Attitude of School Teachers Towards the Use of ICT in Classrooms

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Abstract: *Integration of Information, Communication, and Technology (ICT) will assist teachers to the global requirement to replace traditional teaching methods with a technology - based teaching and learning tools and facilities. The study examines the use of ICT by school teachers in secondary schools and it intends to understandthe knowledge of ICT and the use of ICT for their information provision. The study examines the use of ICT by school teachers and it intends to understand the knowledge of ICT and the use of ICT for their information provision. The Attitude scale method was adapted and the questionnaire used as the main data collection tool for the study. With regarding the level of confidence of ICT, the results showed that the highest skill or application in the teacher's responses was utilizing the basics of operating the ICT while managing files was second with high arithmetic mean which implying a higher degree of convergence among teachers at this level. The results further established that there was a positive relationship between use of ICT in teaching and teaching methods by the school teachers.*

Keywords: Use of ICT, School teachers, Information, Teaching

1. Introduction

Information & Communication Technology (ICT) has become the state of the art technology of the modern world and the ICT is seen as a superhighway on which information is transmitted and shared by people across borders. The advent of new global economy has had serious implications for the nature and purpose of educational institutions. Access to information continues to grow day in day out such that the school cannot continue to be places for the transmission of an approved set of information from teacher to student over a period of time. Schools must instead be seen as places that promote knowledge acquisition and skills that will enable people to continuously learn over the lifetime. As a result of this, ICTs which include radio and television, and the Internet - have been hyped as potentially and powerful enabling tools for educational change and reform (Hennessayet. al 2010). ICT according to Ajayi and Ekundayo (2009) is simply about sharing and having access to data easily with the use of ICT tools such as computers, printers, internet and many others. In other words, ICT is seen as a superhighway on which information is transmitted and shared by people across borders. The field of education has been affected by the penetrating influence of ICT.

When ICTs are used appropriately, it helps enlarge access to education, fortifies the Importance of education to all and sundry and raises the quality of education by helping make Teaching and learning active and more engaging. Therefore this study examines the use of ICT by School teachers. It is a step towards understanding the ICT knowledge of school Teachers and the use of ICT in process of teaching and has broader implications for how they acquire new knowledge in information seeking process.

2. Research Objectives

The purpose of the study was to examine the use of ICT in information provision by school teachers. The overall objective for the study is to examine how school teachers acquire and use information using ICT facilities available from schools.

The specific Objectives of the study are as follows:
1) To examine information resources used by school teachers in information provision
2) To investigate use of ICT by teachers for teaching and learning purposes
3) To explore how ICT affects teachers' confidence in the classroom.
4) To investigate use of Internet for teaching

3. Research Questions

To address the research objectives, the study seeks to answer the following questions;
1) Which information sources are mostly used by school teachers?
2) How confident are teachers in using ICT in the teaching and learning process?
3) Which ICT facilities are available and are used by the teachers?
4) How do teachers use Internet in teaching?

4. Review Related Literature

The use of ICT creates a significant learning environment, and it changes the learning and teaching process in which students deal with knowledge in an active, self - directed and constructive way (Volman& van Eck, 2001: 613). As a classroom tool, the computer has captured the attention of the education community. This versatile instrument can store, manipulate and retrieve information, and it has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems to enhance their cognitive skills (Jonassen& Reeves, 1996: 693).

The proliferation of technology has complicated the teaching - learning process and finding the best ways of integrating technology into classroom practices is one of the challenges

21st - century teachers' face. Effectively integrating ICT into learning systems is much more complicated than providing computers and securing a connection to the Internet (Afshari, et al., 2009: 20). The Internet has become an indispensable requirement for every teacher because it gives them the ability to work with multimedia, and thus enhance interactive activities in the classroom environment. The Internet is also the fastest growing educational tool. The overwhelming amount of publicly available information on the web is increasing consistently at a mind - boggling speed. It has turned into a gigantic electronic library. It is therefore important for teachers to embrace this new technology by acquiring basic and advanced skills of information literacy (Singh & Jindal, 2009: 430). It is clear that the internet technology has become an effective means for widening educational opportunities, but most teachers neither use the technology as an instructional delivery system, nor integrate the technology into their curriculum (Afshari, et al., 2009: 1). In view of the above, there is a need for government to reinforce learning by reducing inequalities in educational development through the availability of ICT tools in educational institutions to enhance the competence and innovation of teachers in order to take full advantage of the potential of digital devices to improve thinking skills and thus learner performance (Ndlovu& Lawrence, 2012: 1). Little research has been conducted on teacher trainees' conceptions of using the Internet in information literacy instruction. (Tanni, Sormunen&Syvänen, 2008) Some studies on information literacy instruction have revealed some problems related to teachers' difficulties in developing strategies and practices that work in the new information and media environment. For example, Limbergand others (2008) summarized the findings of several studies and argued that teachers' focus on low - level skills frames information literacy as pressing the right keys and finding the right pages or web portals. For meaningful learning it would be important to support high - level aspects of information literacy like formulation of research questions and critical evaluation of information. However, the discursive practice of the school shapes the view of information seeking and learning as fact - finding (Limberg, 2005).

5. Methodology

In this research, quantitative methodology was used to collect and analyze the data obtained from all the respondents. The researchers developed the questionnaire and finalized it before being distributed to the targeted group of respondents. Few sections on the questionnaire were designed specifically to address research objectives in regard with the effectiveness of ICT integration for teachers in learning and effective elements of ICT integration in schools. Therefore, the questionnaire was distributed through google form to obtain the data from the respondents.

6. Data Analysis

The effectiveness of ICT integration for students in learning shows that the use of ICT promotes active and engaging lesson for students' best learning experience with recorded of the lowest mean score of 1.67. In the previous section, most teachers agreed that the use of ICT enables the students to be more active and engaging in the lesson. This shows that both teachers and students agreed that the use of ICT provide the chances for students to be active and take more parts or roles for their best learning experience.

No.	Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D
		Frequency and Percentage (%)					
1.	ICT allows students' to be more creative and imaginative.	1 (1%)	7 (6.9%)	64 (63.4%)	29 (28.7%)	1.80	0.60
2.	The use of ICT helps students to find related knowledge and information for learning.	1 (1%)	4 (4%)	61 (60.4%)	35 (34.7%)	1.71	0.59
3.	The use of ICT encourages students to communicate more with their classmates.	11 (10.9%)	0	63 (62.4%)	27 (26.7%)	1.84	0.60
4.	The use of ICT increases students' confidence to participate actively in the class.	10 (9.9%)	0	65 (64.4%)	26 (25.7%)	1.84	0.58
5.	I think students learn more effectively with the use of ICT.	6 (5.9%)	0	60 (59.4%)	35 (34.7%)	1.71	0.57
6.	I think the use of ICT helps to broaden students' knowledge paradigm.	8 (7.9%)	0	54 (53.5%)	39 (38.6%)	1.69	0.61
7.	I think the use of ICT helps to improve students' ability specifically in reading, writing.	10 (9.9%)	0	53 (52.5%)	38 (37.6%)	1.72	0.63
8.	The students' are more behaved and under control with the use of ICT.	2 (2%)	16 (15.8%)	51 (50.5%)	32 (31.7%)	1.88	0.74
9.	The use of ICT enables students' to express their ideas and thoughts better.	3 (3%)	13 (12.9%)	47 (46.5%)	38 (37.6%)	1.81	0.77
10.	The use of ICT promotes active and engaging lesson for students' best learning experience.	1 (1%)	6 (5.9%)	53 (52.5%)	41 (40.6%)	1.67	0.63

The result shows that the effectiveness of ICT for students in learning are it encourages students to communicate more with their classmates as well as it increase the students confidence to participate actively in the class with shared mean of 1.84. It is effective in a sense that students are occupied with adequate knowledge that enables them to be more confident in sharing and exchanging their opinion with their classmates. Lastly, it shows that students are more behaved and under control with the use of ICT in learning but it is also considered as fewer acceptances by teachers as the score mean is the highest of all with 1.88. This might give the ideas to teachers that students are a little bit out of control when ICT is used in teaching as teachers are not the main focus of learning process.

7. Conclusion

The results of this study show that technology - based teaching and learning is more effective in compare to traditional classroom. This is because, using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students. However, most of teachers in this study agree that ICT helps to improve classroom management as students are well - behaved and more focused. Moreover, this study proved that students learn more effectively with the use of ICT as lesson designed are more engaging and interesting. Accordingly, the participants agreed that integrating ICT can foster students' learning.

8. Recommendations

It might be too common for issues and challenges of ICT integration to be discussed but in - depth study of ICT integration in core subjects in schools is least discussed. It is good if further studies can be made based on what barriers teachers are facing in using ICT in their daily classrooms in schools. . Some schools might have more funding that makes ICT implementation much faster and easier. It is good if comparison can be made between different schools in which it can take the good side as examples and make improvements needed from the flaws identified.

Other than that, it is highly recommended for comparison studies about ICT integration in teaching and learning to be done between public and private schools. This is because most private schools permit students to bring gadgets to school and teaching and learning process takes place within the use of ICT. It would be exciting to see the findings between the effectiveness of ICT integration in public and private schools.

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