg. Swayam, Webex, Impartus etc.

### **Rational of the Study-**

Teaching is an interactive process preliminary involving classroom talk, as online education has no time limit and place restriction for learning. Anyone can learn from any place and at any time. Different e-contents are prepared for students to enrich their knowledge. Some of the major studies shows the attitude of teachers towards ICT and online teaching. *Gattiker & Hlavka, (1992)* studies the degree to which a person in the work place effectively applies knowledge and skills obtained through formal training is largely dependent upon the subjects' attitudes toward training. However, the main issue in education remains the development of positive attitudes toward information technologies among teachers. *Busch, (1995)* found teachers' attitude is an important variable in the learning process. *Grabe & Grabe, (1998)* identified that attitude are kind of mental processes that are thought to influence future behaviours, experiences, belief and have implications on the use of computers and the internet.

*Doris U. Bolliger & Oksana Wasilik (2008)* studied factors influencing faculty satisfaction with online teaching and learning in higher education. *Shin, Minsun Lee, Yoon-Joo (2009)* identified Changing the Landscape of Teacher Education via Online Teaching and Learning. Techniques: *Anita Rastogismriti Malhotra (2013)* found ICT Skills and Attitude as Determinants of ICT Pedagogy Integration. *Dr Samson R Victor (2013)* studied Teacher-Trainees Attitude towards ICT an individual's attitude is an important variable in the learning process. *Semerci, Ali; Aydin, M. Kemal (2018)* Examining High School Teachers' Attitudes towards ICT Use in Education. *Verma, Chaman Illes, Zoltan (2019)* Attitude Prediction towards ICT and Mobile Technology for the Real-Time: An Experimental Study using Machine Learning. The outcome of reviewing some studies and researches, researcher realized that there are no studies has done extensively on the attitude of teachers educators towards use of technology and ICTs in online and offline teaching. Keeping in mind the researchers conducted the above study.

### **Statement of the Problem-**

“Comparison of Attitude of Teachers Educators towards uses of information and Communication Technology in Different mode of Teaching”

### **Key terms-**

**Information and Communication Technology (ICT)-** According to UNESCO (2002) “ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters”.

**Attitude-** In psychology, an attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour.

**Teachers Educator-** Teacher educators are educational professionals who actively facilitate the formal and informal learning of teachers and student teachers.

**Teacher Education-** Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

### **Objectives of the Study-**

1. To study the Attitude of male and female teacher educators towards ICT in teaching online.
2. To study the Attitude of male and female teacher educators towards ICT in teaching offline.

### **Research Design-**

This research was non-experimental, an online survey with a mixed approach (quantitative-qualitative) in which no treatment has been applied to any of the variables.

### **Sample of the study-**

Sample of the study constitutes the male and female teacher educators teaching in private teacher training institutions in Indore city. Purposive, random sampling method was used by the researcher to select the sample. It was an online survey where the researcher has sent the questionnaire in Google form through whatsapp and email id to about 150 teacher educators including both male and female of private teacher training institutions for the further study. The exact sample will arrived later as per the responses of the subjects. The researcher received 100 responses from the target population in which 50 males and 50 female has responded positively.

### Tools of the study-

Self-constructed 3 point rating scale includes agree, disagree and neutral, with Total 24 items included in the scale in which 6 statements determine the attitude towards the advantages of use ICT in teaching online, 6 statements determine the attitude towards disadvantages of use ICT in teaching online, 6 statements determine the attitude towards the advantages of use ICT in teaching offline, 6 statements determine the attitude towards disadvantages of use ICT in teaching offline.

### Data Analysis-

For the analysis of data, frequencies & percentages were used by the researcher.

## RESULTS AND FINDINGS

**Objective: 1** “To study the Attitude of male and female teacher educators towards ICT in teaching online”.

**Table shows the percentage (%) of Male and Female Attitude towards ICT in Teaching Online.**

S. no.	Statements	Agree		Undecided		Disagree	
		M	F	M	F	M	F
1.	<b>Attitude towards ICT in teaching Online-</b>	90	80	6	10	4	10
	Digital learning has emerged as a necessary resource for teachers and students in all over the world.						
2.	Online learning offers teachers an efficient way to deliver lessons to students.	84	76	8	10	8	14
3.	Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans.	96	90	4	6	-	4
4.	Online education is that it allows students to attend classes from any location of their choice.	98	96	2	4	-	-
5.	Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate.	96	98	4	2	-	-
6.	All the course or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.	92	90	4	4	4	6
7.	The biggest challenges of online learning is the struggle with focusing on the screen for long periods of time.	94	92	4	6	2	2
8.	Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child.	98	98	2	2	-	-
9.	Sometimes teachers don't have the necessary resources and tools to conducts online classes.	80	90	10	6	10	4
10.	Screen time is one of the biggest concerns and disadvantages of online learning.	96	98	4	2	-	-
11.	Teachers require experience to handle ICT tools while taking online classes.	90	94	6	6	4	-
12.	Online classes Diminished social interaction like in traditional classroom, lively group discussion, is not possible in online learning.	92	96	4	4	4	-

**Objective: 2** “To study the Attitude of male and female teacher educators towards ICT in teaching offline”.

**Table shows the percentage (%) of Male and Female Attitude towards ICT in Teaching Offline.**

<b>Attitude towards ICT in teaching Offline-</b>							
1.	A teacher could pay more attention to students while teaching offline even use ICT tools live in classroom.	96	94	4	4	-	2
2.	The offline mode of study enables direct interaction between the teachers and students.	98	92	2	4	-	4
3.	Students would focus more on studies.	84	86	10	6	6	8

4.	It facilitates good classroom communication that helps in understanding the concepts easily through live use of ICT in teaching such as use of smart board.	92	96	4	4	4	-
5.	Offline mode of study is more beneficial and productive as compared to online mode of study while using ICT in classroom teaching.	96	96	4	4	-	-
6.	Teachers can easily judge the performance of every student in the classroom.	98	98	2	2	-	-
7.	Students would not learn about advanced technology.	90	80	6	10	4	10
8.	No recording or any other form of data is not always available for students who missed the class or later references.	96	92	4	4	-	4
9.	Students suffer great loss in studies if they could not attend the classes due to any unavoidable cause in offline mode.	98	94	2	6	-	-
10.	Time management becomes an issue for students who reside far away from campus.	90	94	6	6	4	-
11.	The class schedule in teaching offline for every day is fixed with no flexibility.	84	90	10	6	6	4
12.	Technical problems and availability of electricity is also a major problem likewise in online classes.	94	96	6	4	-	-

1. Findings of the study shows that male teacher educators possess more positive attitude towards ICT in teaching online in comparison to female teacher educators.
2. Findings of the study shows that female teacher educators possess more positive attitude towards ICT in teaching offline in comparison to male teacher educators.
3. Findings of the study shows that both male and female teacher educators accepted the importance of ICT in teaching either online or offline.
4. Findings of the study shows that more attention and technical knowledge is required which teaching online in comparison to offline use of ICT.
5. Findings of the study shows that network and data issue is the main challenge or obstacle while using ICT either online or offline teaching.
6. Findings of the study shows that online teaching with using ICTs provides opportunities to students and also the teacher educators, as they can access their classroom anywhere at any time.

### CONCLUSION

The online teaching has now become an important phase of teaching learning process. The same way use and importance of ICTs in the process of teaching and learning either online or offline cannot be denied. ICT was already existing in every sphere of life, but it suddenly gained huge prominence with the pandemic. The role of teachers and students again changed with the use of ICT in teaching and learning online. Instructions here also need to be different from offline mode. In physical classroom teaching or teaching offline we understand students by their body language and eye contacts but here in online teaching we have to innovate new types of assignments and different evaluations so that students get engaged in the entire process. At the same time educationists need to be trained properly to make the course content effective, interesting and result oriented. This requires proper cooperation between different stakeholders including Government, professionals, technology providers and learners. Each one of them need to understand the platform to use it effectively.

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