



# IMPLEMENTATION OF ICT SKILLS FOR THE STUDENTS OF THEIR EMPLOYMENT IN SKILL BASED JOBS



TRAINING



LEARNING



KNOWLEDGE



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COUCHING



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DEVELOPMENT

Volume 1



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## CHALLENGES IN USING ICT TOOLS IN LEARNING AND TEACHING

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### ABSTRACT

The use of ICT tools are being highly recognized and utilized by the modern organizations for their effective outcomes. Educational sector is not an exception but the use of ICT in education is more emphasized by the educationalist and administrators as it reflects in the quality of teaching and learning of the student's community. Teachers are the major players in an educational institution and the challenges faced by them in using such ICT tools has to be addressed immediately and effectively. This study thus focused on studying the challenges faced by college faculty members in using ICT tools in learning and teaching. A sample of 80 teachers are included in the study. Suitable recommendations are given to overcome the challenges faced by the faculty members in using the ICT tools.

**Keywords:** ICT, challenges, teachers, college, teaching, learning

### Introduction

According to UNESCO "ICT is a scientific, technological and engineering discipline and management techniques used in handling information and application and association with social, economic and cultural matters". ICT in teaching and learning is a innovative technique which benefits both students and teacher. It improves student learning and paves way for better teaching methods.

It replaces chalkboards with digital whiteboards. Students can watch their lectures through smartphones or personal computers or laptops etx at any time .They can utilize classroom for interactive exercises. It enhances the effectiveness of education and promotes literacy. Teacher can develop their teaching practices with use of ICT tools such

as smartboards, web conferencing and webinars. ICT is used in sectors.

ICT boosts technical knowledge, presentations skills, communication, critical thinking, decision making, and creativity, makes session interactive and saves lot of time. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements

### **Review of Literature**

Simin Ghavifekr, Thanusha Kunjappan, Logeswary Ramasamy, Annreetha Anthony-2016. In this article found that the issues And challenges are limited Accessibility and network connection, limited technical support, lack of effective training, Limited time and lack of teachers' competency. Taban shabibu, AD abdullah AL mamun, che kum clement-2012 The findings of this study is difficulties were lack of genuine software, inadequate computer in the classroom, low speed internet, lack of motivation from both teacher and student side to use ICT, lack of proper training skills, unavailability of latest ICT equipment, lack of expert technical staff, poor administrative support, and poor course curriculum. Hadi Salehi and Zeinab Salehi-2012 indicated that though teachers had a strong desire to use ICT in the classroom, they Were encountered with some barriers. Insufficient technical Supports at colleges and little access to Internet and ICT were Considered as the major barriers preventing teachers to Integrate ICT into the curriculum. Esoswo Francisca Ogbomo-2011 In this article found that Teachers and students should understand The basic issues (effectiveness, cost, equity, and sustainability,), as well as the challenges (infrastructure related challenges, capacity building challenges, challenges related to financing (Ratheeswari 2018), she found that ICT helps teachers to take the lessons attractively through this the students easily learn any level of educational programme and also the teachers act as a creator to the students.

Dinesh and Karthikeyan (2016) found that ICT increase the active role especially English language in the classroom and it avoid the generation gap between teachers and students (Frontiers in psychology , 2022) In this they found several barriers that effective technology integration in teaching and learning practice, lack of resources, lower leadership support, inadequate time, professional development, attainable of ICT

infrastructure. They also found that context and concerned mastery should work on the needs of inhibit education practice from effective technology to get maximum benefits from integrated teaching and learning. (Mewcha Amha Gebremedhin, 2015) found that majority of the teachers are unable to use hardware in teaching learning process due to the lack of resource. Teachers cannot use ICT as education tool. Teachers were preparing for ICT training to encourage technology is important in teaching and learning process.

### **Objectives**

1. To study the personal details of the respondents.
2. To measure the level of challenges in using ICT tools in learning and teaching among the faculty members.
3. To study the influence of demographic variables on the challenges in using ICT tools in learning and teaching among the faculty members.
4. To recommend suitable measures to enhance the use of ICT tools among faculty members.

### **Hypotheses**

- Challenges in using ICT tools in learning and teaching differs significantly based on age.
- Challenges in using ICT tools in learning and teaching differs significantly based on gender.
- Challenges in using ICT tools in learning and teaching differs significantly based on educational qualification.
- Challenges in using ICT tools in learning and teaching differs significantly based on place of living.

### **Methodology**

The researcher used survey design in the present study. The population of the study is 250 faculty members working in a private Arts and Science College in Coimbatore. Of the total population, a sample of 80 faculty members are selected through simple

random sampling technique using lottery method. A structured questionnaire is used to collect the data which consists of two sections namely 1. Demographic profile and 2. Challenges in using ICT for teaching scale. The scale was propounded by Simin Ghavifekr, Thanusha Kunjappan, Logeswary Ramasamy, and Annreetha Anthony which consists of 21 statements with a four point scale of scoring ranging from 21-105. Higher score indicates higher level of challenges and lower the score indicates lower level of challenges. The data was analysed using mean, standard deviation, simple percentage analysis, t-test and ANOVA.

**I. Demographic Variables**

**Table 1: Age**

S.No	Age	Frequency	Percentage
1.	Below 35	21	26.25%
2.	35-40	24	30%
3.	40-45	23	28.75%
4.	Above 45	12	15%
	Total	80	100%

Table 1 shows that 30 percent of respondents belong to 35-40 year of age 29 percent of them belong to 40-45 year of age 26 percent of them belong to under 35 year the age and 15 percent of them are belong to above 45 year of the age.

**Table 2: Gender**

S.No	Gender	Frequency	Percentage
1.	Male	47	58.75%
2.	Female	33	41.25%
	Total	80	100%

Table 2 shows that 59 percent of respondents are males and 41 percent of them are females.

**Table 3: Educational Qualification**

S.No	Qualification	Frequency	Percentage
1.	PG	9	11.25%
2.	PG+Mphil	17	21.25%
3.	PG+Mphil+Phd	43	53.75%
4.	PG+Mphil+Phd+other courses	11	13.75%
	Total	80	100%

Table 3 shows that 54 percent of respondents have qualified upto Phd 21 percent of them have qualified upto M.Phil. 14 percent of them have qualified Phd and other courses and 11 percent of them are qualified PG.

**Table 4: Place of Living**

S. No	Place of Living	Frequency	Percentage
1.	Rural	63	78.75%
2.	Urban	17	21.25%
	Total	80	100%

Table 4 shows that 79 percent of respondents are residing in rural areas and 21 percent of them are residing in urban areas.

## II. Challenges in Using ICT for Teaching

**Table 5: Level of Challenges**

S.No	Level of Challenges	Frequency	Percentage
1.	High	34	42.5%
2.	Moderate	39	48.75%
3.	Low	07	8.75%
	Total	80	100%

Table 5 shows that 49 percent of respondents belong to moderate level 42 percent of them belong to high level and 9 percent of them belong to low level.

### III. Demographic Variables and Challenges in Using ICT for Teaching

**Table 6: Significance Test for Challenges based on Demographic Variables**

Variables	Test	Value	Result
Age	ANOVA	F=5.783; P<0.05	Significant
Gender	T-test	T=1.051; P<0.05	Not Significant
Qualification	ANOVA	F=6.017; P<0.05	Significant
Marital status	T-test	t=3.521; P<0.05	Significant

Table 6 depicts that, there is a significant influence of demographic variables found on the level of challenges in using ICT in teaching. The ANOVA value (F=5.783; p<0.05) shows that there is a significant variation found in level of challenges in using ICT in teaching. The T-test value (t=1.051; p>0.05) reveals that level of challenges in using ICT in teaching does not differ significantly between male and female. The T-test value (t=3.521; p>0.05) reveals that level of challenges in using ICT in teaching differs significantly between urban and rural respondents. The ANOVA value (F=6.017; p<0.05) reveals that significant difference was found in level of challenges in using ICT in teaching based on the educational qualification of the respondents. It is concluded that the demographic variable namely age, qualification and place of living influence the level of challenges in using ICT in teaching among the college teachers.

#### Conclusion

The present study concludes that, a moderate level of challenges is faced by faculty members in using the ICT tools for teaching. The demographic variable namely age, educational qualification and place of living influences the challenges are faced by faculty members in using the ICT tools for teaching. Thus, the study recommends that, adequate infrastructure and training programmes must be organized for the teachers to use the ICT tools more effectively and fruitfully for the benefit of student's community.

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